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Report on the Identified Practices, Barriers and Needs for
Strengthening Open Research, Open Science and Technology
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Terms, definitions and abbreviated terms

List of project participants

Participant organisation name	Country
Polytechnic Institute of Setúbal (IPS)	PT
St. Pölten University of Applied Sciences (STPUAS)	AT
Hungarian University of Agriculture and Life Sciences (MATE)	HU
Politehnica University of Timisoara (UPT)	RO
University Colleges Leuven Limburg (UCLL)	BE
Vidzeme University of Applied Sciences (ViA)	LV

Abbreviated terms

OA – Open Access

OE – Open Education

OI – Open Innovation

OS – Open Science

E³UDRES² – Engaged European Entrepreneurial University as Driver for European Smart and Sustainable Regions

Executive Summary

This report has the main aim to understand the current situation regarding OS/OI/OE/OA policies in the partner institutions.

This report is part of the work package WP4 of ENT-R-E-NOVATORS, the task T4.1 with the following objectives:

- identify specific needs of various stakeholders,
- identify challenges and opportunities for joint open access, open science, open education and open innovation activities, by involving the regional innovation and communities,
- co-design, implement and validate course, training and support,
- connect to E3UDRES2 partners to use existing expertise, experience and (open) resources.

1 Definitions

For a common understanding of this study we have defined the OS/OI/OE/OA, based on the analyse of current trends, definitions and our partners previous activities.

Open Education

The European Commission's definition of open education is:

"a way of carrying out education, often using digital technologies. Its aim is to widen access and participation to everyone by removing barriers and making learning accessible, abundant, and customisable for all. It offers multiple ways of teaching and learning, building, and sharing knowledge. It also provides a variety of access routes to formal and non-formal education and connects" (Opening up Education: A Support Framework for Higher Education Institutions, 2016). It goes beyond open educational resources (OER) and open research outputs to embrace strategic decisions, teaching methods, collaboration between individuals and institutions, recognition of non-formal learning and different ways of making content available. Open education encompasses resources, tools and practices that employ a framework of open sharing to improve educational access and effectiveness worldwide. (Open Education Global) info <https://www.oeglobal.org/oe-resource/>.

Open Science

An approach to the scientific process that focuses on spreading knowledge as soon as it is available using digital and collaborative technology. (EU Strategic plan 2020-2024 – Research and Innovation). It encompasses mainly **Open Data, European Open Science Cloud (EOSC), Open Access on scholarly communication and research integrity.**

Open science encompasses unhindered access to scientific articles, access to data from public research, and collaborative research enabled by ICT tools and incentives. (OECD, 2021)

Open Science as “an inclusive construct that combines various movements and practices aiming to make multilingual scientific knowledge openly available, accessible and reusable for everyone, to increase scientific collaborations and sharing of information for the benefits of science and society, and to open the processes of scientific knowledge creation, evaluation and communication to societal actors beyond the traditional scientific community. It comprises all scientific disciplines and aspects of scholarly practices, including basic and applied sciences, natural and social

sciences and the humanities, and it builds on the following key pillars: open scientific knowledge, open science infrastructures, science communication, open engagement of societal actors and open dialogue with other knowledge systems” (UNESCO Recommendation on Open Science, 2021, p.7).

Open Innovation

Open Innovation was defined as the use of purposive inflows and outflows of knowledge to accelerate internal innovation, and expand the markets for external use of innovation, respectively (Henry Chesbrough, “Open Innovation: The New Imperative for Creating and Profiting from Technology”, 2003). More recently, open innovation is not solely institution-centric: it also includes creative consumers and communities of user innovators, as the boundaries between an institution and its environment have become more permeable; innovations can easily transfer inward and outward between institutions and between universities and their creative stakeholders, resulting in impacts at the level of the stakeholders, the university and society. For a university: transfer of innovation in all areas between students, academics, staff, the community around, policies, strategies for knowledge and innovation communities as well as open hubs, Living Labs, open lectures and open workshops/seminars are seen as part of open innovation. Open innovation resources https://research-and-innovation.ec.europa.eu/strategy/past-research-and-innovation-policy-goals/open-innovation-resources_en

Open Access

Open access is the practice of providing online access to scientific information that is free of charge to the user and is reusable. This will apply at different levels of openness. (Open access https://research-and-innovation.ec.europa.eu/strategy/strategy-2020-2024/our-digital-future/open-science/open-access_en)

2 Methodology

2.1 Analysis

With the main aim to understand the current situation regarding OS/OI/OE policies in the participant institutions we have developed a mixed method research that has combined surveys and interviews with quantitative and qualitative assessments of the level of awareness/engagement, acceptability and value perception.

First, we have done a desktop research to gather existing information and knowledge on OS/OI/OE and to identify existing knowledge and published data and report on these topics. As this was done also in the project proposal phase, and it is of strong interest of the team that is involved in WP4, we have looked mainly at published studies, reports, articles, data and relevant sources from European Union institutions, from the worldwide associations:

EU Commission Open Source Software Strategy 2020-2023 Think Open, 2020,
https://commission.europa.eu/about-european-commission/departments-and-executive-agencies/informatics/open-source-software-strategy_en

EU Commission Opening up Education: A Support Framework for Higher Education Institutions, 2016
<https://publications.jrc.ec.europa.eu/repository/bitstream/JRC101436/jrc101436.pdf>

EU JRC Open Education resources https://joint-research-centre.ec.europa.eu/what-open-education_en

EUA Open Science Report – The report (2020/2021) looks at the place of Open Science in European university approaches to academic assessment (how OS practices are taken into account and recognised, reasons for lack of recognition, prospects for change). The results are based on 272 responses from universities in 36 European countries.
<https://www.ouvrirlascience.fr/eua-open-science-in-university-approaches-to-academic-assessment-2/>

EU Commission Council Recommendation on building bridges for effective European higher education cooperation, 2022 <https://education.ec.europa.eu/document/proposal-for-a-council-recommendation-on-building-bridges-for-effective-european-higher-education-cooperation>

And several other articles and reports from the European Commission, European University Association, Open Education Global, Open Knowledge Foundation, EDEN, etc.

Through this analysis we gained a comprehensive understanding of the OS/OI/OE, we refined our study design, explored existing frameworks, and trends. To guide our data collection methods and to understand the context, we planned a combination of **surveys** - dedicated mainly to all the academics and researchers from our partner institutions – and **systematic expert interviews** dedicated to experts in these topics as well as managers from the university research, policies and strategic development departments.

We also analysed the survey designs and development, the sampling for the expert interviews and looked into the policies and regulations for ethics and data protection in our universities.

2.2 Ethics and Data Protection

Some key ethical and data considerations we looked at:

Informed consent: we obtained an informed consent for using the information and data provided from all participants, in the survey and in the expert interviews. All were fully aware of the purpose, procedures, potential risks, and benefits of our study, and they participated voluntarily, they could also withdraw at any time from giving further answers or data (also online for the surveys).

Research integrity and honesty: we rely on the correct answers given by the management and key experts, which were cross referenced with the official data available for each partner university

Ethical review: the members of WP4 have submitted the study survey and structure interview to the institutional ethics committee, and they undergone ethical review and then based on the guidance received we ensure that we adhere to ethical standards of all partners.

Data protection: Data protection in Europe is governed by the General Data Protection Regulation (GDPR), to which all partners have regulations for the processing and protection of personal data. We contacted and got consent for the study from the data protection officers from each partner university.

Data management and sharing: the information received was shared only among the WP4 members and we performed the survey using the EU Survey tool, to assure the data integrity and

protection. To assure the data transparency we are sharing, anonymised the results received as Annexes to this report - Annex 1 and Annex 2.

In UPT we have the project experts have been deeply involved in designing the methodology and the actions take to fulfil this report. The survey and structure of the interviews were submitted to the ethics committee and to the data protection officer. UPT collected the information and resources needed, it has also improved the different versions of the information needed for the survey and the report and they also have inputted the information in the EU Survey Tool. UPT has initiated, coordinated and finalise the discussion and the work done by all partners to finalise this report. STPUAS have received observations from data protection officer which were incorporated in the proposal, they collected the information and resources needed for this study, it has also worked on the different versions of the information part of the survey and worked on the report.

ViA has contacted the head of the ethics and research committee in the university and received approval to work on this study and use the proposed instruments, they collected the information and resources needed for this study, and also worked on the different versions of the information part of the survey and worked on the report.

At UCLL different supplementary information was needed and extra explanations were given to the research committee and the study was approved. UCLL provided information for the study and worked on the different versions of the information part of the survey and worked on the report. At IPS the data protection officer was contacted to get the study and instruments approved. The IPS team worked on the different versions of the information part of the survey and worked on the report.

At MATE permission was asked and received from data protection offices and then the team worked on the different versions of the information part of the survey and worked on the report. MATE also evaluated and reviewed this document in different phases.

2.3 Expert Interviews

Expert interviews methodology involved conducting in-depth structured interviews with individuals coming from each partner university who are in management positions or possess specialized knowledge, expertise, or experience in the OI/OE/OS area. The methodology followed a semi-structured approach, allowing for both predefined questions and open-ended discussions. Experts were selected in each partner university by the WP4 team based on their position in the university,

qualifications, expertise, and relevance to the OI/OE/OS topic. Interviews were conducted partially online, partially face-to-face by the WP4 teams one-on-one, in a structured mode, each providing information related to the subject of their expertise. The interview questions allowed for the experts' insights, perspectives, and opinions, aiming to gather rich qualitative data. The data collected through expert interviews was analyzed thematically by the key themes, defined in the development phase, providing valuable insights, management and expert knowledge on OI/OE/OS at each partner university.

The themes are: Policies, Actions/Activities/Production, Resources (technical, human, support), Training, Legal and regulatory barriers, Future & Visions. The structured interview related to all the policies, strategies, actions and activities each university was performing in open access, open innovation, open education, open science. Based on the expert interview and on some of the results from the survey, each partner has submitted a comprehensive report on which will allow us to inform research or decision-making processes in our partnership. As these are vast topics, different answers came from different university departments with different levels of access or information, they were structured, synthesised by the WP4 team from each university and delivered as one single structured report based on expert interviews. As to be able to generate graphs and for the sake of structure, each partner university submitted the report in an EUSurvey form - "OI/OE/OS/OA partner institution overview at university level".

2.4 Surveys

Surveys are an important research tool that allows to collect large amounts of data efficiently and systematically from a large number of respondents from our universities (Dillman, 2014). We combined questions that looked into the actions, preferences, and experiences of individuals, looking for a real snapshot of their opinions and activities in OI/OE/OS. We focus on developing clear, concise, and unbiased survey questions, to include principles, actions, in multiple choice, single choice, and open-ended questions. We asked open-ended questions and included exploratory items (tools, practices), as to gain insights into the topics, discover unexpected actions or trends, and to identify gaps not covered in the expert interviews. By collecting feedback from the different stakeholders, we analysed the effectiveness, satisfaction, and impact of OI/OE/OS initiatives, as to create the future activities in this project but also to help decision-making and improvement efforts into our universities.

We developed the survey through several iterations, of working closely in the group, during online group meetings but also by jointly working on documents with questions and ideas. We shared the first version with close colleagues to identify possible gaps in our survey.

After validation from the ethics committee and data protection officers we developed the survey online, using the EU Survey tool ensuring rigour and integrity in the collection and analysis of survey data. The development was done by the UPT team, checked and validated in pilot form with all partners.

The survey had been also including information about the perspectives and possible future involvement of experts into the project: Completing this questionnaire will help our universities share, pool and map accessible training courses, methods and formats regarding OA/OI/OS/OE. The questionnaire is related to questions about the activities you are involved with, tools and resources which you are using in your courses and also national/international collaboration with other universities or industry partners.

We administered the survey by sending a personalised message, including the link to the online survey, to all members of the academic and research community in our partner universities, via email, mailing lists, that was sent several times, to ensure direct and unbiased participation to the survey:

IPS: email sent by the head of institution to all academics and researchers, twice and then again, a reminder in May.

UPT: an email was sent to all members for the academic and research community (around 600 persons), it was also sent via the mailing list for research at university level in April and some heads of departments were directly invited to answer the survey

STPUAS: an email was sent to all research centres and heads of respective departments

MATE: the survey information by the research unit heads to the university academics mailing list and then repeated

UCLL: 450 researchers were emailed directly and then sent by mailing list in the university, and then again by personal recommendation to the researchers in the university

ViA: an email was sent to all members of the academic and research community with a follow up one month later

The study methodology employed a combination of desktop analysis, expert interviews and surveys to gather comprehensive and diverse perspectives on the OA/OI/OS/OE topics. Expert interviews provided in-depth qualitative insights from individuals with management and specialized knowledge

and expertise in the field, offering nuanced understandings and valid opinions. The survey complemented the interviews by collecting qualitative and quantitative data from a larger sample, allowing for in depth and statistical analysis. The integration of all methods provided a robust approach, capturing a range of perspectives with quantitative and qualitative assessments of the level of awareness/engagement, acceptability and value perception of OA/OI/OS/OE in our partner universities. The findings from the expert interviews and survey were synthesized to provide a comprehensive understanding of the current state of the six partner institutions in terms of open practices, namely:

- (i) OS/OI/OE policies and implementation strategies, including open access to publications and research results, open publishing policies and institutional policies and mechanisms that enable, incentivize, measure and reward OS practices;
- (ii) tools, activities and resources they make available to students, young researchers, senior researchers and professors;
- (iii) study cases and training offers in OS/OI/OE practices;
- (iv) Legal and regulatory barriers in adopting Open practices in the field.

References

- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). Internet, phone, mail, and mixed-mode surveys: The tailored design method. John Wiley & Sons.
- Fowler Jr, F. J. (2013). Survey research methods. Sage Publications.
- Krosnick, J. A., & Presser, S. (2010). Question and questionnaire design. In Handbook of survey research (2nd ed., pp. 263-314). Emerald Group Publishing Limited.

3 Open Education Report

3.1 Analysis at institutional level

3.1.1 Instituto Politécnico de Setúbal (IPS), Portugal

3.1.1.1 Policies

According to the official response from the university, there is no policy or strategy for Open Education, however the importance of Open Education in terms of the institution's strategic priority areas is High.

General questions

Does your institution have a policy for

- ☐ Open Access
- ☐ Open Innovation
- ☒ Open Education
- ☒ Open Science

Does your institution have a strategy for

- ☒ Open Access
- ☒ Open Innovation
- ☒ Open Education
- ☒ Open Science

Some of the pedagogical and research staff (28.57%) think that there are university guidelines for Open Education.

Does your university have institutional guidelines for

		Answers	Ratio
Open Access	<div><div></div></div>	21	60.00 %
Open Data	<div><div></div></div>	10	28.57 %
Open Educational Resources	<div><div></div></div>	10	28.57 %
Open Innovation	<div><div></div></div>	3	8.57 %
No Answer	<div><div></div></div>	9	25.71 %

Respondents have indicated that there is limited networking of people in Open Education inside the University, as well as with external stakeholders.

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access	<div><div></div></div>	17	48.57 %
Open Education	<div><div></div></div>	9	25.71 %
Open Innovation	<div><div></div></div>	6	17.14 %
No Answer	<div><div></div></div>	17	48.57 %

3.1.1.2 Actions/Activities/Production

IPS does develop activities and actions for Open Education (alongside Open Access, Open Innovation and Open Science), such as: EUDRES-Citizen Science Conference

Project No 101071317

(<https://eudres.eu/citizen-science-conference-2023>); International Open Access Week
(<https://bibliotecas.ips.pt/investiga-o-e-acesso-aberto>; <https://www.acessolivre.pt>;
<https://www.openaccessweek.org>); European Researcher's Night
(https://www.si.ips.pt/ips_si/web_base.gera_pagina?P_pagina=44083); Educational Practices
Conference.

Does your institution develop activities/actions for Open education

	Yes, very often	Yes, sometimes	Not at all	Planning to do
Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Training course/programs for staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training course/programs for students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Use of Open educational resources	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce and publish OER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Produce and public open access books or educational content	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part of international associations and events that promotes OE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academics and staff have Open attitude in designing and delivering education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities toward open education principles	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of open education digital tools	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Production of open education digital tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Develop research on open education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issue open certificate or degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Reward academics, staff and students that perform open education activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>


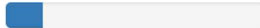


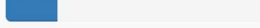
These activities take a variety of forms:

Some examples of these actions include: producing and publishing open access books or educational content (e.g. <https://comum.rcaap.pt/handle/10400.26/42356>); Part of international associations and events that promotes OE (e.g. Eudres: <https://eudres.eu/news/10thedition-of-the-international-workshop-open-education-week-2023-at-upt>).

However, responses from academic and research staff from IPS indicate that many are not aware of these actions:

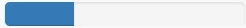
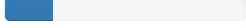


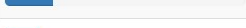
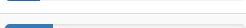
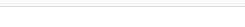
The ways these activities are implemented varies in their perceptions as well:

Do you develop activities/actions for

		Answers	Ratio
Open Access		21	60.00 %
Open Innovation		5	14.29 %
Open Education		14	40.00 %
Open Science		15	42.86 %
No Answer		7	20.00 %

The ways these activities are implemented varies in their perceptions as well:

If yes, how?

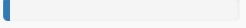
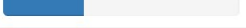
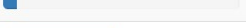
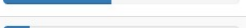
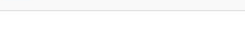
		Answers	Ratio
Part of an EU project		10	28.57 %
Department initiatives for internal actions		7	20.00 %
Running events/seminars/workshops		16	45.71 %
Implementing principles in everyday activities		16	45.71 %
Developing training/support for implementation		7	20.00 %
Other		5	14.29 %
No Answer		7	20.00 %

More than half of respondents (51.43%) say that there are trainings in finding and using Open Educational Resources (OERs) in the University, but only 28.57% indicate that there are trainings for producing OERs.

Also, 37.14% of them think that there is support in the university for finding and using OERs (while 40% do not know for sure), compared with 20% who agree and 57.14% who do not know if there is support to produce OERs.

The awareness of respondents to Open Education projects in the University is limited:

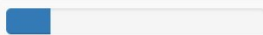
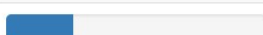
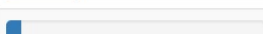
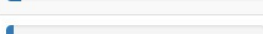
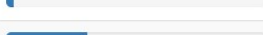
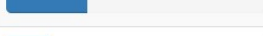
Open Education projects:

		Answers	Ratio
There are none at our university		1	2.86 %
There are sporadic projects		12	34.29 %
There are numerous projects		2	5.71 %
I don't know		16	45.71 %
No Answer		4	11.43 %

The evaluation of the effects of open education projects is also mostly unknown among the staff, as well as the implication of the University in promoting, training the staff in order to develop or participate in this type of projects, as well as the funding opportunities.

Respondents are generally unaware, or consider the priority of incorporating Open Education in student theses to be low or very low:

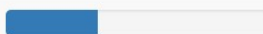
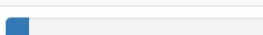
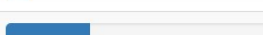
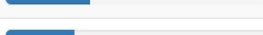
The priority of incorporating Open Education in student theses is:

		Answers	Ratio
Very low		6	17.14 %
Low		9	25.71 %
High		2	5.71 %
Very high		1	2.86 %
NA		11	31.43 %
No Answer		6	17.14 %

3.1.1.3 Resources


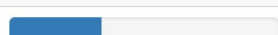
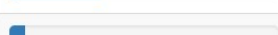
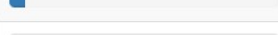
Respondents from IPS generally consider that the University has a tool for publishing OERs (34.29%) or are unsure (31.43%).

Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		12	34.29 %
No		3	8.57 %
Don't know		11	31.43 %
No Answer		9	25.71 %

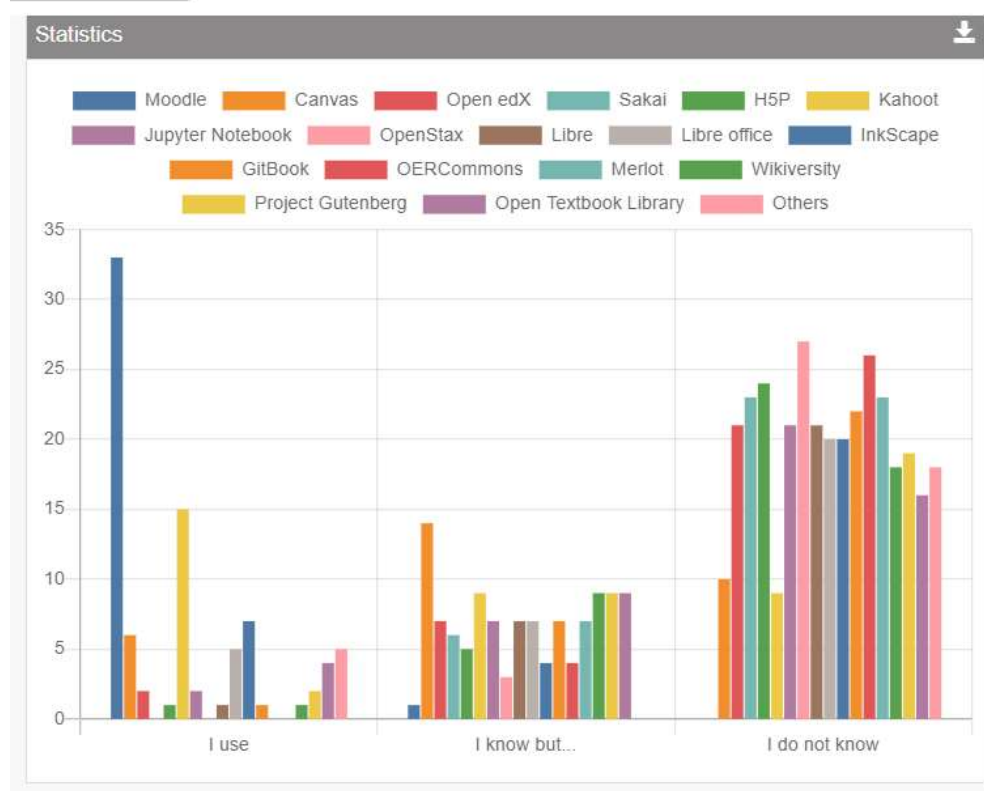
When asked to what extent the university currently utilises open education resources, their responses vary from “as far as I know it’s not used”, to “Some extent” or even “Broad extent”. The main barriers preventing the incorporation of more open education resources into the curriculum are considered “Underfunding” or other budget constraints, lack of time, support and the absence of official procedures and an institutional policy in this regard. However, many respondents have personally used OERs in teaching or research:

Have you personally used open education resources in your teaching or research?

		Answers	Ratio
Yes		21	60.00 %
No		12	34.29 %
I don't know		2	5.71 %
No Answer		0	0.00 %

The people who have used them found the experience generally satisfactory, or even very satisfactory.

In regard to the tools they use for open education, the vast majority recognize Moodle as the main one, but many also know of Kahoot, Inkscape, Canvas, LibreOffice, as well as others such as Miro or DaVinci Resolve.



3.1.1.4 Future and vision

When respondents were asked if they believe that using open educational resources can have a positive impact on student learning outcomes, they overwhelmingly responded in the affirmative, however they have not witnessed convincingly the impact OERs have on their students' performance.

They also suggest ways of improving the support and promotion that the university can provide in this area through seminars and training workshops, and by encouraging a broader dialogue on the topic.

3.1.2 Vidzemes Augstskola (ViA), Latvia

3.1.2.1 Policies

According to the official response from the university, there is no policy or strategy for Open Education, however the importance of Open Education in terms of the institution's strategic priority areas is High.

Does your institution have a policy for

- ☐ Open Access
- ☐ Open Innovation
- ☒ Open Education
- ☐ Open Science

Does your institution have a strategy for

- ☐ Open Access
- ☐ Open Innovation
- ☒ Open Education
- ☐ Open Science

Very few university members (12.5%) think that there are university guidelines for Open Education.

Does your university have institutional guidelines for

		Answers	Ratio
Open Access	<div><div></div></div>	1	12.50 %
Open Data	<div><div></div></div>	1	12.50 %
Open Educational Resources	<div><div></div></div>	1	12.50 %
Open Innovation	<div><div></div></div>	0	0.00 %
No Answer	<div><div></div></div>	7	87.50 %

The same low number of respondents indicated that there is networking of people in Open Education inside the University, as well as with external stakeholders.

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access	<div><div></div></div>	4	50.00 %
Open Education	<div><div></div></div>	1	12.50 %
Open Innovation	<div><div></div></div>	4	50.00 %
No Answer	<div><div></div></div>	2	25.00 %

3.1.2.2 Actions/Activities/Production

ViA does develop activities and actions for Open Education (alongside Open Access, Open Innovation and Open Science), but no links to specific events or documents have been shared by the university.

These activities take a variety of forms:

Does your institution develop activities/actions for Open education

	Yes, very often	Yes, sometimes	Not at all	Planning to do
Workshops	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training course/programs for staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training course/programs for students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of Open educational resources	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce and publish OER	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce and public open access books or educational content	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part of international associations and events that promotes OE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academics and staff have Open attitude in designing and delivering education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities toward open education principles	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of open education digital tools	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Production of open education digital tools	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop research on open education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issue open certificate or degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Reward academics, staff and students that perform open education activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

However, responses from university members indicate that only half of them (50%) are aware of these actions:

Do you develop activities/actions for



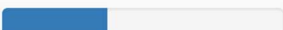

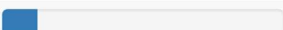
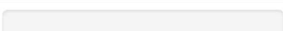
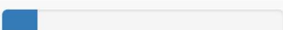
		Answers	Ratio
Open Access	<div><div></div></div>	4	50.00 %
Open Innovation	<div><div></div></div>	4	50.00 %
Open Education	<div><div></div></div>	4	50.00 %
Open Science	<div><div></div></div>	6	75.00 %
No Answer	<div><div></div></div>	1	12.50 %

The ways these activities are implemented varies in their perceptions as well:

The awareness of respondents to Open Education projects in the University is limited:

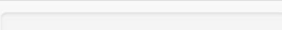

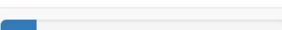
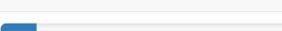
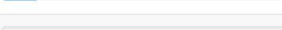
Project No 101071317

If yes, how?

		Answers	Ratio
Part of an EU project		4	50.00 %
Department initiatives for internal actions		4	50.00 %
Running events/seminars/workshops		3	37.50 %
Implementing principles in everyday activities		6	75.00 %
Developing training/support for implementation		1	12.50 %
Other		0	0.00 %
No Answer		1	12.50 %

The awareness of respondents to Open Education projects in the University is limited:

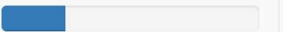

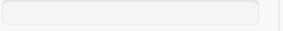
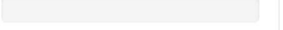

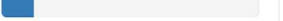
Open Education projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		6	75.00 %
There are numerous projects		1	12.50 %
I don't know		1	12.50 %
No Answer		0	0.00 %

The evaluation of the effects of open education projects is also unknown among the staff, as well as the implication of the University in promoting, training the staff in order to develop or participate in this type of projects, as well as the funding opportunities.

Respondents are generally unaware, or consider the priority of incorporating Open Education in student theses to be low or very low:

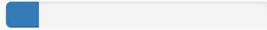
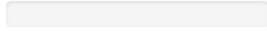
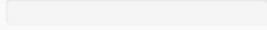

The priority of incorporating Open Education in student theses is:

		Answers	Ratio
Very low		2	25.00 %
Low		1	12.50 %
High		0	0.00 %
Very high		0	0.00 %
NA		4	50.00 %
No Answer		1	12.50 %

3.1.2.3 Resources


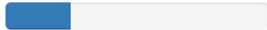
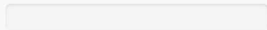
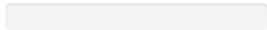
Only 12.5% of the respondents from ViA have knowledge about a tool that the University has for publishing OERs (the rest did not give an answer).

Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		1	12.50 %
No		0	0.00 %
Don't know		0	0.00 %
No Answer		7	87.50 %

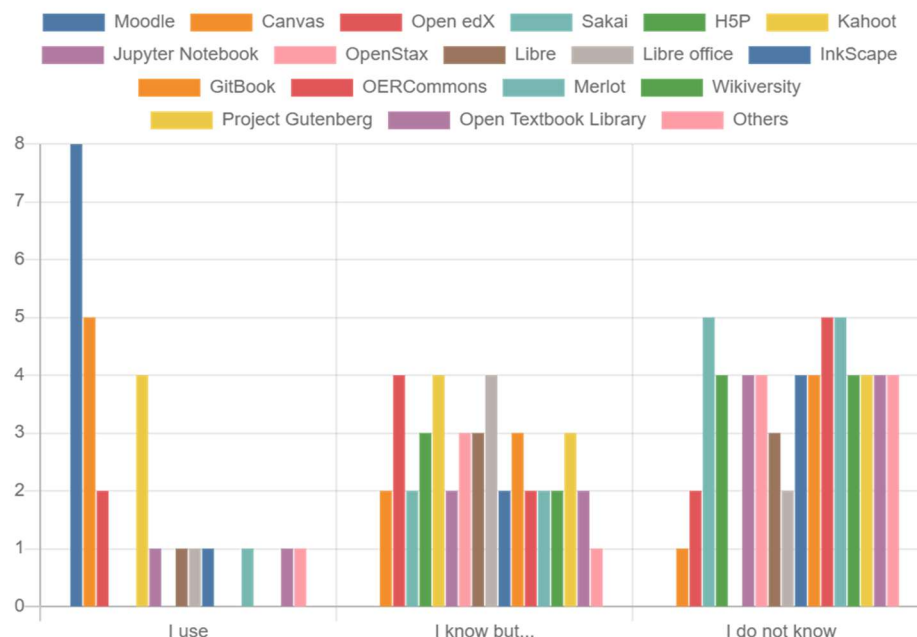
However, many respondents (75%) have personally used OERs in teaching or research:

Have you personally used open education resources in your teaching or research?

		Answers	Ratio
Yes		6	75.00 %
No		2	25.00 %
I don't know		0	0.00 %
No Answer		0	0.00 %

Some of the people who have used them found the experience very satisfactory.


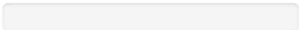
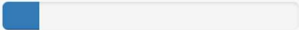
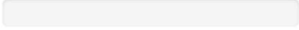
In regard to the tools they use for open education, all respondents recognize Moodle as the main one, but many also use or at least know of Canvas, Open edX, Kahoot, Jupyter Notebook, Libre (Office), InkScape, or Merlot.




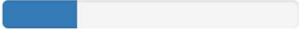
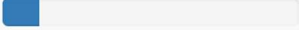
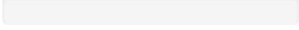
3.1.2.4 Training

The high majority of the respondents (87.5%) say that there are trainings in finding and using Open Educational Resources in the University (50% consider that they receive support from the University for this) and more than half (62.5%) indicate that there are trainings for producing OERs as well (62.5% consider that they receive support from the University for this).

Is there a training / further education at your university to the following aspects? : Finding and using Open Educational Resources

		Answers	Ratio
Yes		7	87.50 %
No		0	0.00 %
Don't know		1	12.50 %
No Answer		0	0.00 %

Is there a training / further education at your university to the following aspects? : Producing Open Educational Resources

		Answers	Ratio
Yes		5	62.50 %
No		2	25.00 %
Don't know		1	12.50 %
No Answer		0	0.00 %

3.1.2.5 Legal and regulatory barriers

Respondents think that the main barriers (not necessarily legal) to preventing the university from incorporating more open education resources into the curriculum are the state curricula and the fact that the proliferation of these courses and resources might limit teachers' monthly income for lecturing in auditorium.

3.1.2.6 Future and visions

Where input was given, some respondents believed that the university can offer further support by organizing trainings and providing links for students and researchers to OER repositories. No other answers were given by the respondents regarding their plans or what they envision the university to improve in the area of open education.

3.1.2.7 Study cases

No study cases could be inferred from the individual/institutional surveys

3.1.3 UC Limburg (UCLL), Belgium

3.1.3.1 Policies

According to the official response from the university, there is no policy or strategy for Open Education. The importance of Open Education in terms of the institution's strategic priority areas is Very Low, which might explain the lack of a policy or strategy.

Does your institution have a policy for

Open Access **No**

Open Innovation **No**

Open Education **No**

Open Science **No**

Does your institution have a strategy for

Open Access **No**

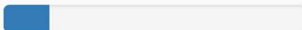
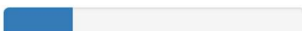
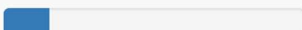
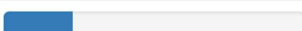

Open Science **No**

Open Innovation **No**

Open Education **No**

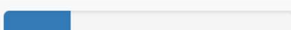
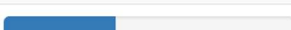
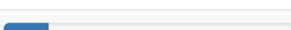
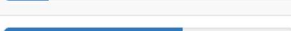
Very few university members (15.38%) think that there are university guidelines for Open Education.

Does your university have institutional guidelines for

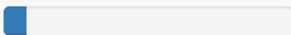
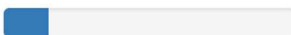
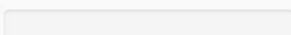

		Answers	Ratio
Open Access		2	15.38 %
Open Data		3	23.08 %
Open Educational Resources		2	15.38 %
Open Innovation		3	23.08 %
No Answer		9	69.23 %

Some respondents believe that there is institutional networking of people in Open Education inside the University (38.46%), but fewer think that this is the same with external stakeholders (only 15.38%).

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		3	23.08 %
Open Education		5	38.46 %
Open Innovation		2	15.38 %
No Answer		8	61.54 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		1	7.69 %
Open Education		2	15.38 %
Open Innovation		0	0.00 %
No Answer		11	84.62 %

3.1.3.2 Actions/Activities/Production

UCLL declares that it only sometimes develops activities and actions for Open Education. No links to specific events or documents have been shared by the university.

Does your institution develop activities/actions for Open education

Possible answers: Yes very often, **Yes sometimes**, not at all, planning to do

Workshops

Training course/programs for staff

Training course/programs for students

Use of Open educational resources

Produce and publish OER

Produce and public open access books or educational content

Part of international associations and events that promotes OE

Academics and staff have Open attitude in designing and delivering education

Activities toward open education principles

Use of open education digital tools

Production of open education digital tools

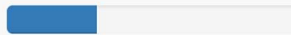


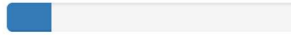
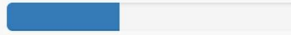
Develop research on open education

Issue open certificate or degrees

Reward academics, staff and students that perform open education activities


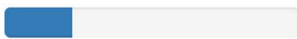
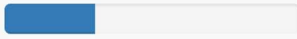
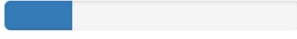
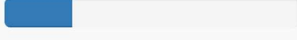
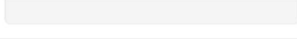
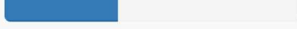
Responses from university members indicate that nearly half of them (46.15%) are aware of these actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		4	30.77 %
Open Innovation		6	46.15 %
Open Education		6	46.15 %
Open Science		2	15.38 %
No Answer		5	38.46 %

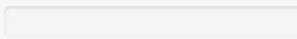
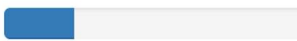
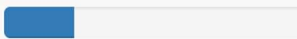
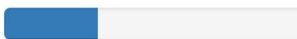
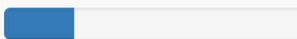
The ways these activities are implemented varies in their perceptions as well:

If yes, how?

		Answers	Ratio
Part of an EU project		6	46.15 %
Department initiatives for internal actions		3	23.08 %
Running events/seminars/workshops		4	30.77 %
Implementing principles in everyday activities		3	23.08 %
Developing training/support for implementation		3	23.08 %
Other		0	0.00 %
No Answer		5	38.46 %

The awareness of respondents to Open Education projects in the University is limited:

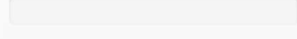
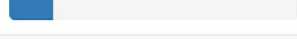
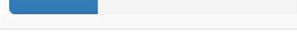
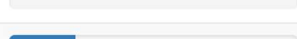
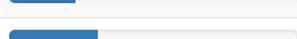

Open Education projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		3	23.08 %
There are numerous projects		3	23.08 %
I don't know		4	30.77 %
No Answer		3	23.08 %

The evaluation of the effects of open education projects is also unknown among the staff, as well as the implication of the University in promoting, training the staff in order to develop or participate in this type of projects, as well as the funding opportunities.

Some respondents (15.38%) consider the priority of incorporating Open Education in student theses to be low, while 30.77% consider it to be high.

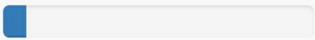
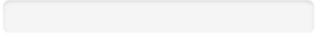
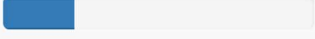

The priority of incorporating Open Education in student theses is:

		Answers	Ratio
Very low		0	0.00 %
Low		2	15.38 %
High		4	30.77 %
Very high		0	0.00 %
NA		3	23.08 %
No Answer		4	30.77 %

3.1.3.3 Resources


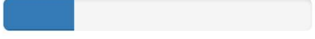
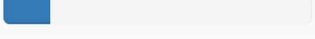
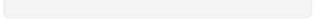
A very low number of respondents (7.69%) from UCLL have knowledge about a tool that the University has for publishing OERs (the rest declare that they don't know, or they did not give an answer).

Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		1	7.69 %
No		0	0.00 %
Don't know		3	23.08 %
No Answer		9	69.23 %

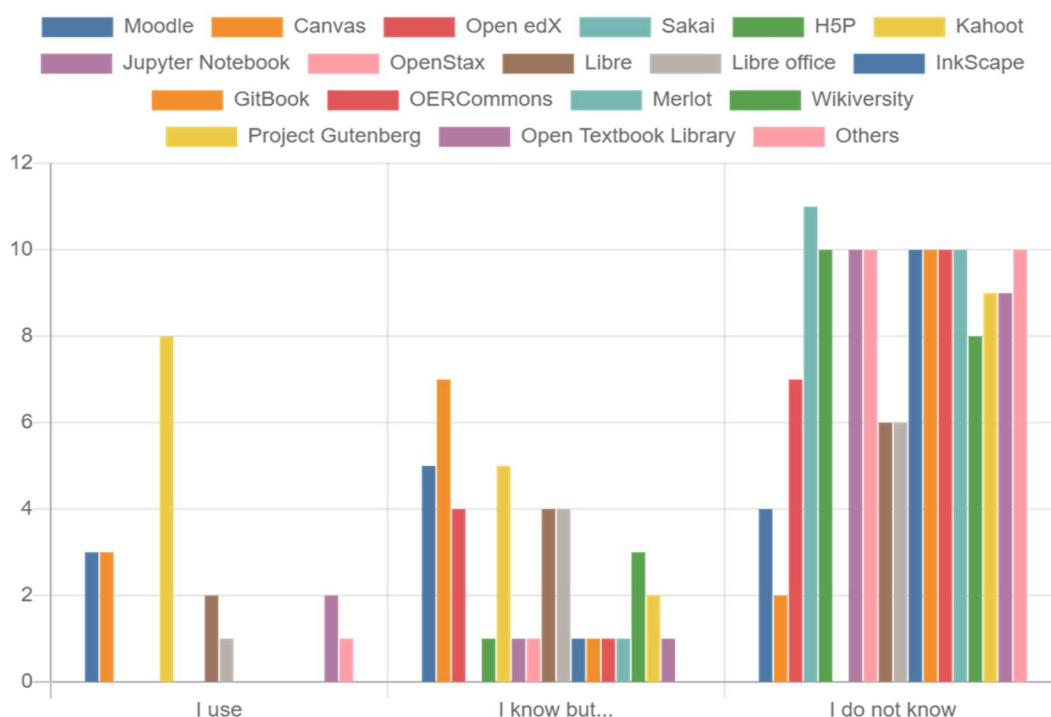
However, more than half of the respondents (61.54%) have personally used OERs in teaching or research:

Have you personally used open education resources in your teaching or research?

		Answers	Ratio
Yes		8	61.54 %
No		3	23.08 %
I don't know		2	15.38 %
No Answer		0	0.00 %

Most of the respondents have seen positive impact of OERs on student learning outcomes. However, few have clearly noticed savings for students as a result of using OERs.

In regard to the tools they use for open education, the most used tool seems to be Kahoot, followed by Moodle, Canvas, Libre and Open Textbook Library. Respondents have heard of, but haven't used, tools such as Open edX, H5P, Jupyter Notebook, InkScape, OERCommons, Wikiversity, or Project Gutenberg.



3.1.3.4 Training

Nearly a third of the respondents (30.77%) say that there are trainings in finding and using Open Educational Resources in the University (28.46% consider that they receive support from the University for this) and very few (15.38%) indicate that there are trainings for producing OERs as well (30.77% consider that they receive support from the University for this). In general, the others don't know how if there are such trainings / support in the University.

Is there a training / further education at your university to the following aspects? : Finding and using Open Educational Resources

		Answers	Ratio
Yes	<div><div></div></div>	4	30.77 %
No	<div><div></div></div>	1	7.69 %
Don't know	<div><div></div></div>	8	61.54 %
No Answer	<div><div></div></div>	0	0.00 %

Is there a training / further education at your university to the following aspects? : Producing Open Educational Resources

		Answers	Ratio
Yes	<div><div></div></div>	2	15.38 %
No	<div><div></div></div>	1	7.69 %
Don't know	<div><div></div></div>	8	61.54 %
No Answer	<div><div></div></div>	2	15.38 %

3.1.3.5 *Legal and regulatory barriers*

Respondents think that the main barriers (not necessarily legal) to preventing the university from incorporating more open education resources into the curriculum are funding and the fact that the teaching language is Dutch (while most OERs are in English).

3.1.3.6 *Future and visions*

Where input was given, respondents usually believe that OERs have a lot of potential, but teachers need to be able to adapt them to their own goals and objectives (or be able to change their own approach to teaching).

They think that the university can support teachers by offering more training in this area and by delivering specific OERs for each subject/discipline, so it's easier for teachers to pick what suits them best.

3.1.3.7 *Study cases*

No study cases could be inferred from the individual/institutional surveys.

3.1.4 Fachhochschule St Pölten GMBH (STPUAS), Austria

3.1.4.1 Policies

According to the official response from the university, there is no policy or strategy for Open Education, however the importance of Open Education in terms of the institution's strategic priority areas is High.

General questions

Does your institution have a policy for

- ☒ Open Access
- ☐ Open Innovation
- ☐ Open Education
- ☒ Open Science

Does your institution have a strategy for

- ☒ Open Access
- ☐ Open Innovation
- ☐ Open Education
- ☒ Open Science

Respondents think that there are no university guidelines for Open Education.

Does your university have institutional guidelines for

		Answers	Ratio
Open Access	<div><div></div></div>	4	80.00 %
Open Data	<div><div></div></div>	1	20.00 %
Open Educational Resources	<div><div></div></div>	0	0.00 %
Open Innovation	<div><div></div></div>	0	0.00 %
No Answer	<div><div></div></div>	1	20.00 %

20% of respondents indicated that there is networking of people in Open Education inside the University, as well as with external stakeholders.

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access	<div><div></div></div>	2	40.00 %
Open Education	<div><div></div></div>	1	20.00 %
Open Innovation	<div><div></div></div>	1	20.00 %
No Answer	<div><div></div></div>	2	40.00 %

3.1.4.2 Actions/Activities/Production

STPUAS does develop activities and actions for Open Education (alongside Open Access, Open Innovation and Open Science), but no links to specific events or documents have been shared by the university.

These activities take a variety of forms:

Does your institution develop activities/actions for Open education

	Yes, very often	Yes, sometimes	Not at all	Planning to do
Workshops	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training course/programs for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Training course/programs for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Use of Open educational resources	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce and publish OER	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce and public open access books or educational content	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part of international associations and events that promotes OE	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academics and staff have Open attitude in designing and delivering education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities toward open education principles	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of open education digital tools	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Production of open education digital tools	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop research on open education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Issue open certificate or degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Reward academics, staff and students that perform open education activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

However, responses from university members indicate that only 20% of respondents are aware of these actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access	<div><div></div></div>	1	20.00 %
Open Innovation	<div><div></div></div>	1	20.00 %
Open Education	<div><div></div></div>	1	20.00 %
Open Science	<div><div></div></div>	1	20.00 %
No Answer	<div><div></div></div>	4	80.00 %

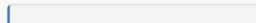
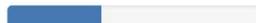
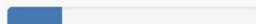
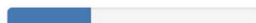
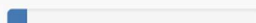
The ways these activities are implemented varies in their perceptions as well:

If yes, how?

		Answers	Ratio
Part of an EU project	<div><div></div></div>	0	0.00 %
Department initiatives for internal actions	<div><div></div></div>	1	20.00 %
Running events/seminars/workshops	<div><div></div></div>	0	0.00 %
Implementing principles in everyday activities	<div><div></div></div>	1	20.00 %
Developing training/support for implementation	<div><div></div></div>	0	0.00 %
Other	<div><div></div></div>	0	0.00 %
No Answer	<div><div></div></div>	4	80.00 %

36.9% of respondents consider that OE projects are sporadic, while 21.3% report numerous OE projects:

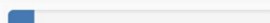
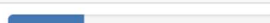
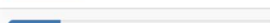
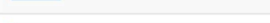
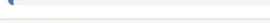
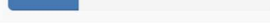
Open Education projects:

		Answers	Ratio
There are none at our university		1	0.97 %
There are sporadic projects		38	36.89 %
There are numerous projects		22	21.36 %
I don't know		34	33.01 %
No Answer		8	7.77 %

The evaluation of the effects of open education projects is also unknown among the staff, as well as the implication of the University in promoting, training the staff to develop or participate in this type of projects, as well as the funding opportunities.

Respondents are unaware, or consider the priority of incorporating Open Education in student theses to be low or NA:

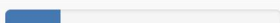
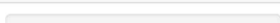

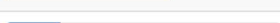
The priority of incorporating Open Education in student theses is:

		Answers	Ratio
Very low		10	9.71 %
Low		29	28.16 %
High		20	19.42 %
Very high		2	1.94 %
NA		27	26.21 %
No Answer		15	14.56 %

3.1.4.3 Resources

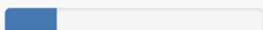

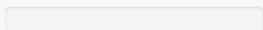
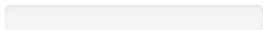
Based on the responses, 20% of the participants answered "Yes" indicating that the university has a tool for publishing Open Educational Resources (OER) and/or outcomes adhering to Open Access principles. However, 60% answered "Don't know," suggesting uncertainty about whether such a tool exists. Finally, 20% did not provide an answer.

Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		1	20.00 %
No		0	0.00 %
Don't know		3	60.00 %
No Answer		1	20.00 %





Regarding use of OERs by respondents, 20% of the participants answered "Yes" indicating that they have personally used Open Educational Resources (OER) in their teaching or research. However, most respondents, 80%, answered "No," indicating that they have not used OER. There were no participants who answered "I don't know" or did not provide an answer.

Have you personally used open education resources in your teaching or research?

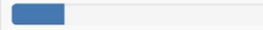
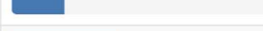
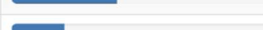

		Answers	Ratio
Yes		1	20.00 %
No		4	80.00 %
I don't know		0	0.00 %
No Answer		0	0.00 %

Some of the people who have used them found the experience very satisfactory.

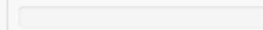
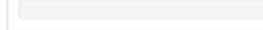
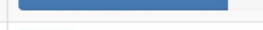

Tools for open education : Moodle

		Answers	Ratio
I use		5	100.00 %
I know but do not use		0	0.00 %
I do not know		0	0.00 %
No Answer		0	0.00 %

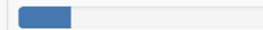
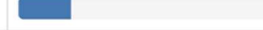


Tools for open education : Canvas

		Answers	Ratio
I use		1	20.00 %
I know but do not use		1	20.00 %
I do not know		2	40.00 %
No Answer		1	20.00 %

Tools for open education : H5P

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		4	80.00 %
No Answer		1	20.00 %

Tools for open education : Kahoot

		Answers	Ratio
I use		1	20.00 %
I know but do not use		1	20.00 %
I do not know		2	40.00 %
No Answer		1	20.00 %

Tools for open education : Open edX

		Answers	Ratio
I use		0	0.00 %
I know but do not use		1	20.00 %
I do not know		3	60.00 %
No Answer		1	20.00 %

Tools for open education : Sakai

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		4	80.00 %
No Answer		1	20.00 %

Tools for open education : OpenStax

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		4	80.00 %
No Answer		1	20.00 %

Tools for open education : Libre

		Answers	Ratio
I use		0	0.00 %
I know but do not use		2	40.00 %
I do not know		2	40.00 %
No Answer		1	20.00 %

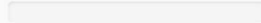

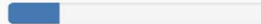
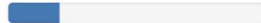
Tools for open education : Libre office

		Answers	Ratio
I use		0	0.00 %
I know but do not use		5	100.00 %
I do not know		0	0.00 %
No Answer		0	0.00 %

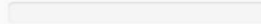
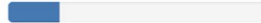

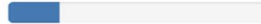
Tools for open education : InkScape

		Answers	Ratio
I use		0	0.00 %
I know but do not use		4	80.00 %
I do not know		1	20.00 %
No Answer		0	0.00 %

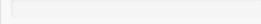
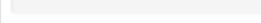


Tools for open education : GitBook

		Answers	Ratio
I use		0	0.00 %
I know but do not use		3	60.00 %
I do not know		1	20.00 %
No Answer		1	20.00 %

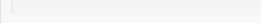
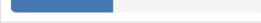


Tools for open education : OERCommons

		Answers	Ratio
I use		0	0.00 %
I know but do not use		1	20.00 %
I do not know		3	60.00 %
No Answer		1	20.00 %

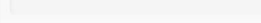

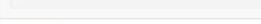

Tools for open education : Merlot

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		4	80.00 %
No Answer		1	20.00 %

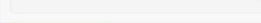
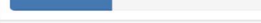
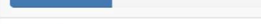

Tools for open education : Wikiversity

		Answers	Ratio
I use		0	0.00 %
I know but do not use		2	40.00 %
I do not know		2	40.00 %
No Answer		1	20.00 %

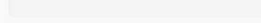
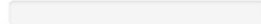

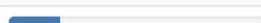
Tools for open education : Project Gutenberg

		Answers	Ratio
I use		0	0.00 %
I know but do not use		4	80.00 %
I do not know		0	0.00 %
No Answer		1	20.00 %

Tools for open education : Open Textbook Library

		Answers	Ratio
I use		0	0.00 %
I know but do not use		2	40.00 %
I do not know		2	40.00 %
No Answer		1	20.00 %

Tools for open education : Others

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		4	80.00 %
No Answer		1	20.00 %

Based on the responses gathered:

Moodle is the most widely used tool for open education, with all respondents indicating either usage or knowledge of it.

Canvas, Open edX, Kahoot, and Jupyter Notebook are known by some respondents but not as commonly used.

Sakai, H5P, OpenStax, LibreOffice, Inkscape, GitBook, OERCommons, Merlot, Wikiversity, Project Gutenberg and Open Textbook Library have lower usage or familiarity among respondents.

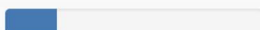
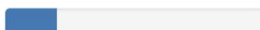

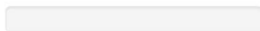
The "Others" category includes additional tools mentioned by participants.

It is important to note that these results are specific to the surveyed group and may not represent a comprehensive overview of tool usage in the broader context of open education.

3.1.4.4 Training

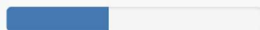
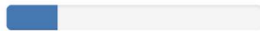
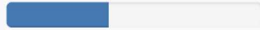
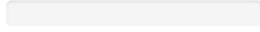
Based on the responses, there is some uncertainty regarding whether the university offers training or further education specifically focused on finding and using Open Educational Resources (OER). 20% of the participants answered "Yes" indicating that such training is available, while another 20% answered "No" suggesting that it is not available. Most respondents, 60%, answered "Don't know," indicating uncertainty about the existence of training in this area.

Is there a training / further education at your university to the following aspects? : Finding and using Open Educational Resources

		Answers	Ratio
Yes		1	20.00 %
No		1	20.00 %
Don't know		3	60.00 %
No Answer		0	0.00 %

Based on the responses, there is also uncertainty regarding whether the university offers training or further education on the management and access to digital research data and methods. 20% of the participants answered "Yes" indicating that such training is available, while another 20% answered "No" suggesting that it is not available. Most respondents, 60%, answered "Don't know," indicating uncertainty about the existence of training in this area.

Is there a training / further education at your university to the following aspects? : Producing Open Educational Resources

		Answers	Ratio
Yes		2	40.00 %
No		1	20.00 %
Don't know		2	40.00 %
No Answer		0	0.00 %

3.1.4.5 *Legal and regulatory barriers*

Respondents think that the main barriers (not necessarily legal) to preventing the university from incorporating more open education resources into the curriculum are funding and the fact that the teaching language is German (while most OERs are in English).

3.1.4.6 *Future and visions*

Where feedback was provided, respondents generally felt that OERs have a lot of promise, but teachers must be able to adapt them to their own goals and objectives (or adjust their own teaching technique).

They believe that the university can help instructors by providing additional training in this area and supplying particular OERs for each subject/discipline, making it easier for teachers to choose what works best for them.

3.1.5 Magyar Agrár - és Élettudományi Egyetem (MATE), Hungary


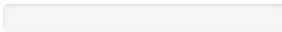

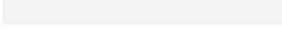
3.1.5.1 Policies

According to the university answer, there is no policy or strategy for Open education at MATE.


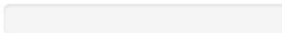

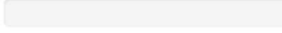
The importance of Open Education in terms of the institution's strategic priority areas is considered low.

From the individual responses we can see that there is support at the university in terms of finding, using and producing Open Educational Resources.

Is there a support at your university for : Finding and using Open Educational Resources


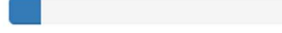

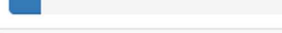
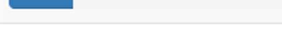
		Answers	Ratio
Yes		5	55.56 %
No		0	0.00 %
Don't know		4	44.44 %
No Answer		0	0.00 %

Is there a support at your university for : Producing Open Educational Resources

		Answers	Ratio
Yes		4	44.44 %
No		0	0.00 %
Don't know		5	55.56 %
No Answer		0	0.00 %




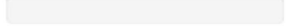
Also, from the individual survey we see that some people are aware of institutional guidelines referring to OERs.

Does your university have institutional guidelines for

		Answers	Ratio
Open Access		5	55.56 %
Open Data		1	11.11 %
Open Educational Resources		4	44.44 %
Open Innovation		1	11.11 %
No Answer		2	22.22 %





We also notice that there is support at the university for finding and using free and open-source software.

Is there a support at your university for: Finding and using Free and Open Source Software





		Answers	Ratio
Yes		4	44.44 %
No		2	22.22 %
Don't know		3	33.33 %
No Answer		0	0.00 %

There also seems to be some institutional networking for people in the university dealing with Open Education and also some networking with external stakeholders that deal with open education.

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		7	77.78 %
Open Education		6	66.67 %
Open Innovation		3	33.33 %
No Answer		1	11.11 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		4	44.44 %
Open Education		2	22.22 %
Open Innovation		2	22.22 %
No Answer		4	44.44 %

It seems that there is no internal budget for participating in further education in OA/OE/OI and only one person said there is an internal budget for participating in conferences/ networking events on OA/OE/OI.

3.1.5.2 Actions/Activities/Policies


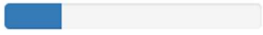
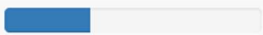
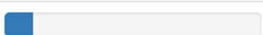
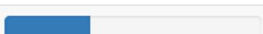
According to the university answer, MATE develops activities/actions for Open Education.

Academics and staff have an open attitude in designing and delivering education, sometimes.

There are also activities toward open education principles organized sometimes.

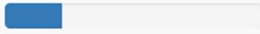
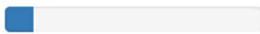
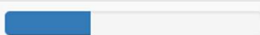
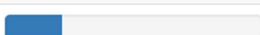
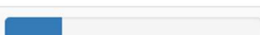
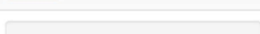
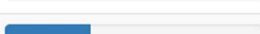
Only some of the individual respondents from MATE said that their institution is developing activities/actions for Open Education.

Do you develop activities/actions for

		Answers	Ratio
Open Access		4	44.44 %
Open Innovation		2	22.22 %
Open Education		3	33.33 %
Open Science		1	11.11 %
No Answer		3	33.33 %

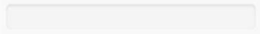
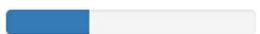
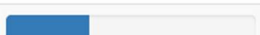
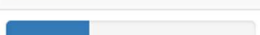
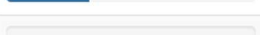
These happen in various ways, as it can be seen from the following image:

If yes, how?

		Answers	Ratio
Part of an EU project		2	22.22 %
Department initiatives for internal actions		1	11.11 %
Running events/seminars/workshops		3	33.33 %
Implementing principles in everyday activities		2	22.22 %
Developing training/support for implementation		2	22.22 %
Other		0	0.00 %
No Answer		3	33.33 %

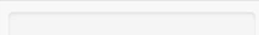

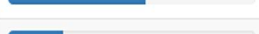
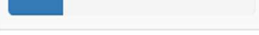
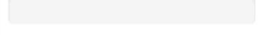
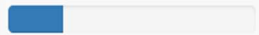
People in MATE are aware of Open Education projects:

Open Education projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		3	33.33 %
There are numerous projects		3	33.33 %
I don't know		3	33.33 %
No Answer		0	0.00 %

The priority of incorporating Open Education in student theses received mixed answers from MATEs staff:

The priority of incorporating Open Education in student theses is:

		Answers	Ratio
Very low		0	0.00 %
Low		5	55.56 %
High		2	22.22 %
Very high		0	0.00 %
NA		2	22.22 %
No Answer		0	0.00 %




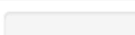
3.1.5.3 Resources

The university has some examples for using free and open-source-software. Primarily in courses on the field of statistics and econometrics MATE uses free and open-source-software (e.g R, Python, GeoDa). However, there is no priority to make such software available to the public.

MATE is sometimes using open educational resources. They are planning to produce and publish OERs. Sometimes they are also producing and publishing open access books or educational content.



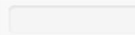
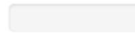
Open education digital tools are also used sometimes, as is the production of open education digital tools.

Is there a training / further education at your university to the following aspects? : Finding and using Free and Open Source Software

		Answers	Ratio
Yes		4	44.44 %
No		3	33.33 %
Don't know		2	22.22 %
No Answer		0	0.00 %

Half of the respondents from MATE have personally used open education resources in their teaching or research.

Have you personally used open education resources in your teaching or research?

		Answers	Ratio
Yes		5	55.56 %
No		4	44.44 %
I don't know		0	0.00 %
No Answer		0	0.00 %

When asked about individual specific tools, 77.78% of staff is using Moodle and 22.22% know but don't use it. Nobody is using H5P but 11.11% know it. 24.22% of respondents use Canvas and other 22.22% know of it. Nobody is using or knows of OERCommons. None of the respondents are using Open Textbook Library but 11.11% know of it. Nobody is using Jupyter Notebook but 33.33% know it. Nobody is using or knows of Merlot. Nobody is using or knows of Wikiversity. Nobody is using Project Gutenberg but 11.11% know of it. 11.11% use Open edX and 33.3% know it. 11.11% are using Libre Office and 39.39% know it. 33.33% of respondents are using Kahoot and 22.22% know of it. Nobody is using GitBook but 22.22% know it. Nobody uses OpenStax but 22.22% know

it. Nobody is using Libre but 44.44% know of it. Nobody is using InkScape and 11.11% know it. Nobody is using Sakai or knows about it. Other tools mentioned as being used are: Mural, Miro, Ted.com, Google.

3.1.5.4 Training

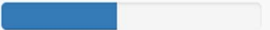


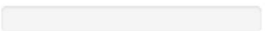
MATE is developing free online STEM courses for secondary school students to support university enrolment.

MATE is planning to organize workshops and training courses/programs for staff.




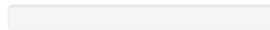
They are sometimes doing training courses/programs for students.

There is some training at MATE for finding, using and producing OERs but not everyone is aware of this:

Is there a training / further education at your university to the following aspects? : Finding and using Open Educational Resources

		Answers	Ratio
Yes		4	44.44 %
No		2	22.22 %
Don't know		3	33.33 %
No Answer		0	0.00 %

Is there a training / further education at your university to the following aspects? : Producing Open Educational Resources

		Answers	Ratio
Yes		3	33.33 %
No		2	22.22 %
Don't know		4	44.44 %
No Answer		0	0.00 %

3.1.5.5 Legal and regulatory barriers

There do not seem to be any legal or regulatory barriers in this matter.

3.1.5.6 Future and vision

MATE is part of international associations and events that promote OE.

They are planning to develop research on open education, to issue open certificates or degrees and to reward academics, staff and students that perform open education activities.

3.1.5.7 Study cases

No study cases could be inferred from the individual/institutional surveys.

3.1.6 Universitatea Politehnica Timișoara (UPT), Romania


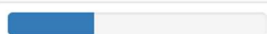
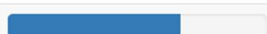
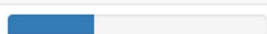
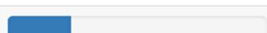
3.1.6.1 Policies

Politehnica University Timisoara has policies for open education in place and the importance of open education in terms of the institution's strategic priority areas is very high.

UPT has signed declarations on open education with UNESCO and OEG.

According to the staff answers, 66.67% say that UPT has institutional guidelines for Open Educational Resources:

Does your university have institutional guidelines for

		Answers	Ratio
Open Access		14	42.42 %
Open Data		11	33.33 %
Open Educational Resources		22	66.67 %
Open Innovation		11	33.33 %
No Answer		8	24.24 %

66.67% of responding staff said that there is institutional networking of people at UPT dealing with Open Education and 57.58% said there is institutional networking with external stakeholder dealing with Open Education.

Only 18.18% said there is an internal budget for participating in further education in OA/OE/OI and 24.24% said there is an internal budget for participating in conferences/networking events on OA/OE/OI.

Staff were asked if UPT has hosted an OA/OE/OI event in the last seven years and if there is a plan to do that within the next three years.

This is something mentioned briefly in the strategic plan of the university. The e-learning department (CeL) organised the Open Education Week Workshop (10 editions in 2023) and Digital Competences workshop dedicated to OE and OS, hosting training and webinars (Together online), as well as involvement in the CoderDojo movement.

Staff was asked if there are institutional guidelines for developing / setting into action of Open Education Projects. An institutional policy exists as well as guidelines in using OER and creating OERS. The eLearning Center has a strategy and action plans to develop and use OEP. Only some of the staff are aware of these.

Staff was asked if there are institutional guidelines for taking part in Open Education Projects. Again, the answers were varied, with the conclusion that they are not explicit, but they are encouraged.

Next, we inquired if there is institutional support to start / maintain / disseminate Open Education projects and, if so, what kind. This happens through the Unicampus platform, the Virtual Campus, trainings, workshops, open conferences. There is also support for international collaboration and funding possibilities.

Staff were asked if there is institutional networking of people at UPT that engage in Open Education and the answer is pointing at the network created around eLearning Center.

About the institutional networking with other institutions that engage in Open Education, UPT is part of EDEN, EUA, Open Education Global Consortium and Open EdTech association.

The financial support to develop / maintain Open Education projects is done only through EU funded projects, the UPT cofinancing some specific costs.

In terms of the financial support to take part in further education on Open Education, the UniCampus MOOCs platform is free and open to all, UPT is supporting all the running costs.

Financial support to take part at conferences / networking events on Open Education is funded through EU projects or by the ELearning Department.

Staff were also asked if there is a (part of a) strategy that deals with evolving the way of implementation of Open Education in UPT and what are some aspects of this strategy.

Part of the Digital transformation strategy of Politehnica University Timisoara 2022-2026 refers to this.

For example, the development of the Virtual Campus of UPT as an open-source platform, which includes:

- Academic management (LMS Learning Management System): management interface
- students, teachers, exams, results, course information;
- Academic learning support (CMS Course management system): online courses,
- laboratory materials online or in electronic format, podcasting;
- Communication and web 2.0 tools: forum, blog, wiki, messaging, SMS, etc.

UniCampus is another initiative of the ID/IFR and eLearning Center (CEL) of the Politehnica Timișoara University with the aim of developing the first university MOOC (Massive Open Online Course) in Romania, as a virtual online platform for free, open, free courses.

The e-Learning Center organized a series of workshops focused on open educational resources, the integration of information technologies in education and open educational resources OER (Open Educational Resources) and MOOC (Massive Open Online Courses) in the didactic process.

3.1.6.2 Legal barriers

From the analysis there don't seem to be any legal barriers for the further implementation and development of Open Education in UPT.

3.1.6.3 Actions/Activities/Production

According to the university leadership, UPT is developing very often the following activities/actions: workshops, training courses/programs for staff, use of open educational resources, produce and publish OERs, part of international associations and events that promotes OE, use of open education digital tools, develop research on open education, issue open certificate or degrees.

UPT is developing sometimes the following activities/actions: training course/programs for students, producing and public open access books or educational content, academics and staff have an open attitude in designing and delivering education, activities toward open education principles, reward academics, staff and students that perform open education activities.

UPT is also planning to produce open education digital tools.

Information about these types of activities and actions can be found at the following links:

<https://elearning.upt.ro/en/event/open-education-week-workshop-2023>

https://www.youtube.com/watch?v=2fTk_yU_6DY&list=PLFHoDIU-4IR3tIFe7dJTBhW8VO3kXbzCS

https://www.youtube.com/watch?v=dudCusOBkro&list=PLFHoDIU-4IR0VnsUtSk-EXCua_Q7lu8II

<https://elearning.upt.ro/en/impreuna-online>

<https://elearning.upt.ro/en/construim-impreuna>

<https://elearning.upt.ro/en/category/comunitate/eden>

<https://badgr.com/public/issuers/C6z6oty3QsaaMbQuAdg5Cw/badges>

<https://elearning.upt.ro/en/open>

Politehnica University Timisoara is developing activities/actions for Open Education.

UPT organizes:

- International Open Education Week Workshops since 2013 - <https://elearning.upt.ro/en/?s=open+education+week&trp-form-language=en>
- Annual European Researcher's Night
- Innovation Hubs
- Student Research Workshops
- The International Symposium on Electronics and Telecommunications (ISETC) Conference has a designated track on Open Education, Open Science and Emerging Technologies and a Special Session called Open Science for PhD Students in Electronics <https://conference.etc.upt.ro/isetc2022/papers>
- Innovation Labs Hackathons - <https://www.cm.upt.ro/ro/innovation-labs/innovation-labs-2021-timisoarahackathon>

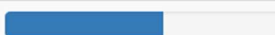
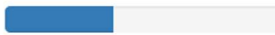


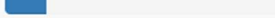
The Student Entrepreneurial Society - InoHub UPT <https://inohub.upt.ro/> - established in 2017, the UPT Entrepreneurial Student Society is a structure whose purpose is to organize activities to develop the entrepreneurial competences of UPT students and graduates.

International Spotlight Heritage Student Contest, <https://spotlight-timisoara.eu/international/#ishsc> - organized yearly since 2021, the contest puts together students from various European universities in a contest to create digital storytelling artefacts in virtual reality or augmented reality with Spotlight Heritage resources, using the existing multimedia artefacts, text and stories, and integrating it in a virtual reality/augmented reality experience. The output is published with an open licence.

Interactive Digital Media Student Contest, <https://idmsc.cm.upt.ro> - the Interactive Digital Media Student Contest is a student competition organized yearly since 2014 that aims to stimulate creativity and competitive spirit in the multimedia field. Students have the opportunity to present their most interesting projects, but also to interact directly with representatives of the economic environment, possible employers of the participants.

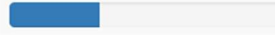



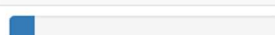
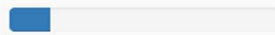

Analysing the answers of the academic and research staff of UPT, we can see that 63.64% of respondents are developing these types of activities/actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		19	57.58 %
Open Innovation		13	39.39 %
Open Education		21	63.64 %
Open Science		16	48.48 %
No Answer		5	15.15 %

Furthermore, we can see that 57.58% of them are doing this by implementing principles in everyday activities, 51.52% are running events/seminars/workshops, 48.48% through department initiatives for internal actions, 39.39% are developing training/support for implementation, 33.33% part of an EU project and 9.09% are doing this through other forms (collaboration with scientists on the platform Einstein Toolkit <http://einsteintoolkit.org>).

If yes, how?

		Answers	Ratio
Part of an EU project		11	33.33 %
Department initiatives for internal actions		16	48.48 %
Running events/seminars/workshops		17	51.52 %
Implementing principles in everyday activities		19	57.58 %
Developing training/support for implementation		13	39.39 %
Other		3	9.09 %
No Answer		5	15.15 %

We also analyse if, according to staff, there is support at UPT for:

- Finding and using Open Educational Resources - 66.67% yes, 9.09% no, 18.18% don't know;
- Producing Open Educational Resources - 66.67% yes, 9.09% no, 15.15% don't know;
- Finding and using Free and Open-Source Software - 63.64% yes, 6.06% no, 27.27% don't know.

3.1.6.4 Training

UPT has hosted and organized, especially by the ID/IFR and e-Learning Center, the Open Education Week Workshop (10 editions until 2023) and Digital Competences workshop (8 editions until 2022) dedicated to OE and OS, hosting training and webinars (Together online) and there is a plan to continue these types of events.

Next, we analyse if, according to staff, there are trainings / further education at UPT on several topics:

- Finding and using Open Educational Resources - 75.76% yes, 3.03% no, 21.21% don't know;
- Producing Open Educational Resources - 69.7% yes, 3.03% no, 21.21% don't know;
- Finding and using Free and Open-Source Software - 63.64% yes, 6.06% no, 30.3% don't know.

The next question was about training / further education in Open Education and if this exists, if the needs of teachers / researchers / students about the content of these is collected. Again, the answers were divided between positive, negative and those who do not know. Surveys were run in the past about OE at institutional level, surveys about OERs are run for some students at Master level (in Digital Media, Multimedia Technologies, etc). There are training workshops done by CeL (Together online, Shaping Together), OEW Workshops and digital competences workshops (each in every year with international participation). Also UPT has developed a MOOC platform Unicampus.ro where it hosts and delivers more than 100 open courses. Needs are collected twice a year. Some projects tried to analyze and improve Open Education among educators.

3.1.6.5 Resources

Using Free and Open-Source-Software is preferred whenever possible in UPT, due mainly to the freedom this confers (in using and adapting the necessary tools).

42.42% of the UPT staff respondents said that UPT has a tool that is providing possibilities for teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access. 6.06% said there is no such tool and 27.27% do not know.

Asked, to what extent does UPT currently utilize open education resources (e.g. open-source textbooks, online course materials, etc.), the opinions vary, some considering this to happen to a large extent and others only to some extent. The Virtual Campus (Moodle based) of UPT is mentioned several times. It uses OER created by others as course materials, lab, equipment information. It is also creating OER with students, or by integrating MOOCS in course or project work by students. Educational materials and resources are posted on the virtual campus and students have free access to download them. The teachers offer to the students links, open source textbooks, online courses, open source software to have access to alternative bibliography.

When asked what the main barriers are preventing UPT from incorporating more open education resources into your curriculum, the staff answered in a majority that there are no barriers. However, there were some barriers mentioned such as the lack of awareness and understanding from academics and students of the licenses. There are also intellectual property and copyright issues but also mentalities such as the resistance to change. The lack of training, support and time were also mentioned.

Staff were then asked if they have personally used open education resources in their teaching or research, 87.88% answering yes, and 9.09% answering no. Those who answered yes were asked how satisfied they were and if they would recommend others. Most of them were satisfied or very satisfied and would recommend this to others, because the whole experience is a valuable one which also allows a teacher's instructional skills to be improved, it increases access and equity, it is cost saving and it offers customization, adaptation, collaboration and sharing.

The next question was about the positive impact on student learning outcomes which using open education resources can have. Again, the vast majority of answers were positive. This can happen on several levels: students understand the copyright regulations, they have a broader access to information and knowledge and they can use more resources to learn. If the students are involved in the OER co-creation this can enhance their creativity, critical thinking as well as the digital competencies, besides that they have a more in-depth understanding of that piece of knowledge. Students have access to high-quality materials, with more engagement and motivation in the active learning process. The use of open-source software makes the projects to be independent of the courses, so students can continue using those technologies after graduation and that is a long term benefit for them.

Staff were asked if they have noticed any savings for the students as a result of using open education resources. Students have access to all resources for free in the university, so it is not necessarily the case for UPT. We mention textbook cost reduction / no purchase or rental fees: OER can be freely downloaded, printed, or accessed online without the need to purchase or rent physical copies.

When asked what type of technology UPT currently uses for educational and didactic practices, the staff mentioned several, mainly the Moodle based platform called Virtual campus, and UPT's MOOC platform called UniCampus. They also mentioned Zoom, Turnitin, multimedia material, Multimedia equipment (AR/VR/XR), blended learning standard equipment (smart boards, video projectors, etc.), laptops, open-source software in our laboratories where possible.

When asked about individual specific tools, 93.94% of staff is using Moodle and 3.03% knows but doesn't use it. 30.3% are using H5P and 15.15% know it. 24.24% of respondents use Canvas and other 39.39% know of it. 24.24% are using OERCommons and 12.12% know it. 21.21% of respondents are using Open Textbook Library and 18.18% know of it. 18.18% use Jupyter Notebook and 24.24% know it. 15.15% use Merlot and 9.09% know of it. 15.15% are using Wikiversity and 24.24% know it. 15.15% use Project Gutenberg and 21.21% know of it. 12.12% use Open edX and 30.3% know it. 12.12% are using Libre Office and 39.39% know it. 9.09% of respondents are using Kahoot and 21.21% know of it. 9.09% are using GitBook and 18.18% know it. Only 3.03% use OpenStax and 9.09% know it. 3.03% use Libre and 36.36% know of it. 3.03% use InkScape and 18.18% know it. Nobody is using Sakai but 12.12% know it. Other tools mentioned as being used are: Wikipedia, CoppeliaSim, coppeliarobotics.com; Webots, cyberbotics.com; Digital Mechanism and Gear Library, dmglib.org; <https://libgen.is>; Nextcloud, GitLab.

Regarding open education projects in UPT, here are the answers of the staff:

Open Education projects:

		Answers	Ratio
There are none at our university	<div><div></div></div>	0	0.00 %
There are sporadic projects	<div><div></div></div>	12	36.36 %
There are numerous projects	<div><div></div></div>	13	39.39 %
I don't know	<div><div></div></div>	7	21.21 %
No Answer	<div><div></div></div>	1	3.03 %

Next, staff were asked if there is an evaluation of the effects of Open Education projects, some answered positive mentioning the one performed by the eLearning Center and published in papers, some said they do not know, few said there isn't.

Also, about incorporating OE in student theses, the staff answered as follows:

The priority of incorporating Open Education in student theses is:

		Answers	Ratio
Very low	<div><div></div></div>	1	3.03 %
Low	<div><div></div></div>	11	33.33 %
High	<div><div></div></div>	12	36.36 %
Very high	<div><div></div></div>	1	3.03 %
NA	<div><div></div></div>	6	18.18 %
No Answer	<div><div></div></div>	2	6.06 %

3.1.6.6 Future and visions

Staff was asked if they have any suggestions for how UPT can better support and promote the use of open education resources. These could be included in a precise policy and action plan, to validate and recognise them at institutional level, to create a repository and to give financial support. Guidelines and trainings on how to use OER could be offered more, developing the OER repositories, recognizing and rewarding OER contributions and allocating resources and funding. The university can promote and support the use of open education resources by providing information and updates to the academic staff (e.g., links, online libraries). Students should be involved more in the process of creating OERs.

Next, staff were asked how they see the priority of developing Open Educational Resources / Open Education in UPT. The priority should be for public recognition and validation at institutional level. The development of Open Educational Resources / Open Education has a high priority in UPT.

Asked how they see the priority of using Open Educational Resources / Open Education in UPT, the conclusion is that the institutional priority seems rather low to some of the respondents. Some educators are ardent supporters. However, it seems that using Open Educational Resources / Open Education is considered a high priority, especially in blended learning education in UPT.

3.2 Study cases in Open Education

At a partnership level, the only study cases for Open Education which we identified were from the Politehnica University of Timisoara (UPT).

The International Open Education Week Workshops since 2013 -
<https://elearning.upt.ro/en/?s=open+education+week&trp-form-language=en>

The e-learning department (CeL) organises the Open Education Week Workshop since 2013 (10 editions in 2023). This is an international workshop organized by the Polytechnic University of Timișoara, through the ID/IFR and e-Learning Center with the support of the EDEN Europe and IEEE Romania associations, during the Open Education Week of each year, supported by Open Education Global.

UniCampus is another initiative of the ID/IFR and eLearning Center (CEL) of the Politehnica Timișoara University with the aim of developing the first university MOOC (Massive Open Online Course) in Romania, as a virtual online platform for free, open, free courses.

UPT hosts and delivers more than 100 open courses through this platform.

<https://unicampus.ro>

4 Open Access Report

4.1 Analysis at institutional level

4.1.1 Vidzemes Augstskola (ViA), Latvia

4.1.1.1 ViA Institutional Situation

- No answer provided for **policy** for Open Access (no answer)
- No answer provided for **strategy** for Open Access (no answer)
- Importance of Open Access in terms of the institution's **strategic priority areas** is **high**
- Publication of articles/ papers / books with Open Access is **high**
- Priority of publication of preprints that have not yet undergone peer review is **low**
- The institution develops **activities/actions for Open Access**, for instance:
 - Seminars
- The university has not signed any **declarations on Open Access**

ViA contributed the following examples for activities:






"Frequent seminars are organized about all fields incl. OA - all researchers at the institution are reminded, informed, consulted at the faculty meetings and other gatherings."

4.1.1.2 ViA Individual Data



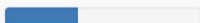




Answers to the individual survey, with 8 respondents, revealed the following trends:

- 50% of respondents develop activities for open access, mostly by implementing principles in everyday activities.

Do you develop activities/actions for

		Answers	Ratio
Open Access		4	50.00 %
Open Innovation		4	50.00 %
Open Education		4	50.00 %
Open Science		6	75.00 %
No Answer		1	12.50 %




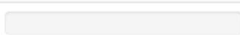
If yes, how?

		Answers	Ratio
Part of an EU project		4	50.00 %
Department initiatives for internal actions		4	50.00 %
Running events/seminars/workshops		3	37.50 %
Implementing principles in everyday activities		6	75.00 %
Developing training/support for implementation		1	12.50 %
Other		0	0.00 %
No Answer		1	12.50 %


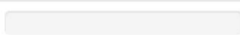
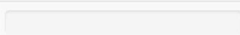
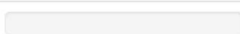
Project No 101071317

- 62% of the respondents are aware of training/further education to research for open access publications, and 100% to open access publishing, which is consistent with the institutional response about this matter (open access strategy).

Is there a training / further education at your university to the following aspects? : Research for Open Access publications



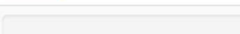
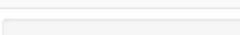
		Answers	Ratio
Yes		5	62.50 %
No		1	12.50 %
Don't know		2	25.00 %
No Answer		0	0.00 %

Is there a training / further education at your university to the following aspects? : Open-Access-Publishing



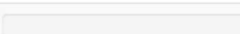
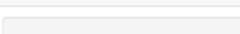
		Answers	Ratio
Yes		8	100.00 %
No		0	0.00 %
Don't know		0	0.00 %
No Answer		0	0.00 %

- Regarding support of university for several open access matters, 75% is aware of support for research for open access publications, 75% is aware of support for open-access-publishing, which shows that in general the respondents know the institutional policies regarding open access publishing, and 62% is aware of support for management/access to digital research data and methods. Regarding support for “opening up” of research data and methods, only 25% are aware of it, which reflects the low number of institutional initiatives in this matter.



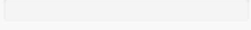
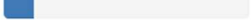
Is there a support at your university for: : Research for Open Access publications

		Answers	Ratio
Yes		6	75.00 %
No		2	25.00 %
Don't know		0	0.00 %
No Answer		0	0.00 %

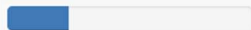
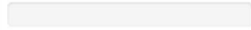

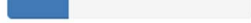
Is there a support at your university for: : Open-Access-Publishing

		Answers	Ratio
Yes		6	75.00 %
No		2	25.00 %
Don't know		0	0.00 %
No Answer		0	0.00 %

Is there a support at your university for: : Management / access to digital research data and methods

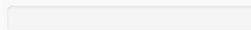
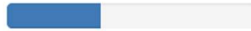

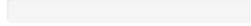
		Answers	Ratio
Yes		5	62.50 %
No		2	25.00 %
Don't know		0	0.00 %
No Answer		1	12.50 %

Is there a support at your university for: : "Opening up" of research data and methods ("science out loud")

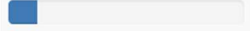
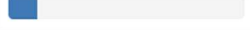
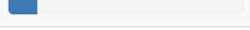
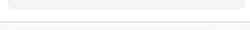

		Answers	Ratio
Yes		2	25.00 %
No		0	0.00 %
Don't know		4	50.00 %
No Answer		2	25.00 %

- Only 12% of the respondents are aware of the institutional guidelines for open access. In the case of knowing that the university has a tool to publish OER adhering to open access principles, using a digital institutional repository where publications are stored, using a digital institutional repository where research methods and data are stored, most respondents don't answer. Only 1 respondent answered "yes" to all questions. This reflects the lack of information or inexistence of this tool at the institution.

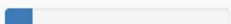
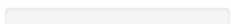
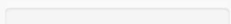

Do you have open access contracts with (authoritative) publishers?

		Answers	Ratio
Yes		0	0.00 %
No		3	37.50 %
Don't know		5	62.50 %
No Answer		0	0.00 %

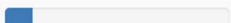
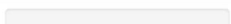
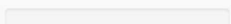

Does your university have institutional guidelines for

		Answers	Ratio
Open Access		1	12.50 %
Open Data		1	12.50 %
Open Educational Resources		1	12.50 %
Open Innovation		0	0.00 %
No Answer		7	87.50 %

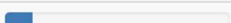
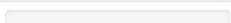
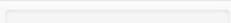

Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		1	12.50 %
No		0	0.00 %
Don't know		0	0.00 %
No Answer		7	87.50 %

Does your university have / is using a digital institutional repository where publications are stored?


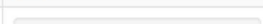

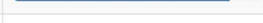
		Answers	Ratio
Yes		1	12.50 %
No		0	0.00 %
Don't know		0	0.00 %
No Answer		7	87.50 %

Does your university have / is using a digital institutional repository where research methods and data are stored?

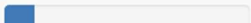
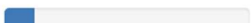


		Answers	Ratio
Yes		1	12.50 %
No		0	0.00 %
Don't know		0	0.00 %
No Answer		7	87.50 %

- Regarding knowledge about open access agreements with authoritative publishers, the totality of respondents doesn't know or answers "no".
- Regarding publishing in open access publishers and journals (open answer), some respondents haven't done it, one mention there is no benefit in doing it. Other respondents mention MDPI journals, and the Cypriot Journal of Educational Sciences on Open Journal Systems.

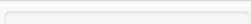
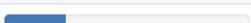

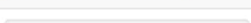
Tools for Open Access : Unpaywall

		Answers	Ratio
I use		1	12.50 %
I know but do not use		0	0.00 %
I do not know		7	87.50 %
No Answer		0	0.00 %

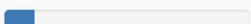

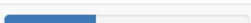
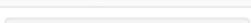
Tools for Open Access : Open Access Button

		Answers	Ratio
I use		1	12.50 %
I know but do not use		1	12.50 %
I do not know		6	75.00 %
No Answer		0	0.00 %

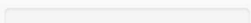
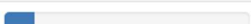


Tools for Open Access : core.ac.uk

		Answers	Ratio
I use		0	0.00 %
I know but do not use		2	25.00 %
I do not know		6	75.00 %
No Answer		0	0.00 %

Tools for Open Access : DOAJ

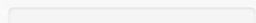
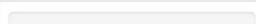

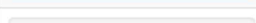
		Answers	Ratio
I use		1	12.50 %
I know but do not use		4	50.00 %
I do not know		3	37.50 %
No Answer		0	0.00 %

Tools for Open Access : DOAB

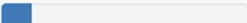

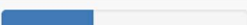
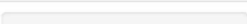
		Answers	Ratio
I use		0	0.00 %
I know but do not use		1	12.50 %
I do not know		6	75.00 %
No Answer		1	12.50 %

- Concerning tools for open access, most respondents are not aware of the existence of all the listed options, nor of others not listed.

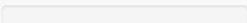
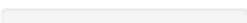


Tools for Open Access : OAPEN

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		8	100.00 %
No Answer		0	0.00 %

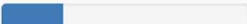
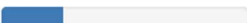

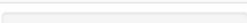
Tools for Open Access : arXiv

		Answers	Ratio
I use		1	12.50 %
I know but do not use		4	50.00 %
I do not know		3	37.50 %
No Answer		0	0.00 %

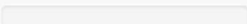


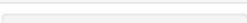
Tools for Open Access : Journalcheckertool.org

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		8	100.00 %
No Answer		0	0.00 %

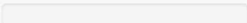
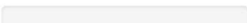

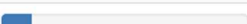
Tools for Open Access : OpenAIRE

		Answers	Ratio
I use		2	25.00 %
I know but do not use		2	25.00 %
I do not know		4	50.00 %
No Answer		0	0.00 %

Tools for Open Access : Sherpa





		Answers	Ratio
I use		0	0.00 %
I know but do not use		1	12.50 %
I do not know		7	87.50 %
No Answer		0	0.00 %

Tools for Open Access : Others





		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		7	87.50 %
No Answer		1	12.50 %

- 50% of respondents mention the existence of an institutional network of people at the university dealing with open access but only 25% mention the existence of an institutional network of external stakeholders dealing with open access.

Is there institutional networking of people at your university that deal with

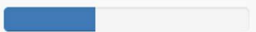


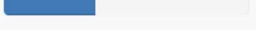

		Answers	Ratio
Open Access		4	50.00 %
Open Education		1	12.50 %
Open Innovation		4	50.00 %
No Answer		2	25.00 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		2	25.00 %
Open Education		1	12.50 %
Open Innovation		4	50.00 %
No Answer		3	37.50 %

- 38% of respondents are aware of the internal funding for open access publishing of papers, articles and books, 25% are aware of the internal budget for participating in conference/networking, 38% are aware of institutional budgets for participating in further education and conferences/networking in OA/OE/OI.

Is there:

		Answers	Ratio
internal funding to publish Open Access papers, articles, books?		3	37.50 %
internal funding to publish digital research data / methods?		2	25.00 %
an internal budget for participating in Further education in OA/OE/OI?		3	37.50 %
an internal budget for participating in conferences / networking events on OA/OE/OI?		3	37.50 %
No Answer		4	50.00 %

- Regarding the knowledge about OA/OE/OI event organisation by the institution, 2 respondents knew that those events (OA seminars and OpenAIRE presentations) had happened in the last seven years and that they might happen in the future. One respondent didn't know about past and future events, and another one thought there were no past or future events, which might not be in accordance with the institutional reality.

4.1.2 Fachhochschule St Pölten GMBH (STPUAS), Austria

4.1.2.1 STPUAS Institutional situation

- The institution has a **policy** for Open Access
- The institution has a **strategy** for Open Access
- Importance of Open Access in terms of the institution's **strategic priority areas** is **high**
- Publication of articles/ papers / books with Open Access is **high**
- Priority of publication of preprints that have not yet undergone peer review is **low**
- The institution develops **activities/actions for Open Access**, for instance:
 - https://www.fhstp.ac.at/en/campus/library/open-access?set_language=en
- The university has signed the <https://openaccess.mpg.de/Berlin-Declaration> **declaration on Open Access**

STPUAS contributed the following examples for activities:

https://www.fhstp.ac.at/en/campus/library/open-access?set_language=en

STPUAS supports publishing with gold and green access, there is a fund for the fees.

STUPAS motivates its employees to upload a complete version of each publication onto the university's institutional repository (Phaidra) and to make these publications freely accessible (with CC-BY attribution, whenever possible), provided there are no legal or contractual impediments to doing so. STUPAS advises its employees to publish their scientific findings increasingly in Open Access journals, particularly those journals that are listed in the Directory of Open Access Journals.

Furthermore, STPUAS offers consultation regarding copyright and Open Licenses, Publishers / Journals in order to avoid publishing in Predatory / Fake journals and to inform about special agreements with publishers.

STPUAS also helps all members of the staff to search for and to access Open Access publications (when necessary, some costs can be covered).

4.1.3 Magyar Agrár - és Élettudományi Egyetem (MATE), Hungary

4.1.3.1 MATE Institutional Situation

- The institution has a **policy** for Open Access (open access is required)
- The institution hasn't a **strategy** for Open Access
- Importance of Open Access in terms of the institution's **strategic priority areas** is **high**
- Publication of articles/ papers / books with Open Access is **very high**
- Priority of publication of preprints that have not yet undergone peer review is **very low**
- The institution **develops activities/actions** for Open Access, for instance:
 - Several journals which are published by the university are with open access policies:
 - <https://journal.uni-mate.hu/index.php/index/index>
 - MATE publications is a digital repository of documents published by the Hungarian University of Agriculture and Life Sciences, and its task is to collect, archive and make visible the documents published by MATE with the requirement of completeness. <https://press.mater.uni-mate.hu>
 - The Hungarian University of Agricultural and Life Sciences as a member institution of the Hungarian Electronic Information Service National Programme subscribes to the most important international scientific database. According to the Open Access agreements with certain publishers, authors with a MATE affiliation may publish OA articles in publishers' papers at no additional cost. <https://en.uni-mate.hu/web/hungarian-university-of-agriculture-and-life-sciences/open-access-agreement>
 - University Library and Archives is the name of the library network of the Hungarian University of Agricultural and Life Sciences (MATE). The University Library and Archives Directorate mission is to provide and facilitate quality services developed through a collaboration of five campus libraries. Services related to campuses are available in each of the libraries and on their websites:
 - BUDA CAMPUS: Entz Ferenc Library and Archives
 - GEORGIKON CAMPUS - KESZTHELY: Georgikon Library and Archives
 - KAPOSVÁR CAMPUS: Kaposvári Campus Library
 - KÁROLY RÓBERT CAMPUS - GYÖNGYÖS: Károly Róbert Library
 - SZENT ISTVÁN CAMPUS - GÖDÖLLŐ: Kosáry Domokos Library and Archives
 - Open Access agreements: The Hungarian University of Agricultural and Life Sciences as a member institution of the Hungarian Electronic Information Service National Programme subscribes to the most important international scientific

database. According to the Open Access agreements with certain publishers, authors with a MATE affiliation may publish OA articles in publishers' papers at no additional cost. For more information you can visit:

<http://eisz.mtak.hu/index.php/en/open-access-english/open-access-agreements.html#akademiai-kiado>. List of publishers:

- **AKADÉMIAI KIADÓ:** According to the agreement with Akadémiai Kiadó Publishing House, member institutions of EISZ consortium have the opportunity to publish open access. The agreement applies to hybrid and gold OA journals, the copyright is provided by the Creative Commons CC-BY and CC-BY-NC-ND licenses. The authors are exempt from the APCs.
- **CAMBRIDGE UNIVERSITY PRESS:** Member institutions of the Hungarian Electronic Information Service National Programme have the opportunity to publish open access in Cambridge University Press Journals. This new Read & Publish agreement means that researchers are now able to publish their works with no barriers or additional costs in Cambridge journals. The agreement covers the Article Processing Charges (APCs) for affiliated corresponding authors from seventeen participating institutions who wish to publish in the hybrid journals of those collections that are subscribed by the consortium member institution. The articles are published under CC-BY, CC-BY-NC-SA and CC-BY-NC-ND licences. More information: <http://eisz.mtak.hu/index.php/en/open-access-english/new-open-access-agreements/386-cambridge-university-press-and-hungarian-eisz-consortium-sign-open-access-agreement.html>
- **ELSEVIER:** According to the agreement with Elsevier, member institutions of EISZ consortium have the opportunity to publish open access through ScienceDirect. The agreement applies to all of the publisher's online hybrid and Gold Open Access journals, the copyright is provided by Creative Commons CC-BY and CC-BY-NC-ND licenses. The authors are exempt from the APCs. More information: <http://eisz.mtak.hu/index.php/en/open-access-english/open-access-agreements.html#elsevier>
- **DE GRUYTER:** According to the agreement with De Gruyter, member institutions of EISZ consortium have the opportunity to publish open access. The agreement applies to all of the publisher's online hybrid and Pure Open Access journals, the copyright is provided by Creative Commons CC-BY and CC-BY-NC-ND licenses. The authors are exempt from the APCs. More

information: <http://eisz.mtak.hu/index.php/en/open-access-english/open-access-agreements.html#de-gruyter>

- INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERS: According to the agreement with Institute of Electrical and Electronics Engineers (IEEE) publisher, member institutions of EISZ consortium have the opportunity to publish open access. The agreement applies to all of the publisher's hybrid and Gold Open Access journals, the copyright is provided by Creative Commons CC-BY and CC-BY-NC licenses. The authors are exempt from the APCs. More information: <http://eisz.mtak.hu/index.php/en/open-access-english/open-access-agreements.html#ieee>
- SPRINGER NATURE: According to the agreement with Springer Nature, member institutions of EISZ consortium have the opportunity to publish open acces. The agreement applies to more than 1850 hybrid and 600 gold open access journals (including BMC, Nature Research, Palgrave and SpringerOpen). The copyright is provided by Creative Commons CC-BY and CC-BY-NC-ND licenses. The authors are exempt from the APCs. More information: <http://eisz.mtak.hu/index.php/en/open-access-english/open-access-agreements.html#springer-nature>
- WILEY: According to the agreement with Wiley, member institutions of EISZ consortium have the opportunity to publish open acces. The agreement applies to all of the publisher's hybrid OnlineOpen and Gold Open Access journals, the copyright is provided by Creative Commons CC-BY, CC-BY-NC and CC-BY-NC-ND licenses. The authors are exempt from the APCs. More information: <http://eisz.mtak.hu/index.php/en/open-access-english/open-access-agreements.html#wiley>
- The university has not signed any of the mentioned **declarations on Open Access**, but it has signed the <https://nkfih.gov.hu/openscience/position-paper-on-open-science> declaration


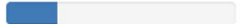
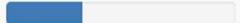
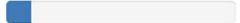
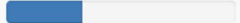
4.1.3.2 MATE Individual Data

Answers to the individual survey, with 9 respondents, revealed the following trends:

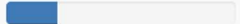
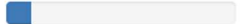
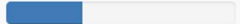
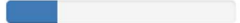
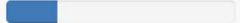
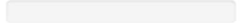
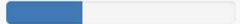
- 44% of respondents develop activities for open access, mostly by running events/seminars/workshops

- 44% of the respondents are aware of training/further education to research for open access publications and open access publishing; 11% think there is no training/further education to research for open access publications; 44% don't know about training / further education for Research for Open Access publications, and 56% don't know about training / further education for Open-Access-Publishing.

Do you develop activities/actions for


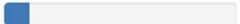

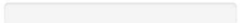
		Answers	Ratio
Open Access		4	44.44 %
Open Innovation		2	22.22 %
Open Education		3	33.33 %
Open Science		1	11.11 %
No Answer		3	33.33 %

If yes, how?

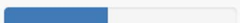
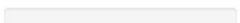

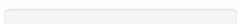
		Answers	Ratio
Part of an EU project		2	22.22 %
Department initiatives for internal actions		1	11.11 %
Running events/seminars/workshops		3	33.33 %
Implementing principles in everyday activities		2	22.22 %
Developing training/support for implementation		2	22.22 %
Other		0	0.00 %
No Answer		3	33.33 %

- 44% of the respondents are aware of training/further education to research for open access publications and open access publishing; 11% think there is no training/further education to research for open access publications; 44% don't know about training / further education for Research for Open Access publications, and 56% don't know about training / further education for Open-Access-Publishing.

Is there a training / further education at your university to the following aspects? : Research for Open Access publications

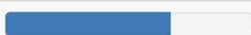
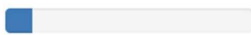
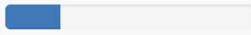
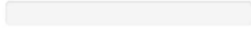
		Answers	Ratio
Yes		4	44.44 %
No		1	11.11 %
Don't know		4	44.44 %
No Answer		0	0.00 %

Is there a training / further education at your university to the following aspects? : Open-Access-Publishing


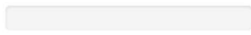
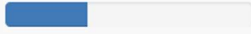
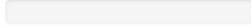
		Answers	Ratio
Yes		4	44.44 %
No		0	0.00 %
Don't know		5	55.56 %
No Answer		0	0.00 %

- Regarding support of university for several open access matters, 67% is aware of support for research for open access publications, 67% is aware of support for open-access-publishing, which shows that in general the respondents know the institutional policies regarding open access publishing, and 44% is aware of support for management/access to digital research data and methods. Regarding support for “opening up” of research data and methods, 22% answers there is no support, and the majority doesn’t know.


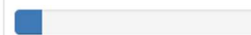
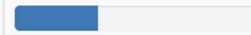
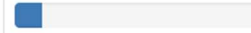
Is there a support at your university for: : Research for Open Access publications

		Answers	Ratio
Yes		6	66.67 %
No		1	11.11 %
Don't know		2	22.22 %
No Answer		0	0.00 %

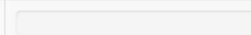
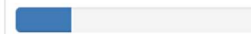

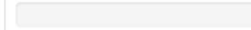
Is there a support at your university for: : Open-Access-Publishing

		Answers	Ratio
Yes		6	66.67 %
No		0	0.00 %
Don't know		3	33.33 %
No Answer		0	0.00 %

Is there a support at your university for: : Management / access to digital research data and methods

		Answers	Ratio
Yes		4	44.44 %
No		1	11.11 %
Don't know		3	33.33 %
No Answer		1	11.11 %



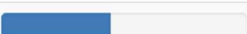


Is there a support at your university for: : “Opening up” of research data and methods (“science out loud”)

		Answers	Ratio
Yes		0	0.00 %
No		2	22.22 %
Don't know		7	77.78 %
No Answer		0	0.00 %

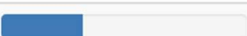



- 56% of the respondents is aware of the institutional guidelines for open access. However, depending on the subject, there are different trends in answers. In the case of knowing that the university has a tool to publish OER adhering to open access principles, most

respondents answer “yes” (33%). At the same time, 33% know about the existence of a digital institutional repository where publications are stored, which is in accordance with the institutional reality. 67% answered “no” or “don’t know” about the existence of a digital institutional repository where research methods and data are stored.

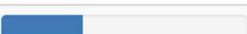

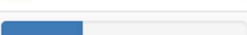

Does your university have institutional guidelines for

		Answers	Ratio
Open Access		5	55.56 %
Open Data		1	11.11 %
Open Educational Resources		4	44.44 %
Open Innovation		1	11.11 %
No Answer		2	22.22 %


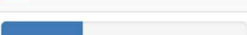
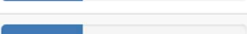

Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		3	33.33 %
No		2	22.22 %
Don't know		2	22.22 %
No Answer		2	22.22 %

Does your university have / is using a digital institutional repository where publications are stored?

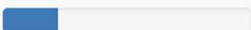

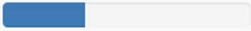
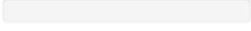
		Answers	Ratio
Yes		3	33.33 %
No		1	11.11 %
Don't know		3	33.33 %
No Answer		2	22.22 %

Does your university have / is using a digital institutional repository where research methods and data are stored?

		Answers	Ratio
Yes		1	11.11 %
No		3	33.33 %
Don't know		3	33.33 %
No Answer		2	22.22 %

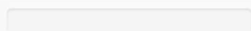
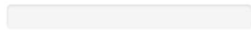

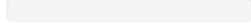
- Regarding knowledge about open access agreements with authoritative publishers, most of respondents doesn’t know or answers “no”. This is not in accordance with the institutional reality.

Do you have open access contracts with (authoritative) publishers?

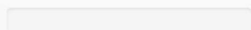
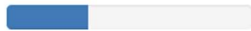

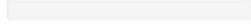
		Answers	Ratio
Yes		2	22.22 %
No		4	44.44 %
Don't know		3	33.33 %
No Answer		0	0.00 %

- Regarding publishing in open access publishers and journals (open answer), one respondent mentions the Polish Journal of Management Studies, and another one mentions MDPI journals.
- Concerning tools for open access, most respondents are not aware of the existence of all the listed options, nor of others not listed.

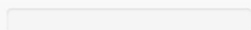
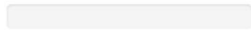

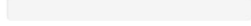
Tools for Open Access : Unpaywall

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		9	100.00 %
No Answer		0	0.00 %

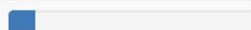
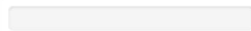

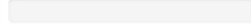
Tools for Open Access : Open Access Button

		Answers	Ratio
I use		0	0.00 %
I know but do not use		3	33.33 %
I do not know		6	66.67 %
No Answer		0	0.00 %

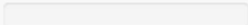
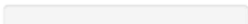

Tools for Open Access : core.ac.uk

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		9	100.00 %
No Answer		0	0.00 %

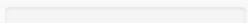
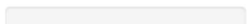

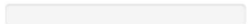
Tools for Open Access : DOAJ

		Answers	Ratio
I use		1	11.11 %
I know but do not use		0	0.00 %
I do not know		8	88.89 %
No Answer		0	0.00 %

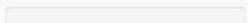
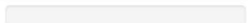

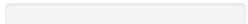
Tools for Open Access : DOAB

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		9	100.00 %
No Answer		0	0.00 %

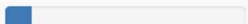
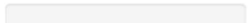

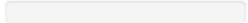
Tools for Open Access : OAPEN

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		9	100.00 %
No Answer		0	0.00 %

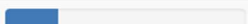
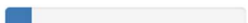

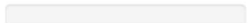
Tools for Open Access : arXiv

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		9	100.00 %
No Answer		0	0.00 %




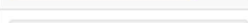
Tools for Open Access : Journalcheckertool.org

		Answers	Ratio
I use		1	11.11 %
I know but do not use		0	0.00 %
I do not know		8	88.89 %
No Answer		0	0.00 %

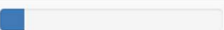
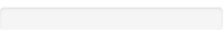

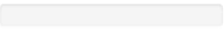
Tools for Open Access : OpenAIRE

		Answers	Ratio
I use		2	22.22 %
I know but do not use		1	11.11 %
I do not know		6	66.67 %
No Answer		0	0.00 %

Tools for Open Access : Sherpa



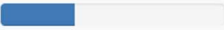
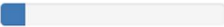
		Answers	Ratio
I use		2	22.22 %
I know but do not use		0	0.00 %
I do not know		7	77.78 %
No Answer		0	0.00 %

Tools for Open Access : Others


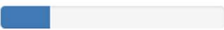
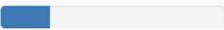

		Answers	Ratio
I use		1	11.11 %
I know but do not use		0	0.00 %
I do not know		8	88.89 %
No Answer		0	0.00 %

- 78% of respondents mention the existence of an institutional network of people at the university dealing with open access but only 44% mention the existence of an institutional network of external stakeholders dealing with open access.

Is there institutional networking of people at your university that deal with

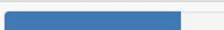
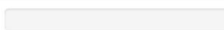
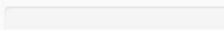
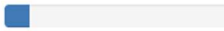
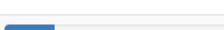
		Answers	Ratio
Open Access		7	77.78 %
Open Education		6	66.67 %
Open Innovation		3	33.33 %
No Answer		1	11.11 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		4	44.44 %
Open Education		2	22.22 %
Open Innovation		2	22.22 %
No Answer		4	44.44 %

- 78% of respondents are aware of the internal funding for open access publishing of papers, articles and books.

Is there:

		Answers	Ratio
internal funding to publish Open Access papers, articles, books?		7	77.78 %
internal funding to publish digital research data / methods?		0	0.00 %
an internal budget for participating in Further education in OA/OE/OI?		0	0.00 %
an internal budget for participating in conferences / networking events on OA/OE/OI?		1	11.11 %
No Answer		2	22.22 %

- Regarding the knowledge about OA/OE/OI event organisation by the institution, all the respondents mentioned that they didn't know about past and future events in the last seven years and that they might happen in the future.

4.1.4 Instituto Politécnico de Setúbal (IPS), Portugal

4.1.4.1 IPS Institutional Situation

- The institution does not have a **policy** for Open Access
- The institution has a **strategy** for Open Access
- Importance of Open Access in terms of the institution's **strategic priority areas** is **very high**
- Publication of articles/ papers / books with Open Access is **very high**
- Priority of publication of preprints that have not yet undergone peer review is **low**
- The institution develops **activities/actions** for Open Access, for instance: International Open Access Week
- The institution has not signed any **declarations on Open Access**

IPS contributed the following examples for activities:

"A growing conscious tendency in publishing in open access journals stimulated by an internal funding mechanism that grants the payment of journal fees (however to a finite number of papers per year) – RAADRI (https://www.ips.pt/ips_si/web_base.gera_pagina?P_pagina=44382);

Open access given by researchers to scripts and data through deposition in open repositories (mandatory for projects funded by the European Union) (e.g. <https://doi.org/10.5281/zenodo.6787634>).






International Open Access Week (<https://bibliotecas.ips.pt/investiga-o-e-acesso-aberto>; <https://www.acessolivre.pt>; <https://www.openaccessweek.org/>).

4.1.4.2 IPS Individual Situation








Answers to the individual survey, with 35 respondents, revealed the following trends:

- 60% of respondents develop activities for open access, mostly by running events/seminars/workshops and by implementing principles in everyday activities.

Do you develop activities/actions for





		Answers	Ratio
Open Access		21	60.00 %
Open Innovation		5	14.29 %
Open Education		14	40.00 %
Open Science		15	42.86 %
No Answer		7	20.00 %

If yes, how?





		Answers	Ratio
Part of an EU project		10	28.57 %
Department initiatives for internal actions		7	20.00 %
Running events/seminars/workshops		16	45.71 %
Implementing principles in everyday activities		16	45.71 %
Developing training/support for implementation		7	20.00 %
Other		5	14.29 %
No Answer		7	20.00 %

- 51% of the respondents are aware of training/further education to research for open access publications, and 54% to open access publishing, which is consistent with the institutional response about this matter (open access strategy).

Is there a training / further education at your university to the following aspects? : Research for Open Access publications

		Answers	Ratio
Yes		18	51.43 %
No		5	14.29 %
Don't know		11	31.43 %
No Answer		1	2.86 %




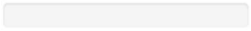
Is there a training / further education at your university to the following aspects? : Open-Access-Publishing

		Answers	Ratio
Yes		19	54.29 %
No		3	8.57 %
Don't know		12	34.29 %
No Answer		1	2.86 %




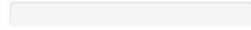
- Regarding support of university for several open access matters, 60% is aware of support for research for open access publications, 63% is aware of support for open-access-

publishing, which shows that in general the respondents know the institutional policies regarding open access publishing. At the same time, only 20% is aware of support for management/access to digital research data and methods and 14% of support for “opening up” of research data and methods, which reflects the low number of institutional initiatives in both matters. In both subjects, more than 50% is not aware of existing support from the university.



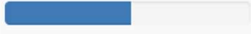

Is there a support at your university for: : Research for Open Access publications

		Answers	Ratio
Yes		21	60.00 %
No		5	14.29 %
Don't know		9	25.71 %
No Answer		0	0.00 %





Is there a support at your university for: : Open-Access-Publishing

		Answers	Ratio
Yes		22	62.86 %
No		5	14.29 %
Don't know		8	22.86 %
No Answer		0	0.00 %

Is there a support at your university for: : Management / access to digital research data and methods

		Answers	Ratio
Yes		7	20.00 %
No		7	20.00 %
Don't know		18	51.43 %
No Answer		3	8.57 %






Is there a support at your university for: : “Opening up” of research data and methods (“science out loud”)

		Answers	Ratio
Yes		5	14.29 %
No		7	20.00 %
Don't know		21	60.00 %
No Answer		2	5.71 %





- 60% of the respondents is aware of the institutional guidelines for open access. However, depending on the subject, there are different trends in answers. In the case of knowing that the university has a tool to publish OER adhering to open access principles, most respondents don't know or don't answer (57%). This reflects the lack of information or

inexistence of this tool at institutional level. At the same time, 60% knows about the existence of a digital institutional repository where publications are stored, but the majority (63%) don't know or don't answer about the existence of a digital institutional repository where research methods and data are stored. Both are in accordance with the institutional reality (there is a digital institutional repository for publications but there isn't one for research methods and data).




Does your university have institutional guidelines for

		Answers	Ratio
Open Access		21	60.00 %
Open Data		10	28.57 %
Open Educational Resources		10	28.57 %
Open Innovation		3	8.57 %
No Answer		9	25.71 %





Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		12	34.29 %
No		3	8.57 %
Don't know		11	31.43 %
No Answer		9	25.71 %

Does your university have / is using a digital institutional repository where publications are stored?

		Answers	Ratio
Yes		21	60.00 %
No		0	0.00 %
Don't know		4	11.43 %
No Answer		10	28.57 %

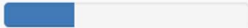
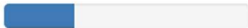
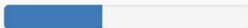
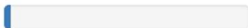
Does your university have / is using a digital institutional repository where research methods and data are stored?

		Answers	Ratio
Yes		10	28.57 %
No		3	8.57 %
Don't know		13	37.14 %
No Answer		9	25.71 %

- Regarding knowledge about open access agreements with authoritative publishers, answers are contradictory with the same number of answers for "yes" as for "no", with 40% answering "don't know". This isn't in accordance with the institutional reality, because in fact there is an internal funding mechanism that grants the payment of journal fees (however to

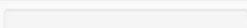
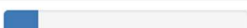

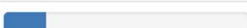
a finite number of papers per year), which reveals insufficient communication from the institution about this possibility for researchers.

Do you have open access contracts with (authoritative) publishers?

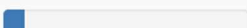
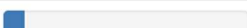

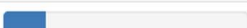
		Answers	Ratio
Yes		10	28.57 %
No		10	28.57 %
Don't know		14	40.00 %
No Answer		1	2.86 %

- Regarding publishing in open access publishers and journals (open answer), most respondents declared that they already published in open access. The most mentioned publisher is MDPI. Elsevier, Copernicus, BMC, PloS One, Peerj, NeoBiota, Frontiers, and SHS Web of Conferences are also mentioned.
- Concerning tools for open access, most respondents (above 60%) are not aware of the existence of all the listed options, nor of others not listed.

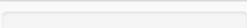
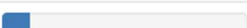


Tools for Open Access : Unpaywall

		Answers	Ratio
I use		0	0.00 %
I know but do not use		5	14.29 %
I do not know		24	68.57 %
No Answer		6	17.14 %

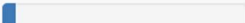
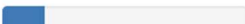

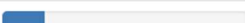
Tools for Open Access : Open Access Button

		Answers	Ratio
I use		3	8.57 %
I know but do not use		3	8.57 %
I do not know		23	65.71 %
No Answer		6	17.14 %

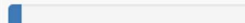
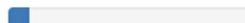

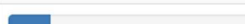
Tools for Open Access : core.ac.uk

		Answers	Ratio
I use		0	0.00 %
I know but do not use		4	11.43 %
I do not know		25	71.43 %
No Answer		6	17.14 %

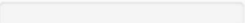
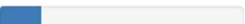

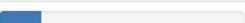
Tools for Open Access : DOAJ

		Answers	Ratio
I use		2	5.71 %
I know but do not use		6	17.14 %
I do not know		21	60.00 %
No Answer		6	17.14 %

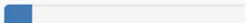
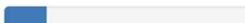

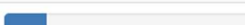
Tools for Open Access : DOAB

		Answers	Ratio
I use		2	5.71 %
I know but do not use		3	8.57 %
I do not know		24	68.57 %
No Answer		6	17.14 %

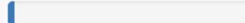
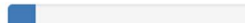

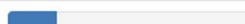
Tools for Open Access : OAPEN

		Answers	Ratio
I use		0	0.00 %
I know but do not use		6	17.14 %
I do not know		23	65.71 %
No Answer		6	17.14 %

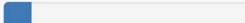
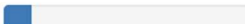

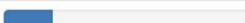
Tools for Open Access : arXiv

		Answers	Ratio
I use		4	11.43 %
I know but do not use		6	17.14 %
I do not know		19	54.29 %
No Answer		6	17.14 %

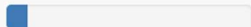
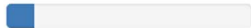

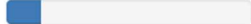
Tools for Open Access : Journalcheckertool.org

		Answers	Ratio
I use		1	2.86 %
I know but do not use		4	11.43 %
I do not know		23	65.71 %
No Answer		7	20.00 %

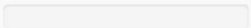
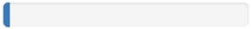

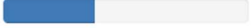
Tools for Open Access : OpenAIRE

		Answers	Ratio
I use		4	11.43 %
I know but do not use		4	11.43 %
I do not know		20	57.14 %
No Answer		7	20.00 %

Tools for Open Access : Sherpa


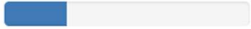
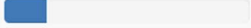

		Answers	Ratio
I use		3	8.57 %
I know but do not use		4	11.43 %
I do not know		23	65.71 %
No Answer		5	14.29 %

Tools for Open Access : Others

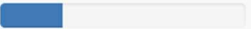
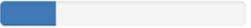
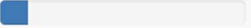

		Answers	Ratio
I use		0	0.00 %
I know but do not use		1	2.86 %
I do not know		21	60.00 %
No Answer		13	37.14 %

- 49% of respondents mention the existence of an institutional network of people at the university dealing with open access but only 26% mention the existence of an institutional network of external stakeholders dealing with open access.

Is there institutional networking of people at your university that deal with


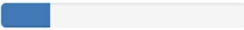
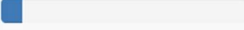
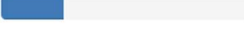
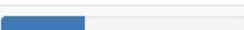
		Answers	Ratio
Open Access		17	48.57 %
Open Education		9	25.71 %
Open Innovation		6	17.14 %
No Answer		17	48.57 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		9	25.71 %
Open Education		8	22.86 %
Open Innovation		4	11.43 %
No Answer		23	65.71 %

- 57% of respondents are aware of the internal funding for open access publishing of papers, articles and books, and 26% are aware of the internal budget for participating in conference/networking. Note that the latter institutional budget refers to conferences in general, not only to OA/OE/OI ones. The rest of the answers are not in accordance with institutional reality.

Is there:

		Answers	Ratio
internal funding to publish Open Access papers, articles, books?		20	57.14 %
internal funding to publish digital research data / methods?		7	20.00 %
an internal budget for participating in Further education in OA/OE/OI?		3	8.57 %
an internal budget for participating in conferences / networking events on OA/OE/OI?		9	25.71 %
No Answer		12	34.29 %

- Regarding the knowledge about OA/OE/OI event organisation by the institution, 5 respondents knew that those events had happened in the last seven years and that they will happen in the future. Most respondents (6 answers) didn't know about past and future events, and 3 respondents thought there were no past or future events, which is not in accordance with institutional reality.

4.1.5 Universitatea Politehnica Timișoara (UPT), Romania

4.1.5.1 UPT Institutional Situation

- The institution has a **policy** for Open Access
- The institution has a **strategy** for Open Access
- Importance of Open Access in terms of the institution's **strategic priority areas** is **low**
- Publication of articles/ papers / books with Open Access is very **high**
- Priority of publication of preprints that have not yet undergone peer review is **very low**
- The institution develops **activities/actions** for Open Access, for instance:
- several journals which are published by the university are with open access policies <http://www.jauh.upt.ro/index.php/JAUH/open-access> <https://sc.upt.ro/ro/mastercom>
- The institution has signed the UNESCO and OEG **declarations on Open Access**

UPT contributed the following examples for activities:

Several journals which are published by the university are with open access policies

<http://www.jauh.upt.ro/index.php/JAUH/open-access>, <https://sc.upt.ro/ro/mastercom>

Journal of Electrical Engineering, <http://jee.ro/index.php/jee/ino>

Journal of Architecture, Urbanism and Heritage, <http://www.jauh.upt.ro/index.php/JAUH/about>,
<http://www.jauh.upt.ro/index.php/JAUH/open-access>

Acta Technica Corviniensis, <https://acta.fih.upt.ro/>

Mastercom, <https://pgsj.upt.ro/about/about-the-journal>

Nonconventional Technologies Review, <http://www.revtn.ro/index.php/revtn/about>

4.1.6 UC Limburg (UCLL), Belgium

4.1.6.1 UCLL Institutional Situation

- The institution does not have a **policy** for Open Access
- The institution does not have a **strategy** for Open Access
- Importance of Open Access in terms of the institution's **strategic priority areas** is **very low**
- Publication of articles/ papers / books with Open Access is very **low**
- Priority of publication of preprints that have not yet undergone peer review is **low**
- The Institution does not develop activities/actions for Open Access
- The institution has not signed any **declarations on Open Access**

UCLL contributed the following examples for activities:

“There are only ad hoc on a project basis, where a tendency is emerging to provide budget for open access publications”.

4.2 Analysis of the data at partnership level

The 2020-2021 EUA Open Science Survey (Morais et al. 2021) collects responses of 272 institutions in 36 European countries. The answers show that Open Access to research publications are considered to be highly important for 90% of institutions, but only 60% considered its implementation level to be high. The gap between importance and implementation is much wider in data-related areas (RDM, FAIR and data sharing): high importance at between 55-70% of the institutions surveyed, with high levels of implementation at 15-25%.

The collected answers of the ENTRENOVATOR questionnaire on a strategic level show similar result: More than half of the universities are still planning to establish an Open Access strategy. Likewise, to the EUA survey “This area (Open Science / Open Access) is part of our institution’s

priorities, policies or practices, but its use is still sporadic or ad-hoc.” (Nearly 50 % of the answers) also the result of this questionnaire shows similar results.

Especially a need for involvement is in knowing and using the FAIR principles as a guiding document. Also, helping or motivating teachers and researchers to establish a unique researcher identifier like ORCID is in many cases a lacking part of the daily business in many universities. The results of the ENTRENOVATOR questionnaire can also be summarised by a finding of the EUA survey: “The absence of specific Open Access targets or an Open Access timeline was reported by 64% of the respondents”.

The results relating to Open Access of the ENTRENOVATOR questionnaire also show that there are some Open Access journals in the participating universities and events like hosting an international open Access Week.

The EUA survey points out the importance of training and support for researchers, teachers and other staff members of a university. An important group to implement, accompany and set into action related measures are the librarians.

4.3 Study cases in Open Access

Individual answers

Only 55 Percent of the individuals' answers state that their university develops activities for Open Access. 46% state that there is a training / further education on research for Open Access publications and 59 that there is one on publishing OA.

58 % say there is support for researching and 66 % for publishing OA.

Only one third of the answers state that there is a tool at the university, that is providing possibilities for your teachers and researchers to publish outcomes that adhere to principles of Open Access, and only 45 % say, there is a digital institutional repository.

Only one third of the answers state that there are open access contracts with publishers.

Regarding the tools none of them is used more by 18 % but unpaywall, core.ac.uk, DOAB, OAPEN, arXiv, journalcheckertool, sherpa are used maximal by 7 %. Also, the knowledge about these tools

isn't higher than 20 % of the answers, partly much lower. Therefore, information and measures in further education on tools like this seems an important step in all universities.

Only 55 % say that there is internal funding to publish OA and only 14 % that there is a budget for participating in further education in OA. A bit higher – 24 % – say that there is a budget for participating in conferences and networking events. Therefore, easily accessible further education about OA is a highly important step!

5 Open Innovation Report

5.1 Analysis at institutional level

5.1.1 Universitatea Politehnica Timișoara (UPT), Romania

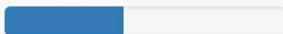
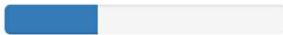

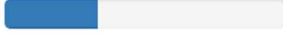
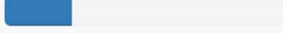
Based on the institutional survey:

- There's **a policy** for Open Innovation, no example provided
 - There's **no strategy** for Open Innovation
 - Open innovation stands **very high** on the institution's **strategic priority** areas
 - **There are activities/actions** for Open Innovation, for example:
 - Innovation Hubs
 - Innovation Labs Hackathons
- (https://www.cm.upt.ro/ro_ro/innovation-labs/innovation-labs-2021-timisoara-hackathon)

Answers to the individual survey, with 33 respondents, revealed the following trends:



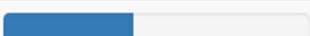
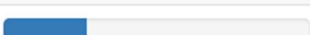
According to the official response from the university, there is a policy but no strategy for Open Innovation. Not everybody is aware of this policy because only 33,33% of the pedagogical and research staff also think that there are Institutional guidelines for Open Innovation.

Does your university have institutional guidelines for



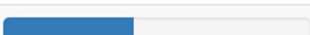
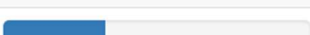
		Answers	Ratio
Open Access		14	42.42 %
Open Data		11	33.33 %
Open Educational Resources		22	66.67 %
Open Innovation		11	33.33 %
No Answer		8	24.24 %

Respondents have indicated that there is medium networking (42,42%) of people in Open Innovation inside the institution, as well as with external stakeholders.

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		16	48.48 %
Open Education		22	66.67 %
Open Innovation		14	42.42 %
No Answer		9	27.27 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		16	48.48 %
Open Education		19	57.58 %
Open Innovation		14	42.42 %
No Answer		11	33.33 %


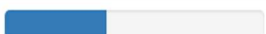


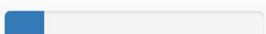
UPT does develop activities and actions for Open Innovation, such as:

- Innovation Hubs,
- Innovation Labs Hackathons

(https://www.cm.upt.ro/ro_ro/innovation-labs/innovation-labs-2021-timisoara-hackathon)

However, responses from academic and research staff from UPT indicate that only 39,39% are aware of these actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		19	57.58 %
Open Innovation		13	39.39 %
Open Education		21	63.64 %
Open Science		16	48.48 %
No Answer		5	15.15 %

The ways these activities are implemented varies in their perceptions as well:

If yes, how?

		Answers	Ratio
Part of an EU project		11	33.33 %
Department initiatives for internal actions		16	48.48 %
Running events/seminars/workshops		17	51.52 %
Implementing principles in everyday activities		19	57.58 %
Developing training/support for implementation		13	39.39 %
Other		3	9.09 %
No Answer		5	15.15 %

Within UPT 60.60% of respondents are aware of Open Innovation projects:

Open Innovation projects:

		Answers	Ratio
There are none at our university		1	3.03 %
There are sporadic projects		16	48.48 %
There are numerous projects		4	12.12 %
I don't know		12	36.36 %
No Answer		0	0.00 %

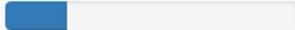
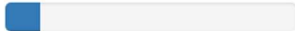

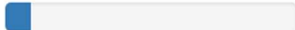
More than half of the respondents (66.67%) say that they don't know if there is training/further education for 'quick start/deep dive into Open Innovation.

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		6	18.18 %
No		4	12.12 %
Don't know		22	66.67 %
No Answer		1	3.03 %

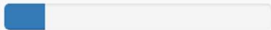
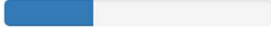
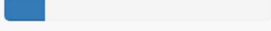
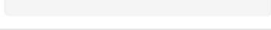
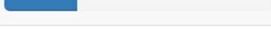

Only 21,21% of them think that there is support in the university for Quick start/deep dive into Open Innovation (while 57,58% do not know for sure).

Is there a support at your university for: : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		7	21.21 %
No		4	12.12 %
Don't know		19	57.58 %
No Answer		3	9.09 %

Respondents are generally unaware, or consider the priority of incorporating Open Education in student theses to be low or very low:

The priority of incorporating Open Innovation in student theses is:

		Answers	Ratio
Very low		5	15.15 %
Low		11	33.33 %
High		5	15.15 %
Very high		0	0.00 %
NA		9	27.27 %
No Answer		3	9.09 %

5.1.2 Instituto Politécnico de Setúbal (IPS), Portugal


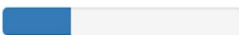
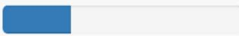
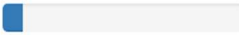
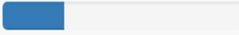
Based on the institutional survey:

- There's **no policy** for Open Innovation
- There's **a strategy** for Open Innovation, no example provided
- Open innovation stands **very high** on the institution's **strategic priority** areas
- **There are activities/actions** for Open Innovation, no example for Open Innovation provided

Answers to the individual survey, with 35 respondents, revealed the following trends:


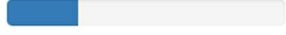
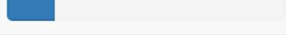

According to the official response from the university, there is no policy but there is a strategy for Open Innovation. Not everybody is aware of this strategy because only 8,57% of the pedagogical and research staff also think that there are Institutional guidelines for Open Innovation.

Does your university have institutional guidelines for

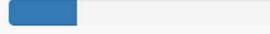
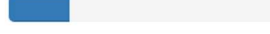
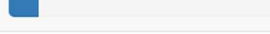

		Answers	Ratio
Open Access		21	60.00 %
Open Data		10	28.57 %
Open Educational Resources		10	28.57 %
Open Innovation		3	8.57 %
No Answer		9	25.71 %

Respondents have indicated that there is limited networking (17,14%) of people in Open Innovation inside the institution, as well as with external stakeholders (11,43%).

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		17	48.57 %
Open Education		9	25.71 %
Open Innovation		6	17.14 %
No Answer		17	48.57 %


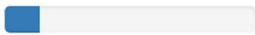
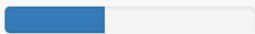

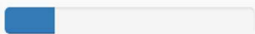
Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		9	25.71 %
Open Education		8	22.86 %
Open Innovation		4	11.43 %
No Answer		23	65.71 %

IPS does develop activities and actions for Open Innovation, but no examples are provided.

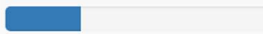
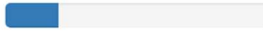


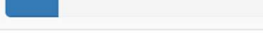
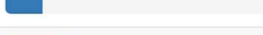
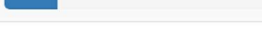
Also, responses from academic and research staff from IPS indicate that only 14,29% are aware of these actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		21	60.00 %
Open Innovation		5	14.29 %
Open Education		14	40.00 %
Open Science		15	42.86 %
No Answer		7	20.00 %

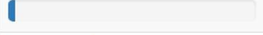
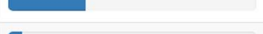

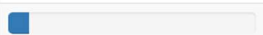

The ways these activities are implemented varies in their perceptions as well:

If yes, how?

		Answers	Ratio
Part of an EU project		10	28.57 %
Department initiatives for internal actions		7	20.00 %
Running events/seminars/workshops		16	45.71 %
Implementing principles in everyday activities		16	45.71 %
Developing training/support for implementation		7	20.00 %
Other		5	14.29 %
No Answer		7	20.00 %

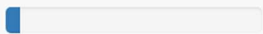
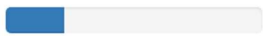

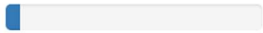
Within IPS 37, 14% of respondents are aware of Open Innovation projects:

Open Innovation projects:

		Answers	Ratio
There are none at our university		1	2.86 %
There are sporadic projects		11	31.43 %
There are numerous projects		2	5.71 %
I don't know		18	51.43 %
No Answer		3	8.57 %

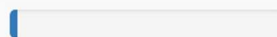
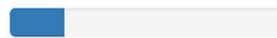

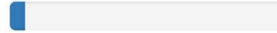
More than half of the respondents (65,71%) say that they don't know if there is training/further education for 'quick start/deep dive into Open Innovation.

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		2	5.71 %
No		8	22.86 %
Don't know		23	65.71 %
No Answer		2	5.71 %

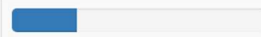
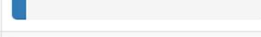
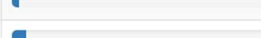

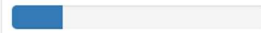

Only 2,86% of them think that there is support in the university for Quick start/deep dive into Open Innovation (while 71,43% do not know for sure).

Is there a support at your university for : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		1	2.86 %
No		7	20.00 %
Don't know		25	71.43 %
No Answer		2	5.71 %

Respondents are generally unaware, or consider the priority of incorporating Open Education in student theses to be low or very low:

The priority of incorporating Open Innovation in student theses is:

		Answers	Ratio
Very low		9	25.71 %
Low		2	5.71 %
High		1	2.86 %
Very high		2	5.71 %
NA		14	40.00 %
No Answer		7	20.00 %

5.1.3 Fachhochschule St Pölten GMBH (STPUAS), Austria


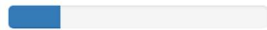
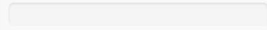
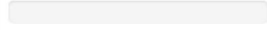
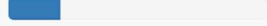
Based on the institutional survey:

- There's **no policy** for Open Innovation
- There's **no strategy** for Open Innovation
- Open innovation stands **high** on the institution's **strategic priority** areas
- **There are activities/actions** for Open Innovation, no example for Open Innovation provided.

Answers to the individual survey, with 5 respondents, revealed the following trends:


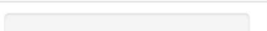
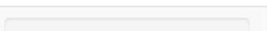
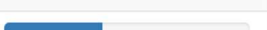
According to the official response from the university, there is no policy and no strategy for Open Innovation. Nobody of the pedagogical and research staff think that there are Institutional guidelines for Open Innovation.

Does your university have institutional guidelines for

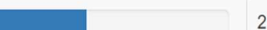
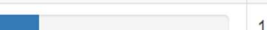
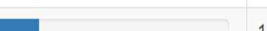
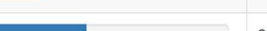
		Answers	Ratio
Open Access		4	80.00 %
Open Data		1	20.00 %
Open Educational Resources		0	0.00 %
Open Innovation		0	0.00 %
No Answer		1	20.00 %

Respondents have indicated that there is no networking of people in Open Innovation inside the institution. And very limited (20%) networking with external stakeholders.

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		3	60.00 %
Open Education		0	0.00 %
Open Innovation		0	0.00 %
No Answer		2	40.00 %

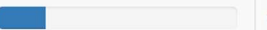
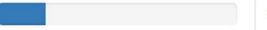
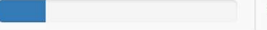
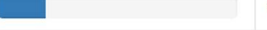

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		2	40.00 %
Open Education		1	20.00 %
Open Innovation		1	20.00 %
No Answer		2	40.00 %

STPUAS does develop activities and actions for Open Innovation, but no examples are provided.

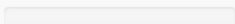
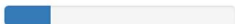
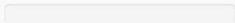
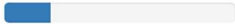
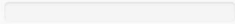
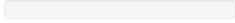

However, responses from academic and research staff from STPUAS indicate that only 20% are aware of these actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		1	20.00 %
Open Innovation		1	20.00 %
Open Education		1	20.00 %
Open Science		1	20.00 %
No Answer		4	80.00 %

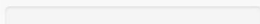
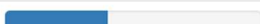
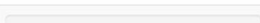

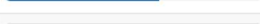
The ways these activities are implemented varies in their perceptions as well:

If yes, how?

		Answers	Ratio
Part of an EU project		0	0.00 %
Department initiatives for internal actions		1	20.00 %
Running events/seminars/workshops		0	0.00 %
Implementing principles in everyday activities		1	20.00 %
Developing training/support for implementation		0	0.00 %
Other		0	0.00 %
No Answer		4	80.00 %

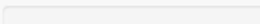
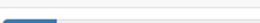
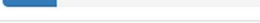

Within STPUAS 40% of respondents are aware of Open Innovation projects:

Open Innovation projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		2	40.00 %
There are numerous projects		0	0.00 %
I don't know		3	60.00 %
No Answer		0	0.00 %

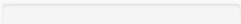
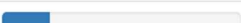

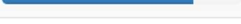
Almost all (80%) of the respondents say that they don't know if there is training/further education for 'quick start/deep dive into Open Innovation, while 20% say that there is none.

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		0	0.00 %
No		1	20.00 %
Don't know		4	80.00 %
No Answer		0	0.00 %

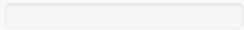
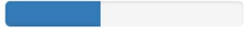
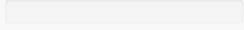
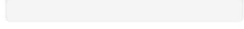
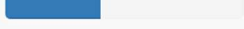
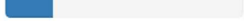
Almost all (80%) of the respondents say that they don't know if there is support for 'quick start/deep dive into Open Innovation', while 20% say that there is none.

Is there a support at your university for: : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		0	0.00 %
No		1	20.00 %
Don't know		4	80.00 %
No Answer		0	0.00 %

Respondents are all unaware, or consider the priority of incorporating Open Education in student theses to be low:

The priority of incorporating Open Innovation in student theses is:

		Answers	Ratio
Very low		0	0.00 %
Low		2	40.00 %
High		0	0.00 %
Very high		0	0.00 %
NA		2	40.00 %
No Answer		1	20.00 %

5.1.4 UC Leuven Limburg (UCLL), Belgium

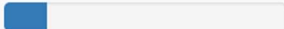
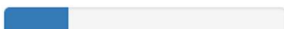
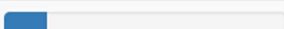
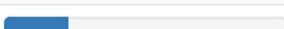

Based on the institutional survey:

- There's **no policy** for Open Innovation
- There's **no strategy** for Open Innovation
- Open innovation stands **very low** on the institution's **strategic priority** areas
- There are **no activities/actions** for Open Innovation

Answers to the individual survey, with 13 respondents, revealed the following trends:

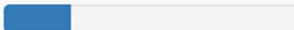
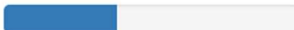
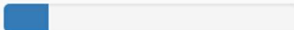

According to the official response from the university, there is no policy and no strategy for Open Innovation. In contrast 23,08% of the pedagogical and research staff think that there are Institutional guidelines for Open Innovation.

Does your university have institutional guidelines for

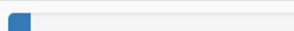
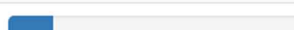
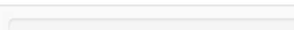

		Answers	Ratio
Open Access		2	15.38 %
Open Data		3	23.08 %
Open Educational Resources		2	15.38 %
Open Innovation		3	23.08 %
No Answer		9	69.23 %

Respondents have indicated that there is limited networking (15,38%) of people in Open Innovation inside the institution, and none with external stakeholders.

Is there institutional networking of people at your university that deal with

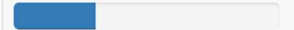

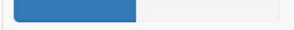
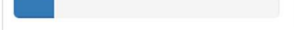
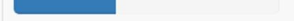
		Answers	Ratio
Open Access		3	23.08 %
Open Education		5	38.46 %
Open Innovation		2	15.38 %
No Answer		8	61.54 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		1	7.69 %
Open Education		2	15.38 %
Open Innovation		0	0.00 %
No Answer		11	84.62 %

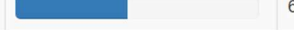
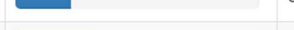
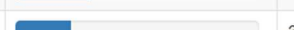
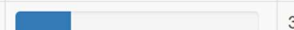
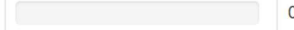
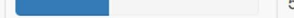

According to the institutional review, UCLL does not develop activities and actions for Open Innovation. In contrast, the responses from academic and research staff from UCLL indicate that 46,15% are aware of activities/actions.

Do you develop activities/actions for

		Answers	Ratio
Open Access		4	30.77 %
Open Innovation		6	46.15 %
Open Education		6	46.15 %
Open Science		2	15.38 %
No Answer		5	38.46 %

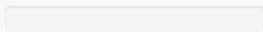
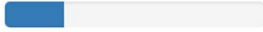
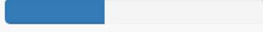
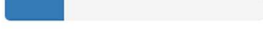
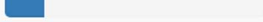
The ways these activities are implemented varies:

If yes, how?

		Answers	Ratio
Part of an EU project		6	46.15 %
Department initiatives for internal actions		3	23.08 %
Running events/seminars/workshops		4	30.77 %
Implementing principles in everyday activities		3	23.08 %
Developing training/support for implementation		3	23.08 %
Other		0	0.00 %
No Answer		5	38.46 %

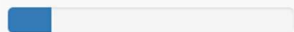
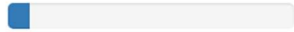

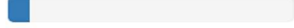
Within UCLL 61,52% of respondents are aware of Open Innovation projects:

Open Innovation projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		3	23.08 %
There are numerous projects		5	38.46 %
I don't know		3	23.08 %
No Answer		2	15.38 %

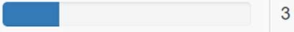
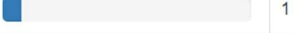


More than half of the respondents (69,23%) say that they don't know if there is training/further education for 'quick start/deep dive into Open Innovation.

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		2	15.38 %
No		1	7.69 %
Don't know		9	69.23 %
No Answer		1	7.69 %


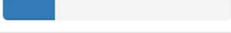
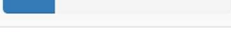
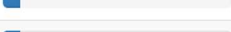
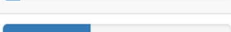

Even 23,08% of them think that there is support in the university for Quick start/deep dive into Open Innovation, while 61,54% do not know for sure.

Is there a support at your university for : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		3	23.08 %
No		1	7.69 %
Don't know		8	61.54 %
No Answer		1	7.69 %

Most respondents are unaware (46,15%) or consider the priority of incorporating Open Education in student theses to be low (23,08%). In contrast, 30,77% consider this very high or high.

The priority of incorporating Open Innovation in student theses is:

		Answers	Ratio
Very low		0	0.00 %
Low		3	23.08 %
High		3	23.08 %
Very high		1	7.69 %
NA		1	7.69 %
No Answer		5	38.46 %

5.1.5 Magyar Agrár - és Élettudományi Egyetem (MATE), Hungary


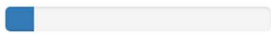

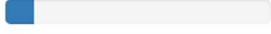
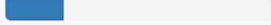
Based on the institutional survey:

- There's **no policy** for Open Innovation
- There's **no strategy** for Open Innovation
- Open innovation stands **high** on the institution's **strategic priority** areas
- There are **activities/actions** for Open Innovation, for example:
 - Pilot R&D infrastructure sharing project in order to further involvement of participants of the innovation ecosystem.
 - Participation in Hungarian Startup-University (national) program in order to catalyse inter-university cooperation & collaboration.

Answers to the individual survey, with 9 respondents, revealed the following trends:



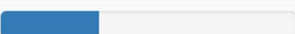
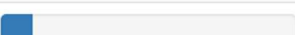
According to the official response from the university, there is no policy and no strategy for Open Innovation. In contrast 11,11% of the pedagogical and research staff think that there are Institutional guidelines for Open Innovation.

Does your university have institutional guidelines for


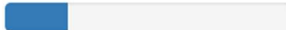
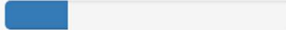

		Answers	Ratio
Open Access		5	55.56 %
Open Data		1	11.11 %
Open Educational Resources		4	44.44 %
Open Innovation		1	11.11 %
No Answer		2	22.22 %

Respondents have indicated that there is limited networking (33,33%) of people in Open Innovation inside the institution, and also with external stakeholders (22,22%).

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		7	77.78 %
Open Education		6	66.67 %
Open Innovation		3	33.33 %
No Answer		1	11.11 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		4	44.44 %
Open Education		2	22.22 %
Open Innovation		2	22.22 %
No Answer		4	44.44 %

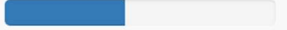
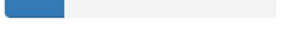
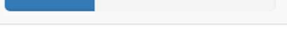
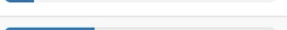
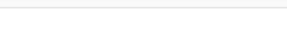
According to the institutional review MATE does develop activities and actions for Open Innovation.

Examples are:

- Pilot R&D infrastructure sharing project in order to further involvement of participants of the innovation ecosystem.
- Participation in Hungarian Startup-University (national) program in order to catalyse inter-university cooperation & collaboration.

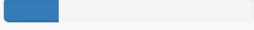
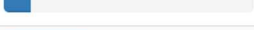
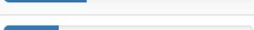
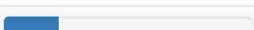
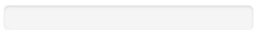
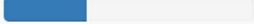

However, responses from academic and research staff from MATE indicate that only 22,22% are aware of these actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		4	44.44 %
Open Innovation		2	22.22 %
Open Education		3	33.33 %
Open Science		1	11.11 %
No Answer		3	33.33 %

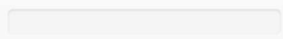
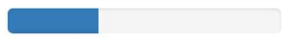
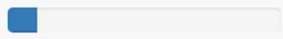

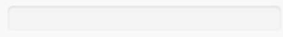
The ways these activities are implemented varies:

If yes, how?

		Answers	Ratio
Part of an EU project		2	22.22 %
Department initiatives for internal actions		1	11.11 %
Running events/seminars/workshops		3	33.33 %
Implementing principles in everyday activities		2	22.22 %
Developing training/support for implementation		2	22.22 %
Other		0	0.00 %
No Answer		3	33.33 %

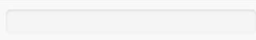
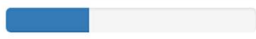

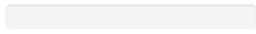
Within MATE 44,44% of respondents are aware of Open Innovation projects:

Open Innovation projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		3	33.33 %
There are numerous projects		1	11.11 %
I don't know		5	55.56 %
No Answer		0	0.00 %

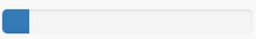
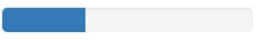

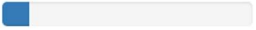
More than half of the respondents (66,67%) say that they don't know if there is training/further education for 'quick start/deep dive into Open Innovation, while 33,33% say that there is none.

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		0	0.00 %
No		3	33.33 %
Don't know		6	66.67 %
No Answer		0	0.00 %

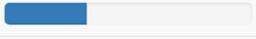
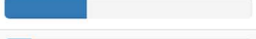
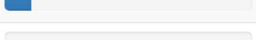
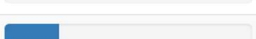
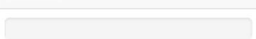

In contrast, 11,11% of them think that there is support in the university for Quick start/deep dive into Open Innovation, while 44,44% do not know for sure and 33,33% say there is none.

Is there a support at your university for: : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		1	11.11 %
No		3	33.33 %
Don't know		4	44.44 %
No Answer		1	11.11 %

Most respondents are unaware or consider the priority of incorporating Open Education in student theses to be low or very low. In contrast, 11,11% consider this high.

The priority of incorporating Open Innovation in student theses is:

		Answers	Ratio
Very low		3	33.33 %
Low		3	33.33 %
High		1	11.11 %
Very high		0	0.00 %
NA		2	22.22 %
No Answer		0	0.00 %

5.1.6 Vidzemes Augstskola (ViA), Latvia

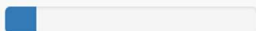
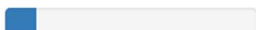
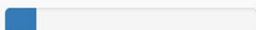
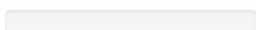

Based on the institutional survey:

- There's **no policy** for Open Innovation
- There's **no strategy** for Open Innovation
- Open innovation stands **high** on the institution's **strategic priority areas**
- There are **activities/actions** for Open Innovation, no example for Open Innovation provided

Answers to the individual survey, with 8 respondents, revealed the following trends:


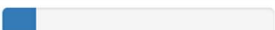

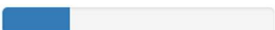
According to the official response from the university, there is no policy and no strategy for Open Innovation. Nobody of the pedagogical and research staff think that there are Institutional guidelines for Open Innovation.

Does your university have institutional guidelines for

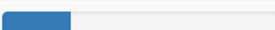
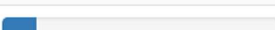

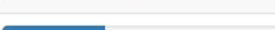
		Answers	Ratio
Open Access		1	12.50 %
Open Data		1	12.50 %
Open Educational Resources		1	12.50 %
Open Innovation		0	0.00 %
No Answer		7	87.50 %

Respondents have indicated that there is reasonable networking (50%) of people in Open Innovation inside the institution, and also with external stakeholders (50%).

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		4	50.00 %
Open Education		1	12.50 %
Open Innovation		4	50.00 %
No Answer		2	25.00 %





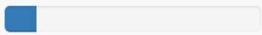
Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		2	25.00 %
Open Education		1	12.50 %
Open Innovation		4	50.00 %
No Answer		3	37.50 %

ViA does develop activities and actions for Open Innovation but no examples are provided.



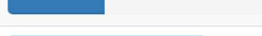
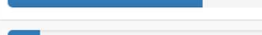
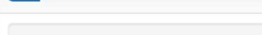
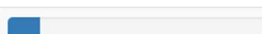

Responses from academic and research staff from ViA indicate that 50% are aware of these actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		4	50.00 %
Open Innovation		4	50.00 %
Open Education		4	50.00 %
Open Science		6	75.00 %
No Answer		1	12.50 %

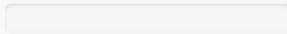

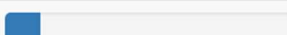
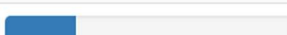
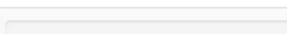
The ways these activities are implemented varies:

If yes, how?

		Answers	Ratio
Part of an EU project		4	50.00 %
Department initiatives for internal actions		4	50.00 %
Running events/seminars/workshops		3	37.50 %
Implementing principles in everyday activities		6	75.00 %
Developing training/support for implementation		1	12.50 %
Other		0	0.00 %
No Answer		1	12.50 %

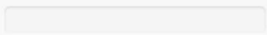
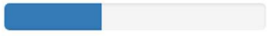

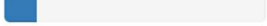
Within ViA 75% of respondents are aware of Open Innovation projects:

Open Innovation projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		5	62.50 %
There are numerous projects		1	12.50 %
I don't know		2	25.00 %
No Answer		0	0.00 %

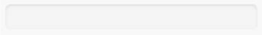
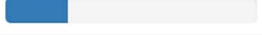

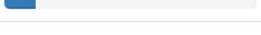
Half of the respondents (50%) say that they don't know if there is training/further education for 'quick start/deep dive into Open Innovation, while 37,50% say that there is none.

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		0	0.00 %
No		3	37.50 %
Don't know		4	50.00 %
No Answer		1	12.50 %

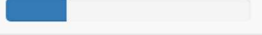
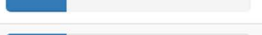
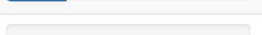
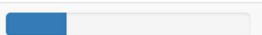


More than half of the respondents (62,50%) say that they don't know if there is support in the university for 'quick start/deep dive into Open Innovation, while 25,00% say that there is none.

Is there a support at your university for: : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		0	0.00 %
No		2	25.00 %
Don't know		5	62.50 %
No Answer		1	12.50 %

Most respondents are unaware or consider the priority of incorporating Open Education in student theses to be low or very low. In contrast, 25% consider this high.

The priority of incorporating Open Innovation in student theses is:

		Answers	Ratio
Very low		2	25.00 %
Low		2	25.00 %
High		2	25.00 %
Very high		0	0.00 %
NA		2	25.00 %
No Answer		0	0.00 %

5.2 Analysis at partnership level of the data

5.2.1 Policies and implementation strategies

Open Innovation is seen as one of the institution's strategic priority areas for 5 out of 6 partner institutions.

In strong contrast is the fact that only 1 institution (UPT) has an Open Innovation Policy and only 1 institution (IPS) has an Open Innovation Strategy.

Although Open Innovation is a strategic priority for most of the institutions, only 29,41% of the individual respondents are aware of Open Innovation activities/actions developed within their institution. Next to that only 16,67% of the respondents know that there are institutional guidelines for Open Innovation. For some institutions the guidelines and strategy are currently under development.






According to our respondents, their institutions faces a lot of challenges while implementing open innovation initiatives. Some of them are:

Budget allocation

- Time constraints
- Lack of resources
- Lack of knowledge
- Administrative hassle
- Cultural resistance
- People's mentality
- Collaboration with external stakeholders

Point of view from an institutional perspective Summary of results

Do you develop activities/actions for

		Answers	Ratio
Open Access		52	50.98 %
Open Innovation		30	29.41 %
Open Education		48	47.06 %
Open Science		40	39.22 %
No Answer		25	24.51 %

Specifically for Open Innovation:

- UPT = 12 out of 32 respondents
- IPS = 5 out of 35 respondents
- UCLL = 6 out of 13 respondents
- MATE = 2 out of 9 respondents
- VIA = 4 out of 8 respondents
- STPUAS = 1 out of 5 respondents

Note: Since the answers are not unanimous within neither of the institutions, there probably are some issues with (mis)communication and perception of the activities and actions. We need to take into account that within each institution only a few people are involved with Open Innovation.

5.2.2 Activities, tools & resources (technical, human, support)

Almost all partner institutions develop activities to stimulate Open Innovation. Most known are the living labs, hackathons, startup communities and Innovation hubs.

When we specifically ask the individuals for the organisation of open innovation projects, 50,99% believe that there are sporadic or numerous projects within their institution. Most of these initiatives arise from the R&D department or student (start-up) programs.

Some of the existing initiatives or projects for Open Innovation are:

- Centre for Innovation (or technology) transfer
- Virtual campus through Moodle platform
- Innovative digital educational tools
- Open innovation hub
- The events series ""The Power of the Creative Mind"" which had the main goal the development of the creative and innovative spirit, especially in the engineering field.
- Dexter's Laboratory - robots, vintage cars, art and photography realised in various techniques, creative projects, teaching materials, experimental stands for laboratory study in automotive engineering.
- The series of invention fairs ""InventCor International Salon / International exhibition InventCor"" , Deva-Romania.
- Awards for innovative student start-ups
- project Vidzeme Innovation Project for Students
- <http://www.vaken.org> innovative "design thinking" methodology had been invented, with approbation in four different countries, involving 20+ academic staff and 300+ students from 7 different universities and more than 20 different nationalities.
- Eudres EINS and iLiving Labs
- XPlab
- The projects implemented especially by CeL: ViCaDiS, IMM, e-Taster, Creative Trainer, ESIL, SKILL2E, CVBI, i2AGORA, E.I.N.S.
- Cultural projects like Spotlight heritage Timisoara
- Incubators and student start-ups

The group of respondents have a lot of ideas around processes and resources that can support open innovation project:

- Provide access to software tools & upgraded technology
- Continuous information regarding projects in the field
- Organise innovation centres like
 - Office for Research Valorisation
 - Centre for Innovation and Technology Transfer
 - Research Institute for Renewable Energy
- Special education and training programs about Innovation and Creativity
- Collaborations and partnerships with the work field and regional business incubators
- Open access to infrastructure
- Mentorship programmes
- Internal funding and allocation of resources
- Involvement in EU projects
- Establish policies and guidelines
- Development of KPI's
- Focus on valorisation and implementation
- Crowdsourcing
 - Involving society in R&D and consulting with implications in the socio-economic environment
 - a foundation where people can donate money for different (open innovation) projects

The priority of incorporating Open Innovation in student thesis is (very) high for only 14,7% of the respondents.

There are a few institutions that already measure the success of their open innovation initiatives through KPI's, rankings and coefficients. But others find that the success measures are non-existent or the respondents don't know. Some of the projects are evaluated by the Ministry, others through international project teams.

There is a big opportunity to develop KPI's and an evaluation policy for most of the institutions. Examples of the measurement of success are:

- KPI's, if aligned with the objectives of the open innovation initiatives
 - Percentage of new and original ideas and/or products
 - Number of participants in the open innovation dedicated activities
 - Dedicated time for testing innovation experiments





- Number of students involved
- Number of papers published
- Quality Coefficients
- Studie cases and success stories
- University ranking
- Student results at national and international contests
- Web of Science Journal Ranking
- Enrolment in MOOCS

5.2.3 Training Offers

Only 9,8% of the respondents know that there are training/further education possibilities within their institution to deep dive into Open Innovation. The initiatives that are known are mostly limited to webinars.

Next to that only 11,76% of the respondents know that there is support at their institution to deep dive into Open Innovation. If known, support is organisational or (sporadic) financial. Some respondents indicate that the financial support doesn't cover all costs.

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		10	9.8 %
No		19	18.63 %
Don't know		68	66.67 %
No Answer		5	4.9 %

Answered 'Yes' for training/further education:

- UPT = 6 out of 32 respondents
- IPS = 2 out of 35 respondents
- UCLL = 2 out of 13 respondents
- MATE = 0 out of 9 respondents
- VIA = 0 out of 8 respondents
- STPUAS = 0 out of 5 respondents

They do believe that there is an internal budget for further education (13,73%) and for participating in conferences and networking events (22,55%). But we need to take into account that this budget is for Open Access, Open Education and Open Innovation all together and that there is no specific

budget allocation known. The financial support for education and conferences mostly comes from EU projects.

According to 28,43% of the respondents there are networking initiatives within the institution around open innovation. Despite the importance of institutional networking with external stakeholders, it is limited to only 23,53%. The drive and intrinsic motivation of individuals is very important, because it is mostly seen as volunteer work.

5.2.4 Legal and Regulatory Barriers

According to our respondents, their institution faces a lot of challenges while implementing open innovation initiatives. One of them is intellectual property and regulation (e.g. GDPR).

5.2.5 Future and Visions

All the respondents feel the need for open innovation and they see many advantages thanks to the existing (and future) projects:

- Accelerated innovation
- Enhanced problem-solving
- Expanded market opportunities
- Improved competitiveness / international rankings
- Increased flexibility and adaptability
- Increased publications in relevant research areas
- Stronger community
- Co-creation
- Start-up culture and extended start-up support
- Increased and improved collaboration with working field
- Professionalisation within the organisation
- Better funding for R&D
- Changes in mindset & culture

According to our individual respondents collaboration on open innovation projects can be stimulated:

- Work with multidisciplinary teams (faculty staff and students, industry companies)
- Integrate it as regular activity in curricula e.g. create an introduction topic aiming at every student
- Organise extracurricular activities (rewarded with study points)
- Practice-relevant applied research projects
- Community forum
- Co-creation labs and makerspaces.

5.3 Study Cases in Open Innovation

At UPT there are several interesting cases on Open Innovation projects and events where education meets innovation and entrepreneurship. Examples are:

- A Centre for Innovation Transfer (Technology Transfer Office)
- The events series ""The Power of the Creative Mind"" which had the main goal the development of the creative and innovative spirit, especially in the engineering field.
- Dexter's Laboratory - robots, vintage cars, art and photography realized in various techniques, creative projects, teaching materials, experimental stands for laboratory study in automotive engineering.
- the series of invention fairs ""InventCor International Salon / International exhibition InventCor"", Deva-Romania.
- The projects implemented especially by CeL: ViCaDiS, IMM, e-Taster, Creative Trainer, ESIL, SKILL2E, CVBI, i2AGORA, E.I.N.S.
- Participation in E.I.N.S, research and innovation project for smart and sustainable European regions

At IPS the Open Innovation projects focus on the link between education, innovation and entrepreneurship:

- an institutional office created to support entrepreneurship and innovation.
- co-creation activities
- an innovation lab, with some equipment, that can be used by the community.

At STPUAS there are no specific cases known except student startups. The pedagogical and research staff indicate 'we know why it is important, but we just started to deal with it from an institutional perspective. So first we need to focus on the institutional embedding'.

At UCLL the Open Innovation projects focus on the link between education, innovation and entrepreneurship:

- co-creation with regional stakeholders in various domains such as business, technology, wellbeing, health care
- innovation labs with external companies
- challenge based learning where students work on challenges provided by organisations (companies, cities) e.g., hackathons.

At MATE there are no specific cases known. They only indicate that they will organise practical development experiences for students.

At ViA there are several interesting cases on Open Innovation projects where education meets innovation and entrepreneurship. Examples are:

- The use of innovative digital educational tools
- The open Innovation Hub
- Co-creation project Vidzeme, it is an Innovation Project for Students where lecturers, students, researchers, industry mentors and industry companies work together on open innovation projects.
- Partner network Nobanet: <http://www.vaken.org> innovative "design thinking" methodology had been invented, with approbation in four different countries, involving 20+ academic staff and 300+ students from 7 different universities and more than 20 different nationalities.
- A prototyping laboratory called Maker Space. There will be an Innovation Block joining the Business Incubator, Development Agency, Planning Region to start working from September.

Some of the outcomes of open innovation initiatives at your organisation?

- A Centre for Innovation Transfer
- TTO (Technology Transfer Office)
- "Increased collaboration, Accelerated innovation, Enhanced problem-solving, Expanded market opportunities
- Improved competitiveness, Increased flexibility and adaptability"
- The university is better ranked in various national and international rankings
- increased publications in open access
- Publications in the relevant research area
- Virtual campus develop through Moodle platform
- Some outcomes of open innovation initiative are creating new applications or improve old ones and building a strong community.
- Co-creation with regional stakeholders in various domains such as business, technology, wellbeing, health care
- Innovative digital educational tools
- We have opened an Open Innovation Hub
- There is a support for the new start-up initiatives.
- sustainability and competitiveness; extending the exchange of knowledge; visibility
- -Encouragement and support of talented young people, in order to transform their ideas into business.

- - Development of the creative and innovative spirit of our students, especially in the engineering field.
- - Train, cultivate and educate the innovative and creative spirit, especially among the young people, as well as in the aim of promoting innovation as one of the most important organizational values.
- Examples of performed actions and events:
 - - The events series ""The Power of the Creative Mind"" which had the main goal the development of the creative and innovative spirit, especially in the engineering field.
 - -Dexter's Laboratory - robots, vintage cars, art and photography realized in various techniques, creative projects, teaching materials, experimental stands for laboratory study in automotive engineering
 - the series of invention fairs ""InventCor International Salon / International exhibition InventCor"", Deva-Romania.
 - -Consulting and support on the Patenting and Intellectual Property protection processes for new products realized as result of research activities: Over-vacuum filters; ECOdrift; Weekend inventions
 - -Participation at conferences, communication sessions, workshops, exhibitions, national and international car shows, national and international invention shows and intellectual property promotion: INVENTICA - International Inventions Exhibition and Inventics International Conference, Iași, Romania (2021, 2022); EUROINVENT- EUROPEAN EXHIBITION OF CREATIVITY AND INNOVATION (2019,2020,2021, 2022); PRO INVENT - International Exhibition of Research, Innovations and Inventions CLUJ-NAPOCA (2019,2020,2021,2022); YOUTH INTERNATIONAL SCIENCE FAIR 2022, Semarang, Indonesia."
 - The events series "The Power of the Creative Mind" which had the main goal the development of the creative and innovative spirit in engineering (2019, 2020); the series of invention fairs "InventCor International Salon / International exhibition InventCor", Deva-Romania; participation at conferences, communication sessions, workshops, exhibitions, national and international car shows, national and international invention shows and intellectual property promotion shows (INVENTICA 2021-2022, EUROINVENT 2019-2022, PRO INVENT 2019-2022, YOUTH INTERNATIONAL SCIENCE FAIR 2022). These outcomes stand for improved relevance and application of theoretical knowledge, practical know-how, new ideas / solutions, mindset based on education, development and growth, new products.
- Prizes awarded to entrepreneurship projects focused on innovation that is open.
- open education week, organised periodically

- new books and publications; new courses supports
- Publications such as articles oral presentations chapters
- Some participation at events.
- Papers for conferences. Research projects, studies
- Use of Open Science portal <https://www.cos.io/>
- sustainable relationships with companies after innovation labs
- My university does not focus on scientific based publishing
- are rare or non-existent
- good collaboration with working field
- Likeability to take risks and accept mistakes
- student startups
- e.g. hackathons, case competition, challenge based learning where students work on challenges provided by organisations (companies, cities, ...)
- It helped us to better understand the scope of services we can provide to the interested public and urged us to think about and develop inclusion strategies.
- Professionalisation of HEI colleagues, schools and teachers
- Exchange of ideas and good practices. Development of efficient and effective methods relating the themes of the project.

6 Open Science Report

6.1 Analysis at institutional level

6.1.1 Vidzemes Augstskola (ViA), Latvia

Policies:

The institution did not provide any answers regarding their policy for Open Science or their strategy for Open Science. This suggests a lack of formalized guidelines or plans in these areas.

Actions/Activities/Production:

The institution organizes frequent seminars on Open Science topics, which indicates a proactive approach to raising awareness and promoting discussion among researchers.

Researchers at the institution are reminded, informed, and consulted on Open Science practices during faculty meetings and other gatherings.

The institution follows the National Strategy for Open Science of Latvia, which provides a framework for their activities and actions related to Open Science.

Resources (technical, human, support):

No specific information was provided about the technical resources available for Open Science initiatives. The priority of compliance of the FAIR-principles is very high, using Free Open Sources is also high, that shows a proactive approach to implement the OS practice either.

The institution mentions that individual researchers use different repositories for publishing research data, suggesting a lack of a centralized infrastructure or common practice framework for data sharing.

The institution has Research Ethics Committees, but the level of involvement or specific support provided for Open Science is not mentioned.

Training:

The institution mentions organizing seminars and workshops on Open Science topics, which implies a commitment to training and awareness-raising among researchers.

No specific details are provided about the content or extent of the training activities.

Legal and regulatory barriers:

The institution states that the internal regulations for "opening up" research data and methods are still in development. This suggests that there may be legal and regulatory barriers or uncertainties hindering the implementation of Open Science practices.

According to the attitude of Researcher's using different repositories, and the lack of a common practice framework, also indicates potential challenges in aligning with legal and regulatory requirements.

Future & Visions:

The institution expresses a high priority for Open Science practices, as it is one of the aims for the development of scientific work in their future Development Strategy.

No specific information is provided about the future vision or goals related to Open Science beyond the mentioned aim in the Development Strategy.

Summary:

Overall, the provided answers suggest that while the institution recognizes the importance of Open Science and has some activities in place to promote it, there are several areas that require further attention and development. This includes the formulation of clear policies and strategies, establishing common practices and infrastructure for data sharing, addressing legal and regulatory barriers, and potentially enhancing the support and resources available for Open Science initiatives.

6.1.2 Fachhochschule St Pölten GMBH (STPUAS), Austria

Policies:

The institution has a policy for Open Science, indicating a formalized approach and commitment to Open Science practices.

Additionally, the institution has a strategy for Open Science, suggesting a comprehensive plan for implementing Open Science initiatives.

Actions/Activities/Production:

The institution considers Open Data to be highly important in terms of its strategic priority areas.

There is a high priority placed on the publication of digital research data and research methods.

However, the priority for publication of physical research data and research methods (e.g., hardware) is very low, indicating a focus on digital data and methods.

Resources (technical, human, support):

The management of the institutional repository and Open Access publishing service is situated in the STPUAS library, implying the availability of technical resources and support for Open Science practices.

Training:

No specific information is provided about training activities related to Open Science. Therefore, it is unclear whether there are specific training programs or initiatives in place.

Legal and regulatory barriers:

The institution mentions several restrictions to opening up and making research data and research methods accessible, such as copyright issues and GDPR regulations.

However, it is stated that there is an acceptance that science should be open and free, suggesting a willingness to navigate and overcome these legal and regulatory barriers.

Future & Visions:

The institution expresses a high priority for compliance with the FAIR principles, indicating a commitment to making research data Findable, Accessible, Interoperable, and Reusable.

The institution also engages in activities and actions for Open Access, Open Innovation, Open Education, and Open Science, although specific details are not provided.

However, no specific information is given about the institution's future vision for Open Science beyond the mentioned priorities and actions.

Summary:

Overall, STPUAS demonstrates an advanced state of Open Science implementation. They have formal policies and strategies in place, prioritize Open Data, and express a high importance for digital research data and methods. The presence of an institutional repository and Open Access publishing service indicates the availability of resources and support for Open Science practices. However, there is a lack of information about training activities, and the specific actions and initiatives undertaken by the institution remain undisclosed. To further strengthen their Open Science efforts, the institution could focus on implementing comprehensive training programs, addressing legal and regulatory barriers more effectively, and clearly articulating their future vision for Open Science.

6.1.3 Magyar Agrár - és Élettudományi Egyetem (MATE), Hungary

Policies:

No specific information is provided regarding the institution's policy for Open Science.

There is also no mention of a strategy for Open Science, indicating a potential lack of formalized plans or guidelines in this area.

Actions/Activities/Production:

The institution considers Open Data to be of high importance in terms of its strategic priority areas. However, the priority for the publication of digital research data and research methods is low. The priority for the publication of physical research data and research methods (e.g., hardware) is also low.

Resources (technical, human, support):

No specific information is provided about the availability of technical, human, or support resources for Open Science practices.

Training:

While there is widespread use of data sharing and open access publishing, the response suggests that there are no official policies or guidelines in place regarding these practices. Public workshops and other events are mentioned as a means of disseminating such practices among peers, indicating some informal training opportunities. There are also unofficial forums and virtual settings where researchers can share their experiences.

Legal and regulatory barriers:

There is no official tool for sharing research data and research methods, suggesting potential barriers to openly sharing these resources. However, the institution engages in public workshops and other events where Open Science practices are disseminated, indicating efforts to overcome legal and regulatory barriers in an informal manner.

Future & Visions:

The priority of compliance with the FAIR principles (Findable, Accessible, Interoperable, and Reusable) in the university is low, suggesting room for improvement in aligning data practices with these principles. The institution has signed the "Position Paper on Open Science" (<https://nkfi.gov.hu/openscience/position-paper-on-open-science>), indicating some level of commitment to Open Science principles.

Summary:

Overall, the Hungarian University of Agriculture and Life Sciences (MATE) demonstrates a mixed level of engagement with Open Science practices. While the institution recognizes the importance

of Open Data and expresses a high priority for using personal persistent identifiers like ORCID, there is a lack of specific policies and strategies for Open Science. The priority for publication of research data and research methods is low, and the compliance with FAIR principles is also low. The institution engages in some actions and activities, such as public workshops and informal sharing platforms, to promote Open Science practices. However, there is a need to establish official policies, enhance training opportunities, and address legal and regulatory barriers to further promote and support Open Science at MATE.

6.1.4 Instituto Politécnico de Setúbal (IPS), Portugal

Policies:

The institution has a policy for Open Science, indicating a formalized approach towards promoting and supporting Open Science practices.

The institution also has a strategy for Open Science, further demonstrating a proactive stance in this area.

Actions/Activities/Production:

The importance of Open Data in terms of the institution's strategic priority areas is reported to be low.

The priority for the publication of digital research data and research methods is low.

The priority for the publication of physical research data and research methods (e.g., hardware) is very low.

Resources (technical, human, support):

The IPS has implemented various actions and activities to foster a culture of Open Science practices, such as an open multi-institutional repository (RCAAP) for accessing publications, an internal funding mechanism (RAADRI) that supports publishing in open access journals, and open access given by researchers to scripts and data through deposition in open repositories.

However, there is a reported restriction in terms of the lack of an implemented tool for securely sharing research data and methods, which suggests potential limitations in technical resources for Open Science.

Training:

The IPS demonstrates a culture of open science practices, including data sharing and open access publishing.

Researchers are encouraged to use unique personal persistent identifiers like ORCID, indicating a high priority for their adoption.

Legal and regulatory barriers:

The main restriction to "open up" and make research data and methods accessible in the institution is the absence of an implemented tool for secure sharing.

Additionally, some researchers may have a lack of knowledge about the importance of open data and methods, suggesting potential awareness and educational barriers.

Future & Visions:

The priority of compliance with the FAIR principles in the university is reported to be high, indicating a recognition of the importance of making data Findable, Accessible, Interoperable, and Reusable.

Summary:

Overall, the (IPS) demonstrates a commitment to Open Science practices through its policy and strategy. While the importance of Open Data is considered low, the institution has implemented various actions and activities to foster a culture of Open Science, including the use of unique identifiers and the support of open access publishing. However, there are limitations in terms of technical resources, particularly the lack of an implemented tool for secure data and methods sharing. Compliance with the FAIR principles is a high priority, indicating a focus on data accessibility and interoperability. Efforts to enhance training, address legal and regulatory barriers, and promote the integration of open science practices into evaluation processes can further strengthen IPS's engagement with Open Science.

6.1.5 Universitatea Politehnica Timișoara (UPT), Romania

Policies:

The institution has a policy for Open Science, indicating a formalized approach towards promoting and supporting Open Science practices.

The institution also has a strategy for Open Science, demonstrating a proactive stance in this area.

Actions/Activities/Production:

The importance of Open Data in terms of the institution's strategic priority areas is reported to be very low.

The priority for the publication of digital research data and research methods is low.

The priority for the publication of physical research data and research methods (e.g., hardware) is very low.

UPT engages in various activities and actions to promote Open Science, such as open access journals (e.g., Journal of Electrical Engineering, Journal of Architecture, Urbanism and Heritage, Acta Technica Corviniensis, Mastercom, Nonconventional Technologies Review) and organizing events like International Open Education Week Workshops, the European Researcher's Night, and Innovation Hubs.

Additionally, UPT organizes competitions like the International Spotlight Heritage Student Contest and the Interactive Digital Media Student Contest, where the outputs are published with an open license.

Resources (technical, human, support):

UPT does not have an official tool for sharing research data and research methods, indicating potential limitations in technical resources for Open Science.

However, there are public workshops, events, forums, and virtual settings where researchers can share their experiences, suggesting the presence of informal support and resources.

Training:

The priority of using unique personal persistent identifiers like ORCID is high, indicating a focus on individual identification and recognition in research.

Legal and regulatory barriers:

While there are no specific reports of legal and regulatory barriers, the absence of an official tool for sharing research data and methods may imply potential limitations in this area.

Future & Visions:

The priority of compliance with the FAIR principles is reported to be low, suggesting that there may be room for improvement in terms of data accessibility, interoperability, and reusability.

Summary:

Overall, the (UPT) demonstrates a commitment to Open Science through its policy and strategy. However, the importance of Open Data is considered very low, and the priority for the publication of research data and methods is also low. UPT engages in various activities, such as open access journals and organizing events and competitions related to Open Science. The institution prioritizes the use of personal identifiers like ORCID, indicating a recognition of their value for researchers.

However, there is a lack of an official tool for sharing research data and methods, which may indicate a need for improved technical resources. Compliance with the FAIR principles is reported to be low, suggesting an area for future development. UPT's engagement with Open Science can be further strengthened by addressing legal and regulatory barriers, enhancing training opportunities, and integrating Open Science practices into evaluation processes.

6.2 Analysis of the data at partnership level

6.2.1 Policies

MATE: The university demonstrates a growing commitment to Open Science with policies that encourage researchers to share their works and creative processes openly.

ViA: ViA places a high priority on Open Science, with well-defined policies and strategies to foster openness and transparency, particularly in the field of applied sciences.

UPT: UPT has proactive policies that emphasize openness and collaboration.

IPS: IPS has made significant strides in embracing Open Science practices, with policies that promote data sharing and open access publishing.

STPUAS: The university recognizes the importance of Open Science and has policies in place to support openness and collaboration in research.

6.2.2 Actions/Activities/Production

MATE: MATE actively encourages researchers to share their works and creative processes openly, contributing to the openness.

ViA: ViA actively promotes the use of Free and Open-Source Software (FOSS) in research and educational activities, fostering openness and innovation.

UPT: UPT organizes workshops, conferences, and competitions related to Open Science, such as the International Symposium on Electronics and Telecommunications, showcasing their commitment to openness.

IPS: IPS has implemented an open multi-institutional repository (RCAAP) and actively encourages researchers to deposit their scripts and data, facilitating open access to research outputs.

STPUAS: STPUAS actively promotes the use of Free and Open-Source Software (FOSS) and demonstrates a preference for its adoption, contributing to open practices.

6.2.3 Resources (technical, human, support)

MATE: The university could benefit from establishing an open repository or platform specifically tailored for sharing artistic creations, facilitating access and collaboration within the art community.

ViA: ViA could further enhance their Open Science practices by establishing collaborations with industry partners, leveraging resources and expertise for practical applications.

UPT: UPT has resources in the form of workshops, conferences, and journals with open access policies, providing technical, human, and support infrastructure for Open Science practices.

IPS: IPS has implemented an open multi-institutional repository (RCAAP) as a technical resource, and their support for open data deposition showcases their commitment to providing resources for Open Science.

STPUAS: STPUAS could focus on making research data and methods more accessible by establishing mechanisms and platforms for sharing, thereby providing valuable technical resources.

6.2.4 Training

MATE: The university could consider offering training programs or workshops to educate researchers about Open Science practices and their benefits.

ViA: ViA could provide training opportunities for researchers and students on Open Science principles and methodologies to foster a culture of openness.

UPT: UPT's organization of workshops and conferences related to Open Science indicates a commitment to training and knowledge dissemination.

IPS: IPS could focus on enhancing awareness and knowledge among their researchers about the benefits of open data and methods through training programs and workshops.

STPUAS: STPUAS could offer training programs or workshops to familiarize researchers with Open Science practices and tools, facilitating their adoption.

6.2.5 Legal and regulatory barriers

MATE: No specific information provided regarding legal and regulatory barriers.

ViA: No specific information provided regarding legal and regulatory barriers.

UPT: No specific information provided regarding legal and regulatory barriers.

IPS: No specific information provided regarding legal and regulatory barriers.

STPUAS: No specific information provided regarding legal and regulatory barriers.

6.2.6 Future & Visions

MATE: MATE's future vision could involve expanding their Open Science practices to include collaborative projects with other institutions and international partnerships.

ViA: ViA's future vision might include strengthening collaborations with industry partners and actively engaging in open innovation projects to drive practical applications of their research.

UPT: UPT's future vision could involve further integrating Open Science practices into all disciplines, fostering a culture of openness and collaboration across the university.

IPS: IPS could envision creating more interdisciplinary research opportunities and actively involving civil society organizations and citizens in their research projects through Open Science practices.

STPUAS: STPUAS could strive to establish mechanisms for sharing research data and methods, as well as engaging in citizen science initiatives, aligning with their future vision of broader engagement and collaboration.

Overall, these universities have made notable progress in various aspects of Open Science. By addressing the areas for improvement and aligning their future visions with Open Science principles, they can further enhance their practices, foster collaboration, and contribute to the broader Open Science community.

6.2.6.1 Magyar Agrár - és Élettudományi Egyetem (MATE), Hungary

Policies: MATE has implemented policies that promote Open Science. They encourage researchers to share their works and creative processes openly.

Actions/Activities/Production: MATE actively organizes, workshops, and seminars that promote Open Science principles within the MATE researcher's community. They showcase innovative practices and encourage collaboration.

Resources: MATE provides technical resources such as digital platforms to support Open Science initiatives. They may also have dedicated staff or support teams to assist researchers in sharing their works and data.

Training: MATE offers training programs and courses that educate researchers on the principles and practices of Open Science. They focus on fostering a culture of openness and collaboration within the agricultural and economic field.

Legal and regulatory barriers: MATE may face challenges related to copyright and intellectual property rights when it comes to openly sharing artistic works. They need to navigate these legal barriers while ensuring proper attribution and licensing.

Future & Visions: MATE aims to establish a prominent role in the Open Science community within the agricultural and economic domain.

6.2.6.2 *Vidzemes Augstskola (ViA), Latvia*

Policies: ViA has an unofficial, well-defined policy that prioritize Open Science. They promote openness, transparency, and the use of Free and Open-Source Software (FOSS) in research and education.

Actions/Activities/Production: ViA engages in collaborative research projects with industry partners, applying Open Science principles to solve real-world challenges.

Resources: ViA offers technical resources such as research labs, data repositories, and access to specialized equipment to support Open Science activities. They may also have partnerships with industry organizations, providing additional resources.

Training: ViA provides training programs and workshops to educate researchers and students on Open Science practices. They focus on promoting the use of FOSS and encourage data sharing and open access publishing.

Legal and regulatory barriers: ViA may encounter legal and ethical considerations when working with industry partners or commercializing research outcomes. They need to address issues related to intellectual property rights and data privacy.

Future & Visions: ViA envisions becoming a leading institution in applied sciences through its commitment to Open Science. They aim to foster a culture of open innovation, collaboration, and knowledge exchange between academia and industry.

6.2.6.3 *Universitatea Politehnica Timișoara (UPT), Romania*

Policies: UPT has policies that emphasize Open Science. They promote data sharing, open access publishing, and the use of unique personal persistent identifiers (e.g., ORCID).

Actions/Activities/Production: UPT organizes workshops, conferences, and competitions focused on Open Science topics. They actively publish journals with open access policies and engage in projects that integrate open education, open science, and emerging technologies.

Resources: UPT provides technical resources such as research labs, computing infrastructure, and access to scientific databases to support Open Science endeavours. They may have collaborations with industry partners for additional resources.

Training: UPT offers training programs and initiatives that educate researchers, students, and faculty on Open Science principles and practices. They emphasize the importance of proper data management, sharing, and reproducibility.

Legal and regulatory barriers: UPT faces challenges related to legal and regulatory frameworks concerning data sharing and research methods. They actively disseminate best practices through workshops and forums to address these barriers.

Future & Visions: UPT envisions a future where Open Science is deeply ingrained in engineering and technology research. They aim to further develop their infrastructure, tools, and policies to enhance openness, collaboration, and scientific impact.

6.2.6.4 *Instituto Politécnico de Setúbal (IPS), Portugal*

Policies: IPS has implemented policies supporting Open Science, with an emphasis on data sharing and open access publishing. They encourage researchers to deposit their scripts and data in open repositories.

Actions/Activities/Production: IPS actively promotes Open Science through the establishment of an open multi-institutional repository (RCAAP) and collaborations with other institutions. They engage in multidisciplinary research projects that embrace openness.

Resources: IPS provides technical resources such as research facilities, computing infrastructure, and access to scientific literature and databases. They may collaborate with other institutions to leverage shared resources.

Training: IPS offers training programs and workshops to educate researchers and students on Open Science practices. They focus on raising awareness about the benefits of open data, reproducibility, and responsible research conduct.

Legal and regulatory barriers: IPS may face legal and ethical challenges related to intellectual property rights, data protection, and privacy when implementing Open Science practices. They need to ensure compliance with relevant regulations.

Future & Visions: IPS aims to be at the forefront of Open Science in multidisciplinary research. They envision fostering a collaborative environment that encourages researchers to openly share data, methods, and findings for societal impact.

6.2.6.5 *Fachhochschule St Pölten GMBH (STPUAS), Austria*

Policies: STPUAS has policies that support Open Science, emphasizing openness, transparency, and collaboration in research. They actively promote the use of Free and Open-Source Software (FOSS) whenever possible.

Actions/Activities/Production: STPUAS engages in research projects that embrace Open Science principles. They actively participate in conferences, workshops, and industry collaborations to foster knowledge exchange.

Resources: STPUAS provides technical resources such as research laboratories, computing infrastructure, and access to scientific databases. They may have partnerships with industry and external stakeholders, offering additional resources.

Training: STPUAS offers training programs and initiatives to educate researchers, students, and staff on Open Science practices. They emphasize the importance of FOSS adoption, open data sharing, and collaboration.

Legal and regulatory barriers: STPUAS faces legal and regulatory considerations when it comes to data sharing, intellectual property rights, and commercialization of research outcomes. They need to navigate these barriers while ensuring compliance.

Future & Visions: STPUAS envisions a future where Open Science is deeply embedded in their research and innovation activities. They aim to establish mechanisms for making research data and methods more accessible and to actively engage civil society organizations and citizens in their projects.

These universities demonstrate varying degrees of commitment to Open Science, and each has its unique strengths and areas of focus. By leveraging their policies, resources, training programs, and addressing legal barriers, they can further advance Open Science practices and contribute to the broader research community. Their future vision underscores their dedication to fostering openness, collaboration, and societal impact through scientific research and innovation.

6.3 Study cases in Open Science

6.3.1 ViA Case

Overall, the ViA respondent indicated limited engagement in open science practices. While there is support for finding and using FOSS and a high priority for integrating citizens in research projects, there are no specific activities, guidelines, or training programs related to open access, open science, or citizen science at the institution. The respondent identified potential challenges, such as concerns about the misuse of methods or data and a lack of collaboration from external stakeholders. The institution is in the process of developing its strategy for implementing citizen science.

The respondent believes that open science practices will not significantly increase in prevalence in the future due to resistance from closed repositories and concerns about the sustainability and trustworthiness of open systems and data providers.

The respondent suggests that seed money of 50,000 euros for the first three years would be beneficial for improving the open infrastructure.

Overall, the ViA respondent indicates some engagement in open science, open innovation, and open education. The institution implements principles in everyday activities and runs events and initiatives related to these areas. However, there is a lack of specific training, support, and

institutional guidelines for various aspects of open science and citizen science. The respondent highlights challenges such as limited resources, reliance on commercial products, and the need for funding and improved infrastructure. The institution's strategy for implementing citizen science is currently under development, and there are sporadic citizen science projects taking place.

6.3.2 STPUAS Case

The university should focus on providing clear information, resources, and training opportunities to representatives to enhance their understanding and engagement in Open Science. By addressing these areas, STPUAS can foster a more informed and supportive environment for Open Science practices.

The representative believes that open science practices will become more important in the future. However, they express concerns about incentivizing participation, particularly among individuals not familiar or attached to the academic culture. This insight suggests the need for the university to develop strategies to communicate the benefits of Open Science effectively and to create a supportive environment that encourages broad participation.

The representative's responses indicate some level of engagement with Open Science at STPUAS, including the existence of institutional guidelines for Open Access and some department initiatives. However, there are areas that require attention, such as developing comprehensive policies for Open Innovation, Open Education, and Open Science, implementing training programs, ensuring adequate resources and support, and addressing potential legal and regulatory barriers. By addressing these areas, STPUAS can foster a more robust culture of Open Science and support its staff members in embracing and practicing Open Science principles effectively.

6.3.3 MATE Case

The representative indicates that their university provides support for finding and using Free and Open Source Software and management/access to digital research data and methods. This suggests the presence of technical, human, and support resources to facilitate Open Science practices. However, it is unclear whether there are resources dedicated specifically to Open Science beyond these areas.

The responder was unsure about that the university employs a data steward (Data Protection Officer) or not. The answers in connection with the Citizen science topic shows the same lack of information.

Based on the received answers, the person familiar with the Research Ideas and Outcomes (RIO), Zenodo, GitHub, Jupyter Notebooks/JupyterLab, Purity tools for open science. tools Zotero and DOAJ were used by.

The representative expresses a belief that open science practices will become more prevalent in the future. This outlook aligns with the broader trend in the research community, as Open Science continues to gain momentum and recognition for its potential benefits.

In summary, the representative's responses suggest that MATE has institutional guidelines for Open Access and engages in department initiatives for internal actions related to Open Access. The university provides support for using Free and Open Source Software and management/access to digital research data and methods. However, the extent and breadth of Open Science activities, resources, and training at MATE require further clarification. It would be valuable for the university to develop comprehensive policies and expand training opportunities to cover a wider range of Open Science aspects.

6.3.4 IPS Case

In summary, the representative's responses indicate that IPS has institutional guidelines for Open Educational Resources and engages in Open Access activities through the publication of research papers. The representative expresses concerns about the lack of regulation regarding Open Science practices, particularly with regards to AI tools using authors' works without proper citation. This indicates that legal and regulatory barriers exist in the implementation of Open Science at IPS. The representative believes that Open Science practices will become more prevalent in the future. However, they emphasize the need for regulations, especially in relation to AI tools and proper citation of authors' original work. It would be beneficial to further explore the representative's vision for the future of Open Science at IPS.

In summary, the representative's responses suggest that IPS is involved in Open Access and Open Science activities, with support for opening up research data and methods and using Free and Open Source Software.

6.3.5 UPT Case:

The representative did not provide information about the availability of resources, such as technical, human, or support services, at UPT for open science practices. Without specific details, it is difficult to assess the university's commitment to providing resources in this regard.

Based on the received answers, the person familiar with the Research Ideas and Outcomes (RIO), Hypothes.is, AsPredicted, Zenodo, Dataverse Project, Protocols.io, Authorea, Jupyter Notebooks / JupyterLab, ArXiv, CoCalc, PubPeer, Altmetric, PlumX, ImpactStory, Purity tools for open science. Zotero, GitHub, Overleaf, DOAJ, Fig Share tools was used by.

In summary, the representative's responses suggest that UPT is actively engaged in Open Access, Open Innovation, Open Education, and Open Science activities. The university has policies and initiatives in place, provides resources and support, offers training programs, and recognizes the importance of open science practices for collaboration. However, challenges related to legal and regulatory barriers and financial aspects are mentioned. It is recommended that UPT continue to strengthen its policies, address legal and regulatory challenges, and consider expanding support and resources for open science initiatives. The lack of specific information about policies, actions/activities/production, resources, training, legal and regulatory barriers, and future visions limits the assessment.

6.3.6 UCLL Case:






The representative expressed a belief that open science practices will become more prevalent in the future to a great extent. This suggests that the representative envisions a positive trajectory for open science at UCLL, although no specific details about the future plans or vision were provided. Based on the representative's answers, it appears that UCLL may have limited engagement in open science practices. There is a lack of information about specific policies, actions, resources, and training programs in place at the university. It is also unclear whether there are any legal or regulatory barriers that need to be addressed. However, the representative's belief in the increasing prevalence of open science practices indicates a potential interest in further development in this area. Overall, based on the representative's answers, it appears that UCLL is actively engaged in open science practices, particularly in the areas of open access, open innovation, and open education. While there might be challenges and limitations, the university demonstrates efforts to provide training, support, and participate in relevant projects. However, more information is needed to assess the specific policies, resources, and strategies in place at UCLL regarding open science.

7 ANNEXES






7.1 Annex 1 – Results from partnership level expert interview

Statistics: Survey to analyse the OA/OI/OE tools - infrastructure, practices, resources - university level




Does your institution have a policy for

		Answers	Ratio
Open Access		3	60 %
Open Innovation		1	20 %
Open Education		1	20 %
Open Science		3	60 %
No Answer		1	20 %



Does your institution have a strategy for

		Answers	Ratio
Open Access		3	60 %
Open Innovation		1	20 %
Open Education		1	20 %
Open Science		3	60 %
No Answer		2	40 %



Importance of Open Access in terms of the institution's strategic priority areas

		Answers	Ratio
Very Low		0	0 %
Low		1	20 %
High		3	60 %
Very High		1	20 %
NA		0	0 %
No Answer		0	0 %



The publication of articles/ papers / books with Open Access

		Answers	Ratio
Very Low		0	0 %
Low		0	0 %
High		3	60 %
Very High		2	40 %
NA		0	0 %
No Answer		0	0 %




The priority of publication of preprints that have not yet undergone peer review

		Answers	Ratio
Very Low		2	40 %
Low		3	60 %
High		0	0 %
Very High		0	0 %
NA		0	0 %
No Answer		0	0 %




Importance of Open Innovation in terms of the institution's strategic priority areas

		Answers	Ratio
Very Low		0	0 %
Low		0	0 %
High		3	60 %
Very High		2	40 %
NA		0	0 %
No Answer		0	0 %



Importance of Open Education in terms of the institution's strategic priority areas

		Answers	Ratio
Very Low		0	0 %
Low		2	40 %
High		2	40 %
Very High		1	20 %
NA		0	0 %
No Answer		0	0 %



Importance of Open Data in terms of the institution's strategic priority areas

		Answers	Ratio
Very Low		1	20 %
Low		1	20 %
High		3	60 %
Very High		0	0 %
NA		0	0 %
No Answer		0	0 %



The priority of publication of digital research data and research methods

		Answers	Ratio
Very Low		0	0 %
Low		4	80 %
High		1	20 %
Very High		0	0 %
NA		0	0 %
No Answer		0	0 %

The priority of publication of physical research data and research methods (eg Hardware)

		Answers	Ratio
Very Low		1	20 %
Low		4	80 %
High		0	0 %
Very High		0	0 %
NA		0	0 %
No Answer		0	0 %

Priority of using unique personal persistent identifiers (like ORCID www.orcid.org)

		Answers	Ratio
Very Low		0	0 %
Low		0	0 %
High		4	80 %
Very High		1	20 %
NA		0	0 %
No Answer		0	0 %

The priority of compliance of the FAIR-principles (<https://www.go-fair.org/fair-principles/>) in your university

		Answers	Ratio
Very Low		0	0 %
Low		2	40 %
High		1	20 %
Very High		2	40 %
NA		0	0 %
No Answer		0	0 %

Does your institution develop activities/actions for

		Answers	Ratio
Open Access		5	100 %
Open Innovation		5	100 %
Open Education		5	100 %
Open Science		5	100 %
No Answer		0	0 %






The university has signed declarations on Open Access / Open Science/ Open education

		Answers	Ratio
https://www.budapestopenaccessinitiative.org/read/		0	0 %
https://openaccess.mpg.de/Berlin-Declaration		1	20 %
https://www.europe4libraries2019.eu/wp-content/uploads/2019/03/a-library-manifesto-for-europe-1.pdf		0	0 %
https://lindauguidelines.org/		0	0 %
UNESCO		1	20 %
OEG		1	20 %
No Answer		3	60 %






Does your institution develop activities/actions for Open education : Workshops

		Answers	Ratio
Yes, very often		1	20 %
Yes, sometimes		2	40 %
Not at all		0	0 %
Planning to do		2	40 %
No Answer		0	0 %






Does your institution develop activities/actions for Open education : Training course/programs for staff

		Answers	Ratio
Yes, very often		1	20 %
Yes, sometimes		2	40 %
Not at all		0	0 %
Planning to do		2	40 %
No Answer		0	0 %






Does your institution develop activities/actions for Open education : Training course/programs for students

		Answers	Ratio
Yes, very often		0	0 %
Yes, sometimes		3	60 %
Not at all		1	20 %
Planning to do		1	20 %
No Answer		0	0 %






Does your institution develop activities/actions for Open education : Use of Open educational resources

		Answers	Ratio
Yes, very often		2	40 %
Yes, sometimes		3	60 %
Not at all		0	0 %
Planning to do		0	0 %
No Answer		0	0 %



Does your institution develop activities/actions for Open education : Produce and publish OER

		Answers	Ratio
Yes, very often		1	20 %
Yes, sometimes		2	40 %
Not at all		0	0 %
Planning to do		2	40 %
No Answer		0	0 %


Does your institution develop activities/actions for Open education : Produce and public open access books or educational content

		Answers	Ratio
Yes, very often		0	0 %
Yes, sometimes		5	100 %
Not at all		0	0 %
Planning to do		0	0 %
No Answer		0	0 %


Does your institution develop activities/actions for Open education : Part of international associations and events that promotes OE

		Answers	Ratio
Yes, very often		4	80 %
Yes, sometimes		1	20 %
Not at all		0	0 %
Planning to do		0	0 %
No Answer		0	0 %



Does your institution develop activities/actions for Open education : Academics and staff have Open attitude in designing and delivering education

		Answers	Ratio
Yes, very often		0	0 %
Yes, sometimes		5	100 %
Not at all		0	0 %
Planning to do		0	0 %
No Answer		0	0 %

Does your institution develop activities/actions for Open education : Activities toward open education principles

		Answers	Ratio
Yes, very often		0	0 %
Yes, sometimes		5	100 %
Not at all		0	0 %
Planning to do		0	0 %
No Answer		0	0 %

Does your institution develop activities/actions for Open education : Use of open education digital tools

		Answers	Ratio
Yes, very often		2	40 %
Yes, sometimes		3	60 %
Not at all		0	0 %
Planning to do		0	0 %
No Answer		0	0 %

Does your institution develop activities/actions for Open education : Production of open education digital tools

		Answers	Ratio
Yes, very often		0	0 %
Yes, sometimes		3	60 %
Not at all		0	0 %
Planning to do		2	40 %
No Answer		0	0 %

Does your institution develop activities/actions for Open education : Develop research on open education

		Answers	Ratio
Yes, very often		1	20 %
Yes, sometimes		2	40 %
Not at all		0	0 %
Planning to do		2	40 %
No Answer		0	0 %

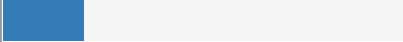
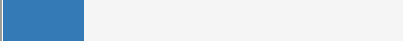
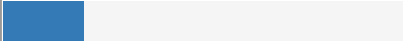

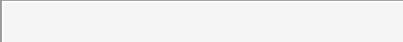
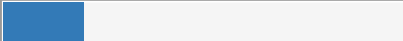

Does your institution develop activities/actions for Open education : Issue open certificate or degrees

		Answers	Ratio
Yes, very often		1	20 %
Yes, sometimes		0	0 %
Not at all		0	0 %
Planning to do		4	80 %
No Answer		0	0 %

Does your institution develop activities/actions for Open education : Reward academics, staff and students that perform open education activities

		Answers	Ratio
Yes, very often		0	0 %
Yes, sometimes		1	20 %
Not at all		2	40 %
Planning to do		2	40 %
No Answer		0	0 %






Please select your university

		Answers	Ratio
IPS		1	20 %
STPUAS		1	20 %
MATE		1	20 %
UPT		1	20 %
UCLL		0	0 %
ViA		1	20 %
No Answer		0	0 %








7.2 Annex 2 – Results from Individual survey

Statistics: Survey to analyse the OA/OI/OE tools - infrastructure, practices, resources





Do you develop activities/actions for

		Answers	Ratio
Open Access		53	51.46 %
Open Innovation		31	30.1 %
Open Education		49	47.57 %
Open Science		41	39.81 %
No Answer		25	24.27 %





If yes, how?

		Answers	Ratio
Part of an EU project		33	32.04 %
Department initiatives for internal actions		32	31.07 %
Running events/seminars/workshops		43	41.75 %
Implementing principles in everyday activities		47	45.63 %
Developing training/support for implementation		26	25.24 %
Other		8	7.77 %
No Answer		25	24.27 %





Is there a training / further education at your university to the following aspects? : Research for Open Access publications

		Answers	Ratio
Yes		48	46.6 %
No		12	11.65 %
Don't know		42	40.78 %
No Answer		1	0.97 %





Is there a training / further education at your university to the following aspects? : Open-Access-Publishing

		Answers	Ratio
Yes		58	56.31 %
No		8	7.77 %
Don't know		36	34.95 %
No Answer		1	0.97 %





Is there a training / further education at your university to the following aspects? : Finding and using Open Educational Resources

		Answers	Ratio
Yes		59	57.28 %
No		8	7.77 %
Don't know		34	33.01 %
No Answer		2	1.94 %





Is there a training / further education at your university to the following aspects? : Producing Open Educational Resources

		Answers	Ratio
Yes		45	43.69 %
No		13	12.62 %
Don't know		38	36.89 %
No Answer		7	6.8 %

Is there a training / further education at your university to the following aspects? : Management / access to digital research data and methods

		Answers	Ratio
Yes		43	41.75 %
No		12	11.65 %
Don't know		43	41.75 %
No Answer		5	4.85 %

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		10	9.71 %
No		20	19.42 %
Don't know		68	66.02 %
No Answer		5	4.85 %

Is there a training / further education at your university to the following aspects? : “Opening up” of research data and methods (“science out loud”)

		Answers	Ratio
Yes		12	11.65 %
No		15	14.56 %
Don't know		71	68.93 %
No Answer		5	4.85 %

Is there a training / further education at your university to the following aspects? : Finding and using Free and Open Source Software

		Answers	Ratio
Yes		44	42.72 %
No		15	14.56 %
Don't know		41	39.81 %
No Answer		3	2.91 %

Is there a support at your university for: : Research for Open Access publications

		Answers	Ratio
Yes		62	60.19 %
No		16	15.53 %
Don't know		24	23.3 %
No Answer		1	0.97 %

Is there a support at your university for: : Open-Access-Publishing

		Answers	Ratio
Yes		70	67.96 %
No		11	10.68 %
Don't know		20	19.42 %
No Answer		2	1.94 %

Is there a support at your university for: : Finding and using Open Educational Resources

		Answers	Ratio
Yes		52	50.49 %
No		11	10.68 %
Don't know		35	33.98 %
No Answer		5	4.85 %

Is there a support at your university for: : Producing Open Educational Resources

		Answers	Ratio
Yes		44	42.72 %
No		10	9.71 %
Don't know		42	40.78 %
No Answer		7	6.8 %

Is there a support at your university for: : Management / access to digital research data and methods

		Answers	Ratio
Yes		40	38.83 %
No		14	13.59 %
Don't know		41	39.81 %
No Answer		8	7.77 %

Is there a support at your university for: : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		12	11.65 %
No		18	17.48 %
Don't know		65	63.11 %
No Answer		8	7.77 %






Is there a support at your university for: : “Opening up” of research data and methods (“science out loud”)

		Answers	Ratio
Yes		17	16.5 %
No		13	12.62 %
Don't know		64	62.14 %
No Answer		9	8.74 %





Is there a support at your university for: : Finding and using Free and Open Source Software

		Answers	Ratio
Yes		42	40.78 %
No		14	13.59 %
Don't know		42	40.78 %
No Answer		5	4.85 %





Does your university have institutional guidelines for

		Answers	Ratio
Open Access		47	45.63 %
Open Data		27	26.21 %
Open Educational Resources		39	37.86 %
Open Innovation		18	17.48 %
No Answer		36	34.95 %





Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		32	31.07 %
No		7	6.8 %
Don't know		28	27.18 %
No Answer		36	34.95 %





Does your university have / is using a digital institutional repository where publications are stored?

		Answers	Ratio
Yes		43	41.75 %
No		9	8.74 %
Don't know		14	13.59 %
No Answer		37	35.92 %





Does your university have / is using a digital institutional repository where research methods and data are stored?

		Answers	Ratio
Yes		23	22.33 %
No		14	13.59 %
Don't know		30	29.13 %
No Answer		36	34.95 %





Does your institution employ a data Steward (Data Protection Officer)?

		Answers	Ratio
Yes		32	31.07 %
No		14	13.59 %
Don't know		56	54.37 %
No Answer		1	0.97 %





Do you have open access contracts with (authoritative) publishers?

		Answers	Ratio
Yes		29	28.16 %
No		33	32.04 %
Don't know		40	38.83 %
No Answer		1	0.97 %





Do you actively engage and include civil society organisations and citizens in your research?

		Answers	Ratio
Yes		60	58.25 %
No		31	30.1 %
Don't know		11	10.68 %
No Answer		1	0.97 %





Do you actively integrate broad ethical reflection and debate processes into your research?

		Answers	Ratio
Yes		53	51.46 %
No		30	29.13 %
Don't know		19	18.45 %
No Answer		1	0.97 %





Have you personally used open education resources in your teaching or research?

		Answers	Ratio
Yes		70	67.96 %
No		28	27.18 %
I don't know		4	3.88 %
No Answer		1	0.97 %





Tools for open education : Moodle

		Answers	Ratio
I use		87	84.47 %
I know but do not use		9	8.74 %
I do not know		4	3.88 %
No Answer		3	2.91 %




Tools for open education : Canvas

		Answers	Ratio
I use		25	24.27 %
I know but do not use		39	37.86 %
I do not know		27	26.21 %
No Answer		12	11.65 %





Tools for open education : Open edX

		Answers	Ratio
I use		9	8.74 %
I know but do not use		29	28.16 %
I do not know		51	49.51 %
No Answer		14	13.59 %





Tools for open education : Sakai

		Answers	Ratio
I use		0	0 %
I know but do not use		12	11.65 %
I do not know		74	71.84 %
No Answer		17	16.5 %





Tools for open education : H5P

		Answers	Ratio
I use		11	10.68 %
I know but do not use		15	14.56 %
I do not know		62	60.19 %
No Answer		15	14.56 %





Tools for open education : Kahoot

		Answers	Ratio
I use		34	33.01 %
I know but do not use		28	27.18 %
I do not know		32	31.07 %
No Answer		9	8.74 %





Tools for open education : Jupyter Notebook

		Answers	Ratio
I use		10	9.71 %
I know but do not use		24	23.3 %
I do not know		56	54.37 %
No Answer		13	12.62 %





Tools for open education : OpenStax

		Answers	Ratio
I use		1	0.97 %
I know but do not use		12	11.65 %
I do not know		75	72.82 %
No Answer		15	14.56 %





Tools for open education : Libre

		Answers	Ratio
I use		5	4.85 %
I know but do not use		32	31.07 %
I do not know		51	49.51 %
No Answer		15	14.56 %





Tools for open education : Libre office

		Answers	Ratio
I use		12	11.65 %
I know but do not use		37	35.92 %
I do not know		42	40.78 %
No Answer		12	11.65 %





Tools for open education : InkScape

		Answers	Ratio
I use		9	8.74 %
I know but do not use		18	17.48 %
I do not know		63	61.17 %
No Answer		13	12.62 %

Tools for open education : GitBook

		Answers	Ratio
I use		4	3.88 %
I know but do not use		22	21.36 %
I do not know		61	59.22 %
No Answer		16	15.53 %

Tools for open education : OERCommons

		Answers	Ratio
I use		8	7.77 %
I know but do not use		12	11.65 %
I do not know		69	66.99 %
No Answer		14	13.59 %

Tools for open education : Merlot

		Answers	Ratio
I use		6	5.83 %
I know but do not use		13	12.62 %
I do not know		68	66.02 %
No Answer		16	15.53 %

Tools for open education : Wikiversity

		Answers	Ratio
I use		6	5.83 %
I know but do not use		24	23.3 %
I do not know		54	52.43 %
No Answer		19	18.45 %

Tools for open education : Project Gutenberg

		Answers	Ratio
I use		7	6.8 %
I know but do not use		26	25.24 %
I do not know		55	53.4 %
No Answer		15	14.56 %

Tools for open education : Open Textbook Library

		Answers	Ratio
I use		15	14.56 %
I know but do not use		21	20.39 %
I do not know		52	50.49 %
No Answer		15	14.56 %

Tools for open education : Others

		Answers	Ratio
I use		15	14.56 %
I know but do not use		2	1.94 %
I do not know		60	58.25 %
No Answer		26	25.24 %

Tools for open science : Research Ideas and Outcomes (RIO)

		Answers	Ratio
I use		7	6.8 %
I know but do not use		12	11.65 %
I do not know		70	67.96 %
No Answer		14	13.59 %

Tools for open science : Zotero

		Answers	Ratio
I use		28	27.18 %
I know but do not use		19	18.45 %
I do not know		43	41.75 %
No Answer		13	12.62 %

Tools for open science : Hypothes.is

		Answers	Ratio
I use		2	1.94 %
I know but do not use		9	8.74 %
I do not know		76	73.79 %
No Answer		16	15.53 %

Tools for open science : AsPredicted

		Answers	Ratio
I use		2	1.94 %
I know but do not use		8	7.77 %
I do not know		76	73.79 %
No Answer		17	16.5 %

Tools for open science : Zenodo

		Answers	Ratio
I use		10	9.71 %
I know but do not use		16	15.53 %
I do not know		61	59.22 %
No Answer		16	15.53 %

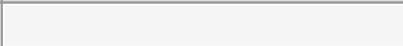
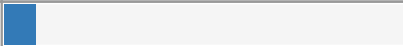


Tools for open science : Dataverse Project

		Answers	Ratio
I use		3	2.91 %
I know but do not use		12	11.65 %
I do not know		73	70.87 %
No Answer		15	14.56 %

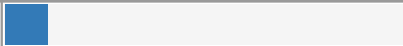
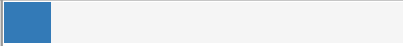

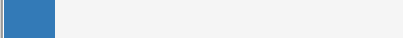
Tools for open science : GitHub

		Answers	Ratio
I use		25	24.27 %
I know but do not use		16	15.53 %
I do not know		50	48.54 %
No Answer		12	11.65 %

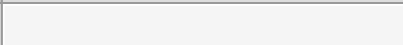


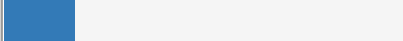
Tools for open science : Protocols.io

		Answers	Ratio
I use		0	0 %
I know but do not use		8	7.77 %
I do not know		79	76.7 %
No Answer		16	15.53 %

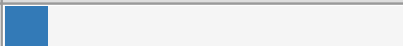
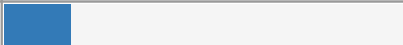

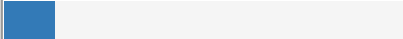
Tools for open science : Overleaf

		Answers	Ratio
I use		11	10.68 %
I know but do not use		12	11.65 %
I do not know		67	65.05 %
No Answer		13	12.62 %

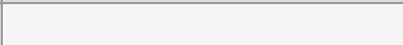


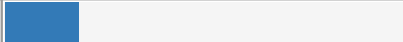
Tools for open science : Authorea

		Answers	Ratio
I use		0	0 %
I know but do not use		10	9.71 %
I do not know		75	72.82 %
No Answer		18	17.48 %

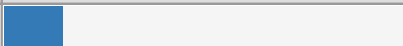


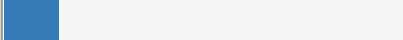
Tools for open science : Jupyter Notebooks / JupyterLab

		Answers	Ratio
I use		11	10.68 %
I know but do not use		17	16.5 %
I do not know		62	60.19 %
No Answer		13	12.62 %

Tools for open science : CoCalc

		Answers	Ratio
I use		0	0 %
I know but do not use		9	8.74 %
I do not know		75	72.82 %
No Answer		19	18.45 %

Tools for open science : ArXiv

		Answers	Ratio
I use		15	14.56 %
I know but do not use		21	20.39 %
I do not know		53	51.46 %
No Answer		14	13.59 %

Tools for open science : PubPeer

		Answers	Ratio
I use		6	5.83 %
I know but do not use		11	10.68 %
I do not know		68	66.02 %
No Answer		18	17.48 %

Tools for open science : DOAJ

		Answers	Ratio
I use		19	18.45 %
I know but do not use		12	11.65 %
I do not know		57	55.34 %
No Answer		15	14.56 %

Tools for open science : FigShare

		Answers	Ratio
I use		3	2.91 %
I know but do not use		13	12.62 %
I do not know		71	68.93 %
No Answer		16	15.53 %

Tools for open science : Altmetric

		Answers	Ratio
I use		6	5.83 %
I know but do not use		15	14.56 %
I do not know		66	64.08 %
No Answer		16	15.53 %

Tools for open science : PlumX

		Answers	Ratio
I use		0	0 %
I know but do not use		14	13.59 %
I do not know		74	71.84 %
No Answer		15	14.56 %

Tools for open science : ImpactStory

		Answers	Ratio
I use		1	0.97 %
I know but do not use		10	9.71 %
I do not know		76	73.79 %
No Answer		16	15.53 %

Tools for open science : Purity

		Answers	Ratio
I use		0	0 %
I know but do not use		7	6.8 %
I do not know		79	76.7 %
No Answer		17	16.5 %

Tools for open science : Others

		Answers	Ratio
I use		5	4.85 %
I know but do not use		1	0.97 %
I do not know		67	65.05 %
No Answer		30	29.13 %

Tools for Open Access : Unpaywall

		Answers	Ratio
I use		5	4.85 %
I know but do not use		10	9.71 %
I do not know		72	69.9 %
No Answer		16	15.53 %

Tools for Open Access : Open Access Button

		Answers	Ratio
I use		12	11.65 %
I know but do not use		9	8.74 %
I do not know		64	62.14 %
No Answer		18	17.48 %

Tools for Open Access : core.ac.uk

		Answers	Ratio
I use		6	5.83 %
I know but do not use		12	11.65 %
I do not know		68	66.02 %
No Answer		17	16.5 %

Tools for Open Access : DOAJ

		Answers	Ratio
I use		16	15.53 %
I know but do not use		18	17.48 %
I do not know		54	52.43 %
No Answer		15	14.56 %

Tools for Open Access : DOAB

		Answers	Ratio
I use		8	7.77 %
I know but do not use		8	7.77 %
I do not know		69	66.99 %
No Answer		18	17.48 %

Tools for Open Access : OAPEN

		Answers	Ratio
I use		3	2.91 %
I know but do not use		9	8.74 %
I do not know		74	71.84 %
No Answer		17	16.5 %

Tools for Open Access : arXiv

		Answers	Ratio
I use		20	19.42 %
I know but do not use		17	16.5 %
I do not know		52	50.49 %
No Answer		14	13.59 %

Tools for Open Access : Journalcheckertool.org

		Answers	Ratio
I use		5	4.85 %
I know but do not use		7	6.8 %
I do not know		75	72.82 %
No Answer		16	15.53 %





Tools for Open Access : OpenAIRE

		Answers	Ratio
I use		11	10.68 %
I know but do not use		17	16.5 %
I do not know		58	56.31 %
No Answer		17	16.5 %





Tools for Open Access : Sherpa

		Answers	Ratio
I use		7	6.8 %
I know but do not use		14	13.59 %
I do not know		66	64.08 %
No Answer		16	15.53 %





Tools for Open Access : Others

		Answers	Ratio
I use		5	4.85 %
I know but do not use		1	0.97 %
I do not know		70	67.96 %
No Answer		27	26.21 %






Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		50	48.54 %
Open Education		43	41.75 %
Open Innovation		29	28.16 %
No Answer		39	37.86 %







Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		34	33.01 %
Open Education		33	32.04 %
Open Innovation		25	24.27 %
No Answer		54	52.43 %






Is there:

		Answers	Ratio
internal funding to publish Open Access papers, articles, books?		59	57.28 %
internal funding to publish digital research data / methods?		19	18.45 %
an internal budget for participating in Further education in OA/OE/OI?		14	13.59 %
an internal budget for participating in conferences / networking events on OA/OE /OI?		24	23.3 %
No Answer		36	34.95 %







The priority of integration of citizens in research projects of your university

		Answers	Ratio
Very low		11	10.68 %
Low		32	31.07 %
High		25	24.27 %
Very high		8	7.77 %
NA		22	21.36 %
No Answer		5	4.85 %






Citizen Science projects:

		Answers	Ratio
There are none at our university		2	1.94 %
There are sporadic projects		50	48.54 %
There are numerous projects		11	10.68 %
I don't know		35	33.98 %
No Answer		5	4.85 %

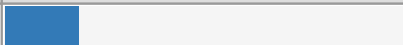
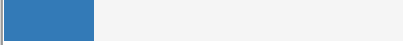
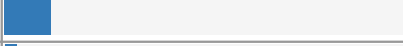
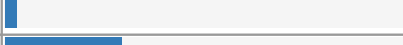
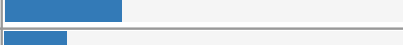

The priority of incorporating citizen scientists in student theses is:

		Answers	Ratio
Very low		14	13.59 %
Low		34	33.01 %
High		11	10.68 %
Very high		3	2.91 %
NA		30	29.13 %
No Answer		11	10.68 %

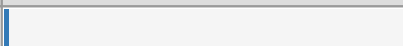
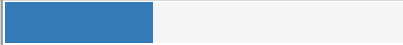
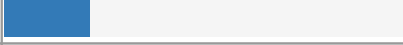
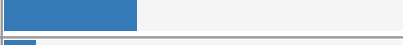
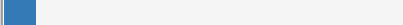
Open Innovation projects:

		Answers	Ratio
There are none at our university		2	1.94 %
There are sporadic projects		40	38.83 %
There are numerous projects		13	12.62 %
I don't know		43	41.75 %
No Answer		5	4.85 %

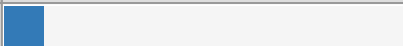
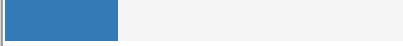
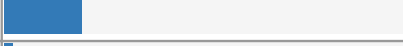
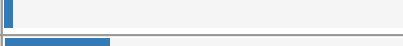


The priority of incorporating Open Innovation in student theses is:

		Answers	Ratio
Very low		19	18.45 %
Low		23	22.33 %
High		12	11.65 %
Very high		3	2.91 %
NA		30	29.13 %
No Answer		16	15.53 %

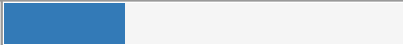

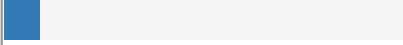
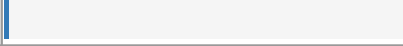
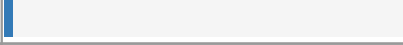
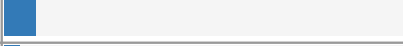
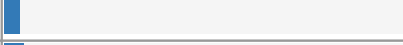
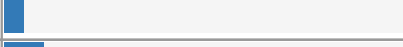
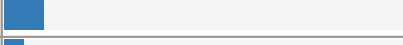
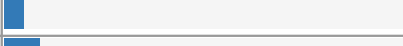
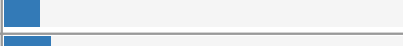
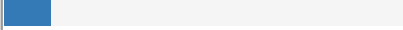
Open Education projects:

		Answers	Ratio
There are none at our university		1	0.97 %
There are sporadic projects		38	36.89 %
There are numerous projects		22	21.36 %
I don't know		34	33.01 %
No Answer		8	7.77 %

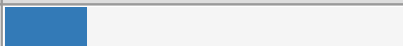

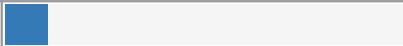
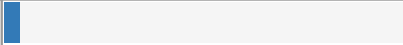
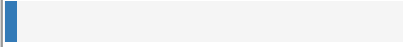
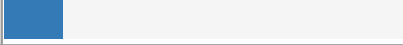
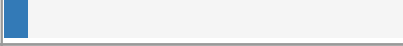

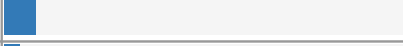

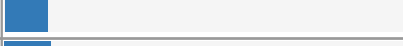
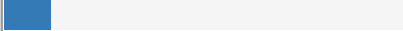
The priority of incorporating Open Education in student theses is:

		Answers	Ratio
Very low		10	9.71 %
Low		29	28.16 %
High		20	19.42 %
Very high		2	1.94 %
NA		27	26.21 %
No Answer		15	14.56 %













How would you rate your exchange and collaboration with members (staff, students) from the E³UDRES² network? (0=no collaboration at all, 10: very intensive collaboration) : Collaboration with students:

		Answers	Ratio
0		31	30.1 %
1		7	6.8 %
2		9	8.74 %
3		1	0.97 %
4		2	1.94 %
5		8	7.77 %
6		4	3.88 %
7		5	4.85 %
8		10	9.71 %
9		5	4.85 %
10		9	8.74 %
No Answer		12	11.65 %













How would you rate your exchange and collaboration with members (staff, students) from the E³UDRES² network? (0=no collaboration at all, 10: very intensive collaboration) : Collaboration with research staff:

		Answers	Ratio
0		21	20.39 %
1		2	1.94 %
2		11	10.68 %
3		4	3.88 %
4		3	2.91 %
5		15	14.56 %
6		6	5.83 %
7		6	5.83 %
8		8	7.77 %
9		4	3.88 %
10		11	10.68 %
No Answer		12	11.65 %













How would you rate your exchange and collaboration with members (staff, students) from the E³UDRES² network? (0=no collaboration at all, 10: very intensive collaboration) : Collaboration with Lecturers:

		Answers	Ratio
0		24	23.3 %
1		5	4.85 %
2		8	7.77 %
3		6	5.83 %
4		2	1.94 %
5		12	11.65 %
6		2	1.94 %
7		3	2.91 %
8		8	7.77 %
9		12	11.65 %
10		6	5.83 %
No Answer		15	14.56 %







How would you rate your exchange and collaboration with members (staff, students) from the E³UDRES² network? (0=no collaboration at all, 10: very intensive collaboration) : Collaboration with administrative staff:

		Answers	Ratio
0		28	27.18 %
1		6	5.83 %
2		7	6.8 %
3		4	3.88 %
4		3	2.91 %
5		14	13.59 %
6		3	2.91 %
7		2	1.94 %
8		13	12.62 %
9		5	4.85 %
10		6	5.83 %
No Answer		12	11.65 %

How would you rate the fitting of your research expertise to the E³DURES² research networks? : 0: no fitting at all, 10: perfect match, I can bring in all my expertise into the research networks

		Answers	Ratio
0		14	13.59 %
1		1	0.97 %
2		9	8.74 %
3		8	7.77 %
4		2	1.94 %
5		12	11.65 %
6		5	4.85 %
7		13	12.62 %
8		11	10.68 %
9		5	4.85 %
10		8	7.77 %
No Answer		15	14.56 %

Please select your university

		Answers	Ratio
IPS		35	33.98 %
STPUAS		5	4.85 %
MATE		9	8.74 %
UPT		33	32.04 %
UCLL		13	12.62 %
ViA		8	7.77 %
No Answer		0	0 %



E*UDRES²
**ent.r.e.
novators**
ENTREPRENEURS + RESEARCHERS
EDUCATORS + INNOVATORS



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Report on the Identified Practices, Barriers and Needs for
Strengthening Open Research, Open Science and Technology
Transfer Between Partners | Date 30-jun-2023

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Terms, definitions and abbreviated terms

List of project participants

Participant organisation name	Country
Polytechnic Institute of Setúbal (IPS)	PT
St. Pölten University of Applied Sciences (STPUAS)	AT
Hungarian University of Agriculture and Life Sciences (MATE)	HU
Politehnica University of Timisoara (UPT)	RO
University Colleges Leuven Limburg (UCLL)	BE
Vidzeme University of Applied Sciences (ViA)	LV

Abbreviated terms

OA – Open Access

OE – Open Education

OI – Open Innovation

OS – Open Science

E³UDRES² – Engaged European Entrepreneurial University as Driver for European Smart and Sustainable Regions

Executive Summary

This report has the main aim to understand the current situation regarding **Open Science, Open Innovation, Open Education, Open Access (OS/OI/OE/OA)** policies in the ENT-R-E-NOVATORS higher education institutions.

This report is part of the work package WP4 of ENT-R-E-NOVATORS, the task T4.1 with the following *objectives*: identify specific needs of various stakeholders, especially those involved in OS/OI/OE/OA, identify challenges and opportunities for joint open access, open science, open education and open innovation activities, by involving the regional innovation and communities, with final goal to co-design, implement and validate course, training and support, and to connect to E3UDRES2 partners to use existing expertise, experience and (open) resources. The report introduces the OS/OI/OE/OA *definitions*, as well as the *methodology* used in this study (surveys and experts interviews, quantitative and qualitative assessments of the level of awareness/engagement, acceptability and value perception), the *ethics and the results* were correlated with other results from different EU reports.

The **Open Education** policies, activities, training and resources are not integrated in the universities (exception is UPT) and we indicate a mixed level of awareness and utilization of tools/resources/practices for OE. While some universities have a higher level of awareness and use of OE, others show uncertainty or limited knowledge but there is preference for using open-source software, and the adoption of OERs varies in terms of barriers and satisfaction among faculty and staff. In summary, the responses from the universities align with the general landscape of Open Education policies and practices in Europe and worldwide. While Open Education is gaining recognition and momentum, there are still variations in its adoption, policies, and support across different institutions and regions. This reflects the ongoing evolution and diversity of Open Education and the future needs for training and development in our universities.

The **Open Access (OA)** and **Open Science (OS)** within our universities, is identified as important in policies and actions, with the importance of OA in research publications is recognized by a high percentage of our academics; however, there is a significant gap between the perceived importance and the level of implementation, and the usefulness of OS/OA. Many universities are still in the planning stages of establishing OA strategies, and there is a need for better adoption of principles like FAIR and unique researcher identifiers like ORCID. While there is growing support for OA publishing, communication and awareness within universities need improvement. Training and

education play a crucial role in addressing these issues, with librarians being identified as key implementers. Legal barriers and misunderstandings about OA/OS also exist, indicating efforts for future training development. The future vision includes the need for more widespread OA/OS strategies, increased awareness, and inter-university cooperation in OA/OS initiatives.

Open Innovation as a strategic priority area in five out of six partner institutions. Despite this strategic emphasis, a relatively low percentage of individual respondents (29.41%) are aware of Open Innovation activities within their institutions, and only a few individuals are directly involved in Open Innovation initiatives. The institutions mainly focus on activities like living labs, hackathons, start-up communities, and innovation hubs to stimulate Open Innovation. There are various ideas to support Open Innovation projects, including access to software tools, continuous project information, innovation centres, education programs, collaborations with the business sector, and the incorporation of Open Innovation into student theses is considered a low priority. Despite these challenges, the partner universities recognise the numerous advantages of Open Innovation, including accelerated innovation, enhanced problem-solving, expanded market opportunities, and improved collaboration with the business sector. They suggest stimulating collaboration through multidisciplinary teams, integrating Open Innovation into curricula, organising extracurricular activities, and establishing co-creation labs and makerspaces.

Based on the results of this report and activity we can proceed to a further analyse for the needs of continuous development of OE/OI/OA/OS in our universities.

1 Definitions

For a common understanding of this study we have defined the OS/OI/OE/OA, based on the analyse of current trends, definitions and our partners previous activities.

Open Education

The European Commission's definition of open education is:

"a way of carrying out education, often using digital technologies. Its aim is to widen access and participation to everyone by removing barriers and making learning accessible, abundant, and customisable for all. It offers multiple ways of teaching and learning, building, and sharing knowledge. It also provides a variety of access routes to formal and non-formal education and connects" (Opening up Education: A Support Framework for Higher Education Institutions, 2016). It goes beyond open educational resources (OER) and open research outputs to embrace strategic decisions, teaching methods, collaboration between individuals and institutions, recognition of non-formal learning and different ways of making content available. Open education encompasses resources, tools and practices that employ a framework of open sharing to improve educational access and effectiveness worldwide. (Open Education Global) info <https://www.oeglobal.org/oe-resource/>.

Open Science

An approach to the scientific process that focuses on spreading knowledge as soon as it is available using digital and collaborative technology. (EU Strategic plan 2020-2024 – Research and Innovation). It encompasses mainly **Open Data, European Open Science Cloud (EOSC), Open Access on scholarly communication and research integrity.**

Open science encompasses unhindered access to scientific articles, access to data from public research, and collaborative research enabled by ICT tools and incentives. (OECD, 2021)

Open Science as “an inclusive construct that combines various movements and practices aiming to make multilingual scientific knowledge openly available, accessible and reusable for everyone, to increase scientific collaborations and sharing of information for the benefits of science and society, and to open the processes of scientific knowledge creation, evaluation and communication to societal actors beyond the traditional scientific community. It comprises all scientific disciplines and aspects of scholarly practices, including basic and applied sciences, natural and social

sciences and the humanities, and it builds on the following key pillars: open scientific knowledge, open science infrastructures, science communication, open engagement of societal actors and open dialogue with other knowledge systems” (UNESCO Recommendation on Open Science, 2021, p.7).

Open Innovation

Open Innovation was defined as the use of purposive inflows and outflows of knowledge to accelerate internal innovation, and expand the markets for external use of innovation, respectively (Henry Chesbrough, “Open Innovation: The New Imperative for Creating and Profiting from Technology”, 2003). More recently, open innovation is not solely institution-centric: it also includes creative consumers and communities of user innovators, as the boundaries between an institution and its environment have become more permeable; innovations can easily transfer inward and outward between institutions and between universities and their creative stakeholders, resulting in impacts at the level of the stakeholders, the university and society. For a university: transfer of innovation in all areas between students, academics, staff, the community around, policies, strategies for knowledge and innovation communities as well as open hubs, Living Labs, open lectures and open workshops/seminars are seen as part of open innovation. Open innovation resources https://research-and-innovation.ec.europa.eu/strategy/past-research-and-innovation-policy-goals/open-innovation-resources_en

Open Access

Open access is the practice of providing online access to scientific information that is free of charge to the user and is reusable. This will apply at different levels of openness. (Open access https://research-and-innovation.ec.europa.eu/strategy/strategy-2020-2024/our-digital-future/open-science/open-access_en)

2 Methodology

2.1 Analysis

With the main aim to understand the current situation regarding OS/OI/OE policies in the participant institutions we have developed a mixed method research that has combined surveys and interviews with quantitative and qualitative assessments of the level of awareness/engagement, acceptability and value perception.

First, we have done a desktop research to gather existing information and knowledge on OS/OI/OE and to identify existing knowledge and published data and report on these topics. As this was done also in the project proposal phase, and it is of strong interest of the team that is involved in WP4, we have looked mainly at published studies, reports, articles, data and relevant sources from European Union institutions, from the worldwide associations:

EU Commission Open Source Software Strategy 2020-2023 Think Open, 2020,
https://commission.europa.eu/about-european-commission/departments-and-executive-agencies/informatics/open-source-software-strategy_en

EU Commission Opening up Education: A Support Framework for Higher Education Institutions, 2016
<https://publications.jrc.ec.europa.eu/repository/bitstream/JRC101436/jrc101436.pdf>

EU JRC Open Education resources https://joint-research-centre.ec.europa.eu/what-open-education_en

EUA Open Science Report – The report (2020/2021) looks at the place of Open Science in European university approaches to academic assessment (how OS practices are taken into account and recognised, reasons for lack of recognition, prospects for change). The results are based on 272 responses from universities in 36 European countries.
<https://www.ouvrirlascience.fr/eua-open-science-in-university-approaches-to-academic-assessment-2/>

EU Commission Council Recommendation on building bridges for effective European higher education cooperation, 2022 <https://education.ec.europa.eu/document/proposal-for-a-council-recommendation-on-building-bridges-for-effective-european-higher-education-cooperation>

And several other articles and reports from the European Commission, European University Association, Open Education Global, Open Knowledge Foundation, EDEN, etc.

Through this analysis we gained a comprehensive understanding of the OS/OI/OE, we refined our study design, explored existing frameworks, and trends. To guide our data collection methods and to understand the context, we planned a combination of **surveys** - dedicated mainly to all the academics and researchers from our partner institutions – and **systematic expert interviews** dedicated to experts in these topics as well as managers from the university research, policies and strategic development departments.

We also analysed the survey designs and development, the sampling for the expert interviews and looked into the policies and regulations for ethics and data protection in our universities.

2.2 Ethics and Data Protection

Some key ethical and data considerations we looked at:

Informed consent: we obtained an informed consent for using the information and data provided from all participants, in the survey and in the expert interviews. All were fully aware of the purpose, procedures, potential risks, and benefits of our study, and they participated voluntarily, they could also withdraw at any time from giving further answers or data (also online for the surveys).

Research integrity and honesty: we rely on the correct answers given by the management and key experts, which were cross referenced with the official data available for each partner university

Ethical review: the members of WP4 have submitted the study survey and structure interview to the institutional ethics committee, and they undergone ethical review and then based on the guidance received we ensure that we adhere to ethical standards of all partners.

Data protection: Data protection in Europe is governed by the General Data Protection Regulation (GDPR), to which all partners have regulations for the processing and protection of personal data. We contacted and got consent for the study from the data protection officers from each partner university.

Data management and sharing: the information received was shared only among the WP4 members and we performed the survey using the EU Survey tool, to assure the data integrity and

protection. To assure the data transparency we are sharing, anonymised the results received as Annexes to this report - Annex 1 and Annex 2.

In UPT we have the project experts have been deeply involved in designing the methodology and the actions take to fulfil this report. The survey and structure of the interviews were submitted to the ethics committee and to the data protection officer. UPT collected the information and resources needed, it has also improved the different versions of the information needed for the survey and the report and they also have inputted the information in the EU Survey Tool. UPT has initiated, coordinated and finalise the discussion and the work done by all partners to finalise this report. STPUAS have received observations from data protection officer which were incorporated in the proposal, they collected the information and resources needed for this study, it has also worked on the different versions of the information part of the survey and worked on the report.

ViA has contacted the head of the ethics and research committee in the university and received approval to work on this study and use the proposed instruments, they collected the information and resources needed for this study, and also worked on the different versions of the information part of the survey and worked on the report.

At UCLL different supplementary information was needed and extra explanations were given to the research committee and the study was approved. UCLL provided information for the study and worked on the different versions of the information part of the survey and worked on the report. At IPS the data protection officer was contacted to get the study and instruments approved. The IPS team worked on the different versions of the information part of the survey and worked on the report.

At MATE permission was asked and received from data protection offices and then the team worked on the different versions of the information part of the survey and worked on the report. MATE also evaluated and reviewed this document in different phases.

2.3 Expert Interviews

Expert interviews methodology involved conducting in-depth structured interviews with individuals coming from each partner university who are in management positions or possess specialized knowledge, expertise, or experience in the OI/OE/OS area. The methodology followed a semi-structured approach, allowing for both predefined questions and open-ended discussions. Experts were selected in each partner university by the WP4 team based on their position in the university,

qualifications, expertise, and relevance to the OI/OE/OS topic. Interviews were conducted partially online, partially face-to-face by the WP4 teams one-on-one, in a structured mode, each providing information related to the subject of their expertise. The interview questions allowed for the experts' insights, perspectives, and opinions, aiming to gather rich qualitative data. The data collected through expert interviews was analyzed thematically by the key themes, defined in the development phase, providing valuable insights, management and expert knowledge on OI/OE/OS at each partner university.

The themes are: Policies, Actions/Activities/Production, Resources (technical, human, support), Training, Legal and regulatory barriers, Future & Visions. The structured interview related to all the policies, strategies, actions and activities each university was performing in open access, open innovation, open education, open science. Based on the expert interview and on some of the results from the survey, each partner has submitted a comprehensive report on which will allow us to inform research or decision-making processes in our partnership. As these are vast topics, different answers came from different university departments with different levels of access or information, they were structured, synthesised by the WP4 team from each university and delivered as one single structured report based on expert interviews. As to be able to generate graphs and for the sake of structure, each partner university submitted the report in an EUSurvey form - "OI/OE/OS/OA partner institution overview at university level".

2.4 Surveys

Surveys are an important research tool that allows to collect large amounts of data efficiently and systematically from a large number of respondents from our universities (Dillman, 2014). We combined questions that looked into the actions, preferences, and experiences of individuals, looking for a real snapshot of their opinions and activities in OI/OE/OS. We focus on developing clear, concise, and unbiased survey questions, to include principles, actions, in multiple choice, single choice, and open-ended questions. We asked open-ended questions and included exploratory items (tools, practices), as to gain insights into the topics, discover unexpected actions or trends, and to identify gaps not covered in the expert interviews. By collecting feedback from the different stakeholders, we analysed the effectiveness, satisfaction, and impact of OI/OE/OS/OA initiatives, as to create the future activities in this project but also to help decision-making and improvement efforts into our universities.

We developed the survey through several iterations, of working closely in the group, during online group meetings but also by jointly working on documents with questions and ideas. We shared the first version with close colleagues to identify possible gaps in our survey.

After validation from the ethics committee and data protection officers we developed the survey online, using the EU Survey tool ensuring rigour and integrity in the collection and analysis of survey data. The development was done by the UPT team, checked and validated in pilot form with all partners.

The survey had been also including information about the perspectives and possible future involvement of experts into the project: Completing this questionnaire will help our universities share, pool and map accessible training courses, methods and formats regarding OA/OI/OS/OE. The questionnaire is related to questions about the activities you are involved with, tools and resources which you are using in your courses and also national/international collaboration with other universities or industry partners.

We administered the survey by sending a personalised message, including the link to the online survey, to all members of the academic and research community in our partner universities, via email, mailing lists, that was sent several times, to ensure direct and unbiased participation to the survey:

IPS: email sent by the head of institution to all academics and researchers, twice and then again, a reminder in May.

UPT: an email was sent to all members for the academic and research community (around 600 persons), it was also sent via the mailing list for research at university level in April and some heads of departments were directly invited to answer the survey

STPUAS: an email was sent to all research centres and heads of respective departments

MATE: the survey information by the research unit heads to the university academics mailing list and then repeated

UCLL: 450 researchers were emailed directly and then sent by mailing list in the university, and then again by personal recommendation to the researchers in the university

ViA: an email was sent to all members of the academic and research community with a follow up one month later

The study methodology employed a combination of desktop analysis, expert interviews and surveys to gather comprehensive and diverse perspectives on the OA/OI/OS/OE topics. Expert interviews provided in-depth qualitative insights from individuals with management and specialized knowledge

and expertise in the field, offering nuanced understandings and valid opinions. The survey complemented the interviews by collecting qualitative and quantitative data from a larger sample, allowing for in depth and statistical analysis. The integration of all methods provided a robust approach, capturing a range of perspectives with quantitative and qualitative assessments of the level of awareness/engagement, acceptability and value perception of OA/OI/OS/OE in our partner universities. The findings from the expert interviews and survey were synthesized to provide a comprehensive understanding of the current state of the six partner institutions in terms of open practices, namely:

- (i) OS/OI/OE policies and implementation strategies, including open access to publications and research results, open publishing policies and institutional policies and mechanisms that enable, incentivize, measure and reward OS practices;
- (ii) tools, activities and resources they make available to students, young researchers, senior researchers and professors;
- (iii) study cases and training offers in OS/OI/OE practices;
- (iv) Legal and regulatory barriers in adopting Open practices in the field.

References

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- Fowler Jr, F. J. (2013). Survey research methods. Sage Publications.
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3 Open Education Report

3.1 Analysis at institutional level

3.1.1 Instituto Politécnico de Setúbal (IPS), Portugal

3.1.1.1 Policies

According to the official response from the university, there is no policy or strategy for Open Education, however the importance of Open Education in terms of the institution's strategic priority areas is High.

General questions

Does your institution have a policy for

- ☐ Open Access
- ☐ Open Innovation
- ☒ Open Education
- ☒ Open Science

Does your institution have a strategy for

- ☒ Open Access
- ☒ Open Innovation
- ☒ Open Education
- ☒ Open Science

Some of the pedagogical and research staff (28.57%) think that there are university guidelines for Open Education.

Does your university have institutional guidelines for

		Answers	Ratio
Open Access	<div><div></div></div>	21	60.00 %
Open Data	<div><div></div></div>	10	28.57 %
Open Educational Resources	<div><div></div></div>	10	28.57 %
Open Innovation	<div><div></div></div>	3	8.57 %
No Answer	<div><div></div></div>	9	25.71 %

Respondents have indicated that there is limited networking of people in Open Education inside the University, as well as with external stakeholders.

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access	<div><div></div></div>	17	48.57 %
Open Education	<div><div></div></div>	9	25.71 %
Open Innovation	<div><div></div></div>	6	17.14 %
No Answer	<div><div></div></div>	17	48.57 %

3.1.1.2 Actions/Activities/Production

IPS does develop activities and actions for Open Education (alongside Open Access, Open Innovation and Open Science), such as: EUDRES-Citizen Science Conference

Project No 101071317

(<https://eudres.eu/citizen-science-conference-2023>); International Open Access Week
(<https://bibliotecas.ips.pt/investiga-o-e-acesso-aberto>; <https://www.acessolivre.pt>;
<https://www.openaccessweek.org>); European Researcher's Night
(https://www.si.ips.pt/ips_si/web_base.gera_pagina?P_pagina=44083); Educational Practices
Conference.

Does your institution develop activities/actions for Open education

	Yes, very often	Yes, sometimes	Not at all	Planning to do
Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Training course/programs for staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training course/programs for students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Use of Open educational resources	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce and publish OER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Produce and public open access books or educational content	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part of international associations and events that promotes OE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academics and staff have Open attitude in designing and delivering education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities toward open education principles	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of open education digital tools	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Production of open education digital tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Develop research on open education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issue open certificate or degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Reward academics, staff and students that perform open education activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>


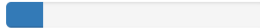


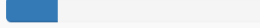
These activities take a variety of forms:

Some examples of these actions include: producing and publishing open access books or educational content (e.g. <https://comum.rcaap.pt/handle/10400.26/42356>); Part of international associations and events that promotes OE (e.g. Eudres: <https://eudres.eu/news/10thedition-of-the-international-workshop-open-education-week-2023-at-upt>).

However, responses from academic and research staff from IPS indicate that many are not aware of these actions:

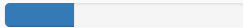
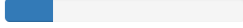


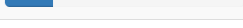
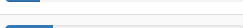
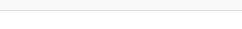
The ways these activities are implemented varies in their perceptions as well:

Do you develop activities/actions for

		Answers	Ratio
Open Access		21	60.00 %
Open Innovation		5	14.29 %
Open Education		14	40.00 %
Open Science		15	42.86 %
No Answer		7	20.00 %

The ways these activities are implemented varies in their perceptions as well:

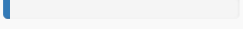
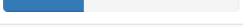
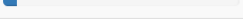
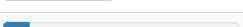
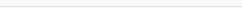
If yes, how?

		Answers	Ratio
Part of an EU project		10	28.57 %
Department initiatives for internal actions		7	20.00 %
Running events/seminars/workshops		16	45.71 %
Implementing principles in everyday activities		16	45.71 %
Developing training/support for implementation		7	20.00 %
Other		5	14.29 %
No Answer		7	20.00 %

Also, 37.14% of them think that there is support in the university for finding and using OERs (while 40% do not know for sure), compared with 20% who agree and 57.14% who do not know if there is support to produce OERs.

The awareness of respondents to Open Education projects in the University is limited:

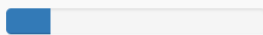
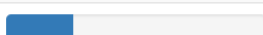
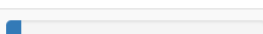
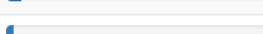
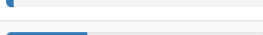
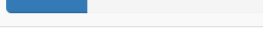
Open Education projects:

		Answers	Ratio
There are none at our university		1	2.86 %
There are sporadic projects		12	34.29 %
There are numerous projects		2	5.71 %
I don't know		16	45.71 %
No Answer		4	11.43 %

The evaluation of the effects of open education projects is also mostly unknown among the staff, as well as the implication of the University in promoting, training the staff in order to develop or participate in this type of projects, as well as the funding opportunities.

Respondents are generally unaware, or consider the priority of incorporating Open Education in student theses to be low or very low:

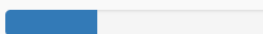
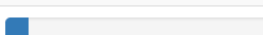
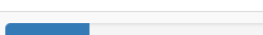
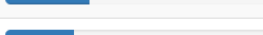
The priority of incorporating Open Education in student theses is:

		Answers	Ratio
Very low		6	17.14 %
Low		9	25.71 %
High		2	5.71 %
Very high		1	2.86 %
NA		11	31.43 %
No Answer		6	17.14 %

3.1.1.3 Resources


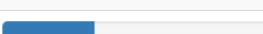
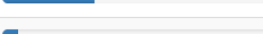
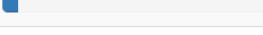
Respondents from IPS generally consider that the University has a tool for publishing OERs (34.29%) or are unsure (31.43%).

Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		12	34.29 %
No		3	8.57 %
Don't know		11	31.43 %
No Answer		9	25.71 %

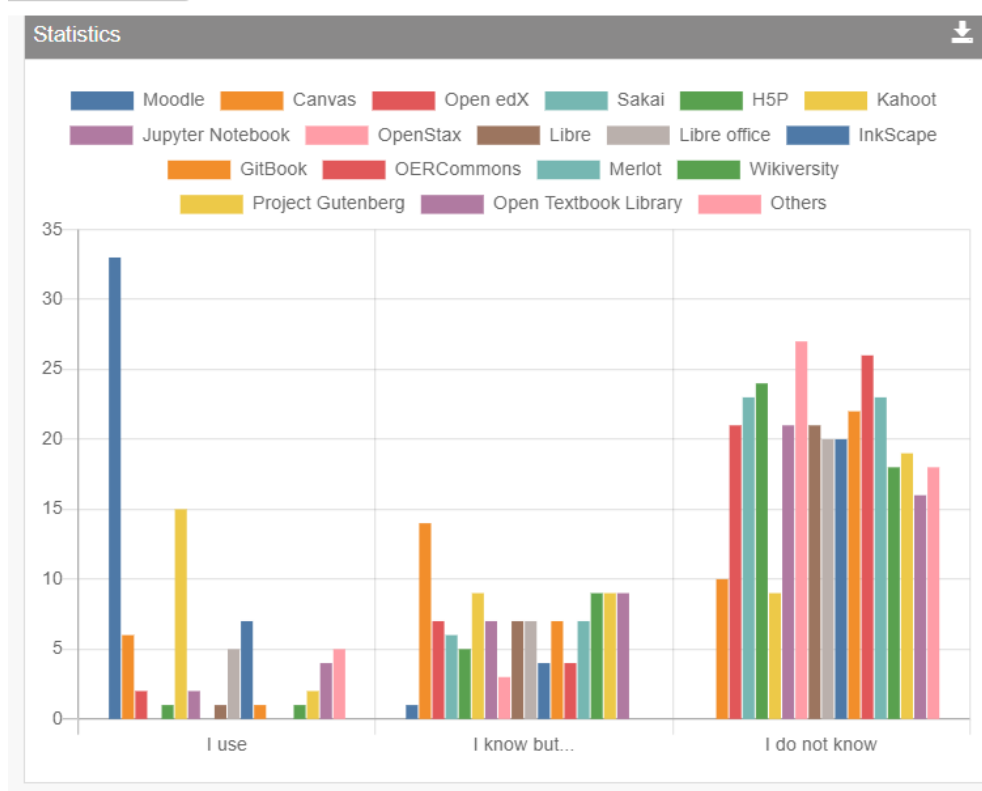
When asked to what extent the university currently utilises open education resources, their responses vary from “as far as I know it’s not used”, to “Some extent” or even “Broad extent”. The main barriers preventing the incorporation of more open education resources into the curriculum are considered “Underfunding” or other budget constraints, lack of time, support and the absence of official procedures and an institutional policy in this regard. However, many respondents have personally used OERs in teaching or research:

Have you personally used open education resources in your teaching or research?

		Answers	Ratio
Yes		21	60.00 %
No		12	34.29 %
I don't know		2	5.71 %
No Answer		0	0.00 %

The people who have used them found the experience generally satisfactory, or even very satisfactory.

In regard to the tools they use for open education, the vast majority recognize Moodle as the main one, but many also know of Kahoot, Inkscape, Canvas, LibreOffice, as well as others such as Miro or DaVinci Resolve.



3.1.1.4 Training

At IPS there are sometimes training courses/programs for staff going on, but none for students. More than half of respondents (51.43%) say that there are trainings in finding and using Open Educational Resources (OERs) in the University, but only 28.57% indicate that there are trainings for producing OERs.

3.1.1.5 Legal and regulatory barriers

The main barriers preventing the incorporation of more open education resources into the curriculum are considered “Underfunding” or other budget constraints, lack of time, support and the absence of official procedures and an institutional policy in this regard.

3.1.1.6 Future and vision

When respondents were asked if they believe that using open educational resources can have a positive impact on student learning outcomes, they overwhelmingly responded in the affirmative, however they have not witnessed convincingly the impact OERs have on their students' performance.

They also suggest ways of improving the support and promotion that the university can provide in this area through seminars and training workshops, and by encouraging a broader dialogue on the topic.

3.1.2 Fachhochschule St Pölten GMBH (STPUAS), Austria

3.1.2.1 Policies

According to the official response from the university, there is no policy or strategy for Open Education, however the importance of Open Education in terms of the institution's strategic priority areas is High.

General questions

Does your institution have a policy for

- ☒ Open Access
- ☐ Open Innovation
- ☐ Open Education
- ☒ Open Science

Does your institution have a strategy for

- ☒ Open Access
- ☐ Open Innovation
- ☐ Open Education
- ☒ Open Science

Respondents think that there are no university guidelines for Open Education.

Does your university have institutional guidelines for

		Answers	Ratio
Open Access	<div><div></div></div>	4	80.00 %
Open Data	<div><div></div></div>	1	20.00 %
Open Educational Resources	<div><div></div></div>	0	0.00 %
Open Innovation	<div><div></div></div>	0	0.00 %
No Answer	<div><div></div></div>	1	20.00 %

20% of respondents indicated that there is networking of people in Open Education inside the University, as well as with external stakeholders.

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access	<div><div></div></div>	2	40.00 %
Open Education	<div><div></div></div>	1	20.00 %
Open Innovation	<div><div></div></div>	1	20.00 %
No Answer	<div><div></div></div>	2	40.00 %

3.1.2.2 Actions/Activities/Production

STPUAS does develop activities and actions for Open Education (alongside Open Access, Open Innovation and Open Science), but no links to specific events or documents have been shared by the university.

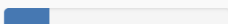
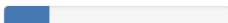
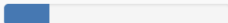
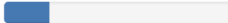

These activities take a variety of forms:

Does your institution develop activities/actions for Open education

	Yes, very often	Yes, sometimes	Not at all	Planning to do
Workshops	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training course/programs for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Training course/programs for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Use of Open educational resources	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce and publish OER	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce and public open access books or educational content	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part of international associations and events that promotes OE	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academics and staff have Open attitude in designing and delivering education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities toward open education principles	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of open education digital tools	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Production of open education digital tools	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop research on open education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Issue open certificate or degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Reward academics, staff and students that perform open education activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

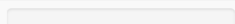
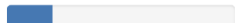
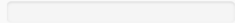
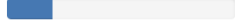
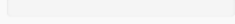
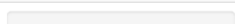

However, responses from university members indicate that only 20% of respondents are aware of these actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		1	20.00 %
Open Innovation		1	20.00 %
Open Education		1	20.00 %
Open Science		1	20.00 %
No Answer		4	80.00 %

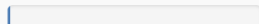
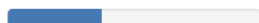
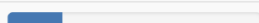
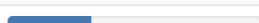
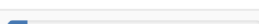
The ways these activities are implemented varies in their perceptions as well:

If yes, how?

		Answers	Ratio
Part of an EU project		0	0.00 %
Department initiatives for internal actions		1	20.00 %
Running events/seminars/workshops		0	0.00 %
Implementing principles in everyday activities		1	20.00 %
Developing training/support for implementation		0	0.00 %
Other		0	0.00 %
No Answer		4	80.00 %

36.9% of respondents consider that OE projects are sporadic, while 21.3% report numerous OE projects:

Open Education projects:

		Answers	Ratio
There are none at our university		1	0.97 %
There are sporadic projects		38	36.89 %
There are numerous projects		22	21.36 %
I don't know		34	33.01 %
No Answer		8	7.77 %

The evaluation of the effects of open education projects is also unknown among the staff, as well as the implication of the University in promoting, training the staff to develop or participate in this type of projects, as well as the funding opportunities.

Respondents are unaware, or consider the priority of incorporating Open Education in student theses to be low or NA:

The priority of incorporating Open Education in student theses is:

		Answers	Ratio
Very low		10	9.71 %
Low		29	28.16 %
High		20	19.42 %
Very high		2	1.94 %
NA		27	26.21 %
No Answer		15	14.56 %

3.1.2.3 Resources

Based on the responses, 20% of the participants answered "Yes" indicating that the university has a tool for publishing Open Educational Resources (OER) and/or outcomes adhering to Open Access principles. However, 60% answered "Don't know," suggesting uncertainty about whether such a tool exists. Finally, 20% did not provide an answer.

Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		1	20.00 %
No		0	0.00 %
Don't know		3	60.00 %
No Answer		1	20.00 %





Regarding use of OERs by respondents, 20% of the participants answered "Yes" indicating that they have personally used Open Educational Resources (OER) in their teaching or research. However, most respondents, 80%, answered "No," indicating that they have not used OER. There were no participants who answered "I don't know" or did not provide an answer.

Have you personally used open education resources in your teaching or research?

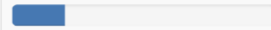
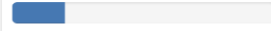
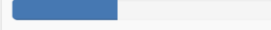
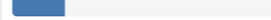
		Answers	Ratio
Yes		1	20.00 %
No		4	80.00 %
I don't know		0	0.00 %
No Answer		0	0.00 %

Some of the people who have used them found the experience very satisfactory.

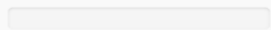
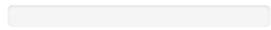

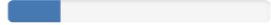
Tools for open education : Moodle

		Answers	Ratio
I use		5	100.00 %
I know but do not use		0	0.00 %
I do not know		0	0.00 %
No Answer		0	0.00 %

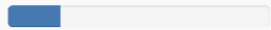
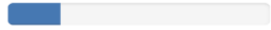
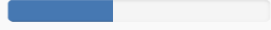
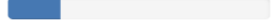
Tools for open education : Canvas

		Answers	Ratio
I use		1	20.00 %
I know but do not use		1	20.00 %
I do not know		2	40.00 %
No Answer		1	20.00 %

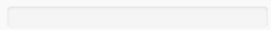
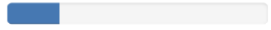

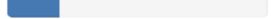
Tools for open education : H5P

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		4	80.00 %
No Answer		1	20.00 %

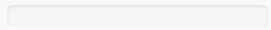
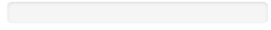

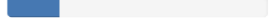
Tools for open education : Kahoot

		Answers	Ratio
I use		1	20.00 %
I know but do not use		1	20.00 %
I do not know		2	40.00 %
No Answer		1	20.00 %

Tools for open education : Open edX

		Answers	Ratio
I use		0	0.00 %
I know but do not use		1	20.00 %
I do not know		3	60.00 %
No Answer		1	20.00 %

Tools for open education : Sakai

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		4	80.00 %
No Answer		1	20.00 %

Tools for open education : OpenStax

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		4	80.00 %
No Answer		1	20.00 %

Tools for open education : Libre

		Answers	Ratio
I use		0	0.00 %
I know but do not use		2	40.00 %
I do not know		2	40.00 %
No Answer		1	20.00 %

Tools for open education : Libre office

		Answers	Ratio
I use		0	0.00 %
I know but do not use		5	100.00 %
I do not know		0	0.00 %
No Answer		0	0.00 %

Tools for open education : Inkscape

		Answers	Ratio
I use		0	0.00 %
I know but do not use		4	80.00 %
I do not know		1	20.00 %
No Answer		0	0.00 %

Tools for open education : GitBook

		Answers	Ratio
I use		0	0.00 %
I know but do not use		3	60.00 %
I do not know		1	20.00 %
No Answer		1	20.00 %

Tools for open education : OERCommons

		Answers	Ratio
I use		0	0.00 %
I know but do not use		1	20.00 %
I do not know		3	60.00 %
No Answer		1	20.00 %

Tools for open education : Merlot

		Answers	Ratio
I use	<div><div></div></div>	0	0.00 %
I know but do not use	<div><div></div></div>	0	0.00 %
I do not know	<div><div></div></div>	4	80.00 %
No Answer	<div><div></div></div>	1	20.00 %

Tools for open education : Wikiversity

		Answers	Ratio
I use	<div><div></div></div>	0	0.00 %
I know but do not use	<div><div></div></div>	2	40.00 %
I do not know	<div><div></div></div>	2	40.00 %
No Answer	<div><div></div></div>	1	20.00 %

Tools for open education : Project Gutenberg

		Answers	Ratio
I use	<div><div></div></div>	0	0.00 %
I know but do not use	<div><div></div></div>	4	80.00 %
I do not know	<div><div></div></div>	0	0.00 %
No Answer	<div><div></div></div>	1	20.00 %

Tools for open education : Open Textbook Library

		Answers	Ratio
I use	<div><div></div></div>	0	0.00 %
I know but do not use	<div><div></div></div>	2	40.00 %
I do not know	<div><div></div></div>	2	40.00 %
No Answer	<div><div></div></div>	1	20.00 %

Tools for open education : Others

		Answers	Ratio
I use	<div><div></div></div>	0	0.00 %
I know but do not use	<div><div></div></div>	0	0.00 %
I do not know	<div><div></div></div>	4	80.00 %
No Answer	<div><div></div></div>	1	20.00 %

Based on the responses gathered:

Moodle is the most widely used tool for open education, with all respondents indicating either usage or knowledge of it.

Canvas, Open edX, Kahoot, and Jupyter Notebook are known by some respondents but not as commonly used.

Sakai, H5P, OpenStax, LibreOffice, Inkscape, GitBook, OERCommons, Merlot, Wikiversity, Project Gutenberg and Open Textbook Library have lower usage or familiarity among respondents.

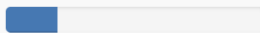
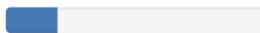

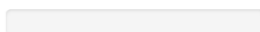
The "Others" category includes additional tools mentioned by participants.

It is important to note that these results are specific to the surveyed group and may not represent a comprehensive overview of tool usage in the broader context of open education.

3.1.2.4 Training

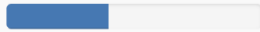

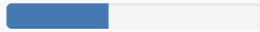
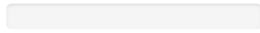
Based on the responses, there is some uncertainty regarding whether the university offers training or further education specifically focused on finding and using Open Educational Resources (OER). 20% of the participants answered "Yes" indicating that such training is available, while another 20% answered "No" suggesting that it is not available. Most respondents, 60%, answered "Don't know," indicating uncertainty about the existence of training in this area.

Is there a training / further education at your university to the following aspects? : Finding and using Open Educational Resources

		Answers	Ratio
Yes		1	20.00 %
No		1	20.00 %
Don't know		3	60.00 %
No Answer		0	0.00 %

Based on the responses, there is also uncertainty regarding whether the university offers training or further education on the management and access to digital research data and methods. 20% of the participants answered "Yes" indicating that such training is available, while another 20% answered "No" suggesting that it is not available. Most respondents, 60%, answered "Don't know," indicating uncertainty about the existence of training in this area.

Is there a training / further education at your university to the following aspects? : Producing Open Educational Resources

		Answers	Ratio
Yes		2	40.00 %
No		1	20.00 %
Don't know		2	40.00 %
No Answer		0	0.00 %

3.1.2.5 Legal and regulatory barriers

Respondents think that the main barriers (not necessarily legal) to preventing the university from incorporating more open education resources into the curriculum are funding and the fact that the teaching language is German (while most OERs are in English).

3.1.2.6 Future and visions

Where feedback was provided, respondents generally felt that OERs have a lot of promise, but teachers must be able to adapt them to their own goals and objectives (or adjust their own teaching technique).

They believe that the university can help instructors by providing additional training in this area and supplying particular OERs for each subject/discipline, making it easier for teachers to choose what works best for them.

3.1.3 Magyar Agrár - és Élettudományi Egyetem (MATE), Hungary

3.1.3.1 Policies

According to the university answer, there is no policy or strategy for Open education at MATE.

The importance of Open Education in terms of the institution's strategic priority areas is considered low.

From the individual responses we can see that there is support at the university in terms of finding, using and producing Open Educational Resources.

Is there a support at your university for: : Finding and using Open Educational Resources


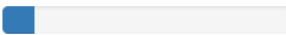

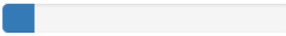
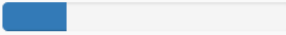
		Answers	Ratio
Yes	<div><div></div></div>	5	55.56 %
No	<div><div></div></div>	0	0.00 %
Don't know	<div><div></div></div>	4	44.44 %
No Answer	<div><div></div></div>	0	0.00 %

Is there a support at your university for: : Producing Open Educational Resources

		Answers	Ratio
Yes	<div><div></div></div>	4	44.44 %
No	<div><div></div></div>	0	0.00 %
Don't know	<div><div></div></div>	5	55.56 %
No Answer	<div><div></div></div>	0	0.00 %


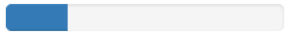
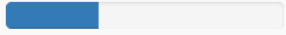
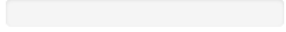
Also, from the individual survey we see that some people are aware of institutional guidelines referring to OERs.

Does your university have institutional guidelines for

		Answers	Ratio
Open Access		5	55.56 %
Open Data		1	11.11 %
Open Educational Resources		4	44.44 %
Open Innovation		1	11.11 %
No Answer		2	22.22 %



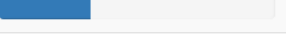
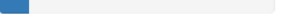
We also notice that there is support at the university for finding and using free and open-source software.

Is there a support at your university for: Finding and using Free and Open Source Software

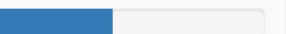
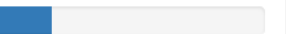
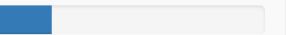

		Answers	Ratio
Yes		4	44.44 %
No		2	22.22 %
Don't know		3	33.33 %
No Answer		0	0.00 %

There also seems to be some institutional networking for people in the university dealing with Open Education and also some networking with external stakeholders that deal with open education.

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		7	77.78 %
Open Education		6	66.67 %
Open Innovation		3	33.33 %
No Answer		1	11.11 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		4	44.44 %
Open Education		2	22.22 %
Open Innovation		2	22.22 %
No Answer		4	44.44 %

It seems that there is no internal budget for participating in further education in OA/OE/OI and only one person said there is an internal budget for participating in conferences/ networking events on OA/OE/OI.

3.1.3.2 Actions/Activities/Policies






According to the university answer, MATE develops activities/actions for Open Education.

Academics and staff have an open attitude in designing and delivering education, sometimes.

There are also activities toward open education principles organized sometimes.

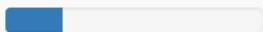

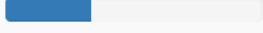
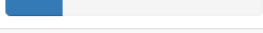
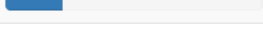
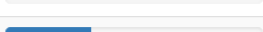
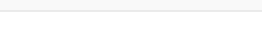
Only some of the individual respondents from MATE said that their institution is developing activities/actions for Open Education.

Do you develop activities/actions for

		Answers	Ratio
Open Access		4	44.44 %
Open Innovation		2	22.22 %
Open Education		3	33.33 %
Open Science		1	11.11 %
No Answer		3	33.33 %

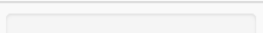



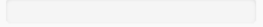
These happen in various ways, as it can be seen from the following image:

If yes, how?

		Answers	Ratio
Part of an EU project		2	22.22 %
Department initiatives for internal actions		1	11.11 %
Running events/seminars/workshops		3	33.33 %
Implementing principles in everyday activities		2	22.22 %
Developing training/support for implementation		2	22.22 %
Other		0	0.00 %
No Answer		3	33.33 %

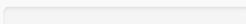

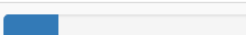
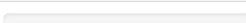
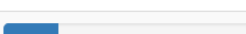
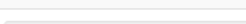
People in MATE are aware of Open Education projects:

Open Education projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		3	33.33 %
There are numerous projects		3	33.33 %
I don't know		3	33.33 %
No Answer		0	0.00 %

The priority of incorporating Open Education in student theses received mixed answers from MATEs staff:

The priority of incorporating Open Education in student theses is:

		Answers	Ratio
Very low		0	0.00 %
Low		5	55.56 %
High		2	22.22 %
Very high		0	0.00 %
NA		2	22.22 %
No Answer		0	0.00 %


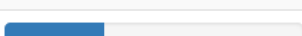
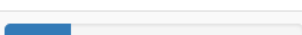
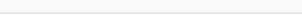
3.1.3.3 Resources

The university has some examples for using free and open-source-software. Primarily in courses on the field of statistics and econometrics MATE uses free and open-source-software (e.g R, Python, GeoDa). However, there is no priority to make such software available to the public.

MATE is sometimes using open educational resources. They are planning to produce and publish OERs. Sometimes they are also producing and publishing open access books or educational content.



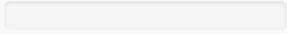
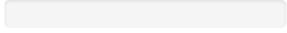
Open education digital tools are also used sometimes, as is the production of open education digital tools.

Is there a training / further education at your university to the following aspects? : Finding and using Free and Open Source Software

		Answers	Ratio
Yes		4	44.44 %
No		3	33.33 %
Don't know		2	22.22 %
No Answer		0	0.00 %

Half of the respondents from MATE have personally used open education resources in their teaching or research.

Have you personally used open education resources in your teaching or research?

		Answers	Ratio
Yes		5	55.56 %
No		4	44.44 %
I don't know		0	0.00 %
No Answer		0	0.00 %

When asked about individual specific tools, 77.78% of staff is using Moodle and 22.22% know but don't use it. Nobody is using H5P but 11.11% know it. 24.22% of respondents use Canvas and other 22.22% know of it. Nobody is using or knows of OERCommons. None of the respondents are using Open Textbook Library but 11.11% know of it. Nobody is using Jupyter Notebook but 33.33% know it. Nobody is using or knows of Merlot. Nobody is using or knows of Wikiversity. Nobody is using Project Gutenberg but 11.11% know of it. 11.11% use Open edX and 33.3% know it. 11.11% are using Libre Office and 39.39% know it. 33.33% of respondents are using Kahoot and 22.22% know of it. Nobody is using GitBook but 22.22% know it. Nobody uses OpenStax but 22.22% know it. Nobody is using Libre but 44.44% know of it. Nobody is using InkScape and 11.11% know it. Nobody is using Sakai or knows about it. Other tools mentioned as being used are: Mural, Miro, Ted.com, Google.

3.1.3.4 Training

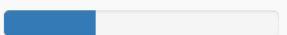
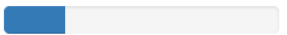
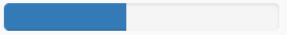
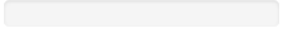
MATE is developing free online STEM courses for secondary school students to support university enrolment.

MATE is planning to organize workshops and training courses/programs for staff.

They are sometimes doing training courses/programs for students.

There is some training at MATE for finding, using and producing OERs but not everyone is aware of this:

Is there a training / further education at your university to the following aspects? : Producing Open Educational Resources

		Answers	Ratio
Yes		3	33.33 %
No		2	22.22 %
Don't know		4	44.44 %
No Answer		0	0.00 %

3.1.3.5 Legal and regulatory barriers

There do not seem to be any legal or regulatory barriers in this matter.

3.1.3.6 Future and vision

MATE is part of international associations and events that promote OE.

They are planning to develop research on open education, to issue open certificates or degrees and to reward academics, staff and students that perform open education activities.

3.1.4 Universitatea Politehnica Timișoara (UPT), Romania

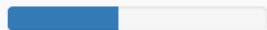
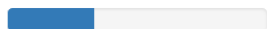

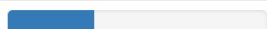
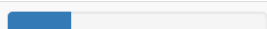
3.1.4.1 Policies

Politehnica University Timisoara has policies for open education in place and the importance of open education in terms of the institution's strategic priority areas is very high.

UPT has signed declarations on open education with UNESCO and OEG.

According to the staff answers, 66.67% say that UPT has institutional guidelines for Open Educational Resources:

Does your university have institutional guidelines for

		Answers	Ratio
Open Access		14	42.42 %
Open Data		11	33.33 %
Open Educational Resources		22	66.67 %
Open Innovation		11	33.33 %
No Answer		8	24.24 %

66.67% of responding staff said that there is institutional networking of people at UPT dealing with Open Education and 57.58% said there is institutional networking with external stakeholder dealing with Open Education.

Only 18.18% said there is an internal budget for participating in further education in OA/OE/OI and 24.24% said there is an internal budget for participating in conferences/networking events on OA/OE/OI.

Staff were asked if UPT has hosted an OA/OE/OI event in the last seven years and if there is a plan to do that within the next three years.

This is something mentioned briefly in the strategic plan of the university. The e-learning department (CeL) organised the Open Education Week Workshop (10 editions in 2023) and Digital

Competences workshop dedicated to OE and OS, hosting training and webinars (Together online), as well as involvement in the CoderDojo movement.

Staff was asked if there are institutional guidelines for developing / setting into action of Open Education Projects. An institutional policy exists as well as guidelines in using OER and creating OERS. The eLearning Center has a strategy and action plans to develop and use OEP. Only some of the staff are aware of these.

Staff was asked if there are institutional guidelines for taking part in Open Education Projects. Again, the answers were varied, with the conclusion that they are not explicit, but they are encouraged.

Next, we inquired if there is institutional support to start / maintain / disseminate Open Education projects and, if so, what kind. This happens through the Unicampus platform, the Virtual Campus, trainings, workshops, open conferences. There is also support for international collaboration and funding possibilities.

Staff were asked if there is institutional networking of people at UPT that engage in Open Education and the answer is pointing at the network created around eLearning Center.

About the institutional networking with other institutions that engage in Open Education, UPT is part of EDEN, EUA, Open Education Global Consortium and Open EdTech association.

The financial support to develop / maintain Open Education projects is done only through EU funded projects, the UPT cofinancing some specific costs.

In terms of the financial support to take part in further education on Open Education, the UniCampus MOOCs platform is free and open to all, UPT is supporting all the running costs.

Financial support to take part at conferences / networking events on Open Education is funded through EU projects or by the ELearning Department.

Staff were also asked if there is a (part of a) strategy that deals with evolving the way of implementation of Open Education in UPT and what are some aspects of this strategy.

Part of the Digital transformation strategy of Politehnica University Timisoara 2022-2026 refers to this.

For example, the development of the Virtual Campus of UPT as an open-source platform, which includes:

- Academic management (LMS Learning Management System): management interface
- students, teachers, exams, results, course information;
- Academic learning support (CMS Course management system): online courses,
- laboratory materials online or in electronic format, podcasting;
- Communication and web 2.0 tools: forum, blog, wiki, messaging, SMS, etc.

UniCampus is another initiative of the ID/IFR and eLearning Center (CEL) of the Politehnica Timișoara University with the aim of developing the first university MOOC (Massive Open Online Course) in Romania, as a virtual online platform for free, open, free courses.

The e-Learning Center organized a series of workshops focused on open educational resources, the integration of information technologies in education and open educational resources OER (Open Educational Resources) and MOOC (Massive Open Online Courses) in the didactic process.

3.1.4.2 Actions/Activities/Production

According to the university leadership, UPT is developing very often the following activities/actions: workshops, training courses/programs for staff, use of open educational resources, produce and publish OERs, part of international associations and events that promotes OE, use of open education digital tools, develop research on open education, issue open certificate or degrees.

UPT is developing sometimes the following activities/actions: training course/programs for students, producing and public open access books or educational content, academics and staff have an open attitude in designing and delivering education, activities toward open education principles, reward academics, staff and students that perform open education activities.

UPT is also planning to produce open education digital tools.

Information about these types of activities and actions can be found at the following links:

<https://elearning.upt.ro/en/event/open-education-week-workshop-2023>

https://www.youtube.com/watch?v=2fTk_yU_6DY&list=PLFHoDIU-4IR3tIFe7dJTBhW8VO3kXbzCS

https://www.youtube.com/watch?v=dudCusOBkro&list=PLFHoDIU-4IR0VnsUtSk-EXCua_Q7lu8II

<https://elearning.upt.ro/en/impreuna-online>

<https://elearning.upt.ro/en/construim-impreuna>

<https://elearning.upt.ro/en/category/comunitate/eden>

<https://badgr.com/public/issuers/C6z6oty3QsaaMbQuAdg5Cw/badges>

<https://elearning.upt.ro/en/open>

Politehnica University Timisoara is developing activities/actions for Open Education.

UPT organizes:

- International Open Education Week Workshops since 2013 - <https://elearning.upt.ro/en/?s=open+education+week&trp-form-language=en>
- Annual European Researcher's Night
- Innovation Hubs
- Student Research Workshops
- The International Symposium on Electronics and Telecommunications (ISETC) Conference has a designated track on Open Education, Open Science and Emerging Technologies and a Special Session called Open Science for PhD Students in Electronics <https://conference.etc.upt.ro/isetc2022/papers>
- Innovation Labs Hackathons - https://www.cm.upt.ro/ro_ro/innovation-labs/innovation-labs-2021-timisoarahackathon


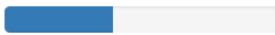


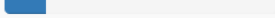
The Student Entrepreneurial Society - InoHub UPT <https://inohub.upt.ro/> - established in 2017, the UPT Entrepreneurial Student Society is a structure whose purpose is to organize activities to develop the entrepreneurial competences of UPT students and graduates.

International Spotlight Heritage Student Contest, <https://spotlight-timisoara.eu/international/#ishsc> - organized yearly since 2021, the contest puts together students from various European universities in a contest to create digital storytelling artefacts in virtual reality or augmented reality with Spotlight Heritage resources, using the existing multimedia artefacts, text and stories, and integrating it in a virtual reality/augmented reality experience. The output is published with an open licence.

Interactive Digital Media Student Contest, <https://idmsc.cm.upt.ro> - the Interactive Digital Media Student Contest is a student competition organized yearly since 2014 that aims to stimulate creativity and competitive spirit in the multimedia field. Students have the opportunity to present their most interesting projects, but also to interact directly with representatives of the economic environment, possible employers of the participants.

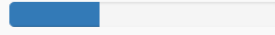

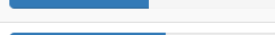
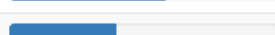
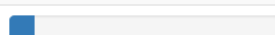
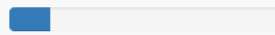
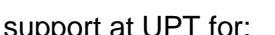
Analysing the answers of the academic and research staff of UPT, we can see that 63.64% of respondents are developing these types of activities/actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		19	57.58 %
Open Innovation		13	39.39 %
Open Education		21	63.64 %
Open Science		16	48.48 %
No Answer		5	15.15 %

Furthermore, we can see that 57.58% of them are doing this by implementing principles in everyday activities, 51.52% are running events/seminars/workshops, 48.48% through department initiatives for internal actions, 39.39% are developing training/support for implementation, 33.33% part of an EU project and 9.09% are doing this through other forms (collaboration with scientists on the platform Einstein Toolkit <http://einstein toolkit.org>).

If yes, how?

		Answers	Ratio
Part of an EU project		11	33.33 %
Department initiatives for internal actions		16	48.48 %
Running events/seminars/workshops		17	51.52 %
Implementing principles in everyday activities		19	57.58 %
Developing training/support for implementation		13	39.39 %
Other		3	9.09 %
No Answer		5	15.15 %

We also analyse if, according to staff, there is support at UPT for:

- Finding and using Open Educational Resources - 66.67% yes, 9.09% no, 18.18% don't know;
- Producing Open Educational Resources - 66.67% yes, 9.09% no, 15.15% don't know;
- Finding and using Free and Open-Source Software - 63.64% yes, 6.06% no, 27.27% don't know.

3.1.4.3 Resources

Using Free and Open-Source-Software is preferred whenever possible in UPT, due mainly to the freedom this confers (in using and adapting the necessary tools).

42.42% of the UPT staff respondents said that UPT has a tool that is providing possibilities for teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access. 6.06% said there is no such tool and 27.27% do not know.

Asked, to what extent does UPT currently utilize open education resources (e.g. open-source textbooks, online course materials, etc.), the opinions vary, some considering this to happen to a large extent and others only to some extent. The Virtual Campus (Moodle based) of UPT is mentioned several times. It uses OER created by others as course materials, lab, equipment information. It is also creating OER with students, or by integrating MOOCs in course or project work by students. Educational materials and resources are posted on the virtual campus and students have free access to download them. The teachers offer to the students links, open source textbooks, online courses, open source software to have access to alternative bibliography.

When asked what the main barriers are preventing UPT from incorporating more open education resources into your curriculum, the staff answered in a majority that there are no barriers. However, there were some barriers mentioned such as the lack of awareness and understanding from academics and students of the licenses. There are also intellectual property and copyright issues but also mentalities such as the resistance to change. The lack of training, support and time were also mentioned.

Staff were then asked if they have personally used open education resources in their teaching or research, 87.88% answering yes, and 9.09% answering no. Those who answered yes were asked how satisfied they were and if they would recommend others. Most of them were satisfied or very satisfied and would recommend this to others, because the whole experience is a valuable one which also allows a teacher's instructional skills to be improved, it increases access and equity, it is cost saving and it offers customization, adaptation, collaboration and sharing.

The next question was about the positive impact on student learning outcomes which using open education resources can have. Again, the vast majority of answers were positive. This can happen on several levels: students understand the copyright regulations, they have a broader access to information and knowledge and they can use more resources to learn. If the students are involved in the OER co-creation this can enhance their creativity, critical thinking as well as the digital competencies, besides that they have a more in-depth understanding of that piece of knowledge. Students have access to high-quality materials, with more engagement and motivation in the active learning process. The use of open-source software makes the projects to be independent of the

courses, so students can continue using those technologies after graduation and that is a long term benefit for them.

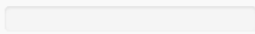
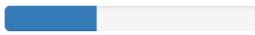
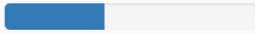
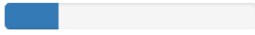
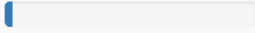
Staff were asked if they have noticed any savings for the students as a result of using open education resources. Students have access to all resources for free in the university, so it is not necessarily the case for UPT. We mention textbook cost reduction / no purchase or rental fees: OER can be freely downloaded, printed, or accessed online without the need to purchase or rent physical copies.

When asked what type of technology UPT currently uses for educational and didactic practices, the staff mentioned several, mainly the Moodle based platform called Virtual campus, and UPT's MOOC platform called UniCampus. They also mentioned Zoom, Turnitin, multimedia material, Multimedia equipment (AR/VR/XR), blended learning standard equipment (smart boards, video projectors, etc.), laptops, open-source software in our laboratories where possible.

When asked about individual specific tools, 93.94% of staff is using Moodle and 3.03% knows but doesn't use it. 30.3% are using H5P and 15.15% know it. 24.24% of respondents use Canvas and other 39.39% know of it. 24.24% are using OERCommons and 12.12% know it. 21.21% of respondents are using Open Textbook Library and 18.18% know of it. 18.18% use Jupyter Notebook and 24.24% know it. 15.15% use Merlot and 9.09% know of it. 15.15% are using Wikiversity and 24.24% know it. 15.15% use Project Gutenberg and 21.21% know of it. 12.12% use Open edX and 30.3% know it. 12.12% are using Libre Office and 39.39% know it. 9.09% of respondents are using Kahoot and 21.21% know of it. 9.09% are using GitBook and 18.18% know it. Only 3.03% use OpenStax and 9.09% know it. 3.03% use Libre and 36.36% know of it. 3.03% use InkScape and 18.18% know it. Nobody is using Sakai but 12.12% know it. Other tools mentioned as being used are: Wikipedia, Coppeliasim, coppeliarobotics.com; Webots, cyberbotics.com; Digital Mechanism and Gear Library, dmglib.org; <https://libgen.is>; Nextcloud, GitLab.

Regarding open education projects in UPT, here are the answers of the staff:

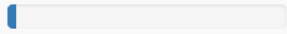
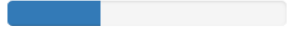
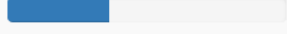
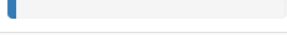
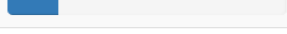
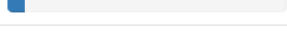
Open Education projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		12	36.36 %
There are numerous projects		13	39.39 %
I don't know		7	21.21 %
No Answer		1	3.03 %

Next, staff were asked if there is an evaluation of the effects of Open Education projects, some answered positive mentioning the one performed by the eLearning Center and published in papers, some said they do not know, few said there isn't.

Also, about incorporating OE in student theses, the staff answered as follows:

The priority of incorporating Open Education in student theses is:

		Answers	Ratio
Very low		1	3.03 %
Low		11	33.33 %
High		12	36.36 %
Very high		1	3.03 %
NA		6	18.18 %
No Answer		2	6.06 %

3.1.4.4 Training

UPT has hosted and organized, especially by the ID/IFR and e-Learning Center, the Open Education Week Workshop (10 editions until 2023) and Digital Competences workshop (8 editions until 2022) dedicated to OE and OS, hosting training and webinars (Together online) and there is a plan to continue these types of events.

Next, we analyse if, according to staff, there are trainings / further education at UPT on several topics:

- Finding and using Open Educational Resources - 75.76% yes, 3.03% no, 21.21% don't know;
- Producing Open Educational Resources - 69.7% yes, 3.03% no, 21.21% don't know;
- Finding and using Free and Open-Source Software - 63.64% yes, 6.06% no, 30.3% don't know.

The next question was about training / further education in Open Education and if this exists, if the needs of teachers / researchers / students about the content of these is collected. Again, the answers were divided between positive, negative and those who do not know. Surveys were run in the past about OE at institutional level, surveys about OERs are run for some students at Master level (in Digital Media, Multimedia Technologies, etc). There are training workshops done by CeL (Together online, Shaping Together), OEW Workshops and digital competences workshops (each in every year with international participation). Also UPT has developed a MOOC platform Unicampus.ro where it hosts and delivers more than 100 open courses. Needs are collected twice a year. Some projects tried to analyze and improve Open Education among educators.

3.1.4.5 *Legal and regulatory barriers*

From the analysis there don't seem to be any legal barriers for the further implementation and development of Open Education in UPT.

3.1.4.6 *Future and visions*

Staff was asked if they have any suggestions for how UPT can better support and promote the use of open education resources. These could be included in a precise policy and action plan, to validate and recognise them at institutional level, to create a repository and to give financial support. Guidelines and trainings on how to use OER could be offered more, developing the OER repositories, recognizing and rewarding OER contributions and allocating resources and funding. The university can promote and support the use of open education resources by providing information and updates to the academic staff (e.g., links, online libraries). Students should be involved more in the process of creating OERs.

Next, staff were asked how they see the priority of developing Open Educational Resources / Open Education in UPT. The priority should be for public recognition and validation at institutional level. The development of Open Educational Resources / Open Education has a high priority in UPT.

Asked how they see the priority of using Open Educational Resources / Open Education in UPT, the conclusion is that the institutional priority seems rather low to some of the respondents. Some educators are ardent supporters. However, it seems that using Open Educational Resources / Open Education is considered a high priority, especially in blended learning education in UPT.

3.1.5 UC Limburg (UCLL), Belgium

3.1.5.1 Policies

According to the official response from the university, there is no policy or strategy for Open Education. The importance of Open Education in terms of the institution's strategic priority areas is Very Low, which might explain the lack of a policy or strategy.

Does your institution have a policy for

Open Access **No**

Open Innovation **No**

Open Education **No**

Open Science **No**

Does your institution have a strategy for

Open Access **No**

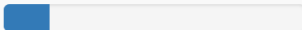
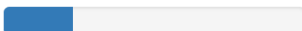
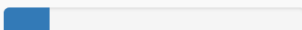
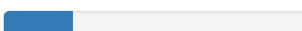

Open Science **No**

Open Innovation **No**

Open Education **No**

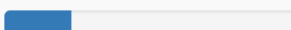
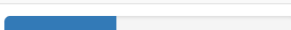

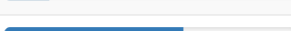
Very few university members (15.38%) think that there are university guidelines for Open Education.

Does your university have institutional guidelines for

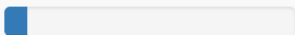
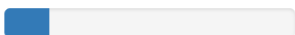
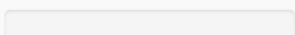

		Answers	Ratio
Open Access		2	15.38 %
Open Data		3	23.08 %
Open Educational Resources		2	15.38 %
Open Innovation		3	23.08 %
No Answer		9	69.23 %

Some respondents believe that there is institutional networking of people in Open Education inside the University (38.46%), but fewer think that this is the same with external stakeholders (only 15.38%).

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		3	23.08 %
Open Education		5	38.46 %
Open Innovation		2	15.38 %
No Answer		8	61.54 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		1	7.69 %
Open Education		2	15.38 %
Open Innovation		0	0.00 %
No Answer		11	84.62 %

3.1.5.2 Actions/Activities/Production

UCLL declares that it only sometimes develops activities and actions for Open Education. No links to specific events or documents have been shared by the university.

Does your institution develop activities/actions for Open education

Possible answers: Yes very often, **Yes sometimes**, not at all, planning to do

Workshops

Training course/programs for staff

Training course/programs for students

Use of Open educational resources

Produce and publish OER

Produce and public open access books or educational content

Part of international associations and events that promotes OE

Academics and staff have Open attitude in designing and delivering education

Activities toward open education principles

Use of open education digital tools

Production of open education digital tools

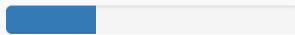


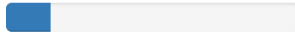
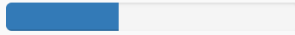
Develop research on open education

Issue open certificate or degrees

Reward academics, staff and students that perform open education activities


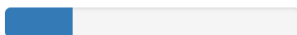
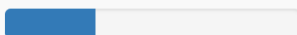
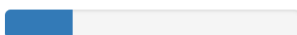
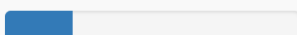
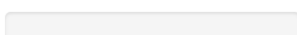
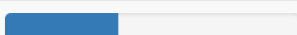
Responses from university members indicate that nearly half of them (46.15%) are aware of these actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		4	30.77 %
Open Innovation		6	46.15 %
Open Education		6	46.15 %
Open Science		2	15.38 %
No Answer		5	38.46 %

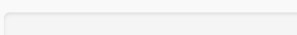
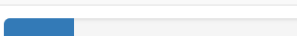
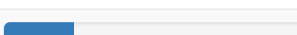
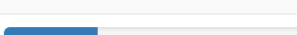
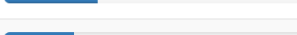
The ways these activities are implemented varies in their perceptions as well:

If yes, how?

		Answers	Ratio
Part of an EU project		6	46.15 %
Department initiatives for internal actions		3	23.08 %
Running events/seminars/workshops		4	30.77 %
Implementing principles in everyday activities		3	23.08 %
Developing training/support for implementation		3	23.08 %
Other		0	0.00 %
No Answer		5	38.46 %

The awareness of respondents to Open Education projects in the University is limited:

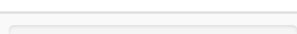
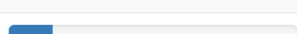
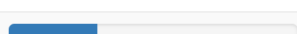
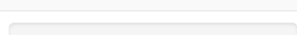
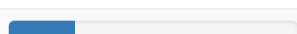
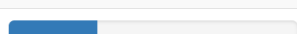
Open Education projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		3	23.08 %
There are numerous projects		3	23.08 %
I don't know		4	30.77 %
No Answer		3	23.08 %

The evaluation of the effects of open education projects is also unknown among the staff, as well as the implication of the University in promoting, training the staff in order to develop or participate in this type of projects, as well as the funding opportunities.

Some respondents (15.38%) consider the priority of incorporating Open Education in student theses to be low, while 30.77% consider it to be high.

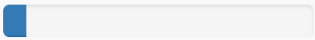
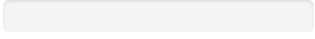
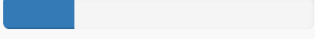

The priority of incorporating Open Education in student theses is:

		Answers	Ratio
Very low		0	0.00 %
Low		2	15.38 %
High		4	30.77 %
Very high		0	0.00 %
NA		3	23.08 %
No Answer		4	30.77 %

3.1.5.3 Resources


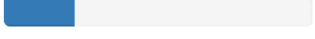
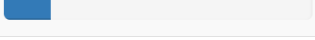
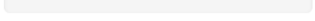
A very low number of respondents (7.69%) from UCLL have knowledge about a tool that the University has for publishing OERs (the rest declare that they don't know, or they did not give an answer).

Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		1	7.69 %
No		0	0.00 %
Don't know		3	23.08 %
No Answer		9	69.23 %

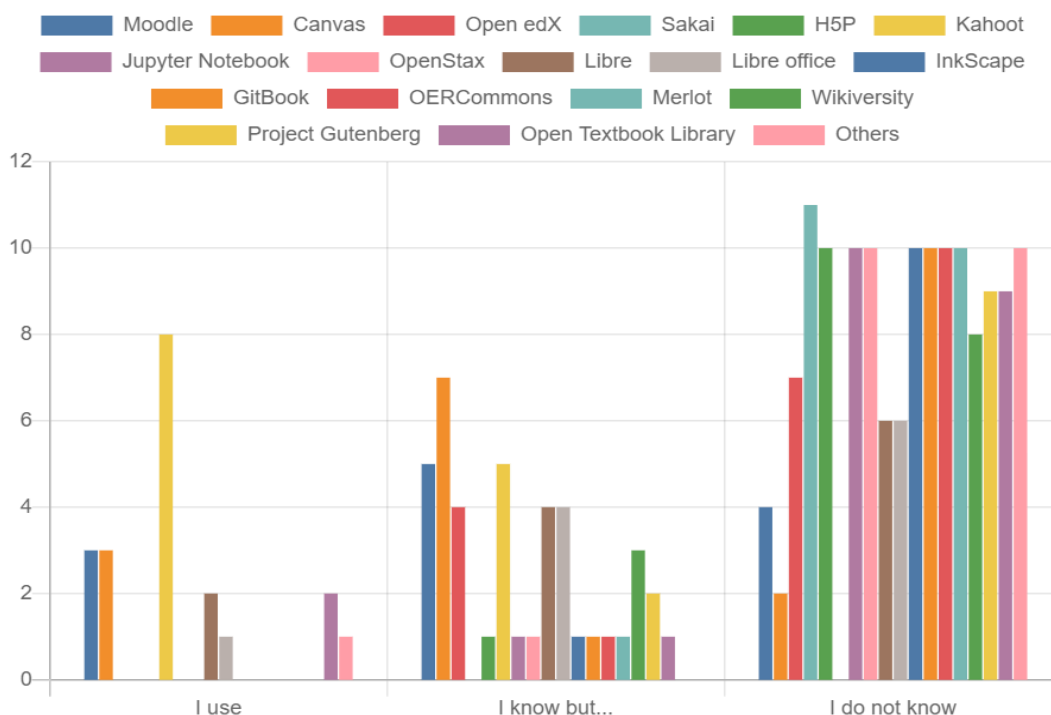
However, more than half of the respondents (61.54%) have personally used OERs in teaching or research:

Have you personally used open education resources in your teaching or research?

		Answers	Ratio
Yes		8	61.54 %
No		3	23.08 %
I don't know		2	15.38 %
No Answer		0	0.00 %

Most of the respondents have seen positive impact of OERs on student learning outcomes. However, few have clearly noticed savings for students as a result of using OERs.

In regard to the tools they use for open education, the most used tool seems to be Kahoot, followed by Moodle, Canvas, Libre and Open Textbook Library. Respondents have heard of, but haven't used, tools such as Open edX, H5P, Jupyter Notebook, InkScape, OERCommons, Wikiversity, or Project Gutenberg.



3.1.5.4 Training

Nearly a third of the respondents (30.77%) say that there are trainings in finding and using Open Educational Resources in the University (28.46% consider that they receive support from the University for this) and very few (15.38%) indicate that there are trainings for producing OERs as well (30.77% consider that they receive support from the University for this). In general, the others don't know how if there are such trainings / support in the University.

Is there a training / further education at your university to the following aspects? : Finding and using Open Educational Resources

		Answers	Ratio
Yes	<div><div></div></div>	4	30.77 %
No	<div><div></div></div>	1	7.69 %
Don't know	<div><div></div></div>	8	61.54 %
No Answer	<div><div></div></div>	0	0.00 %

Is there a training / further education at your university to the following aspects? : Producing Open Educational Resources

		Answers	Ratio
Yes	<div><div></div></div>	2	15.38 %
No	<div><div></div></div>	1	7.69 %
Don't know	<div><div></div></div>	8	61.54 %
No Answer	<div><div></div></div>	2	15.38 %

3.1.5.5 Legal and regulatory barriers

Respondents think that the main barriers (not necessarily legal) to preventing the university from incorporating more open education resources into the curriculum are funding and the fact that the teaching language is Dutch (while most OERs are in English).

3.1.5.6 Future and visions

Where input was given, respondents usually believe that OERs have a lot of potential, but teachers need to be able to adapt them to their own goals and objectives (or be able to change their own approach to teaching).

They think that the university can support teachers by offering more training in this area and by delivering specific OERs for each subject/discipline, so it's easier for teachers to pick what suits them best.

3.1.6 Vidzemes Augstskola (ViA), Latvia

3.1.6.1 Policies

According to the official response from the university, there is no policy or strategy for Open Education, however the importance of Open Education in terms of the institution's strategic priority areas is High.

Does your institution have a policy for

- ☐ Open Access
- ☐ Open Innovation
- ☒ Open Education
- ☐ Open Science

Does your institution have a strategy for

- ☐ Open Access
- ☐ Open Innovation
- ☒ Open Education
- ☐ Open Science

Very few university members (12.5%) think that there are university guidelines for Open Education.

Does your university have institutional guidelines for

		Answers	Ratio
Open Access	<div><div></div></div>	1	12.50 %
Open Data	<div><div></div></div>	1	12.50 %
Open Educational Resources	<div><div></div></div>	1	12.50 %
Open Innovation	<div><div></div></div>	0	0.00 %
No Answer	<div><div></div></div>	7	87.50 %

The same low number of respondents indicated that there is networking of people in Open Education inside the University, as well as with external stakeholders.

3.1.6.2 Actions/Activities/Production

ViA does develop activities and actions for Open Education (alongside Open Access, Open Innovation and Open Science), but no links to specific events or documents have been shared by the university.





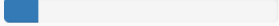
These activities take a variety of forms:

Does your institution develop activities/actions for Open education

	Yes, very often	Yes, sometimes	Not at all	Planning to do
Workshops	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training course/programs for staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training course/programs for students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of Open educational resources	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce and publish OER	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce and public open access books or educational content	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part of international associations and events that promotes OE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academics and staff have Open attitude in designing and delivering education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities toward open education principles	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of open education digital tools	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Production of open education digital tools	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop research on open education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issue open certificate or degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Reward academics, staff and students that perform open education activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

However, responses from university members indicate that only half of them (50%) are aware of these actions:



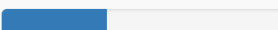

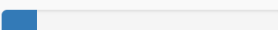
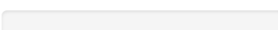
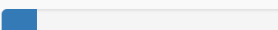
Do you develop activities/actions for

		Answers	Ratio
Open Access		4	50.00 %
Open Innovation		4	50.00 %
Open Education		4	50.00 %
Open Science		6	75.00 %
No Answer		1	12.50 %

The ways these activities are implemented varies in their perceptions as well:

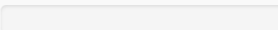

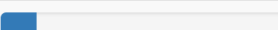
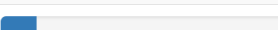
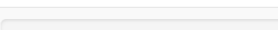
The awareness of respondents to Open Education projects in the University is limited:

If yes, how?

		Answers	Ratio
Part of an EU project		4	50.00 %
Department initiatives for internal actions		4	50.00 %
Running events/seminars/workshops		3	37.50 %
Implementing principles in everyday activities		6	75.00 %
Developing training/support for implementation		1	12.50 %
Other		0	0.00 %
No Answer		1	12.50 %

The awareness of respondents to Open Education projects in the University is limited:

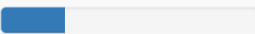
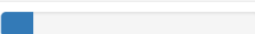
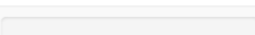
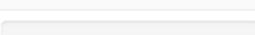

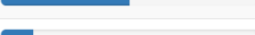
Open Education projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		6	75.00 %
There are numerous projects		1	12.50 %
I don't know		1	12.50 %
No Answer		0	0.00 %

The evaluation of the effects of open education projects is also unknown among the staff, as well as the implication of the University in promoting, training the staff in order to develop or participate in this type of projects, as well as the funding opportunities.

Respondents are generally unaware, or consider the priority of incorporating Open Education in student theses to be low or very low:

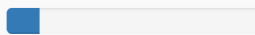
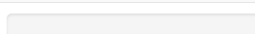
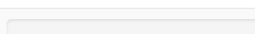

The priority of incorporating Open Education in student theses is:

		Answers	Ratio
Very low		2	25.00 %
Low		1	12.50 %
High		0	0.00 %
Very high		0	0.00 %
NA		4	50.00 %
No Answer		1	12.50 %

3.1.6.3 Resources


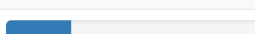
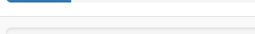
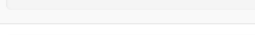
Only 12.5% of the respondents from ViA have knowledge about a tool that the University has for publishing OERs (the rest did not give an answer).

Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		1	12.50 %
No		0	0.00 %
Don't know		0	0.00 %
No Answer		7	87.50 %

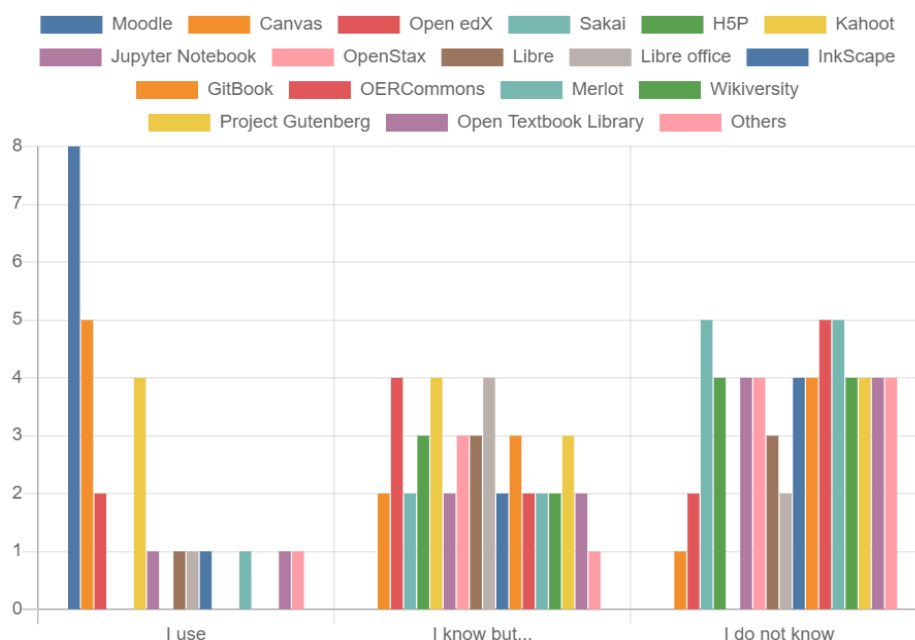
However, many respondents (75%) have personally used OERs in teaching or research:

Have you personally used open education resources in your teaching or research?

		Answers	Ratio
Yes		6	75.00 %
No		2	25.00 %
I don't know		0	0.00 %
No Answer		0	0.00 %

Some of the people who have used them found the experience very satisfactory.

In regard to the tools they use for open education, all respondents recognize Moodle as the main one, but many also use or at least know of Canvas, Open edX, Kahoot, Jupyter Notebook, Libre (Office), InkScape, or Merlot.



3.1.6.4 Training

The high majority of the respondents (87.5%) say that there are trainings in finding and using Open Educational Resources in the University (50% consider that they receive support from the University for this) and more than half (62.5%) indicate that there are trainings for producing OERs as well (62.5% consider that they receive support from the University for this).

Is there a training / further education at your university to the following aspects? : Finding and using Open Educational Resources

		Answers	Ratio
Yes	<div><div></div></div>	7	87.50 %
No	<div><div></div></div>	0	0.00 %
Don't know	<div><div></div></div>	1	12.50 %
No Answer	<div><div></div></div>	0	0.00 %

Is there a training / further education at your university to the following aspects? : Producing Open Educational Resources

		Answers	Ratio
Yes	<div><div></div></div>	5	62.50 %
No	<div><div></div></div>	2	25.00 %
Don't know	<div><div></div></div>	1	12.50 %
No Answer	<div><div></div></div>	0	0.00 %

3.1.6.5 Legal and regulatory barriers

Respondents think that the main barriers (not necessarily legal) to preventing the university from incorporating more open education resources into the curriculum are the state curricula and the fact that the proliferation of these courses and resources might limit teachers' monthly income for lecturing in auditorium.

3.1.6.6 Future and visions

Where input was given, some respondents believed that the university can offer further support by organizing trainings and providing links for students and researchers to OER repositories.

No other answers were given by the respondents regarding their plans or what they envision the university to improve in the area of open education.

3.2 Analysis of the data at partnership level

3.2.1.1 Policies and implementation strategies

Several recent reports from EU institutions but also research papers collectively highlight the importance of open education in European universities and the need for supportive policies. Santos 2017 emphasises that open education is crucial for institutions to be more accountable, modernise education, and promote transparency and inclusivity. Lane 2011 examines the role of open educational resources in widening participation in higher education, emphasising the need for new policies and practices to address openness and increase engagement and participation. Santos-Hermosa 2019 discusses the actions taken by the European Commission to promote open education and the integration of open education with open science, highlighting the potential role of academic libraries in supporting open education. Overall, several EU reports and analyses emphasise the importance of policies and initiatives to promote open education in European universities and their role to improve the quality of education especially during the COVID-19 pandemic.

When analysing the policies, it's important to note that the responses from the ENTRENOVATORS universities show a range of approaches and levels of commitment to Open Education. These responses highlight some common themes and variations that are consistent with broader trends and findings in the field of Open Education policy:

Lack of Universal Policies: Similar to the responses from the universities, many institutions around the world do not have comprehensive, dedicated policies or strategies for Open Education. Open Education policies are still evolving in many educational systems and this is reflected in this partnership- IPS University" and "STPUAS University" both mentioned that they have no specific

policy or strategy for Open Education; UPT has established policies and they are known also by the academic staff (66.67%) in the university. This mirrors findings in many EU reports where institutions lack dedicated Open Education policies.

Varying Levels of Importance: The varying levels of importance assigned to Open Education in our universities' strategic priorities are reflective of the fact that the recognition of Open Education's significance varies widely across different educational contexts, which are identified in some examples and study cases. Some institutions prioritize it highly, while others do not; IPS, ViA, MATE, UCLL have varying levels of importance placed on Open Education, both UPT and STPUAS assign importance to OE in their strategic priorities.

Networking and Collaboration: The presence or absence of institutional networking for OE is consistent with EU reports that suggest that collaboration within and outside institutions for OE initiatives is often uneven. Some institutions actively engage in networking and collaboration, while others have limited interactions: IPS, STPUAS: Limited networking of people in Open Education within the university and with external stakeholders, UCLL, ViA; MATE: Some networking with both internal and external stakeholders, while UPT has extensive networking within and outside the university with several EU and global organisations.

Support for OERs and Open-Source Software: The support for finding, using, and producing Open Educational Resources (OERs) and open-source software aligns with the global trend of institutions recognizing the value of OERs and open-source tools in reducing educational costs and promoting access. But this is recognised only by UPT and MATE and is reported by several academics from UPT as part of their planning and delivery of instruction to students, but also external stakeholders.

Financial Support: The limited internal budgets for Open Education initiatives are consistent with Santos-Hermosa 2019, that indicate financial challenges in sustaining OE and OER projects. Many institutions rely on external funding sources, grants, and volunteering for running OE activities. IPS, STPUAS, MATE, UCLL, ViA: limited or no internal budget for participating in further education in Open Access/Open Education/Open Innovation (OA/OE/OI); UPT reports some financial support for Open Education projects and participation in further education and conferences/networking events on OA/OE/OI, primarily through EU-funded projects or university platforms.

Evolution of Open Education: The mention of the Digital Transformation Strategy and the expansion of open-source platforms in one of the universities is in line with broader efforts to integrate Open Education into broader digital strategies and transformations within higher education. Part of the

UPT Digital Transformation Strategy includes expanding the UniCampus as an open course repository and promoting open-source platforms.

3.2.1.2 Actions/Activities/Production

Higher education institutions can play a critical role in supporting their teaching staff in the creation of effective teaching and learning environments for students and providing ongoing opportunities for professional development. This includes activities related to open education practices and the development of OERs. We have identified some actions done in the partner universities:

1. Open Education Activities and Actions:

IPS, MATE, UPT, UCLL, ViA: These universities mention developing activities and actions for Open Education alongside Open Access, Open Innovation, and Open Science. Some specific examples include producing and publishing open access books or educational content. UPT has included several repositories for OERs in their professional development activities.

2. Awareness and Support for Open Education:

UCLL, ViA, IPS, MATE, STPUAS: Responses indicate that awareness among academic and research staff regarding these actions is limited. Support for finding and using Open Educational Resources (OERs) varies, with some uncertainty about its availability. Support for producing OERs is sporadic.

UPT: University leadership reports various activities/actions, such as workshops, training programs, the use of OERs, and participation in international events promoting Open Education. There is also support for finding and using OERs, producing OERs, and using open-source software.

3. Evaluation and Implication:

In general, there is a lack of evaluation of the effects of Open Education projects among staff at the universities. Furthermore, the level of implication of the universities in promoting and training staff for Open Education projects, as well as funding opportunities, is uneven, only UPT reporting some evaluation and activities for external stakeholders.

4. Priority of Incorporating Open Education:

MATE, IPS and ViA: Responses indicate that academic consider the priority of incorporating OE and OERs in their work to be low or have uncertainty about its importance.

Specific Initiatives at UPT: UPT, in particular, provides specific examples of initiatives and events related to Open Education, such as the International Open Education Week Workshops, the European Researcher's Night, Innovation Hubs, Student Research Workshops, and conferences with dedicated tracks on Open Education and Open Science.

In summary, the universities vary in their levels of commitment to Open Education activities, with some (UPT) actively engaged in a wide range of initiatives, while others have limited or unclear involvement. The evaluation of project outcomes and implications is generally unclear across all institutions, and the priority of incorporating Open Education in student theses varies. These findings reflect the diverse approaches to Open Education across partner universities and the need for increased awareness and evaluation of Open Education initiatives.

3.2.1.3 Resources

In many EU universities using Free and Open-Source-Software, OERs is preferred whenever possible, but very few have taken serious actions toward the implementation at large scale. It is often that this happens based on a cost effectiveness decision or because of the accessibility to some of the tools and resources.

1. Tools for Publishing OERs:

STPUAS, IPS, UCLL, ViA: Respondents are uncertain about whether the university has a tool for publishing OERs, with a significant portion being unsure.

MATE: Open education digital tools are used sometimes.

UPT: A significant percentage of UPT staff believe the university has a tool for publishing OERs that adhere to Open Access principles. They also consider several OE tools when producing and publishing educational materials.

2. Use of OERs:

IPS, ViA, STPUAS: Uncertainty surrounds the use of OERs by respondents and a minority of participants have personally used OERs in their teaching or research.

UPT extensively utilises OERs, such as open-source textbooks, online course materials, and more. Many respondents have used OERs in their teaching or research.

UCLL: Most respondents have seen a positive impact of OERs on student learning outcomes, but few have noticed savings for students.

3. Preference for Open-Source Software:

UPT prefers using Free and Open-Source Software (FOSS) whenever possible due to the freedom it offers.

4. Barriers to Incorporating OERs:

UPT: While most respondents believe there are no barriers to incorporating more open education resources into the curriculum, some barriers mentioned include a lack of awareness and understanding of licenses, intellectual property and copyright issues, resistance to change, lack of training and support, and time constraints.

5. Satisfaction with OERs:

UPT: A majority of respondents who have used OERs in their teaching or research report being satisfied or very satisfied with the experience and would recommend it to others.

6. Main Tool for Open Education:

All participants in this analyses from all universities recognize Moodle as the primary tool for open education.

In summary, the responses from various universities indicate a mixed level of awareness and utilization of tools for publishing OERs. While some universities have a higher level of awareness and use of OERs, others show uncertainty or limited knowledge about such tools. Additionally, there is a preference for using open-source software, and the adoption of OERs varies in terms of barriers and satisfaction among faculty and staff. Moodle is widely recognized as a key tool for open education across these universities.

3.2.1.4 Training

Training for Open Education is essential because it equips academics and institutions with the knowledge and skills necessary to effectively embrace and implement open educational practices OEP. It fosters awareness, understanding, and proficiency in using OERs, open-source tools, free and open software and open pedagogical methods, empowering educators to create more accessible, affordable, and innovative learning opportunities.

Identified actions for further professional development of academics and staff and for training in OE:

1. Organized Workshops and Events:

UPT, particularly the e-Learning Center, has organized various workshops and events dedicated to OE/OS/OA/OI, including the Open Education Week Workshop and Digital Competences workshop. Plans are in place to continue these events.

2. Training and Further Education:

Finding and Using Open Educational Resources (OERs):

UPT: A high majority (75.76%) of respondents at UPT confirm the availability of training in finding and using OERs and that they receive support from the university for this training.

UCLL: Approximately one-third (30.77%) of respondents at UCLL state that there are training sessions for finding and using OERs.

STPUAS, IPS, ViA, MATE: Responses are uncertain, with some confirming the availability of training, 20% indicating the absence of such training, and the majority expressing uncertainty about its existence.

Producing Open Educational Resources (OERs):

UPT: A high majority of UPT respondents report that training for producing OERs is available, with the majority (62.5%) feeling they receive support from the university for this training.

UCLL: A small percentage (15.38%) of UCLL respondents believe there are training sessions for producing OERs, and a similar percentage (30.77%) think they receive support from the university for this.

STPUAS, IPS, ViA: There is uncertainty about whether STPUAS offers training for producing OERs, with most respondents indicating they do not know.

In summary, UPT stands out for its active organisation of workshops and events related to Open Education and Open Science. There is generally a high level of certainty about the availability of training and support for finding and using OERs and producing OERs at UPT, whereas UCLL, STPUAS, MATE and ViA respondents express more uncertainty in these areas. Overall, the availability of training and support varies across the universities, with UPT demonstrating a more established infrastructure for such activities.

3.2.1.5 *Legal and regulatory barriers*

The legal information about the use of free and creative common licenses in the universities exist, but only a few indicated that they are aware of how to use them appropriately in teaching and research. Respondents think that the main barriers (not necessarily legal) to preventing the universities from incorporating more open education resources into the curriculum are the state curricula, the quality assurance process, the fact that the teaching language is not English (while most OERs are in English) and the fact that the proliferation of these courses and resources might limit teachers' income for lecturing in auditorium (ViA).

3.2.1.6 *Future and visions*

When we investigated on the future and asked how academics see the priority of using OERs / OE in their university, the conclusion is that the institutional priority seems rather low to some of the respondents. Some educators are ardent supporters while some are just followers, but in several universities there is no vision for OE.

The responses from the universities align with the general landscape of Open Education policies and practices in Europe and worldwide. While Open Education is gaining recognition and momentum, there are still variations in its adoption, policies, and support across different institutions and regions. This reflects the ongoing evolution and diversity of Open Education and the future needs for training and development in our universities.

3.3 Study cases in Open Education

At a partnership level, the only study cases for Open Education which we identified were from the Politehnica University of Timisoara (UPT).

The International Open Education Week Workshops since 2013 - <https://elearning.upt.ro/en/?s=open+education+week&trp-form-language=en>

The e-learning department (CeL) organises the Open Education Week Workshop since 2013 (10 editions in 2023). This is an international workshop organized by the Polytechnic University of Timișoara, through the ID/IFR and e-Learning Center with the support of the EDEN Europe and IEEE Romania associations, during the Open Education Week of each year, supported by Open Education Global.

UniCampus is another initiative of the ID/IFR and eLearning Center (CEL) of the Politehnica Timișoara University with the aim of developing the first university MOOC (Massive Open Online Course) in Romania, as a virtual online platform for free, open, free courses.

UPT hosts and delivers more than 100 open courses through this platform.

<https://unicampus.ro>

4 Open Access Report

4.1 Analysis at institutional level

4.1.1 Instituto Politécnico de Setúbal (IPS), Portugal

4.1.1.1 IPS Institutional situation

Based on the institutional survey:



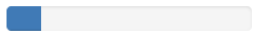
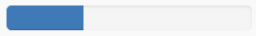
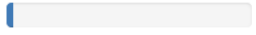

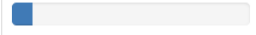
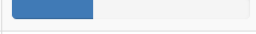
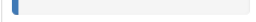
- The institution does not have a **policy** for Open Access
- The institution has a **strategy** for Open Access
- Importance of Open Access in terms of the institution's **strategic priority areas** is **very high**
- Publication of articles/ papers / books with Open Access is **very high**
- Priority of publication of preprints that have not yet undergone peer review is **low**
- The institution develops **activities/actions** for Open Access, for instance: International Open Access Week
- The institution has not signed any **declarations on Open Access**

4.1.1.2 IPS Individual data

Answers to the individual survey, with 35 respondents, revealed the following trends:

60% of respondents develop activities for open access, mostly by running events/seminars/workshops and by implementing principles in everyday activities.

Do you develop activities/actions for

		Answers	Ratio
Open Access		21	60.00 %
Is there a training / further education at your university to the following aspects? : Research for Open Access publications			
Open Access publications		Answers	Ratio
Yes		18	51.43 %
No		5	14.29 %
Don't know		11	31.43 %
No Answer		1	2.86 %
Is there a training / further education at your university to the following aspects? : Open-Access-Publishing			
Open-Access-Publishing		Answers	Ratio
Yes		19	54.29 %
No		3	8.57 %
Don't know		12	34.29 %
No Answer		1	2.86 %


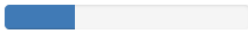
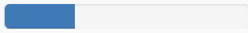
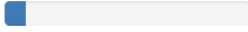
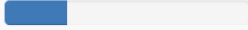
51% of the respondents are aware of training/further education to research for open access publications, and 54% to open access publishing, which is consistent with the institutional response about this matter (open access strategy).

Regarding support of university for several open access matters, 60% is aware of support for research for open access publications, 63% is aware of support for open-access-publishing, which shows that in general the respondents know the institutional policies regarding open access publishing. At the same time, only 20% is aware of support for management/access to digital research data and methods and 14% of support for “opening up” of research data and methods, which reflects the low number of institutional initiatives in both matters. In both subjects, more than 50% is not aware of existing support from the university.

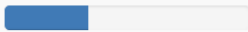
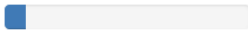
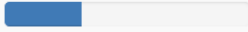
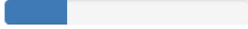
60% of the respondents is aware of the institutional guidelines for open access. However, depending on the subject, there are different trends in answers. In the case of knowing that the university has a tool to publish OER adhering to open access principles, most respondents don't know or don't answer (57%). This reflects the lack of information or inexistence of this tool at institutional level. At the same time, 60% knows about the existence of a digital institutional repository where publications are stored, but the majority (63%) don't know or don't answer about the existence of a digital institutional repository where research methods and data are stored. Both

are in accordance with the institutional reality (there is a digital institutional repository for publications but there isn't one for research methods and data).


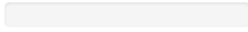
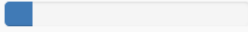
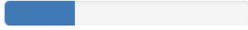
Does your university have institutional guidelines for

		Answers	Ratio
Open Access		21	60.00 %
Open Data		10	28.57 %
Open Educational Resources		10	28.57 %
Open Innovation		3	8.57 %
No Answer		9	25.71 %

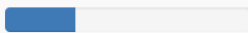
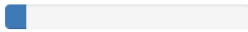
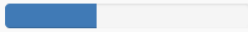
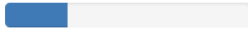
Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		12	34.29 %
No		3	8.57 %
Don't know		11	31.43 %
No Answer		9	25.71 %

Does your university have / is using a digital institutional repository where publications are stored?

		Answers	Ratio
Yes		21	60.00 %
No		0	0.00 %
Don't know		4	11.43 %
No Answer		10	28.57 %

Does your university have / is using a digital institutional repository where research methods and data are stored?

		Answers	Ratio
Yes		10	28.57 %
No		3	8.57 %
Don't know		13	37.14 %
No Answer		9	25.71 %

Regarding knowledge about open access agreements with authoritative publishers, answers are contradictory with the same number of answers for "yes" as for "no", with 40% answering "don't know". This isn't in accordance with the institutional reality, because in fact there is an internal funding mechanism that grants the payment of journal fees (however to a finite number of papers

per year), which reveals insufficient communication from the institution about this possibility for researchers.

Do you have open access contracts with (authoritative) publishers?

		Answers	Ratio
Yes		10	28.57 %
No		10	28.57 %
Don't know		14	40.00 %
No Answer		1	2.86 %

Regarding publishing in open access publishers and journals (open answer), most respondents declared that they already published in open access. The most mentioned publisher is MDPI. Elsevier, Copernicus, BMC, PloS One, Peerj, NeoBiota, Frontiers, and SHS Web of Conferences are also mentioned.

Concerning tools for open access, most respondents (above 60%) are not aware of the existence of all the listed options, nor of others not listed.

Tools for Open Access : Unpaywall

		Answers	Ratio
I use		0	0.00 %
I know but do not use		5	14.29 %
I do not know		24	68.57 %
No Answer		6	17.14 %

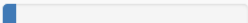
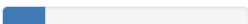

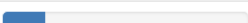
Tools for Open Access : Open Access Button

		Answers	Ratio
I use		3	8.57 %
I know but do not use		3	8.57 %
I do not know		23	65.71 %
No Answer		6	17.14 %

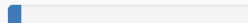
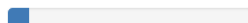
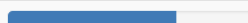
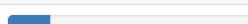
Tools for Open Access : core.ac.uk

		Answers	Ratio
I use		0	0.00 %
I know but do not use		4	11.43 %
I do not know		25	71.43 %
No Answer		6	17.14 %

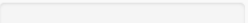
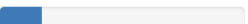

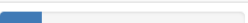
Tools for Open Access : DOAJ

		Answers	Ratio
I use		2	5.71 %
I know but do not use		6	17.14 %
I do not know		21	60.00 %
No Answer		6	17.14 %

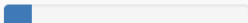
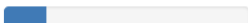

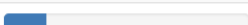
Tools for Open Access : DOAB

		Answers	Ratio
I use		2	5.71 %
I know but do not use		3	8.57 %
I do not know		24	68.57 %
No Answer		6	17.14 %

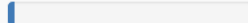
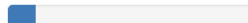

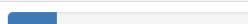
Tools for Open Access : OAPEN

		Answers	Ratio
I use		0	0.00 %
I know but do not use		6	17.14 %
I do not know		23	65.71 %
No Answer		6	17.14 %

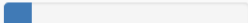
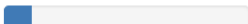

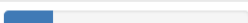
Tools for Open Access : arXiv

		Answers	Ratio
I use		4	11.43 %
I know but do not use		6	17.14 %
I do not know		19	54.29 %
No Answer		6	17.14 %

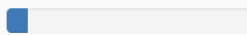
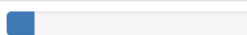

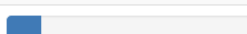
Tools for Open Access : Journalcheckertool.org

		Answers	Ratio
I use		1	2.86 %
I know but do not use		4	11.43 %
I do not know		23	65.71 %
No Answer		7	20.00 %

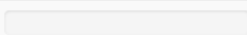
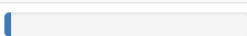

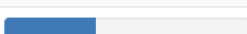
Tools for Open Access : OpenAIRE

		Answers	Ratio
I use		4	11.43 %
I know but do not use		4	11.43 %
I do not know		20	57.14 %
No Answer		7	20.00 %

Tools for Open Access : Sherpa


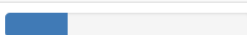
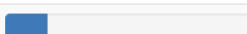

		Answers	Ratio
I use		3	8.57 %
I know but do not use		4	11.43 %
I do not know		23	65.71 %
No Answer		5	14.29 %

Tools for Open Access : Others

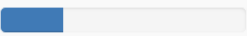
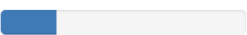
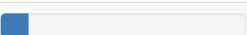

		Answers	Ratio
I use		0	0.00 %
I know but do not use		1	2.86 %
I do not know		21	60.00 %
No Answer		13	37.14 %

49% of respondents mention the existence of an institutional network of people at the university dealing with open access but only 26% mention the existence of an institutional network of external stakeholders dealing with open access.

Is there institutional networking of people at your university that deal with


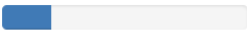
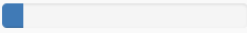
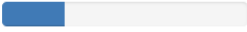
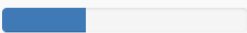
		Answers	Ratio
Open Access		17	48.57 %
Open Education		9	25.71 %
Open Innovation		6	17.14 %
No Answer		17	48.57 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		9	25.71 %
Open Education		8	22.86 %
Open Innovation		4	11.43 %
No Answer		23	65.71 %

57% of respondents are aware of the internal funding for open access publishing of papers, articles and books, and 26% are aware of the internal budget for participating in conference/networking. Note that the latter institutional budget refers to conferences in general, not only to OA/OE/OI ones. The rest of the answers are not in accordance with institutional reality.

Is there:

		Answers	Ratio
internal funding to publish Open Access papers, articles, books?		20	57.14 %
internal funding to publish digital research data / methods?		7	20.00 %
an internal budget for participating in Further education in OA/OE/OI?		3	8.57 %
an internal budget for participating in conferences / networking events on OA/OE/OI?		9	25.71 %
No Answer		12	34.29 %

Regarding the knowledge about OA/OE/OI event organisation by the institution, 5 respondents knew that those events had happened in the last seven years and that they will happen in the future. Most respondents (6 answers) didn't know about past and future events, and 3 respondents thought there were no past or future events, which is not in accordance with institutional reality.

4.1.2 Fachhochschule St Pölten GMBH (STPUAS), Austria

4.1.2.1 STPUAS Institutional situation

- The institution has a **policy** for Open Access
- The institution has a **strategy** for Open Access
- Importance of Open Access in terms of the institution's **strategic priority areas** is **high**
- Publication of articles/ papers / books with Open Access is **high**
- Priority of publication of preprints that have not yet undergone peer review is **low**
- The institution develops **activities/actions for Open Access**, for instance:
 - https://www.fhstp.ac.at/en/campus/library/open-access?set_language=en
- The university has signed the <https://openaccess.mpg.de/Berlin-Declaration> **declaration on Open Access**

STPUAS contributed the following examples for activities:

https://www.fhstp.ac.at/en/campus/library/open-access?set_language=en

STPUAS supports publishing with gold and green access, there is a fund for the fees.

STUPAS motivates its employees to upload a complete version of each publication onto the university's institutional repository (Phaidra) and to make these publications freely accessible (with CC-BY attribution, whenever possible), provided there are no legal or contractual impediments to doing so. STUPAS advises its employees to publish their scientific findings increasingly in Open Access journals, particularly those journals that are listed in the Directory of Open Access Journals.

Furthermore, STPUAS offers consultation regarding copyright and Open Licenses, Publishers / Journals in order to avoid publishing in Predatory / Fake journals and to inform about special agreements with publishers.

STPUAS also helps all members of the staff to search for and to access Open Access publications (when necessary, some costs can be covered).

4.1.2.2 *STPUAS Individual data*

Based on the responses, there is some level of engagement in activities or actions related to Open Access, Open Innovation, Open Education, and Open Science. Each category received a response of 20%, indicating that the participants reported involvement in these areas. However, a significant portion (80%) did not provide an answer

there were limited answers regarding how the participants engage in activities or actions related to Open Access, Open Innovation, Open Education, and Open Science. 20% of the participants mentioned department initiatives for internal actions, indicating that their respective departments have taken steps to promote openness. Another 20% mentioned implementing principles in everyday activities, suggesting that they incorporate open principles into their regular work. However, there were no responses regarding involvement in EU projects, running events/seminars/workshops, developing training/support, or other specific activities. Most participants (80%) did not provide an answer.

Do you develop activities/actions for

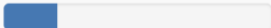
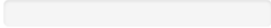

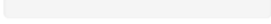
		Answers	Ratio
Open Access	<div><div></div></div>	1	20.00 %
Open Innovation	<div><div></div></div>	1	20.00 %
Open Education	<div><div></div></div>	1	20.00 %
Open Science	<div><div></div></div>	1	20.00 %
No Answer	<div><div></div></div>	4	80.00 %

If yes, how?


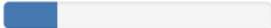
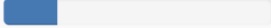
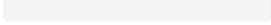
		Answers	Ratio
Part of an EU project	<div><div></div></div>	0	0.00 %
Department initiatives for internal actions	<div><div></div></div>	1	20.00 %
Running events/seminars/workshops	<div><div></div></div>	0	0.00 %
Implementing principles in everyday activities	<div><div></div></div>	1	20.00 %
Developing training/support for implementation	<div><div></div></div>	0	0.00 %
Other	<div><div></div></div>	0	0.00 %
No Answer	<div><div></div></div>	4	80.00 %

There is uncertainty about whether the university offers training or further education specifically focused on research for Open Access publications. 20% of the participants answered "Yes" indicating that such training is available. However, most respondents, 80%, answered "Don't know," suggesting uncertainty about the existence of training in this area. Regarding training or further education on Open-Access Publishing, 60% of the participants answered "Yes" indicating that such training is available at their university. 20% answered "No" suggesting that it is not available, and another 20% answered "Don't know," indicating uncertainty

Is there a training / further education at your university to the following aspects? : Research for Open Access publications


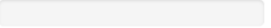
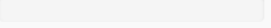
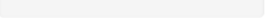
		Answers	Ratio
Yes		1	20.00 %
No		0	0.00 %
Don't know		4	80.00 %
No Answer		0	0.00 %

Is there a training / further education at your university to the following aspects? : Open-Access-Publishing



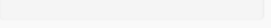
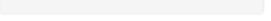
		Answers	Ratio
Yes		3	60.00 %
No		1	20.00 %
Don't know		1	20.00 %
No Answer		0	0.00 %

Based on the responses, 100% of the participants indicated that there is support at their university for both research for Open Access publications and Open-Access Publishing. This suggests that the university provides assistance or resources to facilitate and promote Open Access research and publishing. There were no participants who answered "No," "Don't know," or did not provide an answer.

Is there a support at your university for: : Research for Open Access publications


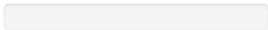
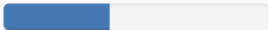
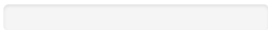
		Answers	Ratio
Yes		5	100.00 %
No		0	0.00 %
Don't know		0	0.00 %
No Answer		0	0.00 %

Is there a support at your university for: : Open-Access-Publishing

		Answers	Ratio
Yes		5	100.00 %
No		0	0.00 %
Don't know		0	0.00 %
No Answer		0	0.00 %

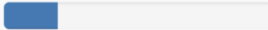
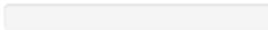

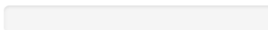
60% of the participants indicated that there is support at their university for the management and access to digital research data and methods. This suggests that the university provides assistance or resources in this area. There were no participants who answered "No," and 40% responded with "Don't know," indicating some uncertainty about the existence of support in this domain.

Is there a support at your university for : Management / access to digital research data and methods

		Answers	Ratio
Yes		3	60.00 %
No		0	0.00 %
Don't know		2	40.00 %
No Answer		0	0.00 %

20% of the participants indicated that there is support at their university for the "opening up" of research data and methods, often referred to as "science out loud." However, the majority of respondents (80%) answered "Don't know," suggesting uncertainty about the existence of support in this area. There were no participants who answered "No" or did not provide an answer

Is there a support at your university for : "Opening up" of research data and methods ("science out loud")

		Answers	Ratio
Yes		1	20.00 %
No		0	0.00 %
Don't know		4	80.00 %
No Answer		0	0.00 %

80% of the participants indicated that their university has institutional guidelines for Open Access. Additionally, 20% mentioned that their university has institutional guidelines for Open Data.

Regarding the availability of a tool for publishing Open Educational Resources (OER) and/or outcomes adhering to Open Access principles, 20% of the participants answered "Yes," indicating that their university provides such a tool. However, 60% answered "Don't know," suggesting uncertainty about the existence of such a tool.


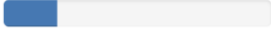
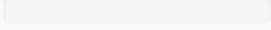
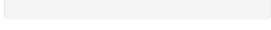
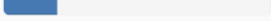
80% of the participants indicated that their university has a digital institutional repository where publications are stored.

Regarding the existence and use of a digital institutional repository for research methods and data, 60% of the participants answered "Yes," indicating that their university has such a repository. 20% responded with "No," suggesting that their university does not have such a repository.

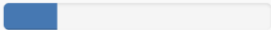
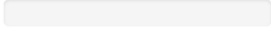

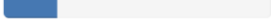
All of the participants who answered this question (100%) indicated that their university has open access contracts with authoritative publishers.

Overall, the responses indicate that there are institutional guidelines for Open Access and Open Data at the university, along with the presence of a digital institutional repository for publications. However, there is some uncertainty regarding the availability of a tool for publishing OER and/or outcomes, as well as the existence of a digital institutional repository for research methods and data.


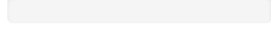
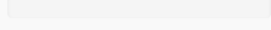
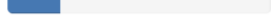
Does your university have institutional guidelines for

		Answers	Ratio
Open Access		4	80.00 %
Open Data		1	20.00 %
Open Educational Resources		0	0.00 %
Open Innovation		0	0.00 %
No Answer		1	20.00 %


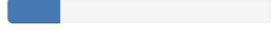
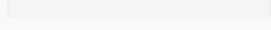
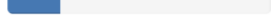
Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		1	20.00 %
No		0	0.00 %
Don't know		3	60.00 %
No Answer		1	20.00 %


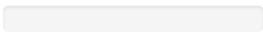
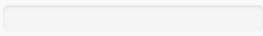
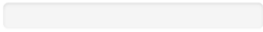
Does your university have / is using a digital institutional repository where publications are stored?

		Answers	Ratio
Yes		4	80.00 %
No		0	0.00 %
Don't know		0	0.00 %
No Answer		1	20.00 %

Does your university have / is using a digital institutional repository where research methods and data are stored?

		Answers	Ratio
Yes		3	60.00 %
No		1	20.00 %
Don't know		0	0.00 %
No Answer		1	20.00 %

Do you have open access contracts with (authoritative) publishers?

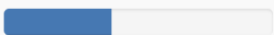
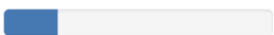
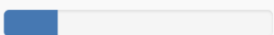
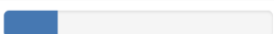
		Answers	Ratio
Yes		5	100.00 %
No		0	0.00 %
Don't know		0	0.00 %
No Answer		0	0.00 %

The results show that participants had variable degrees of knowledge about and use of various open access methods. ArXiv is the most well-known and frequently used tool, which indicates its popularity and importance in the Open Access community. Unpaywall also had some users, proving that obtaining scholarly papers was possible with it. However, the participants were less familiar with tools like Open Access Button, core.ac.uk, DOAJ, DOAB, OAPEN, Journalcheckertool.org, OpenAIRE, and Sherpa, with several participants claiming no knowledge of these tools.

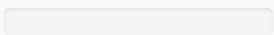
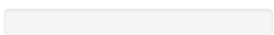

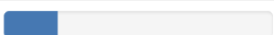
The findings emphasize the value of raising awareness and educating researchers and academics about various Open Access techniques. A greater understanding of these resources can improve researchers' access to Open Access materials and aid in the wider dissemination of knowledge. Universities and other academic institutions must offer teachers and students the resources and training they need to become proficient with these tools and their features.

Overall, the results highlight the necessity of ongoing campaigns to promote Open Access methods and their advantages as well as the significance of supporting scholars all over the world's access to academic content.

Tools for Open Access : Unpaywall

		Answers	Ratio
I use		2	40.00 %
I know but do not use		1	20.00 %
I do not know		1	20.00 %
No Answer		1	20.00 %

Tools for Open Access : Open Access Button

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		4	80.00 %
No Answer		1	20.00 %

Tools for Open Access : core.ac.uk

		Answers	Ratio
I use	<div><div></div></div>	1	20.00 %
I know but do not use	<div><div></div></div>	1	20.00 %
I do not know	<div><div></div></div>	2	40.00 %
No Answer	<div><div></div></div>	1	20.00 %

Tools for Open Access : DOAJ

		Answers	Ratio
I use	<div><div></div></div>	1	20.00 %
I know but do not use	<div><div></div></div>	1	20.00 %
I do not know	<div><div></div></div>	2	40.00 %
No Answer	<div><div></div></div>	1	20.00 %

Tools for Open Access : DOAB

		Answers	Ratio
I use	<div><div></div></div>	1	20.00 %
I know but do not use	<div><div></div></div>	0	0.00 %
I do not know	<div><div></div></div>	3	60.00 %
No Answer	<div><div></div></div>	1	20.00 %

Tools for Open Access : OAPEN

		Answers	Ratio
I use	<div><div></div></div>	0	0.00 %
I know but do not use	<div><div></div></div>	0	0.00 %
I do not know	<div><div></div></div>	4	80.00 %
No Answer	<div><div></div></div>	1	20.00 %

Tools for Open Access : Others

		Answers	Ratio
I use	<div><div></div></div>	0	0.00 %
I know but do not use	<div><div></div></div>	0	0.00 %
I do not know	<div><div></div></div>	4	80.00 %
No Answer	<div><div></div></div>	1	20.00 %

Tools for Open Access : OpenAIRE

		Answers	Ratio
I use	<div><div></div></div>	0	0.00 %
I know but do not use	<div><div></div></div>	2	40.00 %
I do not know	<div><div></div></div>	2	40.00 %
No Answer	<div><div></div></div>	1	20.00 %

Tools for Open Access : Sherpa

		Answers	Ratio
I use	<div><div></div></div>	1	20.00 %
I know but do not use	<div><div></div></div>	2	40.00 %
I do not know	<div><div></div></div>	1	20.00 %
No Answer	<div><div></div></div>	1	20.00 %

Tools for Open Access : arXiv

		Answers	Ratio
I use	<div><div></div></div>	4	80.00 %
I know but do not use	<div><div></div></div>	0	0.00 %
I do not know	<div><div></div></div>	1	20.00 %
No Answer	<div><div></div></div>	0	0.00 %

Tools for Open Access : Journalcheckertool.org

		Answers	Ratio
I use	<div><div></div></div>	0	0.00 %
I know but do not use	<div><div></div></div>	0	0.00 %
I do not know	<div><div></div></div>	4	80.00 %
No Answer	<div><div></div></div>	1	20.00 %

In terms of university institutional networking, 60% of participants highlighted networking among Open Access professionals. This demonstrates academic collaboration and knowledge sharing on

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Open Access themes. However, no specialised institutional networking for Open Education or Open Innovation was identified, implying that formal networking efforts in those areas are restricted. In terms of external stakeholders, 40% of participants reported institutional networking with Open Access-related external entities, while 20% reported networking for Open Education and Open Innovation. This implies some level of involvement and collaboration with outside organisations or individuals in those sectors. It's worth noting that some individuals did not respond, so there could have been more networking activities that were missed.

Is there institutional networking of people at your university that deal with


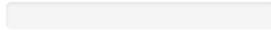
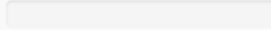
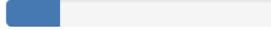
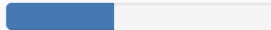
		Answers	Ratio
Open Access	<div><div></div></div>	3	60.00 %
Open Education	<div><div></div></div>	0	0.00 %
Open Innovation	<div><div></div></div>	0	0.00 %
No Answer	<div><div></div></div>	2	40.00 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access	<div><div></div></div>	2	40.00 %
Open Education	<div><div></div></div>	1	20.00 %
Open Innovation	<div><div></div></div>	1	20.00 %
No Answer	<div><div></div></div>	2	40.00 %

in terms of internal funding at the university, 60% of the participants indicated that there is internal funding available for publishing Open Access papers, articles, and books. This demonstrates the university's support for promoting Open Access publications and making research more accessible. However, none of the participants reported the availability of internal funding specifically for publishing digital research data or methods, suggesting that dedicated funding for sharing research data in a digital format may be limited. Additionally, no participants mentioned the presence of an internal budget for participating in further education on Open Access, Open Education, or Open Innovation, indicating that funding for educational activities in these areas may not be explicitly allocated.

Is there:

		Answers	Ratio
internal funding to publish Open Access papers, articles, books?		3	60.00 %
internal funding to publish digital research data / methods?		0	0.00 %
an internal budget for participating in Further education in OA/OE/OI?		0	0.00 %
an internal budget for participating in conferences / networking events on OA/OE/OI?		1	20.00 %
No Answer		2	40.00 %

However, 20% of the participants reported the existence of an internal budget for participating in conferences or networking events related to Open Access, Open Education, or Open Innovation, highlighting the university's support for engagement and collaboration in relevant events. It's worth noting that some participants did not provide an answer, so there may be additional funding considerations that were not captured in the responses.

4.1.3 Magyar Agrár - és Élettudományi Egyetem (MATE), Hungary

4.1.3.1 MATE Institutional Situation

- The institution has a **policy** for Open Access (open access is required)
- The institution hasn't a **strategy** for Open Access
- Importance of Open Access in terms of the institution's **strategic priority areas** is **high**
- Publication of articles/ papers / books with Open Access is **very high**
- Priority of publication of preprints that have not yet undergone peer review is **very low**
- The institution **develops several activities/actions** for Open Access
- The university has not signed any of the mentioned **declarations on Open Access**, but it has signed the <https://nkfih.gov.hu/openscience/position-paper-on-open-science> declaration

4.1.3.2 MATE Individual Data


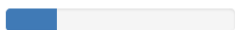
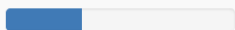
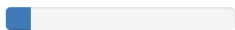
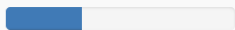
Answers to the individual survey, with 9 respondents, revealed the following trends:

44% of respondents develop activities for open access, mostly by running events/seminars/workshops

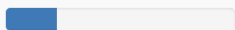
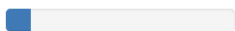
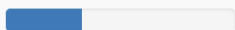
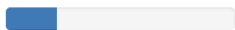
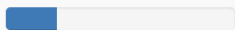
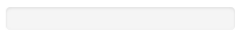
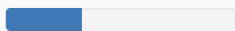
44% of the respondents are aware of training/further education to research for open access publications and open access publishing; 11% think there is no training/further education to

research for open access publications; 44% don't know about training / further education for Research for Open Access publications, and 56% don't know about training / further education for Open-Access-Publishing.

Do you develop activities/actions for


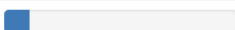

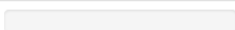
		Answers	Ratio
Open Access		4	44.44 %
Open Innovation		2	22.22 %
Open Education		3	33.33 %
Open Science		1	11.11 %
No Answer		3	33.33 %

If yes, how?


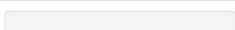

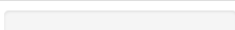
		Answers	Ratio
Part of an EU project		2	22.22 %
Department initiatives for internal actions		1	11.11 %
Running events/seminars/workshops		3	33.33 %
Implementing principles in everyday activities		2	22.22 %
Developing training/support for implementation		2	22.22 %
Other		0	0.00 %
No Answer		3	33.33 %

44% of the respondents are aware of training/further education to research for open access publications and open access publishing; 11% think there is no training/further education to research for open access publications; 44% don't know about training / further education for Research for Open Access publications, and 56% don't know about training / further education for Open-Access-Publishing.

Is there a training / further education at your university to the following aspects? : Research for Open Access publications


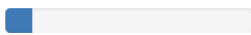
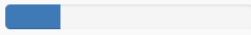
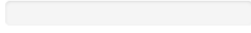
		Answers	Ratio
Yes		4	44.44 %
No		1	11.11 %
Don't know		4	44.44 %
No Answer		0	0.00 %

Is there a training / further education at your university to the following aspects? : Open-Access-Publishing


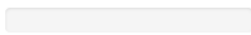
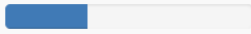
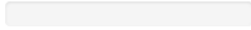
		Answers	Ratio
Yes		4	44.44 %
No		0	0.00 %
Don't know		5	55.56 %
No Answer		0	0.00 %

Regarding support of university for several open access matters, 67% is aware of support for research for open access publications, 67% is aware of support for open-access-publishing, which shows that in general the respondents know the institutional policies regarding open access publishing, and 44% is aware of support for management/access to digital research data and methods. Regarding support for “opening up” of research data and methods, 22% answers there is no support, and the majority doesn’t know.


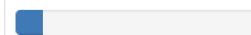
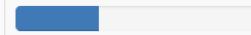
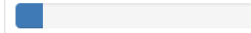
Is there a support at your university for: : Research for Open Access publications

		Answers	Ratio
Yes		6	66.67 %
No		1	11.11 %
Don't know		2	22.22 %
No Answer		0	0.00 %

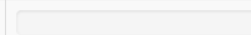
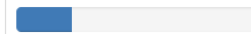

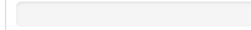
Is there a support at your university for: : Open-Access-Publishing

		Answers	Ratio
Yes		6	66.67 %
No		0	0.00 %
Don't know		3	33.33 %
No Answer		0	0.00 %

Is there a support at your university for: : Management / access to digital research data and methods

		Answers	Ratio
Yes		4	44.44 %
No		1	11.11 %
Don't know		3	33.33 %
No Answer		1	11.11 %






Is there a support at your university for: : “Opening up” of research data and methods (“science out loud”)

		Answers	Ratio
Yes		0	0.00 %
No		2	22.22 %
Don't know		7	77.78 %
No Answer		0	0.00 %

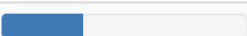



56% of the respondents is aware of the institutional guidelines for open access. However, depending on the subject, there are different trends in answers. In the case of knowing that the university has a tool to publish OER adhering to open access principles, most respondents answer

“yes” (33%). At the same time, 33% know about the existence of a digital institutional repository where publications are stored, which is in accordance with the institutional reality. 67% answered “no” or “don’t know” about the existence of a digital institutional repository where research methods and data are stored.

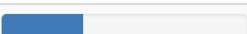

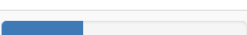

Does your university have institutional guidelines for

		Answers	Ratio
Open Access		5	55.56 %
Open Data		1	11.11 %
Open Educational Resources		4	44.44 %
Open Innovation		1	11.11 %
No Answer		2	22.22 %


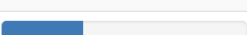
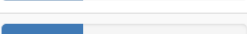

Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		3	33.33 %
No		2	22.22 %
Don't know		2	22.22 %
No Answer		2	22.22 %

Does your university have / is using a digital institutional repository where publications are stored?

		Answers	Ratio
Yes		3	33.33 %
No		1	11.11 %
Don't know		3	33.33 %
No Answer		2	22.22 %

Does your university have / is using a digital institutional repository where research methods and data are stored?

		Answers	Ratio
Yes		1	11.11 %
No		3	33.33 %
Don't know		3	33.33 %
No Answer		2	22.22 %

Regarding knowledge about open access agreements with authoritative publishers, most of respondents doesn’t know or answers “no”. This is not in accordance with the institutional reality.

Do you have open access contracts with (authoritative) publishers?

		Answers	Ratio
Yes		2	22.22 %
No		4	44.44 %
Don't know		3	33.33 %
No Answer		0	0.00 %

Regarding publishing in open access publishers and journals (open answer), one respondent mentions the Polish Journal of Management Studies, and another one mentions MDPI journals. Concerning tools for open access, most respondents are not aware of the existence of all the listed options, nor of others not listed.

Tools for Open Access : Unpaywall

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		9	100.00 %
No Answer		0	0.00 %

Tools for Open Access : Open Access Button

		Answers	Ratio
I use		0	0.00 %
I know but do not use		3	33.33 %
I do not know		6	66.67 %
No Answer		0	0.00 %

Tools for Open Access : core.ac.uk

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		9	100.00 %
No Answer		0	0.00 %

Tools for Open Access : DOAJ

		Answers	Ratio
I use		1	11.11 %
I know but do not use		0	0.00 %
I do not know		8	88.89 %
No Answer		0	0.00 %

Tools for Open Access : DOAB

		Answers	Ratio
I use	<div><div></div></div>	0	0.00 %
I know but do not use	<div><div></div></div>	0	0.00 %
I do not know	<div><div></div></div>	9	100.00 %
No Answer	<div><div></div></div>	0	0.00 %

Tools for Open Access : OAPEN

		Answers	Ratio
I use	<div><div></div></div>	0	0.00 %
I know but do not use	<div><div></div></div>	0	0.00 %
I do not know	<div><div></div></div>	9	100.00 %
No Answer	<div><div></div></div>	0	0.00 %

Tools for Open Access : arXiv

		Answers	Ratio
I use	<div><div></div></div>	0	0.00 %
I know but do not use	<div><div></div></div>	0	0.00 %
I do not know	<div><div></div></div>	9	100.00 %
No Answer	<div><div></div></div>	0	0.00 %

Tools for Open Access : Journalcheckertool.org

		Answers	Ratio
I use	<div><div></div></div>	1	11.11 %
I know but do not use	<div><div></div></div>	0	0.00 %
I do not know	<div><div></div></div>	8	88.89 %
No Answer	<div><div></div></div>	0	0.00 %

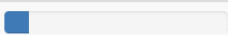
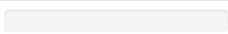

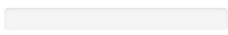
Tools for Open Access : OpenAIRE

		Answers	Ratio
I use	<div><div></div></div>	2	22.22 %
I know but do not use	<div><div></div></div>	1	11.11 %
I do not know	<div><div></div></div>	6	66.67 %
No Answer	<div><div></div></div>	0	0.00 %

Tools for Open Access : Sherpa



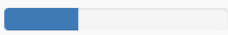
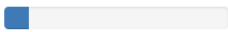
		Answers	Ratio
I use	<div><div></div></div>	2	22.22 %
I know but do not use	<div><div></div></div>	0	0.00 %
I do not know	<div><div></div></div>	7	77.78 %
No Answer	<div><div></div></div>	0	0.00 %

Tools for Open Access : Others


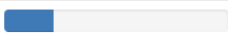
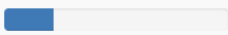

		Answers	Ratio
I use		1	11.11 %
I know but do not use		0	0.00 %
I do not know		8	88.89 %
No Answer		0	0.00 %

78% of respondents mention the existence of an institutional network of people at the university dealing with open access but only 44% mention the existence of an institutional network of external stakeholders dealing with open access.

Is there institutional networking of people at your university that deal with

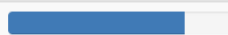
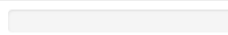
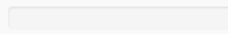
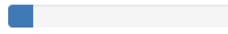
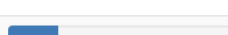
		Answers	Ratio
Open Access		7	77.78 %
Open Education		6	66.67 %
Open Innovation		3	33.33 %
No Answer		1	11.11 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		4	44.44 %
Open Education		2	22.22 %
Open Innovation		2	22.22 %
No Answer		4	44.44 %

78% of respondents are aware of the internal funding for open access publishing of papers, articles and books.

Is there:

		Answers	Ratio
internal funding to publish Open Access papers, articles, books?		7	77.78 %
internal funding to publish digital research data / methods?		0	0.00 %
an internal budget for participating in Further education in OA/OE/OI?		0	0.00 %
an internal budget for participating in conferences / networking events on OA/OE/OI?		1	11.11 %
No Answer		2	22.22 %

Regarding the knowledge about OA/OE/OI event organisation by the institution, all the respondents mentioned that they didn't know about past and future events in the last seven years and that they might happen in the future.

4.1.4 Universitatea Politehnica Timișoara (UPT), Romania

4.1.4.1 UPT Institutional Situation

- The institution has a **policy** for Open Access
- The institution has a **strategy** for Open Access
- Importance of Open Access in terms of the institution's **strategic priority areas** is **low**
- Publication of articles/ papers / books with Open Access is very **high**
- Priority of publication of preprints that have not yet undergone peer review is **very low**
- The institution develops **activities/actions** for Open Access, for instance:
- several journals which are published by the university are with open access policies <http://www.jauh.upt.ro/index.php/JAUH/open-access> <https://sc.upt.ro/ro/mastercom>
- The institution has signed the UNESCO and OEG **declarations on Open Access**

UPT contributed the following examples for activities:

Several journals which are published by the university are with open access policies

<http://www.jauh.upt.ro/index.php/JAUH/open-access>, <https://sc.upt.ro/ro/mastercom>

Journal of Electrical Engineering, <http://jee.ro/index.php/jee/ino>

Journal of Architecture, Urbanism and Heritage, <http://www.jauh.upt.ro/index.php/JAUH/about>,

<http://www.jauh.upt.ro/index.php/JAUH/open-access>

Acta Technica Corviniensis, <https://acta.fih.upt.ro/>

Mastercom, <https://pgsj.upt.ro/about/about-the-journal>

Nonconventional Technologies Review, <http://www.revtn.ro/index.php/revtn/about>


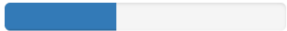


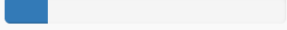
4.1.4.2 UPT Individual Data

Answers to the individual survey, with 33 respondents, revealed the following trends:

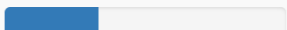



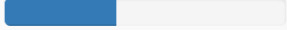
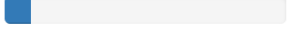
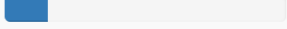
63% of respondents develop activities for open education while 57% develop for Open Access.

These activities are mostly developed by implementing its principles in everyday activities(57%) closely followed by running events/seminars/workshops (51%).

Do you develop activities/actions for


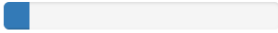
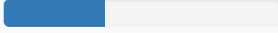
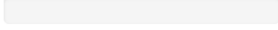
		Answers	Ratio
Open Access		19	57.58 %
Open Innovation		13	39.39 %
Open Education		21	63.64 %
Open Science		16	48.48 %
No Answer		5	15.15 %

If yes, how?

		Answers	Ratio
Part of an EU project		11	33.33 %
Department initiatives for internal actions		16	48.48 %
Running events/seminars/workshops		17	51.52 %
Implementing principles in everyday activities		19	57.58 %
Developing training/support for implementation		13	39.39 %
Other		3	9.09 %
No Answer		5	15.15 %


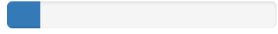
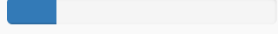
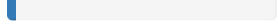
The majority of respondents; 54%, are aware of the training and further education regarding open access publication in their institution. Furthermore, 60% are also aware of the training and further education regarding open access publishing. These values concord with the institution's claim to having a strategy for Open Access education.

Is there a training / further education at your university to the following aspects? : Research for Open Access publications


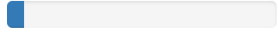
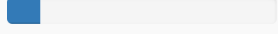
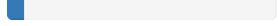
		Answers	Ratio
Yes		18	54.55 %
No		3	9.09 %
Don't know		12	36.36 %
No Answer		0	0.00 %

Is there a training / further education at your university to the following aspects? : Open-Access-Publishing

Is there a support at your university for: : Research for Open Access publications


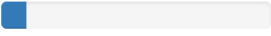
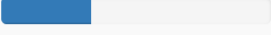
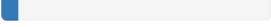
		Answers	Ratio
Yes		22	66.67 %
No		4	12.12 %
Don't know		6	18.18 %
No Answer		1	3.03 %

Is there a support at your university for: : Open-Access-Publishing

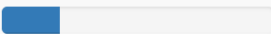


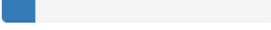
		Answers	Ratio
Yes		25	75.76 %
No		2	6.06 %
Don't know		4	12.12 %
No Answer		2	6.06 %

66% of the respondents are familiar with the support of the institution towards open access publication, while a staggering 75% are aware of the support towards open-access-publishing. This represents the institution's positive policies towards open access publishing. In addition, 51% are aware of the institution's support towards management/access to digital research data and methods while a close 33% don't know whether the institute is in support or not. Furthermore 21% recognize the institution's support for "opening up" of research data and methods while 57% don't know the institution's stance. The institution's support for publishing and management/access to digital data is mostly recognized by the respondents, however, many of them don't know whether the institution supports "opening up" of research data or not.

Is there a support at your university for: : Management / access to digital research data and methods

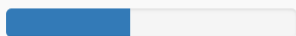
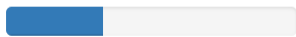

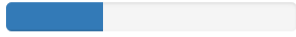
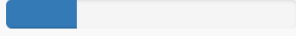
		Answers	Ratio
Yes		17	51.52 %
No		3	9.09 %
Don't know		11	33.33 %
No Answer		2	6.06 %

Is there a support at your university for: : “Opening up” of research data and methods (“science out loud”)

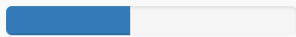

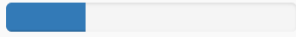
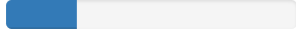
		Answers	Ratio
Yes		7	21.21 %
No		3	9.09 %
Don't know		19	57.58 %
No Answer		4	12.12 %

The majority of the respondents (66%) are aware of the institution’s guidelines for “open Educational Resources” (OER) while 42% stated that there are guidelines for OA. In regards to having a tool that provides the possibility for teachers and researchers to publish OER adhering to the open access principles, 42% of the respondents said they know of a tool while 27% said they don’t know whether a tool exists or not. 33% (majority) of respondents are aware of a digital repository where publications are stored. 21% of the respondents are aware of a repository for storing research methods and data, however the majority(36%) don't know whether it exists or not.

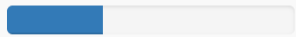

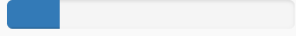
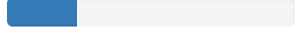
Does your university have institutional guidelines for

		Answers	Ratio
Open Access		14	42.42 %
Open Data		11	33.33 %
Open Educational Resources		22	66.67 %
Open Innovation		11	33.33 %
No Answer		8	24.24 %

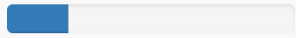
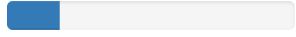
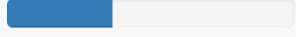
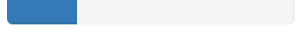
Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		14	42.42 %
No		2	6.06 %
Don't know		9	27.27 %
No Answer		8	24.24 %

Does your university have / is using a digital institutional repository where publications are stored?

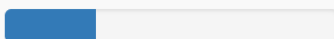

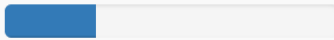
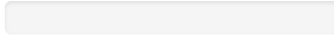
		Answers	Ratio
Yes		11	33.33 %
No		8	24.24 %
Don't know		6	18.18 %
No Answer		8	24.24 %

Does your university have / is using a digital institutional repository where research methods and data are stored?

		Answers	Ratio
Yes		7	21.21 %
No		6	18.18 %
Don't know		12	36.36 %
No Answer		8	24.24 %

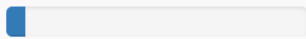
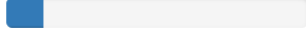

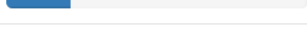
45% of the respondents answered “no” in regards to whether contracts were constructed with authoritative publishers while 27% of the respondents said that they are aware of such contracts. An equal 27% of respondents said that they know whether the institution has these contracts or not.

Do you have open access contracts with (authoritative) publishers?

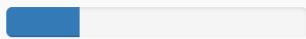
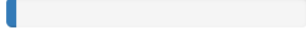
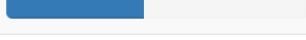
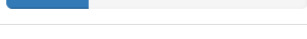
		Answers	Ratio
Yes		9	27.27 %
No		15	45.45 %
Don't know		9	27.27 %
No Answer		0	0.00 %

In regards to the usage of tools for open access, the most used tools are DOAJ (33%) and arXiv(33%). This shows that the respondents have some level of knowledge in utilising tools for open access. However, for the rest of the listed tools (Unpaywall, Open Access Button, core.ac.uk, etc), most of the responses were “I don't know” which indicates that most of the respondents are not familiar with interacting with the different available tools for open access. An effort to increase

Tools for Open Access : Unpaywall

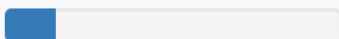
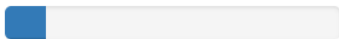

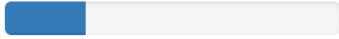
		Answers	Ratio
I use		2	6.06 %
I know but do not use		4	12.12 %
I do not know		20	60.61 %
No Answer		7	21.21 %

Tools for Open Access : Open Access Button

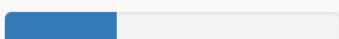
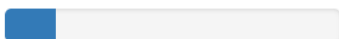
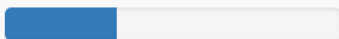
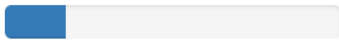
		Answers	Ratio
I use		8	24.24 %
I know but do not use		1	3.03 %
I do not know		15	45.45 %
No Answer		9	27.27 %

awareness and education for these different tools may help researchers and teachers in having better/efficient access to open access materials.

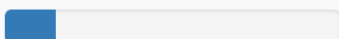
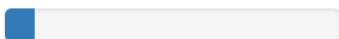

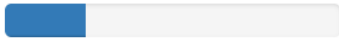
Tools for Open Access : core.ac.uk

		Answers	Ratio
I use		5	15.15 %
I know but do not use		4	12.12 %
I do not know		16	48.48 %
No Answer		8	24.24 %

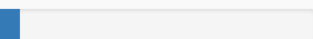
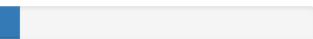

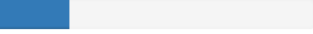
Tools for Open Access : DOAJ

		Answers	Ratio
I use		11	33.33 %
I know but do not use		5	15.15 %
I do not know		11	33.33 %
No Answer		6	18.18 %

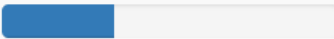
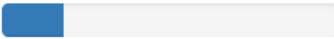
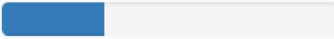
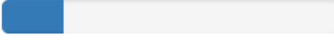
Tools for Open Access : DOAB

		Answers	Ratio
I use		5	15.15 %
I know but do not use		3	9.09 %
I do not know		17	51.52 %
No Answer		8	24.24 %

Tools for Open Access : OAPEN



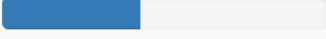
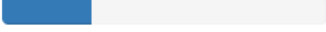
		Answers	Ratio
I use		3	9.09 %
I know but do not use		3	9.09 %
I do not know		19	57.58 %
No Answer		8	24.24 %

Tools for Open Access : arXiv



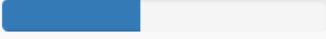
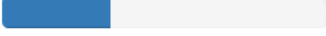
		Answers	Ratio
I use		11	33.33 %
I know but do not use		6	18.18 %
I do not know		10	30.30 %
No Answer		6	18.18 %

In the area of institutional networking, 66% of the respondents pointed out that there are networking of people in their institution that deal with Open Education, while 48% said that there are people dealing with Open Access. This goes with the institution's claim to having a policy as well as strategy for Open Access. This also further contrasts the institution's support for these sectors. As for networking with external stakeholders, 57% of the respondents said that there are external stakeholders dealing with Open education. Closely followed by 48% that said that there are external people dealing with Open Access. This implies that the institution is involved with external collaboration with several organisations that deal with the mentioned sectors.

Is there institutional networking of people at your university that deal with


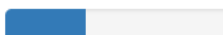
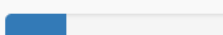
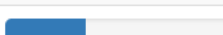

		Answers	Ratio
Open Access		16	48.48 %
Open Education		22	66.67 %
Open Innovation		14	42.42 %
No Answer		9	27.27 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		16	48.48 %
Open Education		19	57.58 %
Open Innovation		14	42.42 %
No Answer		11	33.33 %

A positive 66% said that there is internal funding for publishing Open Access papers, articles, and books. When previously asked if the institute supports open access publishing, most respondents said “yes”, this further proves the institution's support since there is internal funding for publishing open access materials. Another 24% said that there is internal funding to publishing digital research data/methods. 42% said that there is an internal funding for participating in further education, conferences, or networking events regarding IA/OE/OI. Overall there is positive support from the institution in regards to open access strategies and policies.

Is there:

		Answers	Ratio
internal funding to publish Open Access papers, articles, books?		22	66.67 %
internal funding to publish digital research data / methods?		8	24.24 %
an internal budget for participating in Further education in OA/OE/OI?		6	18.18 %
an internal budget for participating in conferences / networking events on OA/OE/OI?		8	24.24 %
No Answer		9	27.27 %

4.1.5 UC Limburg (UCLL), Belgium

4.1.5.1 UCLL Institutional Situation

- The institution does not have a **policy** for Open Access
- The institution does not have a **strategy** for Open Access
- Importance of Open Access in terms of the institution's **strategic priority areas** is **very low**
- Publication of articles/ papers / books with Open Access is very **low**
- Priority of publication of preprints that have not yet undergone peer review is **low**
- The Institution does not develop activities/actions for Open Access
- The institution has not signed any **declarations on Open Access**

UCLL contributed the following examples for activities:

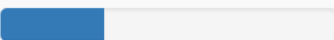



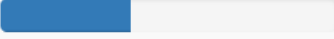
“There are only ad hoc on a project basis, where a tendency is emerging to provide budget for open access publications”.

4.1.5.2 UCLL Individual Data


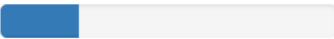
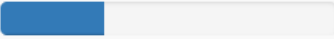
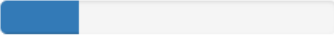
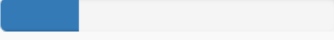
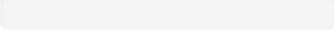
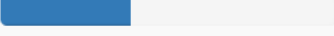
Answers to the individual survey, with 13 respondents, revealed the following trends:

Equal number of respondents (46%) answered that they develop activities for Open Innovation and Open Education and 30% said for Open Access. 46% of the respondents said that these activities/actions are mostly developed through being part of an EU project. Closely after, 30% said that they do it by running events/seminars/workshops.

Do you develop activities/actions for

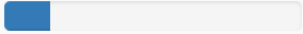
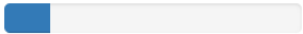

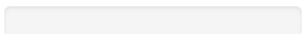
		Answers	Ratio
Open Access		4	30.77 %
Open Innovation		6	46.15 %
Open Education		6	46.15 %
Open Science		2	15.38 %
No Answer		5	38.46 %

If yes, how?

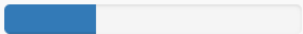
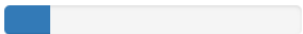

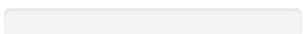
		Answers	Ratio
Part of an EU project		6	46.15 %
Department initiatives for internal actions		3	23.08 %
Running events/seminars/workshops		4	30.77 %
Implementing principles in everyday activities		3	23.08 %
Developing training/support for implementation		3	23.08 %
Other		0	0.00 %
No Answer		5	38.46 %

69% of respondents stated that they don't know if training/further education for open access publication exists or not (within their institution). Only 15% stated that there is training for OA publication. As for training/further education for open-access-publishing, majority of the respondents 53% also stated that they don't know whether such training exists. However, 30% stated that there is such training. The high percentages of "Don't know" demonstrates the institution's limitations in communication and support.

Is there a training / further education at your university to the following aspects? : Research for Open Access publications

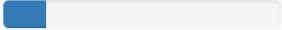
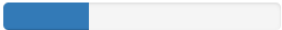

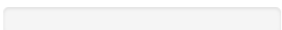
		Answers	Ratio
Yes		2	15.38 %
No		2	15.38 %
Don't know		9	69.23 %
No Answer		0	0.00 %

Is there a training / further education at your university to the following aspects? : Open-Access-Publishing


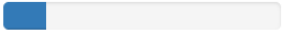
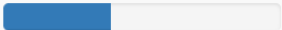
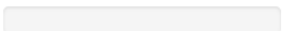
		Answers	Ratio
Yes		4	30.77 %
No		2	15.38 %
Don't know		7	53.85 %
No Answer		0	0.00 %

The majority of the respondents (53%) are not aware of the institution's support for research for Open Access publication while only 15% stated that it is in fact supported. 46% of the respondents said "yes" when asked if their institute has any support for open-access-publishing while 38% are not aware if such support exists or not. While the support for open-access-publishing is slightly recognized, the lack of open and clear communication is forming an obstacle since many respondents are not aware if such support exists or not. 53% of the respondents said that they are not aware if their institution provides support for management/access to digital research and methods, while 30% said "yes" when asked. A staggering 69% said that they are not aware if there is support for "opening up" of research data and management ("science out loud"). These responses reflect the institution's weak strategy towards Open Access.

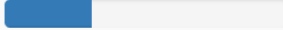
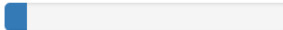

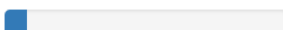
Is there a support at your university for: : Research for Open Access publications

		Answers	Ratio
Yes		2	15.38 %
No		4	30.77 %
Don't know		7	53.85 %
No Answer		0	0.00 %

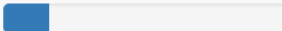
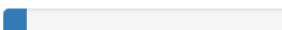

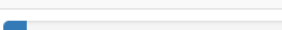
Is there a support at your university for: : Open-Access-Publishing

		Answers	Ratio
Yes		6	46.15 %
No		2	15.38 %
Don't know		5	38.46 %
No Answer		0	0.00 %

Is there a support at your university for: : Management / access to digital research data and methods

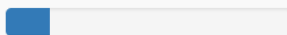
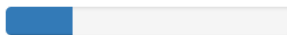
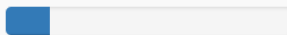
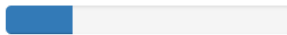

		Answers	Ratio
Yes		4	30.77 %
No		1	7.69 %
Don't know		7	53.85 %
No Answer		1	7.69 %

Is there a support at your university for: : “Opening up” of research data and methods (“science out loud”)

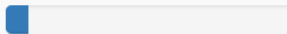
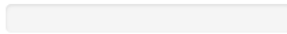
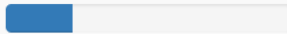

		Answers	Ratio
Yes		2	15.38 %
No		1	7.69 %
Don't know		9	69.23 %
No Answer		1	7.69 %

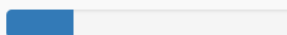
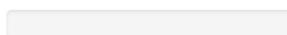
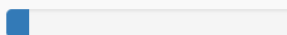

The majority of respondents (69%) chose to not answer when asked if their university had institutional guidelines. Similarly, the majority of respondents (69%) chose to provide no answer to the following questions; having a tool that provides the possibility for teachers and researchers to publish OER adhering to the open access principles, having/using digital institutional repository where publications are stored, having/using institutional repository where research methods and data are stored.

Does your university have institutional guidelines for

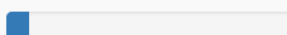
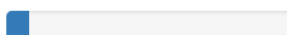
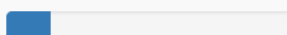

		Answers	Ratio
Open Access		2	15.38 %
Open Data		3	23.08 %
Open Educational Resources		2	15.38 %
Open Innovation		3	23.08 %
No Answer		9	69.23 %

Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		1	7.69 %
No		0	0.00 %
Don't know		3	23.08 %
No Answer		9	69.23 %

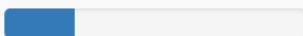
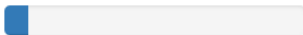

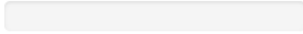
		Answers	Ratio
Yes		3	23.08 %
No		0	0.00 %
Don't know		1	7.69 %
No Answer		9	69.23 %

Does your university have / is using a digital institutional repository where research methods and data are stored?

		Answers	Ratio
Yes		1	7.69 %
No		1	7.69 %
Don't know		2	15.38 %
No Answer		9	69.23 %

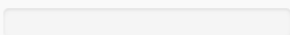
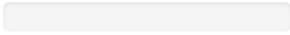

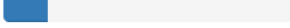
The majority of respondents said that they don't know whether open access contracts were signed with (authoritative) publishers which reflects the institute's lack of strategy for open access.

Do you have open access contracts with (authoritative) publishers?

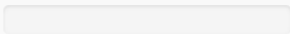
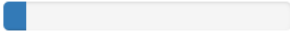

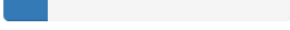
		Answers	Ratio
Yes		3	23.08 %
No		1	7.69 %
Don't know		9	69.23 %
No Answer		0	0.00 %

In regards to the usage of tools for open access, none of the tools are used, 0% of all the respondents said they use any of the listed tools. However, DOAJ is the most recognized tool that

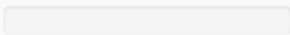
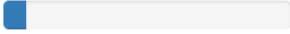

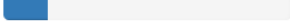
Tools for Open Access : Unpaywall

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		11	84.62 %
No Answer		2	15.38 %

Tools for Open Access : Open Access Button

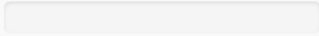
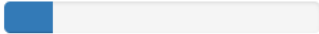

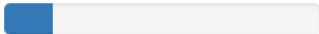
		Answers	Ratio
I use		0	0.00 %
I know but do not use		1	7.69 %
I do not know		10	76.92 %
No Answer		2	15.38 %

Tools for Open Access : core.ac.uk

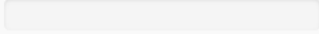
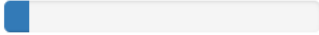

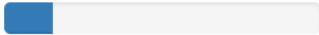
		Answers	Ratio
I use		0	0.00 %
I know but do not use		1	7.69 %
I do not know		10	76.92 %
No Answer		2	15.38 %

isn't used. The majority of the respondents always answered “ I do not know”. These responses indicate that the institution does not encourage or promote the usage of any of these tools which can be reflected as a lack of strategy for Open Access.

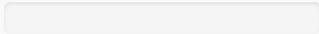
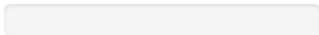

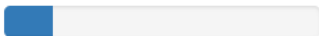
Tools for Open Access : DOAJ

		Answers	Ratio
I use		0	0.00 %
I know but do not use		2	15.38 %
I do not know		9	69.23 %
No Answer		2	15.38 %

Tools for Open Access : DOAB

		Answers	Ratio
I use		0	0.00 %
I know but do not use		1	7.69 %
I do not know		10	76.92 %
No Answer		2	15.38 %

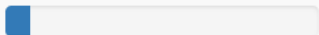

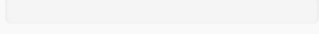

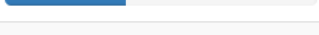

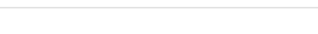
Tools for Open Access : OAPEN

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		11	84.62 %
No Answer		2	15.38 %

When asked if there are institutional networking of people at the university that deal with either OA/OE/OI, the majority of respondents (61%) chose to not provide an answer. However, 38% said Open Education while 23% said Open Access. Similarly, when asked if there is an institutional

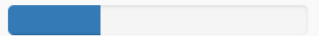
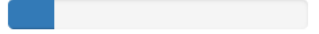
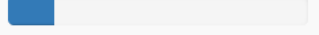
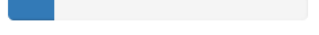

networking with external stakeholders that deal with either OA/OE/OI, 84% of the respondents chose to also not provide an answer.

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		1	7.69 %
Open Education		2	15.38 %
Open Innovation		0	0.00 %
No Answer		11	84.62 %
Open Education		5	38.46 %
Open Innovation		2	15.38 %
No Answer		8	61.54 %

30% of the respondents said that there is an internal funding to open access papers, articles, and books. While the abundance of support for open access is weak, the institution still has an internal funding set up to slightly assist. However, the majority of the respondents 53% chose to not provide an answer.

Is there:

		Answers	Ratio
internal funding to publish Open Access papers, articles, books?		4	30.77 %
internal funding to publish digital research data / methods?		2	15.38 %
an internal budget for participating in Further education in OA/OE/OI?		2	15.38 %
an internal budget for participating in conferences / networking events on OA/OE/OI?		2	15.38 %
No Answer		7	53.85 %

4.1.6 Vidzemes Augstskola (ViA), Latvia

4.1.6.1 ViA Institutional Situation

- No answer provided for **policy** for Open Access (no answer)
- No answer provided for **strategy** for Open Access (no answer)
- Importance of Open Access in terms of the institution's **strategic priority areas** is **high**
- Publication of articles/ papers / books with Open Access is **high**
- Priority of publication of preprints that have not yet undergone peer review is **low**
- The institution develops **activities/actions for Open Access**, for instance:
 - Seminars
- The university has not signed any **declarations on Open Access**

ViA contributed the following examples for activities:






“Frequent seminars are organized about all fields incl. OA - all researchers at the institution are reminded, informed, consulted at the faculty meetings and other gatherings.”

4.1.6.2 ViA Individual Data



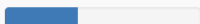


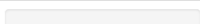

Answers to the individual survey, with 8 respondents, revealed the following trends:

50% of respondents develop activities for open access, mostly by implementing principles in everyday activities.

Do you develop activities/actions for




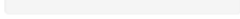
		Answers	Ratio
Open Access		4	50.00 %
Open Innovation		4	50.00 %
Open Education		4	50.00 %
Open Science		6	75.00 %
No Answer		1	12.50 %

If yes, how?


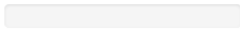
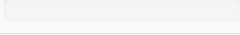
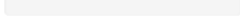
		Answers	Ratio
Part of an EU project		4	50.00 %
Department initiatives for internal actions		4	50.00 %
Running events/seminars/workshops		3	37.50 %
Implementing principles in everyday activities		6	75.00 %
Developing training/support for implementation		1	12.50 %
Other		0	0.00 %
No Answer		1	12.50 %

62% of the respondents are aware of training/further education to research for open access publications, and 100% to open access publishing, which is consistent with the institutional response about this matter (open access strategy).

Is there a training / further education at your university to the following aspects? : Research for Open Access publications



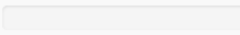
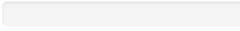
		Answers	Ratio
Yes		5	62.50 %
No		1	12.50 %
Don't know		2	25.00 %
No Answer		0	0.00 %

Is there a training / further education at your university to the following aspects? : Open-Access-Publishing



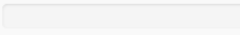
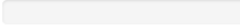
		Answers	Ratio
Yes		8	100.00 %
No		0	0.00 %
Don't know		0	0.00 %
No Answer		0	0.00 %

Regarding support of university for several open access matters, 75% is aware of support for research for open access publications, 75% is aware of support for open-access-publishing, which shows that in general the respondents know the institutional policies regarding open access publishing, and 62% is aware of support for management/access to digital research data and methods. Regarding support for “opening up” of research data and methods, only 25% are aware of it, which reflects the low number of institutional initiatives in this matter.



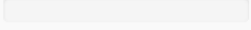

Is there a support at your university for: : Research for Open Access publications

		Answers	Ratio
Yes		6	75.00 %
No		2	25.00 %
Don't know		0	0.00 %
No Answer		0	0.00 %


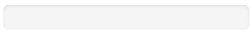


Is there a support at your university for: : Open-Access-Publishing

		Answers	Ratio
Yes		6	75.00 %
No		2	25.00 %
Don't know		0	0.00 %
No Answer		0	0.00 %

Is there a support at your university for: : Management / access to digital research data and methods

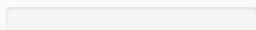


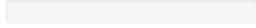
		Answers	Ratio
Yes		5	62.50 %
No		2	25.00 %
Don't know		0	0.00 %
No Answer		1	12.50 %

Is there a support at your university for: : "Opening up" of research data and methods ("science out loud")




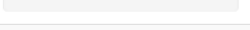

		Answers	Ratio
Yes		2	25.00 %
No		0	0.00 %
Don't know		4	50.00 %
No Answer		2	25.00 %

Only 12% of the respondents are aware of the institutional guidelines for open access. In the case of knowing that the university has a tool to publish OER adhering to open access principles, using a digital institutional repository where publications are stored, using a digital institutional repository where research methods and data are stored, most respondents don't answer. Only 1 respondent answered "yes" to all questions. This reflects the lack of information or inexistence of this tool at the institution.

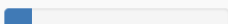
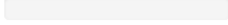
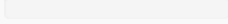

Do you have open access contracts with (authoritative) publishers?

		Answers	Ratio
Yes		0	0.00 %
No		3	37.50 %
Don't know		5	62.50 %
No Answer		0	0.00 %

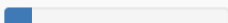
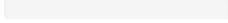
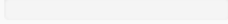

Does your university have institutional guidelines for

		Answers	Ratio
Open Access		1	12.50 %
Open Data		1	12.50 %
Open Educational Resources		1	12.50 %
Open Innovation		0	0.00 %
No Answer		7	87.50 %

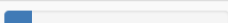
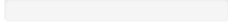
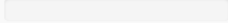

Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		1	12.50 %
No		0	0.00 %
Don't know		0	0.00 %
No Answer		7	87.50 %

Does your university have / is using a digital institutional repository where publications are stored?

		Answers	Ratio
Yes		1	12.50 %
No		0	0.00 %
Don't know		0	0.00 %
No Answer		7	87.50 %

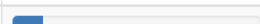
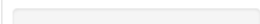
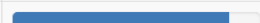
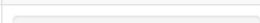
Does your university have / is using a digital institutional repository where research methods and data are stored?

		Answers	Ratio
Yes		1	12.50 %
No		0	0.00 %
Don't know		0	0.00 %
No Answer		7	87.50 %

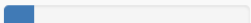
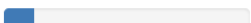

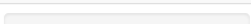
Regarding knowledge about open access agreements with authoritative publishers, the totality of respondents doesn't know or answers "no".

Regarding publishing in open access publishers and journals (open answer), some respondents haven't done it, one mention there is no benefit in doing it. Other respondents mention MDPI journals, and the Cypriot Journal of Educational Sciences on Open Journal Systems.

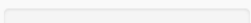
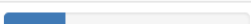

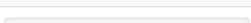
Tools for Open Access : Unpaywall

		Answers	Ratio
I use		1	12.50 %
I know but do not use		0	0.00 %
I do not know		7	87.50 %
No Answer		0	0.00 %

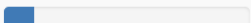

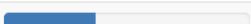
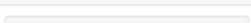
Tools for Open Access : Open Access Button

		Answers	Ratio
I use		1	12.50 %
I know but do not use		1	12.50 %
I do not know		6	75.00 %
No Answer		0	0.00 %

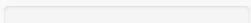
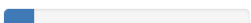
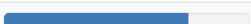
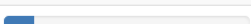
Tools for Open Access : core.ac.uk

		Answers	Ratio
I use		0	0.00 %
I know but do not use		2	25.00 %
I do not know		6	75.00 %
No Answer		0	0.00 %

Tools for Open Access : DOAJ

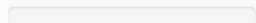
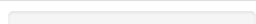

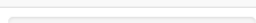
		Answers	Ratio
I use		1	12.50 %
I know but do not use		4	50.00 %
I do not know		3	37.50 %
No Answer		0	0.00 %

Tools for Open Access : DOAB

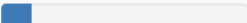

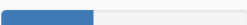
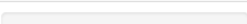
		Answers	Ratio
I use		0	0.00 %
I know but do not use		1	12.50 %
I do not know		6	75.00 %
No Answer		1	12.50 %

Concerning tools for open access, most respondents are not aware of the existence of all the listed options, nor of others not listed.

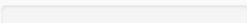
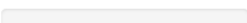
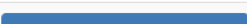
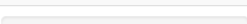
Tools for Open Access : OAPEN

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		8	100.00 %
No Answer		0	0.00 %

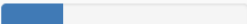
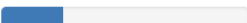

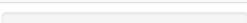
Tools for Open Access : arXiv

		Answers	Ratio
I use		1	12.50 %
I know but do not use		4	50.00 %
I do not know		3	37.50 %
No Answer		0	0.00 %

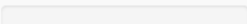
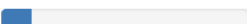

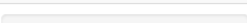
Tools for Open Access : Journalcheckertool.org

		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		8	100.00 %
No Answer		0	0.00 %

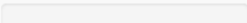
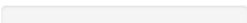

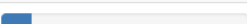
Tools for Open Access : OpenAIRE

		Answers	Ratio
I use		2	25.00 %
I know but do not use		2	25.00 %
I do not know		4	50.00 %
No Answer		0	0.00 %

Tools for Open Access : Sherpa


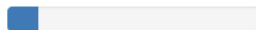

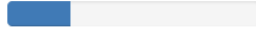
		Answers	Ratio
I use		0	0.00 %
I know but do not use		1	12.50 %
I do not know		7	87.50 %
No Answer		0	0.00 %

Tools for Open Access : Others

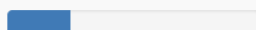
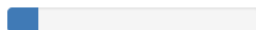

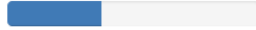
		Answers	Ratio
I use		0	0.00 %
I know but do not use		0	0.00 %
I do not know		7	87.50 %
No Answer		1	12.50 %

50% of respondents mention the existence of an institutional network of people at the university dealing with open access but only 25% mention the existence of an institutional network of external stakeholders dealing with open access.

Is there institutional networking of people at your university that deal with

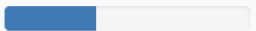
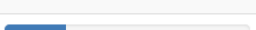

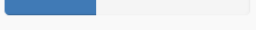
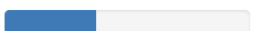
		Answers	Ratio
Open Access		4	50.00 %
Open Education		1	12.50 %
Open Innovation		4	50.00 %
No Answer		2	25.00 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		2	25.00 %
Open Education		1	12.50 %
Open Innovation		4	50.00 %
No Answer		3	37.50 %

38% of respondents are aware of the internal funding for open access publishing of papers, articles and books, 25% are aware of the internal budget for participating in conference/networking, 38% are aware of institutional budgets for participating in further education and conferences/networking in OA/OE/OI.

Is there:

		Answers	Ratio
internal funding to publish Open Access papers, articles, books?		3	37.50 %
internal funding to publish digital research data / methods?		2	25.00 %
an internal budget for participating in Further education in OA/OE/OI?		3	37.50 %
an internal budget for participating in conferences / networking events on OA/OE/OI?		3	37.50 %
No Answer		4	50.00 %

Regarding the knowledge about OA/OE/OI event organisation by the institution, 2 respondents knew that those events (OA seminars and OpenAIRE presentations) had happened in the last seven years and that they might happen in the future. One respondent didn't know about past and future events, and another one thought there were no past or future events, which might not be in accordance with the institutional reality.

4.2 Analysis of the data at partnership level

4.2.1.1 Policies and implementation strategies

The 2020-2021 EUA Open Science Survey (Morais et al. 2021) collects responses of 272 institutions in 36 European countries. The answers show that Open Access to research publications are considered to be highly important for 90% of institutions, but only 60% considered its implementation level to be high. The gap between importance and implementation is much wider in data-related areas (RDM, FAIR and data sharing): high importance at between 55-70% of the institutions surveyed, with high levels of implementation at 15-25%.

The collected answers of the ENTRENOVATOR questionnaire on a strategic level show similar results: More than half of the universities are still planning to establish an Open Access strategy. Likewise to the EUA survey “This area (Open Science / Open Access) is part of our institution’s priorities, policies or practices, but its use is still sporadic or ad-hoc.” (nearly 50 % of the answers) also the result of this questionnaire show similar results.

Especially a need for evolvement is in knowing and using the FAIR principles as a guiding document. Also helping or motivating teachers and researchers to establish a unique researcher identifier like ORCID is in many cases a lacking part of the daily business in many universities. The results of the ENTRENOVATOR questionnaire can also be summarised by a finding of the EUA survey: “The absence of specific Open Access targets or an Open Access timeline was reported by 64% of the respondents”.

The results relating to Open Access of the ENTRENOVATOR questionnaire also show that there are some Open Access journals in the participating universities and events like hosting an international open Access Week.

4.2.1.2 Activities, tools & resources

Only 55 Percent of the individuals answers state that their university develops activities for Open Access. The activities include (in descending order):

- Implementing principles in everyday activities
- Running events/seminars/workshops
- Part of an EU project
- Department initiatives for internal actions
- Developing training/support for implementation.

Through the responses, there is a general consensus in recognizing the institution's support. 60% confirmed that there is support for researching for OA publications and 67% confirmed the institute's support towards OA publishing. While these numbers are leading towards the positive path, there is a slight limitation in communication since 23% denied having any knowledge if research for OA publication is supported and 19% also denied having knowledge if OA publishing is supported.

Only one third of the answers state that there is a tool at the university, that is providing possibilities for your teachers and researchers to publish outcomes that adhere to principles of Open Access. And only 45 % say, there is a digital institutional repository.

Only 28% of the respondents across all institutes said that there are OA contracts with publishers.

Regarding the tool utilizations arXiv had the highest usage scored by 19% of the respondents. Other tools such as, DOAJ Open Access Button, and OpenAIRE scored between 10%-15% in usage by the respondents. The rest of the tools are said to be used by less than 7% of the respondents. The knowledge (even if not used) about these tools is precariously low, the scores for "I know but do not use" doesn't reach higher than 20%; in most cases its way lower. Therefore, information and measures in further education on tools like this seems an important step in all universities.

Only 55 % say that there is internal funding to publish OA and only 14 % that there is a budget for participating in further education in OA. A bit higher – 24 % - say that there is a budget for participating in conferences and networking events. Therefore, easy accessible further education about OA is a highly important step!

4.2.1.3 Training

The EUA survey points out the importance of training and support for researchers, teachers and other staff members of a university. An important group to implement, accompany and set into action related measures are the librarians.

46% stated that there is indeed training/further education on research for OA publications. While the majority are aware of such training/further education, a staggering 40% said that they are not aware if such a thing exists or not. 56% also said that there is training/further education for OA publishing. In addition, 34% stated that they don't know. While the majority are aware of such training, a considerable percentage of respondents stated that they don't know which indicated the limitation in communication which is important.

Only 55 % say that there is internal funding to publish OA and only 14 % stated that there is a budget for participating in further education in OA. A bit higher – 24 % - say that there is a budget for participating in conferences and networking events. Therefore, easy accessible further education about OA is a highly important step!

4.2.1.4 Legal & Regulatory Barriers

First of all, it should be emphasised that there are now requirements for many research projects, both at national and European level, that the final results meet the requirements of Open Science in general and Open Access in particular.

Legal barriers arise with regard to OA especially when it comes to publications that result from cooperation with or commissioned work for companies: This is a balancing act in which aspects such as patent protection or protection of trade secrets and associated detailed data play a role.

A strong barrier, however, is mainly misunderstandings about what open access means, such as the fear that an author of a text does not have to be named, or that data could simply be taken over by others without naming the primary source. Appropriate educational work is therefore needed here.

4.2.1.5 Future & Vision

With regard to the future, the following aspects are particularly worth mentioning:

- Some universities do not yet have an OA strategy, but there are sufficiently well-developed templates from comparable universities that could very easily be referred to.
- If an OA strategy is in place, it is important to make it much more widely known and at the same time to ensure that it is reflected in all relevant internal policies and leads to appropriate steps such as information and training measures. Equally important are support measures for people who are currently preparing/implementing OA or steps at the library level.
- Cooperation between universities with regard to joint publications could also provide impulses for OA.

4.3 Study cases in Open Access

At **IPS** there is “a growing conscious tendency in publishing in open access journals stimulated by an internal funding mechanism that grants the payment of journal fees (however to a finite number of papers per year) – RAADRI (https://www.ips.pt/ips_si/web_base.gera_pagina?P_pagina=44382).

Moreover, at IPS, researchers give open access to scripts and data through deposition in open repositories (mandatory for projects funded by the European Union) (e.g. <https://doi.org/10.5281/zenodo.6787634>).

IPS participates, as well, in the International Open Access Week (<https://bibliotecas.ips.pt/investiga-o-e-acesso-aberto>; <https://www.acessolive.pt/>; <https://www.openaccessweek.org/>).

STUPAS motivates its employees to upload a complete version of each publication onto the university's institutional repository (Phaidra) and to make these publications freely accessible (with CC-BY attribution, whenever possible), provided there are no legal or contractual impediments to doing so. STPUAS advises its employees to publish their scientific findings increasingly in Open Access journals, particularly those journals that are listed in the Directory of Open Access Journals. Furthermore, STPUAS offers consultation regarding copyright and Open Licences, Publishers / Journals to avoid publishing in Predatory / Fake journals and to inform about special agreements with publishers.

MATE is engaged in several activities for Open Access, particularly:

- Several journals which are published by the university are with open access policies: <https://journal.uni-mate.hu/index.php/index/index>
- MATE publications is a digital repository of documents published by the Hungarian University of Agriculture and Life Sciences, and its task is to collect, archive and make visible the documents published by MATE with the requirement of completeness. <https://press.mater.uni-mate.hu>
- The Hungarian University of Agricultural and Life Sciences as a member institution of the Hungarian Electronic Information Service National Programme subscribes to the most important international scientific database. According to the Open Access agreements with certain publishers, authors with a MATE affiliation may publish OA articles in publishers' papers at no additional cost. <https://en.uni-mate.hu/web/hungarian-university-of-agriculture-and-life-sciences/open-access-agreement>
- University Library and Archives is the name of the library network of the Hungarian University of Agricultural and Life Sciences (MATE). The University Library and Archives Directorate mission is to provide and facilitate quality services developed through a collaboration of five campus libraries. Services related to campuses are available in each of the libraries and on their websites:
 - BUDA CAMPUS: Entz Ferenc Library and Archives
 - GEORGIKON CAMPUS - KESZTHELY: Georgikon Library and Archives
 - KAPOSVÁR CAMPUS: Kaposvári Campus Library
 - KÁROLY RÓBERT CAMPUS - GYÖNGYÖS: Károly Róbert Library
 - SZENT ISTVÁN CAMPUS - GÖDÖLLŐ: Kosáry Domokos Library and Archives

- Open Access agreements: The Hungarian University of Agricultural and Life Sciences as a member institution of the Hungarian Electronic Information Service National Programme subscribes to the most important international scientific database. According to the Open Access agreements with certain publishers, authors with a MATE affiliation may publish OA articles in publishers' papers at no additional cost. For more information you can visit: <http://eisz.mtak.hu/index.php/en/open-access-english/open-access-agreements.html#akademiai-kiado>. List of publishers:
 - AKADÉMIAI KIADÓ: According to the agreement with Akadémiai Kiadó Publishing House, member institutions of EISZ consortium have the opportunity to publish open access. The agreement applies to hybrid and gold OA journals, the copyright is provided by the Creative Commons CC-BY and CC-BY-NC-ND licences. The authors are exempt from the APCs.
 - CAMBRIDGE UNIVERSITY PRESS: Member institutions of the Hungarian Electronic Information Service National Programme have the opportunity to publish open access in Cambridge University Press Journals. This new Read & Publish agreement means that researchers are now able to publish their works with no barriers or additional costs in Cambridge journals. The agreement covers the Article Processing Charges (APCs) for affiliated corresponding authors from seventeen participating institutions who wish to publish in the hybrid journals of those collections that are subscribed by the consortium member institution. The articles are published under CC-BY, CC-BY-NC-SA and CC-BY-NC-ND licences. More information: <http://eisz.mtak.hu/index.php/en/open-access-english/new-open-access-agreements/386-cambridge-university-press-and-hungarian-eisz-consortium-sign-open-access-agreement.html>
 - ELSEVIER: According to the agreement with Elsevier, member institutions of EISZ consortium have the opportunity to publish open access through ScienceDirect. The agreement applies to all of the publisher's online hybrid and Gold Open Access journals, the copyright is provided by Creative Commons CC-BY and CC-BY-NC-ND licences. The authors are exempt from the APCs. More information: <http://eisz.mtak.hu/index.php/en/open-access-english/open-access-agreements.html#elsevier>
 - DE GRUYTER: A According to the agreement with De Gruyter, member institutions of EISZ consortium have the opportunity to publish open access. The agreement applies to all of the publisher's online hybrid and Pure Open Access journals, the copyright is provided by Creative Commons CC-BY and CC-BY-NC-ND licences. The authors are exempt from the APCs. More information: <http://eisz.mtak.hu/index.php/en/open-access-english/open-access-agreements.html#de-gruyter>
 - INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERS: According to the agreement with Institute of Electrical and Electronics Engineers (IEEE) publisher, member institutions of EISZ consortium have the opportunity to publish open access. The agreement applies to all of the publisher's hybrid and Gold Open Access journals, the copyright is provided by Creative Commons CC-BY and CC-BY-NC licences. The authors are exempt from the APCs. More information: <http://eisz.mtak.hu/index.php/en/open-access-english/open-access-agreements.html#ieee>

- **SPRINGER NATURE:** According to the agreement with Springer Nature, member institutions of EISZ consortium have the opportunity to publish open access. The agreement applies to more than 1850 hybrid and 600 gold open access journals (including BMC, Nature Research, Palgrave and SpringerOpen). The copyright is provided by Creative Commons CC-BY and CC-BY-NC-ND licences. The authors are exempt from the APCs. More information:
<http://eisz.mtak.hu/index.php/en/open-access-english/open-access-agreements.html#springer-nature>
- **WILEY:** According to the agreement with Wiley, member institutions of EISZ consortium have the opportunity to publish open access. The agreement applies to all of the publisher's hybrid OnlineOpen and Gold Open Access journals, the copyright is provided by Creative Commons CC-BY, CC-BY-NC and CC-BY-NC-ND licences. The authors are exempt from the APCs. More information:
<http://eisz.mtak.hu/index.php/en/open-access-english/open-access-agreements.html#wiley>

5 Open Innovation Report

5.1 Analysis at institutional level

5.1.1 Instituto Politécnico de Setúbal (IPS), Portugal






Based on the institutional survey:

- There's **no policy** for Open Innovation
- There's **a strategy** for Open Innovation, no example provided
- Open innovation stands **very high** on the institution's **strategic priority** areas
- **There are activities/actions** for Open Innovation, no example for Open Innovation provided

Answers to the individual survey, with 35 respondents, revealed the following trends:


According to the official response from the university, there is no policy but there is a strategy for Open Innovation. Not everybody is aware of this strategy because only 8,57% of the pedagogical and research staff also think that there are Institutional guidelines for Open Innovation.

Does your university have institutional guidelines for





		Answers	Ratio
Open Access		21	60.00 %
Open Data		10	28.57 %
Open Educational Resources		10	28.57 %
Open Innovation		3	8.57 %
No Answer		9	25.71 %

Respondents have indicated that there is limited networking (17,14%) of people in Open Innovation inside the institution, as well as with external stakeholders (11,43%).

Is there institutional networking of people at your university that deal with


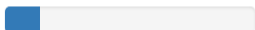
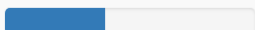
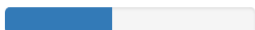
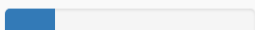
		Answers	Ratio
Open Access		17	48.57 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		9	25.71 %
Open Education		8	22.86 %
Open Innovation		4	11.43 %
No Answer		23	65.71 %

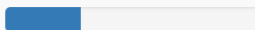
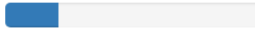


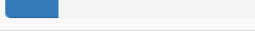
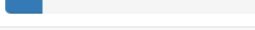
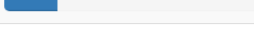
IPS does develop activities and actions for Open Innovation, but no examples are provided. Also, responses from academic and research staff from IPS indicate that only 14,29% are aware of these actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		21	60.00 %
Open Innovation		5	14.29 %
Open Education		14	40.00 %
Open Science		15	42.86 %
No Answer		7	20.00 %

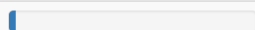
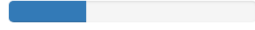
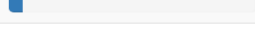
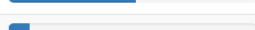

The ways these activities are implemented varies in their perceptions as well:

If yes, how?

		Answers	Ratio
Part of an EU project		10	28.57 %
Department initiatives for internal actions		7	20.00 %
Running events/seminars/workshops		16	45.71 %
Implementing principles in everyday activities		16	45.71 %
Developing training/support for implementation		7	20.00 %
Other		5	14.29 %
No Answer		7	20.00 %

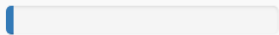
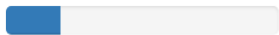

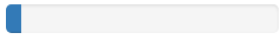
Within IPS 37,14% of respondents are aware of Open Innovation projects:

Open Innovation projects:

		Answers	Ratio
There are none at our university		1	2.86 %
There are sporadic projects		11	31.43 %
There are numerous projects		2	5.71 %
I don't know		18	51.43 %
No Answer		3	8.57 %

More than half of the respondents (65,71%) say that they don't know if there is training/further education for 'quick start/deep dive into Open Innovation.

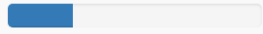
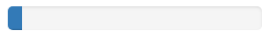
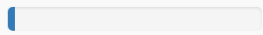
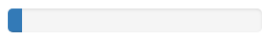
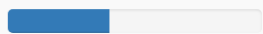
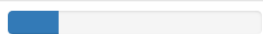
Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Is there a support at your university for : Quick start / deep dive into Open Innovation			
Yes		1	2.86 %
No		7	20.00 %
Don't know		25	71.43 %
No Answer		2	5.71 %

Only 2,86% of them think that there is support in the university for Quick start/deep dive into Open Innovation (while 71,43% do not know for sure).

Respondents are generally unaware, or consider the priority of incorporating Open Education in student theses to be low or very low:

The priority of incorporating Open Innovation in student theses is:

		Answers	Ratio
Very low		9	25.71 %
Low		2	5.71 %
High		1	2.86 %
Very high		2	5.71 %
NA		14	40.00 %
No Answer		7	20.00 %

5.1.2 Fachhochschule St Pölten GMBH (STPUAS), Austria






Based on the institutional survey:

- There's **no policy** for Open Innovation
- There's **no strategy** for Open Innovation
- Open innovation stands **high** on the institution's **strategic priority** areas
- **There are activities/actions** for Open Innovation, no example for Open Innovation provided.

Answers to the individual survey, with 5 respondents, revealed the following trends:





According to the official response from the university, there is no policy and no strategy for Open Innovation. Nobody of the pedagogical and research staff think that there are Institutional guidelines for Open Innovation.

Does your university have institutional guidelines for





		Answers	Ratio
Open Access		4	80.00 %
Open Data		1	20.00 %
Open Educational Resources		0	0.00 %
Open Innovation		0	0.00 %
No Answer		1	20.00 %

Respondents have indicated that there is no networking of people in Open Innovation inside the institution. And very limited (20%) networking with external stakeholders.

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		3	60.00 %
Open Education		0	0.00 %
Open Innovation		0	0.00 %
No Answer		2	40.00 %






Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		2	40.00 %
Open Education		1	20.00 %
Open Innovation		1	20.00 %
No Answer		2	40.00 %

STPUAS does develop activities and actions for Open Innovation, but no examples are provided.

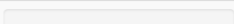
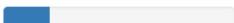
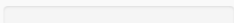
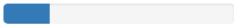
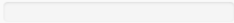
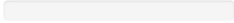

However, responses from academic and research staff from STPUAS indicate that only 20% are aware of these actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		1	20.00 %
Open Innovation		1	20.00 %
Open Education		1	20.00 %
Open Science		1	20.00 %
No Answer		4	80.00 %

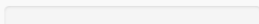
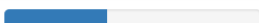
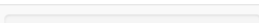

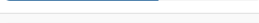
The ways these activities are implemented varies in their perceptions as well:

If yes, how?

		Answers	Ratio
Part of an EU project		0	0.00 %
Department initiatives for internal actions		1	20.00 %
Running events/seminars/workshops		0	0.00 %
Implementing principles in everyday activities		1	20.00 %
Developing training/support for implementation		0	0.00 %
Other		0	0.00 %
No Answer		4	80.00 %

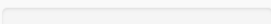
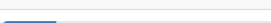
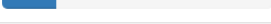

Within STPUAS 40% of respondents are aware of Open Innovation projects:

Open Innovation projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		2	40.00 %
There are numerous projects		0	0.00 %
I don't know		3	60.00 %
No Answer		0	0.00 %

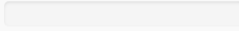


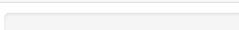
Almost all (80%) of the respondents say that they don't know if there is training/further education for 'quick start/deep dive into Open Innovation, while 20% say that there is none.

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		0	0.00 %
No		1	20.00 %
Don't know		4	80.00 %
No Answer		0	0.00 %

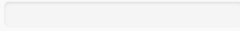

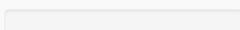
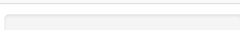


Almost all (80%) of the respondents say that they don't know if there is support for 'quick start/deep dive into Open Innovation', while 20% say that there is none.

Is there a support at your university for: : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		0	0.00 %
No		1	20.00 %
Don't know		4	80.00 %
No Answer		0	0.00 %

Respondents are all unaware, or consider the priority of incorporating Open Education in student theses to be low:

The priority of incorporating Open Innovation in student theses is:

		Answers	Ratio
Very low		0	0.00 %
Low		2	40.00 %
High		0	0.00 %
Very high		0	0.00 %
NA		2	40.00 %
No Answer		1	20.00 %

5.1.3 Magyar Agrár - és Élettudományi Egyetem (MATE), Hungary


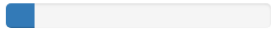

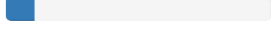
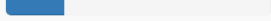
Based on the institutional survey:

- There's **no policy** for Open Innovation
- There's **no strategy** for Open Innovation
- Open innovation stands **high** on the institution's **strategic priority** areas
- There are **activities/actions** for Open Innovation, for example:
 - Pilot R&D infrastructure sharing project in order to further involvement of participants of the innovation ecosystem.
 - Participation in Hungarian Startup-University (national) program in order to catalyse inter-university cooperation & collaboration.

Answers to the individual survey, with 9 respondents, revealed the following trends:



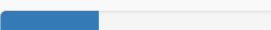
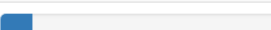
According to the official response from the university, there is no policy and no strategy for Open Innovation. In contrast 11,11% of the pedagogical and research staff think that there are Institutional guidelines for Open Innovation.

Does your university have institutional guidelines for


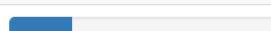
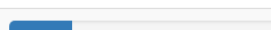

		Answers	Ratio
Open Access		5	55.56 %
Open Data		1	11.11 %
Open Educational Resources		4	44.44 %
Open Innovation		1	11.11 %
No Answer		2	22.22 %

Respondents have indicated that there is limited networking (33,33%) of people in Open Innovation inside the institution, and also with external stakeholders (22,22%).

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		7	77.78 %
Open Education		6	66.67 %
Open Innovation		3	33.33 %
No Answer		1	11.11 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		4	44.44 %
Open Education		2	22.22 %
Open Innovation		2	22.22 %
No Answer		4	44.44 %


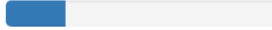
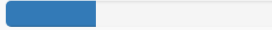
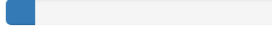
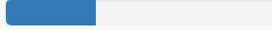
According to the institutional review MATE does develop activities and actions for Open Innovation.

Examples are:

- Pilot R&D infrastructure sharing project in order to further involvement of participants of the innovation ecosystem.
- Participation in Hungarian Startup-University (national) program in order to catalyse inter-university cooperation & collaboration.

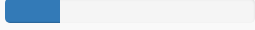
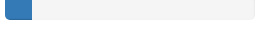
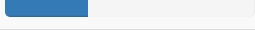
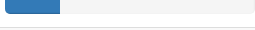
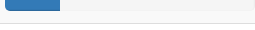
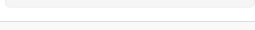
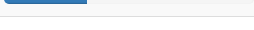
However, responses from academic and research staff from MATE indicate that only 22,22% are aware of these actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		4	44.44 %
Open Innovation		2	22.22 %
Open Education		3	33.33 %
Open Science		1	11.11 %
No Answer		3	33.33 %

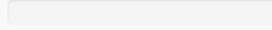
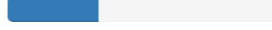
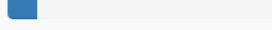

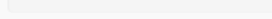
The ways these activities are implemented varies:

If yes, how?

		Answers	Ratio
Part of an EU project		2	22.22 %
Department initiatives for internal actions		1	11.11 %
Running events/seminars/workshops		3	33.33 %
Implementing principles in everyday activities		2	22.22 %
Developing training/support for implementation		2	22.22 %
Other		0	0.00 %
No Answer		3	33.33 %

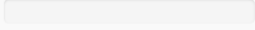
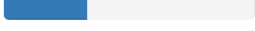

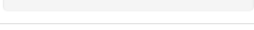
Within MATE 44,44% of respondents are aware of Open Innovation projects:

Open Innovation projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		3	33.33 %
There are numerous projects		1	11.11 %
I don't know		5	55.56 %
No Answer		0	0.00 %

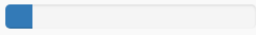
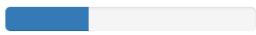

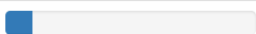
More than half of the respondents (66,67%) say that they don't know if there is training/further education for 'quick start/deep dive into Open Innovation, while 33,33% say that there is none.

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		0	0.00 %
No		3	33.33 %
Don't know		6	66.67 %
No Answer		0	0.00 %

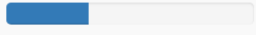
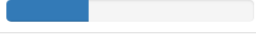
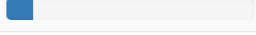
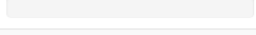
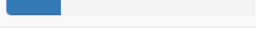
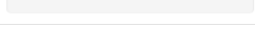
In contrast, 11,11% of them think that there is support in the university for Quick start/deep dive into Open Innovation, while 44,44% do not know for sure and 33,33% say there is none.

Is there a support at your university for: : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		1	11.11 %
No		3	33.33 %
Don't know		4	44.44 %
No Answer		1	11.11 %

Most respondents are unaware or consider the priority of incorporating Open Education in student theses to be low or very low. In contrast, 11,11% consider this high.

The priority of incorporating Open Innovation in student theses is:

		Answers	Ratio
Very low		3	33.33 %
Low		3	33.33 %
High		1	11.11 %
Very high		0	0.00 %
NA		2	22.22 %
No Answer		0	0.00 %

5.1.4 Universitatea Politehnica Timișoara (UPT), Romania

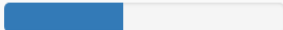
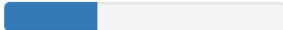

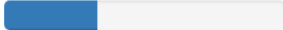
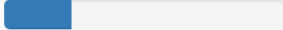
Based on the institutional survey:

- There's **a policy** for Open Innovation, no example provided
 - There's **no strategy** for Open Innovation
 - Open innovation stands **very high** on the institution's **strategic priority** areas
 - **There are activities/actions** for Open Innovation, for example:
 - Innovation Hubs
 - Innovation Labs Hackathons
- (https://www.cm.upt.ro/ro_ro/innovation-labs/innovation-labs-2021-timisoara-hackathon)

Answers to the individual survey, with 33 respondents, revealed the following trends:



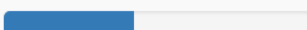
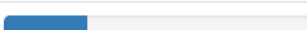
According to the official response from the university, there is a policy but no strategy for Open Innovation. Not everybody is aware of this policy because only 33,33% of the pedagogical and research staff also think that there are Institutional guidelines for Open Innovation.

Does your university have institutional guidelines for



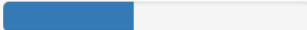
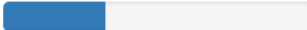
		Answers	Ratio
Open Access		14	42.42 %
Open Data		11	33.33 %
Open Educational Resources		22	66.67 %
Open Innovation		11	33.33 %
No Answer		8	24.24 %

Respondents have indicated that there is medium networking (42,42%) of people in Open Innovation inside the institution, as well as with external stakeholders.

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		16	48.48 %
Open Education		22	66.67 %
Open Innovation		14	42.42 %
No Answer		9	27.27 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		16	48.48 %
Open Education		19	57.58 %
Open Innovation		14	42.42 %
No Answer		11	33.33 %


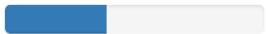


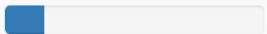
UPT does develop activities and actions for Open Innovation, such as:

- Innovation Hubs,
- Innovation Labs Hackathons

(https://www.cm.upt.ro/ro_ro/innovation-labs/innovation-labs-2021-timisoara-hackathon)

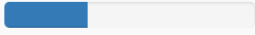



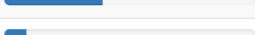
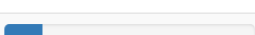
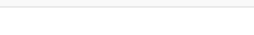
However, responses from academic and research staff from UPT indicate that only 39,39% are aware of these actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		19	57.58 %
Open Innovation		13	39.39 %
Open Education		21	63.64 %
Open Science		16	48.48 %
No Answer		5	15.15 %

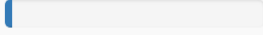

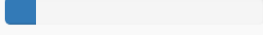
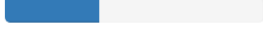
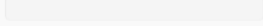
The ways these activities are implemented varies in their perceptions as well:

If yes, how?

		Answers	Ratio
Part of an EU project		11	33.33 %
Department initiatives for internal actions		16	48.48 %
Running events/seminars/workshops		17	51.52 %
Implementing principles in everyday activities		19	57.58 %
Developing training/support for implementation		13	39.39 %
Other		3	9.09 %
No Answer		5	15.15 %

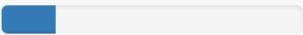
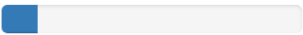

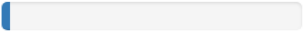
Within UPT 60.60% of respondents are aware of Open Innovation projects:

Open Innovation projects:

		Answers	Ratio
There are none at our university		1	3.03 %
There are sporadic projects		16	48.48 %
There are numerous projects		4	12.12 %
I don't know		12	36.36 %
No Answer		0	0.00 %

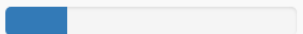
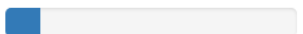

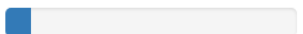
More than half of the respondents (66.67%) say that they don't know if there is training/further education for 'quick start/deep dive into Open Innovation.

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		6	18.18 %
No		4	12.12 %
Don't know		22	66.67 %
No Answer		1	3.03 %

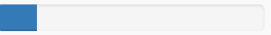
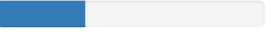
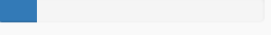
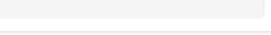
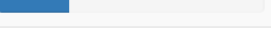
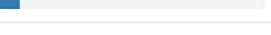
Only 21,21% of them think that there is support in the university for Quick start/deep dive into Open Innovation (while 57,58% do not know for sure).

Is there a support at your university for: : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		7	21.21 %
No		4	12.12 %
Don't know		19	57.58 %
No Answer		3	9.09 %

Respondents are generally unaware, or consider the priority of incorporating Open Education in student theses to be low or very low:

The priority of incorporating Open Innovation in student theses is:

		Answers	Ratio
Very low		5	15.15 %
Low		11	33.33 %
High		5	15.15 %
Very high		0	0.00 %
NA		9	27.27 %
No Answer		3	9.09 %

5.1.5 UC Leuven Limburg (UCLL), Belgium

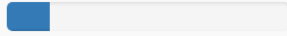
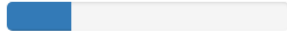
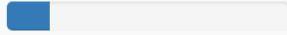


Based on the institutional survey:

- There's **no policy** for Open Innovation
- There's **no strategy** for Open Innovation
- Open innovation stands **very low** on the institution's **strategic priority** areas
- There are **no activities/actions** for Open Innovation

Answers to the individual survey, with 13 respondents, revealed the following trends:

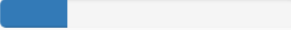
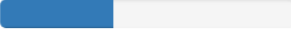
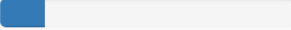

According to the official response from the university, there is no policy and no strategy for Open Innovation. In contrast 23,08% of the pedagogical and research staff think that there are Institutional guidelines for Open Innovation.

Does your university have institutional guidelines for

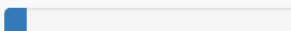
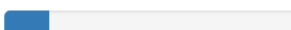
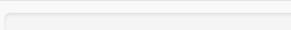

		Answers	Ratio
Open Access		2	15.38 %
Open Data		3	23.08 %
Open Educational Resources		2	15.38 %
Open Innovation		3	23.08 %
No Answer		9	69.23 %

Respondents have indicated that there is limited networking (15,38%) of people in Open Innovation inside the institution, and none with external stakeholders.

Is there institutional networking of people at your university that deal with

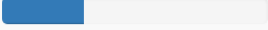

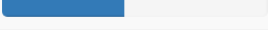
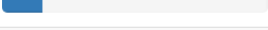
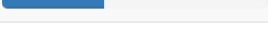
		Answers	Ratio
Open Access		3	23.08 %
Open Education		5	38.46 %
Open Innovation		2	15.38 %
No Answer		8	61.54 %

Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		1	7.69 %
Open Education		2	15.38 %
Open Innovation		0	0.00 %
No Answer		11	84.62 %

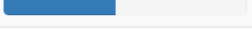
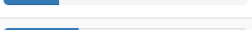
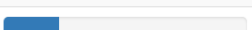
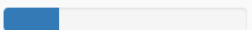
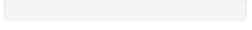
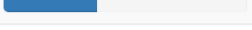

According to the institutional review, UCLL does not develop activities and actions for Open Innovation. In contrast, the responses from academic and research staff from UCLL indicate that 46,15% are aware of activities/actions.

Do you develop activities/actions for

		Answers	Ratio
Open Access		4	30.77 %
Open Innovation		6	46.15 %
Open Education		6	46.15 %
Open Science		2	15.38 %
No Answer		5	38.46 %

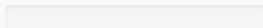
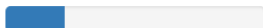
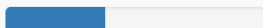
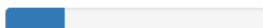
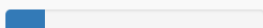
The ways these activities are implemented varies:

If yes, how?

		Answers	Ratio
Part of an EU project		6	46.15 %
Department initiatives for internal actions		3	23.08 %
Running events/seminars/workshops		4	30.77 %
Implementing principles in everyday activities		3	23.08 %
Developing training/support for implementation		3	23.08 %
Other		0	0.00 %
No Answer		5	38.46 %

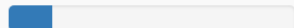
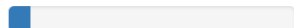

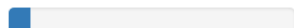
Within UCLL 61,52% of respondents are aware of Open Innovation projects:

Open Innovation projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		3	23.08 %
There are numerous projects		5	38.46 %
I don't know		3	23.08 %
No Answer		2	15.38 %

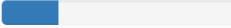
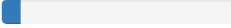

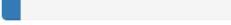
More than half of the respondents (69,23%) say that they don't know if there is training/further education for 'quick start/deep dive into Open Innovation.

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		2	15.38 %
No		1	7.69 %
Don't know		9	69.23 %
No Answer		1	7.69 %

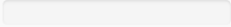
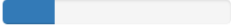
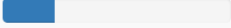
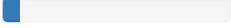
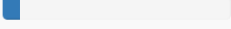
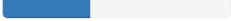
Even 23,08% of them think that there is support in the university for Quick start/deep dive into Open Innovation, while 61,54% do not know for sure.

Is there a support at your university for : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		3	23.08 %
No		1	7.69 %
Don't know		8	61.54 %
No Answer		1	7.69 %

Most respondents are unaware (46,15%) or consider the priority of incorporating Open Education in student theses to be low (23,08%). In contrast, 30,77% consider this very high or high.

The priority of incorporating Open Innovation in student theses is:

		Answers	Ratio
Very low		0	0.00 %
Low		3	23.08 %
High		3	23.08 %
Very high		1	7.69 %
NA		1	7.69 %
No Answer		5	38.46 %

5.1.6 Vidzemes Augstskola (ViA), Latvia

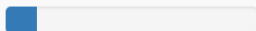
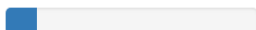
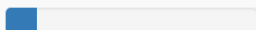
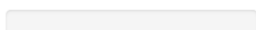

Based on the institutional survey:

- There's **no policy** for Open Innovation
- There's **no strategy** for Open Innovation
- Open innovation stands **high** on the institution's **strategic priority** areas
- There are **activities/actions** for Open Innovation, no example for Open Innovation provided

Answers to the individual survey, with 8 respondents, revealed the following trends:


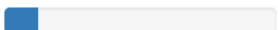

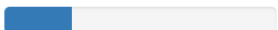
According to the official response from the university, there is no policy and no strategy for Open Innovation. Nobody of the pedagogical and research staff think that there are Institutional guidelines for Open Innovation.

Does your university have institutional guidelines for

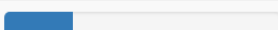
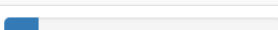

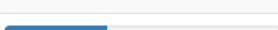
		Answers	Ratio
Open Access		1	12.50 %
Open Data		1	12.50 %
Open Educational Resources		1	12.50 %
Open Innovation		0	0.00 %
No Answer		7	87.50 %

Respondents have indicated that there is reasonable networking (50%) of people in Open Innovation inside the institution, and also with external stakeholders (50%).

Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		4	50.00 %
Open Education		1	12.50 %
Open Innovation		4	50.00 %
No Answer		2	25.00 %






Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		2	25.00 %
Open Education		1	12.50 %
Open Innovation		4	50.00 %
No Answer		3	37.50 %

ViA does develop activities and actions for Open Innovation but no examples are provided.



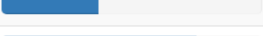
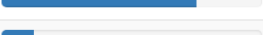

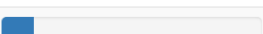

Responses from academic and research staff from ViA indicate that 50% are aware of these actions:

Do you develop activities/actions for

		Answers	Ratio
Open Access		4	50.00 %
Open Innovation		4	50.00 %
Open Education		4	50.00 %
Open Science		6	75.00 %
No Answer		1	12.50 %

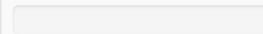


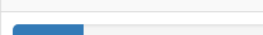
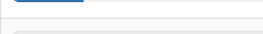
The ways these activities are implemented varies:

If yes, how?

		Answers	Ratio
Part of an EU project		4	50.00 %
Department initiatives for internal actions		4	50.00 %
Running events/seminars/workshops		3	37.50 %
Implementing principles in everyday activities		6	75.00 %
Developing training/support for implementation		1	12.50 %
Other		0	0.00 %
No Answer		1	12.50 %

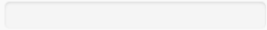
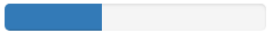

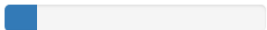
Within ViA 75% of respondents are aware of Open Innovation projects:

Open Innovation projects:

		Answers	Ratio
There are none at our university		0	0.00 %
There are sporadic projects		5	62.50 %
There are numerous projects		1	12.50 %
I don't know		2	25.00 %
No Answer		0	0.00 %

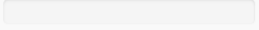
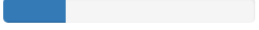

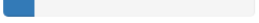
Half of the respondents (50%) say that they don't know if there is training/further education for 'quick start/deep dive into Open Innovation, while 37,50% say that there is none.

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		0	0.00 %
No		3	37.50 %
Don't know		4	50.00 %
No Answer		1	12.50 %

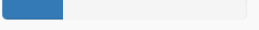
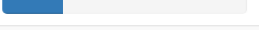
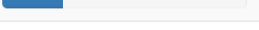
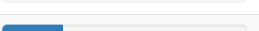
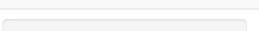

More than half of the respondents (62,50%) say that they don't know if there is support in the university for 'quick start/deep dive into Open Innovation, while 25,00% say that there is none.

Is there a support at your university for: : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		0	0.00 %
No		2	25.00 %
Don't know		5	62.50 %
No Answer		1	12.50 %

Most respondents are unaware or consider the priority of incorporating Open Education in student theses to be low or very low. In contrast, 25% consider this high.

The priority of incorporating Open Innovation in student theses is:

		Answers	Ratio
Very low		2	25.00 %
Low		2	25.00 %
High		2	25.00 %
Very high		0	0.00 %
NA		2	25.00 %
No Answer		0	0.00 %

5.2 Analysis at partnership level of the data

5.2.1 Policies and implementation strategies

Open Innovation is seen as one of the institution's strategic priority areas for 5 out of 6 partner institutions.

In strong contrast is the fact that only 1 institution (UPT) has an Open Innovation Policy and only 1 institution (IPS) has an Open Innovation Strategy.

Although Open Innovation is a strategic priority for most of the institutions, only 29,41% of the individual respondents are aware of Open Innovation activities/actions developed within their institution. Next to that only 16,67% of the respondents know that there are institutional guidelines for Open Innovation. For some institutions the guidelines and strategy are currently under development.






According to our respondents, their institutions faces a lot of challenges while implementing open innovation initiatives. Some of them are:

Budget allocation

- Time constraints
- Lack of resources
- Lack of knowledge
- Administrative hassle
- Cultural resistance
- People's mentality
- Collaboration with external stakeholders

Point of view from an institutional perspective Summary of results

Do you develop activities/actions for

		Answers	Ratio
Open Access		52	50.98 %
Open Innovation		30	29.41 %
Open Education		48	47.06 %
Open Science		40	39.22 %
No Answer		25	24.51 %

Specifically for Open Innovation:

- UPT = 12 out of 32 respondents
- IPS = 5 out of 35 respondents
- UCLL = 6 out of 13 respondents
- MATE = 2 out of 9 respondents
- VIA = 4 out of 8 respondents
- STPUAS = 1 out of 5 respondents

Note: Since the answers are not unanimous within neither of the institutions, there probably are some issues with (mis)communication and perception of the activities and actions. We need to take into account that within each institution only a few people are involved with Open Innovation.

5.2.2 Activities

Almost all partner institutions develop activities to stimulate Open Innovation. Most known are the living labs, hackathons, startup communities and Innovation hubs.

When we specifically ask the individuals for the organisation of open innovation projects, 50,99% believe that there are sporadic or numerous projects within their institution. Most of these initiatives arise from the R&D department or student (start-up) programs.

Some of the existing initiatives or projects for Open Innovation are:

- Centre for Innovation (or technology) transfer
- Virtual campus through Moodle platform
- Innovative digital educational tools
- Open innovation hub
- The events series ""The Power of the Creative Mind"" which had the main goal the development of the creative and innovative spirit, especially in the engineering field.
- Dexter's Laboratory - robots, vintage cars, art and photography realised in various techniques, creative projects, teaching materials, experimental stands for laboratory study in automotive engineering.
- The series of invention fairs ""InventCor International Salon / International exhibition InventCor"", Deva-Romania.
- Awards for innovative student start-ups
- project Vidzeme Innovation Project for Students
- <http://www.vaken.org> innovative "design thinking" methodology had been invented, with approbation in four different countries, involving 20+ academic staff and 300+ students from 7 different universities and more than 20 different nationalities.
- Eudres EINS and iLiving Labs
- XPlab
- The projects implemented especially by CeL: ViCaDiS, IMM, e-Taster, Creative Trainer, ESIL, SKILL2E, CVBI, i2AGORA, E.I.N.S.
- Cultural projects like Spotlight heritage Timisoara
- Incubators and student start-ups

5.2.3 Resources (technical, human, support)

The group of respondents have a lot of ideas around processes and resources that can support open innovation project:

- Provide access to software tools & upgraded technology
- Continuous information regarding projects in the field
- Organise innovation centres like
 - Office for Research Valorisation
 - Centre for Innovation and Technology Transfer
 - Research Institute for Renewable Energy
- Special education and training programs about Innovation and Creativity
- Collaborations and partnerships with the work field and regional business incubators
- Open access to infrastructure
- Mentorship programmes
- Internal funding and allocation of resources
- Involvement in EU projects
- Establish policies and guidelines
- Development of KPI's
- Focus on valorisation and implementation
- Crowdsourcing
 - Involving society in R&D and consulting with implications in the socio-economic environment
 - a foundation where people can donate money for different (open innovation) projects

The priority of incorporating Open Innovation in student thesis is (very) high for only 14,7% of the respondents.

There are a few institutions that already measure the success of their open innovation initiatives through KPI's, rankings and coefficients. But others find that the success measures are non-existent or the respondents don't know. Some of the projects are evaluated by the Ministry, others through international project teams.

There is a big opportunity to develop KPI's and an evaluation policy for most of the institutions. Examples of the measurement of success are:

- KPI's, if aligned with the objectives of the open innovation initiatives
 - Percentage of new and original ideas and/or products
 - Number of participants in the open innovation dedicated activities





- Dedicated time for testing innovation experiments
- Number of students involved
- Number of papers published
- Quality Coefficients
- Studie cases and success stories
- University ranking
- Student results at national and international contests
- Web of Science Journal Ranking
- Enrolment in MOOCS

5.2.4 Training

Only 9,8% of the respondents know that there are training/further education possibilities within their institution to deep dive into Open Innovation. The initiatives that are known are mostly limited to webinars.

Next to that only 11,76% of the respondents know that there is support at their institution to deep dive into Open Innovation. If known, support is organisational or (sporadic) financial. Some respondents indicate that the financial support doesn't cover all costs.

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		10	9.8 %
No		19	18.63 %
Don't know		68	66.67 %
No Answer		5	4.9 %

Answered 'Yes' for training/further education:

- UPT = 6 out of 32 respondents
- IPS = 2 out of 35 respondents
- UCLL = 2 out of 13 respondents
- MATE = 0 out of 9 respondents
- VIA = 0 out of 8 respondents
- STPUAS = 0 out of 5 respondents

They do believe that there is an internal budget for further education (13,73%) and for participating in conferences and networking events (22,55%). But we need to take into account that this budget

is for Open Access, Open Education and Open Innovation all together and that there is no specific budget allocation known. The financial support for education and conferences mostly comes from EU projects.

According to 28,43% of the respondents there are networking initiatives within the institution around open innovation. Despite the importance of institutional networking with external stakeholders, it is limited to only 23,53%. The drive and intrinsic motivation of individuals is very important, because it is mostly seen as volunteer work.

5.2.5 Legal and Regulatory Barriers

According to our respondents, their institution faces a lot of challenges while implementing open innovation initiatives. One of them is intellectual property and regulation (e.g. GDPR).

5.2.6 Future and Visions

All the respondents feel the need for open innovation and they see many advantages thanks to the existing (and future) projects:

- Accelerated innovation
- Enhanced problem-solving
- Expanded market opportunities
- Improved competitiveness / international rankings
- Increased flexibility and adaptability
- Increased publications in relevant research areas
- Stronger community
- Co-creation
- Start-up culture and extended start-up support
- Increased and improved collaboration with working field
- Professionalisation within the organisation
- Better funding for R&D
- Changes in mindset & culture

According to our individual respondents collaboration on open innovation projects can be stimulated:

- Work with multidisciplinary teams (faculty staff and students, industry companies)
- Integrate it as regular activity in curricula e.g. create an introduction topic aiming at every student
- Organise extracurricular activities (rewarded with study points)
- Practice-relevant applied research projects
- Community forum

- Co-creation labs and makerspaces.

5.3 Study Cases in Open Innovation

At UPT there are several interesting cases on Open Innovation projects and events where education meets innovation and entrepreneurship. Examples are:

- A Centre for Innovation Transfer (Technology Transfer Office)
- The events series "The Power of the Creative Mind" which had the main goal the development of the creative and innovative spirit, especially in the engineering field.
- Dexter's Laboratory - robots, vintage cars, art and photography realized in various techniques, creative projects, teaching materials, experimental stands for laboratory study in automotive engineering.
- the series of invention fairs "InventCor International Salon / International exhibition InventCor", Deva-Romania.
- The projects implemented especially by CeL: ViCaDiS, IMM, e-Taster, Creative Trainer, ESIL, SKILL2E, CVBI, i2AGORA, E.I.N.S.
- Participation in E.I.N.S, research and innovation project for smart and sustainable European regions

At IPS the Open Innovation projects focus on the link between education, innovation and entrepreneurship:

- an institutional office created to support entrepreneurship and innovation.
- co-creation activities
- an innovation lab, with some equipment, that can be used by the community.

At STPUAS there are no specific cases known except student startups. The pedagogical and research staff indicate 'we know why it is important, but we just started to deal with it from an institutional perspective. So first we need to focus on the institutional embedding'.

At UCLL the Open Innovation projects focus on the link between education, innovation and entrepreneurship:

- co-creation with regional stakeholders in various domains such as business, technology, wellbeing, health care
- innovation labs with external companies
- challenge based learning where students work on challenges provided by organisations (companies, cities) e.g., hackathons.

At MATE there are no specific cases known. They only indicate that they will organise practical development experiences for students.

At ViA there are several interesting cases on Open Innovation projects where education meets innovation and entrepreneurship. Examples are:

- The use of innovative digital educational tools
- The open Innovation Hub
- Co-creation project Vidzeme, it is an Innovation Project for Students where lecturers, students, researchers, industry mentors and industry companies work together on open innovation projects.
- Partner network Nobanet: <http://www.vaken.org> innovative "design thinking" methodology had been invented, with approbation in four different countries, involving 20+ academic staff and 300+ students from 7 different universities and more than 20 different nationalities.
- A prototyping laboratory called Maker Space. There will be an Innovation Block joining the Business Incubator, Development Agency, Planning Region to start working from September.

6 Open Science Report

6.1 Analysis at institutional level

6.1.1 Instituto Politécnico de Setúbal (IPS), Portugal

Policies:

The institution has a policy for Open Science, indicating a formalized approach towards promoting and supporting Open Science practices.

The institution also has a strategy for Open Science, further demonstrating a proactive stance in this area.

Actions/Activities/Production:

The importance of Open Data in terms of the institution's strategic priority areas is reported to be low.

The priority for the publication of digital research data and research methods is low.

The priority for the publication of physical research data and research methods (e.g., hardware) is very low.

Resources (technical, human, support):

The IPS has implemented various actions and activities to foster a culture of Open Science practices, such as an open multi-institutional repository (RCAAP) for accessing publications, an internal funding mechanism (RAADRI) that supports publishing in open access journals, and open access given by researchers to scripts and data through deposition in open repositories.

However, there is a reported restriction in terms of the lack of an implemented tool for securely sharing research data and methods, which suggests potential limitations in technical resources for Open Science.

Training:

The IPS demonstrates a culture of open science practices, including data sharing and open access publishing.

Researchers are encouraged to use unique personal persistent identifiers like ORCID, indicating a high priority for their adoption.

Legal and regulatory barriers:

The main restriction to "open up" and make research data and methods accessible in the institution is the absence of an implemented tool for secure sharing.

Additionally, some researchers may have a lack of knowledge about the importance of open data and methods, suggesting potential awareness and educational barriers.

Future & Visions:

The priority of compliance with the FAIR principles in the university is reported to be high, indicating a recognition of the importance of making data Findable, Accessible, Interoperable, and Reusable.

Summary:

Overall, the (IPS) demonstrates a commitment to Open Science practices through its policy and strategy. While the importance of Open Data is considered low, the institution has implemented various actions and activities to foster a culture of Open Science, including the use of unique identifiers and the support of open access publishing. However, there are limitations in terms of technical resources, particularly the lack of an implemented tool for secure data and methods sharing. Compliance with the FAIR principles is a high priority, indicating a focus on data accessibility and interoperability. Efforts to enhance training, address legal and regulatory barriers, and promote the integration of open science practices into evaluation processes can further strengthen IPS's engagement with Open Science.

6.1.2 Fachhochschule St Pölten GMBH (STPUAS), Austria

Policies:

The institution has a policy for Open Science, indicating a formalized approach and commitment to Open Science practices.

Additionally, the institution has a strategy for Open Science, suggesting a comprehensive plan for implementing Open Science initiatives.

Actions/Activities/Production:

The institution considers Open Data to be highly important in terms of its strategic priority areas. There is a high priority placed on the publication of digital research data and research methods. However, the priority for publication of physical research data and research methods (e.g., hardware) is very low, indicating a focus on digital data and methods.

Resources (technical, human, support):

The management of the institutional repository and Open Access publishing service is situated in the STPUAS library, implying the availability of technical resources and support for Open Science practices.

Training:

No specific information is provided about training activities related to Open Science. Therefore, it is unclear whether there are specific training programs or initiatives in place.

Legal and regulatory barriers:

The institution mentions several restrictions to opening up and making research data and research methods accessible, such as copyright issues and GDPR regulations.

However, it is stated that there is an acceptance that science should be open and free, suggesting a willingness to navigate and overcome these legal and regulatory barriers.

Future & Visions:

The institution expresses a high priority for compliance with the FAIR principles, indicating a commitment to making research data Findable, Accessible, Interoperable, and Reusable.

The institution also engages in activities and actions for Open Access, Open Innovation, Open Education, and Open Science, although specific details are not provided.

However, no specific information is given about the institution's future vision for Open Science beyond the mentioned priorities and actions.

Summary:

Overall, STPUAS demonstrates an advanced state of Open Science implementation. They have formal policies and strategies in place, prioritize Open Data, and express a high importance for digital research data and methods. The presence of an institutional repository and Open Access publishing service indicates the availability of resources and support for Open Science practices. However, there is a lack of information about training activities, and the specific actions and initiatives undertaken by the institution remain undisclosed. To further strengthen their Open Science efforts, the institution could focus on implementing comprehensive training programs, addressing legal and regulatory barriers more effectively, and clearly articulating their future vision for Open Science.

6.1.3 Magyar Agrár - és Élettudományi Egyetem (MATE), Hungary

Policies:

No specific information is provided regarding the institution's policy for Open Science.

There is also no mention of a strategy for Open Science, indicating a potential lack of formalized plans or guidelines in this area.

Actions/Activities/Production:

The institution considers Open Data to be of high importance in terms of its strategic priority areas. However, the priority for the publication of digital research data and research methods is low. The priority for the publication of physical research data and research methods (e.g., hardware) is also low.

Resources (technical, human, support):

No specific information is provided about the availability of technical, human, or support resources for Open Science practices.

Training:

While there is widespread use of data sharing and open access publishing, the response suggests that there are no official policies or guidelines in place regarding these practices. Public workshops and other events are mentioned as a means of disseminating such practices among peers, indicating some informal training opportunities. There are also unofficial forums and virtual settings where researchers can share their experiences.

Legal and regulatory barriers:

There is no official tool for sharing research data and research methods, suggesting potential barriers to openly sharing these resources. However, the institution engages in public workshops and other events where Open Science practices are disseminated, indicating efforts to overcome legal and regulatory barriers in an informal manner.

Future & Visions:

The priority of compliance with the FAIR principles (Findable, Accessible, Interoperable, and Reusable) in the university is low, suggesting room for improvement in aligning data practices with these principles.

The institution has signed the "Position Paper on Open Science" (<https://nkfih.gov.hu/openscience/position-paper-on-open-science>), indicating some level of commitment to Open Science principles.

Summary:

Overall, the Hungarian University of Agriculture and Life Sciences (MATE) demonstrates a mixed level of engagement with Open Science practices. While the institution recognizes the importance

of Open Data and expresses a high priority for using personal persistent identifiers like ORCID, there is a lack of specific policies and strategies for Open Science. The priority for publication of research data and research methods is low, and the compliance with FAIR principles is also low. The institution engages in some actions and activities, such as public workshops and informal sharing platforms, to promote Open Science practices. However, there is a need to establish official policies, enhance training opportunities, and address legal and regulatory barriers to further promote and support Open Science at MATE.

6.1.4 Universitatea Politehnica Timișoara (UPT), Romania

Policies:

The institution has a policy for Open Science, indicating a formalized approach towards promoting and supporting Open Science practices.

The institution also has a strategy for Open Science, demonstrating a proactive stance in this area.

Actions/Activities/Production:

The importance of Open Data in terms of the institution's strategic priority areas is reported to be very low.

The priority for the publication of digital research data and research methods is low.

The priority for the publication of physical research data and research methods (e.g., hardware) is very low.

UPT engages in various activities and actions to promote Open Science, such as open access journals (e.g., Journal of Electrical Engineering, Journal of Architecture, Urbanism and Heritage, Acta Technica Corviniensis, Mastercom, Nonconventional Technologies Review) and organizing events like International Open Education Week Workshops, the European Researcher's Night, and Innovation Hubs.

Additionally, UPT organizes competitions like the International Spotlight Heritage Student Contest and the Interactive Digital Media Student Contest, where the outputs are published with an open license.

Resources (technical, human, support):

UPT does not have an official tool for sharing research data and research methods, indicating potential limitations in technical resources for Open Science.

However, there are public workshops, events, forums, and virtual settings where researchers can share their experiences, suggesting the presence of informal support and resources.

Training:

The priority of using unique personal persistent identifiers like ORCID is high, indicating a focus on individual identification and recognition in research.

Legal and regulatory barriers:

While there are no specific reports of legal and regulatory barriers, the absence of an official tool for sharing research data and methods may imply potential limitations in this area.

Future & Visions:

The priority of compliance with the FAIR principles is reported to be low, suggesting that there may be room for improvement in terms of data accessibility, interoperability, and reusability.

Summary:

Overall, the (UPT) demonstrates a commitment to Open Science through its policy and strategy. However, the importance of Open Data is considered very low, and the priority for the publication of research data and methods is also low. UPT engages in various activities, such as open access journals and organizing events and competitions related to Open Science. The institution prioritizes the use of personal identifiers like ORCID, indicating a recognition of their value for researchers. However, there is a lack of an official tool for sharing research data and methods, which may indicate a need for improved technical resources. Compliance with the FAIR principles is reported to be low, suggesting an area for future development. UPT's engagement with Open Science can be further strengthened by addressing legal and regulatory barriers, enhancing training opportunities, and integrating Open Science practices into evaluation processes.

6.1.5 UC Leuven Limburg (UCLL), Belgium

Policies:

There is no institutional policy or strategy on Open Science

Actions/Activities/Production:

The importance of Open Data in terms of the institution's strategic priority areas is reported to be very low.

The priority for the publication of digital research data and research methods is very low.

The priority for the publication of physical research data and research methods (e.g., hardware) is very low.

UCLL develops activities for Open Science, only ad hoc on a project basis, where a tendency is emerging to provide budget for open access publications.

Resources (technical, human, support):

The priority of using Free and Open-Source-Software at UCLL is low.

The priority of making Free and Open-Source-Software available to the public is also low but this depends on the domain (in health care and well-being this priority is higher than in management or technology).

Training:

The priority of using unique personal persistent identifiers like ORCID is low.

Legal and regulatory barriers:

UCLL do not have a culture of open science practices is very limited due to very strict GDPR restrictions where the period data can be kept is generally limited to 5 years.

For data gathering research projects in humanities and health have to pass ethical commission where GDPR restrictions and accessibility are strictly limited.

Future & Visions:

The priority of compliance with the FAIR principles is reported to be very low, suggesting that there might be room for improvement in terms of data accessibility, interoperability, and reusability.

Summary:

Overall, UCLL has reported low priorities in terms of Open Science, and there seem to be legal barriers in this respect due to the GDPR policies of the university.

6.1.6 Vidzemes Augstskola (ViA), Latvia

Policies:

The institution did not provide any answers regarding their policy for Open Science or their strategy for Open Science. This suggests a lack of formalized guidelines or plans in these areas.

Actions/Activities/Production:

The institution organizes frequent seminars on Open Science topics, which indicates a proactive approach to raising awareness and promoting discussion among researchers.

Researchers at the institution are reminded, informed, and consulted on Open Science practices during faculty meetings and other gatherings.

The institution follows the National Strategy for Open Science of Latvia, which provides a framework for their activities and actions related to Open Science.

Resources (technical, human, support):

No specific information was provided about the technical resources available for Open Science initiatives. The priority of compliance of the FAIR-principles is very high, using Free Open Sources is also high, that shows a proactive approach to implement the OS practice either.

The institution mentions that individual researchers use different repositories for publishing research data, suggesting a lack of a centralized infrastructure or common practice framework for data sharing.

The institution has Research Ethics Committees, but the level of involvement or specific support provided for Open Science is not mentioned.

Training:

The institution mentions organizing seminars and workshops on Open Science topics, which implies a commitment to training and awareness-raising among researchers.

No specific details are provided about the content or extent of the training activities.

Legal and regulatory barriers:

The institution states that the internal regulations for "opening up" research data and methods are still in development. This suggests that there may be legal and regulatory barriers or uncertainties hindering the implementation of Open Science practices.

According to the attitude of Researcher's using different repositories, and the lack of a common practice framework, also indicates potential challenges in aligning with legal and regulatory requirements.

Future & Visions:

The institution expresses a high priority for Open Science practices, as it is one of the aims for the development of scientific work in their future Development Strategy.

No specific information is provided about the future vision or goals related to Open Science beyond the mentioned aim in the Development Strategy.

Summary:

Overall, the provided answers suggest that while the institution recognizes the importance of Open Science and has some activities in place to promote it, there are several areas that require further attention and development. This includes the formulation of clear policies and strategies, establishing common practices and infrastructure for data sharing, addressing legal and regulatory barriers, and potentially enhancing the support and resources available for Open Science initiatives.

6.2 Analysis of the data at partnership level

6.2.1 Policies

MATE: The university demonstrates a growing commitment to Open Science with policies that encourage researchers to share their works and creative processes openly.

ViA: ViA places a high priority on Open Science, with well-defined policies and strategies to foster openness and transparency, particularly in the field of applied sciences.

UPT: UPT has proactive policies that emphasize openness and collaboration.

IPS: IPS has made significant strides in embracing Open Science practices, with policies that promote data sharing and open access publishing.

STPUAS: The university recognizes the importance of Open Science and has policies in place to support openness and collaboration in research.

UCLL: There is no institutional policy or strategy on Open Science

6.2.2 Actions/Activities/Production

MATE: MATE actively encourages researchers to share their works and creative processes openly, contributing to the openness.

ViA: ViA actively promotes the use of Free and Open-Source Software (FOSS) in research and educational activities, fostering openness and innovation.

UPT: UPT organizes workshops, conferences, and competitions related to Open Science, such as the International Symposium on Electronics and Telecommunications, showcasing their commitment to openness.

IPS: IPS has implemented an open multi-institutional repository (RCAAP) and actively encourages researchers to deposit their scripts and data, facilitating open access to research outputs.

STPUAS: STPUAS actively promotes the use of Free and Open-Source Software (FOSS) and demonstrates a preference for its adoption, contributing to open practices.

UCLL: UCLL develops activities for Open Science, only ad hoc on a project basis, where a tendency is emerging to provide budget for open access publications.

6.2.3 Resources (technical, human, support)

MATE: The university could benefit from establishing an open repository or platform specifically tailored for sharing artistic creations, facilitating access and collaboration within the art community.

ViA: ViA could further enhance their Open Science practices by establishing collaborations with industry partners, leveraging resources and expertise for practical applications.

UPT: UPT has resources in the form of workshops, conferences, and journals with open access policies, providing technical, human, and support infrastructure for Open Science practices.

IPS: IPS has implemented an open multi-institutional repository (RCAAP) as a technical resource, and their support for open data deposition showcases their commitment to providing resources for Open Science.

STPUAS: STPUAS could focus on making research data and methods more accessible by establishing mechanisms and platforms for sharing, thereby providing valuable technical resources.

UCLL: The priority of using Free and Open-Source-Software at UCLL is low.

6.2.4 Training

MATE: The university could consider offering training programs or workshops to educate researchers about Open Science practices and their benefits.

ViA: ViA could provide training opportunities for researchers and students on Open Science principles and methodologies to foster a culture of openness.

UPT: UPT's organization of workshops and conferences related to Open Science indicates a commitment to training and knowledge dissemination.

IPS: IPS could focus on enhancing awareness and knowledge among their researchers about the benefits of open data and methods through training programs and workshops.

STPUAS: STPUAS could offer training programs or workshops to familiarize researchers with Open Science practices and tools, facilitating their adoption.

UCLL: low priority in this area.

6.2.5 Legal and regulatory barriers

MATE: No specific information provided regarding legal and regulatory barriers.

ViA: No specific information provided regarding legal and regulatory barriers.

UPT: No specific information provided regarding legal and regulatory barriers.

IPS: No specific information provided regarding legal and regulatory barriers.

STPUAS: No specific information provided regarding legal and regulatory barriers.

UCLL: For data gathering research projects in humanities and health have to pass ethical commission where GDPR restrictions and accessibility are strictly limited.

6.2.6 Future & Visions

MATE: MATE's future vision could involve expanding their Open Science practices to include collaborative projects with other institutions and international partnerships.

ViA: ViA's future vision might include strengthening collaborations with industry partners and actively engaging in open innovation projects to drive practical applications of their research.

UPT: UPT's future vision could involve further integrating Open Science practices into all disciplines, fostering a culture of openness and collaboration across the university.

IPS: IPS could envision creating more interdisciplinary research opportunities and actively involving civil society organizations and citizens in their research projects through Open Science practices.

STPUAS: STPUAS could strive to establish mechanisms for sharing research data and methods, as well as engaging in citizen science initiatives, aligning with their future vision of broader engagement and collaboration.

UCLL: There might be room for improvement as priorities of UCLL are low in this area.

Overall, these universities have made notable progress in various aspects of Open Science. By addressing the areas for improvement and aligning their future visions with Open Science principles, they can further enhance their practices, foster collaboration, and contribute to the broader Open Science community.

6.2.6.1 Magyar Agrár- és Élettudományi Egyetem (MATE), Hungary

Policies: MATE has implemented policies that promote Open Science. They encourage researchers to share their works and creative processes openly.

Actions/Activities/Production: MATE actively organizes, workshops, and seminars that promote Open Science principles within the MATE researcher's community. They showcase innovative practices and encourage collaboration.

Resources: MATE provides technical resources such as digital platforms to support Open Science initiatives. They may also have dedicated staff or support teams to assist researchers in sharing their works and data.

Training: MATE offers training programs and courses that educate researchers on the principles and practices of Open Science. They focus on fostering a culture of openness and collaboration within the agricultural and economic field.

Legal and regulatory barriers: MATE may face challenges related to copyright and intellectual property rights when it comes to openly sharing artistic works. They need to navigate these legal barriers while ensuring proper attribution and licensing.

Future & Visions: MATE aims to establish a prominent role in the Open Science community within the agricultural and economic domain.

6.2.6.2 *Vidzemes Augstskola (ViA), Latvia*

Policies: ViA has an unofficial, well-defined policy that prioritize Open Science. They promote openness, transparency, and the use of Free and Open-Source Software (FOSS) in research and education.

Actions/Activities/Production: ViA engages in collaborative research projects with industry partners, applying Open Science principles to solve real-world challenges.

Resources: ViA offers technical resources such as research labs, data repositories, and access to specialized equipment to support Open Science activities. They may also have partnerships with industry organizations, providing additional resources.

Training: ViA provides training programs and workshops to educate researchers and students on Open Science practices. They focus on promoting the use of FOSS and encourage data sharing and open access publishing.

Legal and regulatory barriers: ViA may encounter legal and ethical considerations when working with industry partners or commercializing research outcomes. They need to address issues related to intellectual property rights and data privacy.

Future & Visions: ViA envisions becoming a leading institution in applied sciences through its commitment to Open Science. They aim to foster a culture of open innovation, collaboration, and knowledge exchange between academia and industry.

6.2.6.3 *Universitatea Politehnica Timișoara (UPT), Romania*

Policies: UPT has policies that emphasize Open Science. They promote data sharing, open access publishing, and the use of unique personal persistent identifiers (e.g., ORCID).

Actions/Activities/Production: UPT organizes workshops, conferences, and competitions focused on Open Science topics. They actively publish journals with open access policies and engage in projects that integrate open education, open science, and emerging technologies.

Resources: UPT provides technical resources such as research labs, computing infrastructure, and access to scientific databases to support Open Science endeavours. They may have collaborations with industry partners for additional resources.

Training: UPT offers training programs and initiatives that educate researchers, students, and faculty on Open Science principles and practices. They emphasize the importance of proper data management, sharing, and reproducibility.

Legal and regulatory barriers: UPT faces challenges related to legal and regulatory frameworks concerning data sharing and research methods. They actively disseminate best practices through workshops and forums to address these barriers.

Future & Visions: UPT envisions a future where Open Science is deeply ingrained in engineering and technology research. They aim to further develop their infrastructure, tools, and policies to enhance openness, collaboration, and scientific impact.

6.2.6.4 *Instituto Politécnico de Setúbal (IPS), Portugal*

Policies: IPS has implemented policies supporting Open Science, with an emphasis on data sharing and open access publishing. They encourage researchers to deposit their scripts and data in open repositories.

Actions/Activities/Production: IPS actively promotes Open Science through the establishment of an open multi-institutional repository (RCAAP) and collaborations with other institutions. They engage in multidisciplinary research projects that embrace openness.

Resources: IPS provides technical resources such as research facilities, computing infrastructure, and access to scientific literature and databases. They may collaborate with other institutions to leverage shared resources.

Training: IPS offers training programs and workshops to educate researchers and students on Open Science practices. They focus on raising awareness about the benefits of open data, reproducibility, and responsible research conduct.

Legal and regulatory barriers: IPS may face legal and ethical challenges related to intellectual property rights, data protection, and privacy when implementing Open Science practices. They need to ensure compliance with relevant regulations.

Future & Visions: IPS aims to be at the forefront of Open Science in multidisciplinary research. They envision fostering a collaborative environment that encourages researchers to openly share data, methods, and findings for societal impact.

6.2.6.5 *Fachhochschule St Pölten GMBH (STPUAS), Austria*

Policies: STPUAS has policies that support Open Science, emphasizing openness, transparency, and collaboration in research. They actively promote the use of Free and Open-Source Software (FOSS) whenever possible.

Actions/Activities/Production: STPUAS engages in research projects that embrace Open Science principles. They actively participate in conferences, workshops, and industry collaborations to foster knowledge exchange.

Resources: STPUAS provides technical resources such as research laboratories, computing infrastructure, and access to scientific databases. They may have partnerships with industry and external stakeholders, offering additional resources.

Training: STPUAS offers training programs and initiatives to educate researchers, students, and staff on Open Science practices. They emphasize the importance of FOSS adoption, open data sharing, and collaboration.

Legal and regulatory barriers: STPUAS faces legal and regulatory considerations when it comes to data sharing, intellectual property rights, and commercialization of research outcomes. They need to navigate these barriers while ensuring compliance.

Future & Visions: STPUAS envisions a future where Open Science is deeply embedded in their research and innovation activities. They aim to establish mechanisms for making research data and methods more accessible and to actively engage civil society organizations and citizens in their projects.

These universities demonstrate varying degrees of commitment to Open Science, and each has its unique strengths and areas of focus. By leveraging their policies, resources, training programs, and addressing legal barriers, they can further advance Open Science practices and contribute to the broader research community. Their future vision underscores their dedication to fostering openness, collaboration, and societal impact through scientific research and innovation.

6.3 Study cases in Open Science

ViA Case

Overall, the ViA respondent indicated limited engagement in open science practices. While there is support for finding and using FOSS and a high priority for integrating citizens in research projects, there are no specific activities, guidelines, or training programs related to open access, open science, or citizen science at the institution. The respondent identified potential challenges, such as concerns about the misuse of methods or data and a lack of collaboration from external stakeholders. The institution is in the process of developing its strategy for implementing citizen science.

The respondent believes that open science practices will not significantly increase in prevalence in the future due to resistance from closed repositories and concerns about the sustainability and trustworthiness of open systems and data providers.

The respondent suggests that seed money of 50,000 euros for the first three years would be beneficial for improving the open infrastructure.

Overall, the ViA respondent indicates some engagement in open science, open innovation, and open education. The institution implements principles in everyday activities and runs events and initiatives related to these areas. However, there is a lack of specific training, support, and institutional guidelines for various aspects of open science and citizen science. The respondent highlights challenges such as limited resources, reliance on commercial products, and the need for funding and improved infrastructure. The institution's strategy for implementing citizen science is currently under development, and there are sporadic citizen science projects taking place.

STPUAS Case

The university should focus on providing clear information, resources, and training opportunities to representatives to enhance their understanding and engagement in Open Science. By addressing these areas, STPUAS can foster a more informed and supportive environment for Open Science practices.

The representative believes that open science practices will become more important in the future. However, they express concerns about incentivizing participation, particularly among individuals not familiar or attached to the academic culture. This insight suggests the need for the university to develop strategies to communicate the benefits of Open Science effectively and to create a supportive environment that encourages broad participation.

The representative's responses indicate some level of engagement with Open Science at STPUAS, including the existence of institutional guidelines for Open Access and some department initiatives. However, there are areas that require attention, such as developing comprehensive policies for Open Innovation, Open Education, and Open Science, implementing training programs, ensuring adequate resources and support, and addressing potential legal and regulatory barriers. By addressing these areas, STPUAS can foster a more robust culture of Open Science and support its staff members in embracing and practicing Open Science principles effectively.

MATE Case

The representative indicates that their university provides support for finding and using Free and Open Source Software and management/access to digital research data and methods. This suggests the presence of technical, human, and support resources to facilitate Open Science practices. However, it is unclear whether there are resources dedicated specifically to Open Science beyond these areas.

The responder was unsure about that the university employs a data steward (Data Protection Officer) or not. The answers in connection with the Citizen science topic shows the same lack of information.

Based on the received answers, the person familiar with the Research Ideas and Outcomes (RIO), Zenodo, GitHub, Jupyter Notebooks/JupyterLab, Purity tools for open science. tools Zotero and DOAJ were used by.

The representative expresses a belief that open science practices will become more prevalent in the future. This outlook aligns with the broader trend in the research community, as Open Science continues to gain momentum and recognition for its potential benefits.

In summary, the representative's responses suggest that MATE has institutional guidelines for Open Access and engages in department initiatives for internal actions related to Open Access. The university provides support for using Free and Open Source Software and management/access to digital research data and methods. However, the extent and breadth of Open Science activities, resources, and training at MATE require further clarification. It would be valuable for the university to develop comprehensive policies and expand training opportunities to cover a wider range of Open Science aspects.

IPS Case

In summary, the representative's responses indicate that IPS has institutional guidelines for Open Educational Resources and engages in Open Access activities through the publication of research papers. The representative expresses concerns about the lack of regulation regarding Open Science practices, particularly with regards to AI tools using authors' works without proper citation. This indicates that legal and regulatory barriers exist in the implementation of Open Science at IPS. The representative believes that Open Science practices will become more prevalent in the future. However, they emphasize the need for regulations, especially in relation to AI tools and proper citation of authors' original work. It would be beneficial to further explore the representative's vision for the future of Open Science at IPS.

In summary, the representative's responses suggest that IPS is involved in Open Access and Open Science activities, with support for opening up research data and methods and using Free and Open Source Software.

UPT Case:

The representative did not provide information about the availability of resources, such as technical, human, or support services, at UPT for open science practices. Without specific details, it is difficult to assess the university's commitment to providing resources in this regard.

Based on the received answers, the person familiar with the Research Ideas and Outcomes (RIO), Hypothes.is, AsPredicted, Zenodo, Dataverse Project, Protocols.io, Authorea, Jupyter Notebooks /

JupyterLab, ArXiv, CoCalc, PubPeer, Altmetric, PlumX, ImpactStory, Purity tools for open science. Zotero, GitHub, Overleaf, DOAJ, Fig Share tools was used by.

In summary, the representative's responses suggest that UPT is actively engaged in Open Access, Open Innovation, Open Education, and Open Science activities. The university has policies and initiatives in place, provides resources and support, offers training programs, and recognizes the importance of open science practices for collaboration. However, challenges related to legal and regulatory barriers and financial aspects are mentioned. It is recommended that UPT continue to strengthen its policies, address legal and regulatory challenges, and consider expanding support and resources for open science initiatives. The lack of specific information about policies, actions/activities/production, resources, training, legal and regulatory barriers, and future visions limits the assessment.

UCLL Case:






The representative expressed a belief that open science practices will become more prevalent in the future to a great extent. This suggests that the representative envisions a positive trajectory for open science at UCLL, although no specific details about the future plans or vision were provided. Based on the representative's answers, it appears that UCLL may have limited engagement in open science practices. There is a lack of information about specific policies, actions, resources, and training programs in place at the university. It is also unclear whether there are any legal or regulatory barriers that need to be addressed. However, the representative's belief in the increasing prevalence of open science practices indicates a potential interest in further development in this area. Overall, based on the representative's answers, it appears that UCLL is actively engaged in open science practices, particularly in the areas of open access, open innovation, and open education. While there might be challenges and limitations, the university demonstrates efforts to provide training, support, and participate in relevant projects. However, more information is needed to assess the specific policies, resources, and strategies in place at UCLL regarding open science.

7 ANNEXES






7.1 Annex 1 – Results from partnership level expert interview

Statistics: Survey to analyse the OA/OI/OE tools - infrastructure, practices, resources - university level




Does your institution have a policy for

		Answers	Ratio
Open Access		3	60 %
Open Innovation		1	20 %
Open Education		1	20 %
Open Science		3	60 %
No Answer		1	20 %



Does your institution have a strategy for

		Answers	Ratio
Open Access		3	60 %
Open Innovation		1	20 %
Open Education		1	20 %
Open Science		3	60 %
No Answer		2	40 %



Importance of Open Access in terms of the institution's strategic priority areas

		Answers	Ratio
Very Low		0	0 %
Low		1	20 %
High		3	60 %
Very High		1	20 %
NA		0	0 %
No Answer		0	0 %



The publication of articles/ papers / books with Open Access

		Answers	Ratio
Very Low		0	0 %
Low		0	0 %
High		3	60 %
Very High		2	40 %
NA		0	0 %
No Answer		0	0 %




The priority of publication of preprints that have not yet undergone peer review

		Answers	Ratio
Very Low		2	40 %
Low		3	60 %
High		0	0 %
Very High		0	0 %
NA		0	0 %
No Answer		0	0 %




Importance of Open Innovation in terms of the institution's strategic priority areas

		Answers	Ratio
Very Low		0	0 %
Low		0	0 %
High		3	60 %
Very High		2	40 %
NA		0	0 %
No Answer		0	0 %



Importance of Open Education in terms of the institution's strategic priority areas

		Answers	Ratio
Very Low		0	0 %
Low		2	40 %
High		2	40 %
Very High		1	20 %
NA		0	0 %
No Answer		0	0 %



Importance of Open Data in terms of the institution's strategic priority areas

		Answers	Ratio
Very Low		1	20 %
Low		1	20 %
High		3	60 %
Very High		0	0 %
NA		0	0 %
No Answer		0	0 %



The priority of publication of digital research data and research methods

		Answers	Ratio
Very Low		0	0 %
Low		4	80 %
High		1	20 %
Very High		0	0 %
NA		0	0 %
No Answer		0	0 %




The priority of publication of physical research data and research methods (eg Hardware)

		Answers	Ratio
Very Low		1	20 %
Low		4	80 %
High		0	0 %
Very High		0	0 %
NA		0	0 %
No Answer		0	0 %





Priority of using unique personal persistent identifiers (like ORCID www.orcid.org)

		Answers	Ratio
Very Low		0	0 %
Low		0	0 %
High		4	80 %
Very High		1	20 %
NA		0	0 %
No Answer		0	0 %





The priority of compliance of the FAIR-principles (<https://www.go-fair.org/fair-principles/>) in your university

		Answers	Ratio
Very Low		0	0 %
Low		2	40 %
High		1	20 %
Very High		2	40 %
NA		0	0 %
No Answer		0	0 %




Does your institution develop activities/actions for

		Answers	Ratio
Open Access		5	100 %
Open Innovation		5	100 %
Open Education		5	100 %
Open Science		5	100 %
No Answer		0	0 %


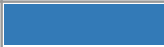



The university has signed declarations on Open Access / Open Science/ Open education

		Answers	Ratio
https://www.budapestopenaccessinitiative.org/read/		0	0 %
https://openaccess.mpg.de/Berlin-Declaration		1	20 %
https://www.europe4libraries2019.eu/wp-content/uploads/2019/03/a-library-manifesto-for-europe-1.pdf		0	0 %
https://lindauguidelines.org/		0	0 %
UNESCO		1	20 %
OEG		1	20 %
No Answer		3	60 %






Does your institution develop activities/actions for Open education : Workshops

		Answers	Ratio
Yes, very often		1	20 %
Yes, sometimes		2	40 %
Not at all		0	0 %
Planning to do		2	40 %
No Answer		0	0 %






Does your institution develop activities/actions for Open education : Training course/programs for staff

		Answers	Ratio
Yes, very often		1	20 %
Yes, sometimes		2	40 %
Not at all		0	0 %
Planning to do		2	40 %
No Answer		0	0 %






Does your institution develop activities/actions for Open education : Training course/programs for students

		Answers	Ratio
Yes, very often		0	0 %
Yes, sometimes		3	60 %
Not at all		1	20 %
Planning to do		1	20 %
No Answer		0	0 %






Does your institution develop activities/actions for Open education : Use of Open educational resources

		Answers	Ratio
Yes, very often		2	40 %
Yes, sometimes		3	60 %
Not at all		0	0 %
Planning to do		0	0 %
No Answer		0	0 %



Does your institution develop activities/actions for Open education : Produce and publish OER

		Answers	Ratio
Yes, very often		1	20 %
Yes, sometimes		2	40 %
Not at all		0	0 %
Planning to do		2	40 %
No Answer		0	0 %


Does your institution develop activities/actions for Open education : Produce and public open access books or educational content

		Answers	Ratio
Yes, very often		0	0 %
Yes, sometimes		5	100 %
Not at all		0	0 %
Planning to do		0	0 %
No Answer		0	0 %


Does your institution develop activities/actions for Open education : Part of international associations and events that promotes OE

		Answers	Ratio
Yes, very often		4	80 %
Yes, sometimes		1	20 %
Not at all		0	0 %
Planning to do		0	0 %
No Answer		0	0 %



Does your institution develop activities/actions for Open education : Academics and staff have Open attitude in designing and delivering education

		Answers	Ratio
Yes, very often		0	0 %
Yes, sometimes		5	100 %
Not at all		0	0 %
Planning to do		0	0 %
No Answer		0	0 %

Does your institution develop activities/actions for Open education : Activities toward open education principles

		Answers	Ratio
Yes, very often		0	0 %
Yes, sometimes		5	100 %
Not at all		0	0 %
Planning to do		0	0 %
No Answer		0	0 %

Does your institution develop activities/actions for Open education : Use of open education digital tools

		Answers	Ratio
Yes, very often		2	40 %
Yes, sometimes		3	60 %
Not at all		0	0 %
Planning to do		0	0 %
No Answer		0	0 %

Does your institution develop activities/actions for Open education : Production of open education digital tools

		Answers	Ratio
Yes, very often		0	0 %
Yes, sometimes		3	60 %
Not at all		0	0 %
Planning to do		2	40 %
No Answer		0	0 %

Does your institution develop activities/actions for Open education : Develop research on open education

		Answers	Ratio
Yes, very often		1	20 %
Yes, sometimes		2	40 %
Not at all		0	0 %
Planning to do		2	40 %
No Answer		0	0 %

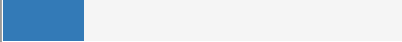
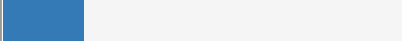
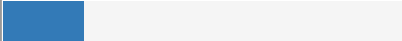




Does your institution develop activities/actions for Open education : Issue open certificate or degrees

		Answers	Ratio
Yes, very often		1	20 %
Yes, sometimes		0	0 %
Not at all		0	0 %
Planning to do		4	80 %
No Answer		0	0 %

Does your institution develop activities/actions for Open education : Reward academics, staff and students that perform open education activities

		Answers	Ratio
Yes, very often		0	0 %
Yes, sometimes		1	20 %
Not at all		2	40 %
Planning to do		2	40 %
No Answer		0	0 %






Please select your university

		Answers	Ratio
IPS		1	20 %
STPUAS		1	20 %
MATE		1	20 %
UPT		1	20 %
UCLL		0	0 %
ViA		1	20 %
No Answer		0	0 %








7.2 Annex 2 – Results from Individual survey

Statistics: Survey to analyse the OA/OI/OE tools - infrastructure, practices, resources





Do you develop activities/actions for

		Answers	Ratio
Open Access		53	51.46 %
Open Innovation		31	30.1 %
Open Education		49	47.57 %
Open Science		41	39.81 %
No Answer		25	24.27 %





If yes, how?

		Answers	Ratio
Part of an EU project		33	32.04 %
Department initiatives for internal actions		32	31.07 %
Running events/seminars/workshops		43	41.75 %
Implementing principles in everyday activities		47	45.63 %
Developing training/support for implementation		26	25.24 %
Other		8	7.77 %
No Answer		25	24.27 %





Is there a training / further education at your university to the following aspects? : Research for Open Access publications

		Answers	Ratio
Yes		48	46.6 %
No		12	11.65 %
Don't know		42	40.78 %
No Answer		1	0.97 %





Is there a training / further education at your university to the following aspects? : Open-Access-Publishing

		Answers	Ratio
Yes		58	56.31 %
No		8	7.77 %
Don't know		36	34.95 %
No Answer		1	0.97 %





Is there a training / further education at your university to the following aspects? : Finding and using Open Educational Resources

		Answers	Ratio
Yes		59	57.28 %
No		8	7.77 %
Don't know		34	33.01 %
No Answer		2	1.94 %





Is there a training / further education at your university to the following aspects? : Producing Open Educational Resources

		Answers	Ratio
Yes		45	43.69 %
No		13	12.62 %
Don't know		38	36.89 %
No Answer		7	6.8 %

Is there a training / further education at your university to the following aspects? : Management / access to digital research data and methods

		Answers	Ratio
Yes		43	41.75 %
No		12	11.65 %
Don't know		43	41.75 %
No Answer		5	4.85 %

Is there a training / further education at your university to the following aspects? : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		10	9.71 %
No		20	19.42 %
Don't know		68	66.02 %
No Answer		5	4.85 %

Is there a training / further education at your university to the following aspects? : “Opening up” of research data and methods (“science out loud”)

		Answers	Ratio
Yes		12	11.65 %
No		15	14.56 %
Don't know		71	68.93 %
No Answer		5	4.85 %

Is there a training / further education at your university to the following aspects? : Finding and using Free and Open Source Software

		Answers	Ratio
Yes		44	42.72 %
No		15	14.56 %
Don't know		41	39.81 %
No Answer		3	2.91 %

Is there a support at your university for: : Research for Open Access publications

		Answers	Ratio
Yes		62	60.19 %
No		16	15.53 %
Don't know		24	23.3 %
No Answer		1	0.97 %

Is there a support at your university for: : Open-Access-Publishing

		Answers	Ratio
Yes		70	67.96 %
No		11	10.68 %
Don't know		20	19.42 %
No Answer		2	1.94 %

Is there a support at your university for: : Finding and using Open Educational Resources

		Answers	Ratio
Yes		52	50.49 %
No		11	10.68 %
Don't know		35	33.98 %
No Answer		5	4.85 %

Is there a support at your university for: : Producing Open Educational Resources

		Answers	Ratio
Yes		44	42.72 %
No		10	9.71 %
Don't know		42	40.78 %
No Answer		7	6.8 %

Is there a support at your university for: : Management / access to digital research data and methods

		Answers	Ratio
Yes		40	38.83 %
No		14	13.59 %
Don't know		41	39.81 %
No Answer		8	7.77 %

Is there a support at your university for: : Quick start / deep dive into Open Innovation

		Answers	Ratio
Yes		12	11.65 %
No		18	17.48 %
Don't know		65	63.11 %
No Answer		8	7.77 %






Is there a support at your university for: : “Opening up” of research data and methods (“science out loud”)

		Answers	Ratio
Yes		17	16.5 %
No		13	12.62 %
Don't know		64	62.14 %
No Answer		9	8.74 %





Is there a support at your university for: : Finding and using Free and Open Source Software

		Answers	Ratio
Yes		42	40.78 %
No		14	13.59 %
Don't know		42	40.78 %
No Answer		5	4.85 %





Does your university have institutional guidelines for

		Answers	Ratio
Open Access		47	45.63 %
Open Data		27	26.21 %
Open Educational Resources		39	37.86 %
Open Innovation		18	17.48 %
No Answer		36	34.95 %





Does your university have a tool that is providing possibilities for your teachers and researchers to publish OER and/or outcomes, that adhere to principles of Open Access?

		Answers	Ratio
Yes		32	31.07 %
No		7	6.8 %
Don't know		28	27.18 %
No Answer		36	34.95 %





Does your university have / is using a digital institutional repository where publications are stored?

		Answers	Ratio
Yes		43	41.75 %
No		9	8.74 %
Don't know		14	13.59 %
No Answer		37	35.92 %





Does your university have / is using a digital institutional repository where research methods and data are stored?

		Answers	Ratio
Yes		23	22.33 %
No		14	13.59 %
Don't know		30	29.13 %
No Answer		36	34.95 %





Does your institution employ a data Steward (Data Protection Officer)?

		Answers	Ratio
Yes		32	31.07 %
No		14	13.59 %
Don't know		56	54.37 %
No Answer		1	0.97 %





Do you have open access contracts with (authoritative) publishers?

		Answers	Ratio
Yes		29	28.16 %
No		33	32.04 %
Don't know		40	38.83 %
No Answer		1	0.97 %





Do you actively engage and include civil society organisations and citizens in your research?

		Answers	Ratio
Yes		60	58.25 %
No		31	30.1 %
Don't know		11	10.68 %
No Answer		1	0.97 %





Do you actively integrate broad ethical reflection and debate processes into your research?

		Answers	Ratio
Yes		53	51.46 %
No		30	29.13 %
Don't know		19	18.45 %
No Answer		1	0.97 %





Have you personally used open education resources in your teaching or research?

		Answers	Ratio
Yes		70	67.96 %
No		28	27.18 %
I don't know		4	3.88 %
No Answer		1	0.97 %





Tools for open education : Moodle

		Answers	Ratio
I use		87	84.47 %
I know but do not use		9	8.74 %
I do not know		4	3.88 %
No Answer		3	2.91 %




Tools for open education : Canvas

		Answers	Ratio
I use		25	24.27 %
I know but do not use		39	37.86 %
I do not know		27	26.21 %
No Answer		12	11.65 %





Tools for open education : Open edX

		Answers	Ratio
I use		9	8.74 %
I know but do not use		29	28.16 %
I do not know		51	49.51 %
No Answer		14	13.59 %





Tools for open education : Sakai

		Answers	Ratio
I use		0	0 %
I know but do not use		12	11.65 %
I do not know		74	71.84 %
No Answer		17	16.5 %





Tools for open education : H5P

		Answers	Ratio
I use		11	10.68 %
I know but do not use		15	14.56 %
I do not know		62	60.19 %
No Answer		15	14.56 %

Tools for open education : Kahoot

		Answers	Ratio
I use		34	33.01 %
I know but do not use		28	27.18 %
I do not know		32	31.07 %
No Answer		9	8.74 %

Tools for open education : Jupyter Notebook

		Answers	Ratio
I use		10	9.71 %
I know but do not use		24	23.3 %
I do not know		56	54.37 %
No Answer		13	12.62 %

Tools for open education : OpenStax

		Answers	Ratio
I use		1	0.97 %
I know but do not use		12	11.65 %
I do not know		75	72.82 %
No Answer		15	14.56 %

Tools for open education : Libre

		Answers	Ratio
I use		5	4.85 %
I know but do not use		32	31.07 %
I do not know		51	49.51 %
No Answer		15	14.56 %

Tools for open education : Libre office

		Answers	Ratio
I use		12	11.65 %
I know but do not use		37	35.92 %
I do not know		42	40.78 %
No Answer		12	11.65 %

Tools for open education : InkScape

		Answers	Ratio
I use		9	8.74 %
I know but do not use		18	17.48 %
I do not know		63	61.17 %
No Answer		13	12.62 %

Tools for open education : GitBook

		Answers	Ratio
I use		4	3.88 %
I know but do not use		22	21.36 %
I do not know		61	59.22 %
No Answer		16	15.53 %

Tools for open education : OERCommons

		Answers	Ratio
I use		8	7.77 %
I know but do not use		12	11.65 %
I do not know		69	66.99 %
No Answer		14	13.59 %

Tools for open education : Merlot

		Answers	Ratio
I use		6	5.83 %
I know but do not use		13	12.62 %
I do not know		68	66.02 %
No Answer		16	15.53 %

Tools for open education : Wikiversity

		Answers	Ratio
I use		6	5.83 %
I know but do not use		24	23.3 %
I do not know		54	52.43 %
No Answer		19	18.45 %

Tools for open education : Project Gutenberg

		Answers	Ratio
I use		7	6.8 %
I know but do not use		26	25.24 %
I do not know		55	53.4 %
No Answer		15	14.56 %

Tools for open education : Open Textbook Library

		Answers	Ratio
I use		15	14.56 %
I know but do not use		21	20.39 %
I do not know		52	50.49 %
No Answer		15	14.56 %

Tools for open education : Others

		Answers	Ratio
I use		15	14.56 %
I know but do not use		2	1.94 %
I do not know		60	58.25 %
No Answer		26	25.24 %

Tools for open science : Research Ideas and Outcomes (RIO)

		Answers	Ratio
I use		7	6.8 %
I know but do not use		12	11.65 %
I do not know		70	67.96 %
No Answer		14	13.59 %

Tools for open science : Zotero

		Answers	Ratio
I use		28	27.18 %
I know but do not use		19	18.45 %
I do not know		43	41.75 %
No Answer		13	12.62 %

Tools for open science : Hypothes.is

		Answers	Ratio
I use		2	1.94 %
I know but do not use		9	8.74 %
I do not know		76	73.79 %
No Answer		16	15.53 %

Tools for open science : AsPredicted

		Answers	Ratio
I use		2	1.94 %
I know but do not use		8	7.77 %
I do not know		76	73.79 %
No Answer		17	16.5 %

Tools for open science : Zenodo

		Answers	Ratio
I use		10	9.71 %
I know but do not use		16	15.53 %
I do not know		61	59.22 %
No Answer		16	15.53 %

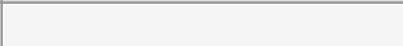
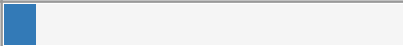


Tools for open science : Dataverse Project

		Answers	Ratio
I use		3	2.91 %
I know but do not use		12	11.65 %
I do not know		73	70.87 %
No Answer		15	14.56 %

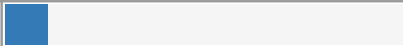
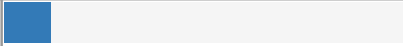

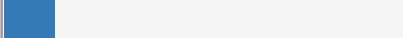
Tools for open science : GitHub

		Answers	Ratio
I use		25	24.27 %
I know but do not use		16	15.53 %
I do not know		50	48.54 %
No Answer		12	11.65 %

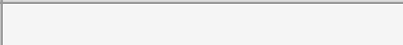


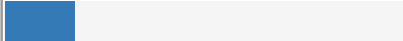
Tools for open science : Protocols.io

		Answers	Ratio
I use		0	0 %
I know but do not use		8	7.77 %
I do not know		79	76.7 %
No Answer		16	15.53 %

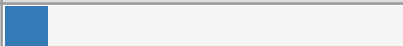
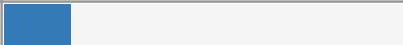

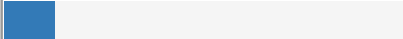
Tools for open science : Overleaf

		Answers	Ratio
I use		11	10.68 %
I know but do not use		12	11.65 %
I do not know		67	65.05 %
No Answer		13	12.62 %

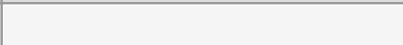


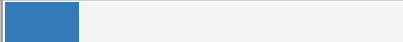
Tools for open science : Authorea

		Answers	Ratio
I use		0	0 %
I know but do not use		10	9.71 %
I do not know		75	72.82 %
No Answer		18	17.48 %

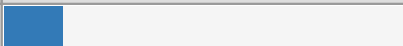


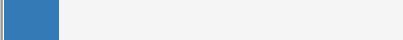
Tools for open science : Jupyter Notebooks / JupyterLab

		Answers	Ratio
I use		11	10.68 %
I know but do not use		17	16.5 %
I do not know		62	60.19 %
No Answer		13	12.62 %

Tools for open science : CoCalc

		Answers	Ratio
I use		0	0 %
I know but do not use		9	8.74 %
I do not know		75	72.82 %
No Answer		19	18.45 %

Tools for open science : ArXiv

		Answers	Ratio
I use		15	14.56 %
I know but do not use		21	20.39 %
I do not know		53	51.46 %
No Answer		14	13.59 %

Tools for open science : PubPeer

		Answers	Ratio
I use		6	5.83 %
I know but do not use		11	10.68 %
I do not know		68	66.02 %
No Answer		18	17.48 %

Tools for open science : DOAJ

		Answers	Ratio
I use		19	18.45 %
I know but do not use		12	11.65 %
I do not know		57	55.34 %
No Answer		15	14.56 %

Tools for open science : FigShare

		Answers	Ratio
I use		3	2.91 %
I know but do not use		13	12.62 %
I do not know		71	68.93 %
No Answer		16	15.53 %

Tools for open science : Altmetric

		Answers	Ratio
I use		6	5.83 %
I know but do not use		15	14.56 %
I do not know		66	64.08 %
No Answer		16	15.53 %

Tools for open science : PlumX

		Answers	Ratio
I use		0	0 %
I know but do not use		14	13.59 %
I do not know		74	71.84 %
No Answer		15	14.56 %

Tools for open science : ImpactStory

		Answers	Ratio
I use		1	0.97 %
I know but do not use		10	9.71 %
I do not know		76	73.79 %
No Answer		16	15.53 %

Tools for open science : Purity

		Answers	Ratio
I use		0	0 %
I know but do not use		7	6.8 %
I do not know		79	76.7 %
No Answer		17	16.5 %

Tools for open science : Others

		Answers	Ratio
I use		5	4.85 %
I know but do not use		1	0.97 %
I do not know		67	65.05 %
No Answer		30	29.13 %

Tools for Open Access : Unpaywall

		Answers	Ratio
I use		5	4.85 %
I know but do not use		10	9.71 %
I do not know		72	69.9 %
No Answer		16	15.53 %

Tools for Open Access : Open Access Button

		Answers	Ratio
I use		12	11.65 %
I know but do not use		9	8.74 %
I do not know		64	62.14 %
No Answer		18	17.48 %

Tools for Open Access : core.ac.uk

		Answers	Ratio
I use		6	5.83 %
I know but do not use		12	11.65 %
I do not know		68	66.02 %
No Answer		17	16.5 %

Tools for Open Access : DOAJ

		Answers	Ratio
I use		16	15.53 %
I know but do not use		18	17.48 %
I do not know		54	52.43 %
No Answer		15	14.56 %

Tools for Open Access : DOAB

		Answers	Ratio
I use		8	7.77 %
I know but do not use		8	7.77 %
I do not know		69	66.99 %
No Answer		18	17.48 %

Tools for Open Access : OAPEN

		Answers	Ratio
I use		3	2.91 %
I know but do not use		9	8.74 %
I do not know		74	71.84 %
No Answer		17	16.5 %

Tools for Open Access : arXiv

		Answers	Ratio
I use		20	19.42 %
I know but do not use		17	16.5 %
I do not know		52	50.49 %
No Answer		14	13.59 %

Tools for Open Access : Journalcheckertool.org

		Answers	Ratio
I use		5	4.85 %
I know but do not use		7	6.8 %
I do not know		75	72.82 %
No Answer		16	15.53 %





Tools for Open Access : OpenAIRE

		Answers	Ratio
I use		11	10.68 %
I know but do not use		17	16.5 %
I do not know		58	56.31 %
No Answer		17	16.5 %





Tools for Open Access : Sherpa

		Answers	Ratio
I use		7	6.8 %
I know but do not use		14	13.59 %
I do not know		66	64.08 %
No Answer		16	15.53 %





Tools for Open Access : Others

		Answers	Ratio
I use		5	4.85 %
I know but do not use		1	0.97 %
I do not know		70	67.96 %
No Answer		27	26.21 %






Is there institutional networking of people at your university that deal with

		Answers	Ratio
Open Access		50	48.54 %
Open Education		43	41.75 %
Open Innovation		29	28.16 %
No Answer		39	37.86 %







Is there institutional networking with external stakeholders that deal with

		Answers	Ratio
Open Access		34	33.01 %
Open Education		33	32.04 %
Open Innovation		25	24.27 %
No Answer		54	52.43 %






Is there:

		Answers	Ratio
internal funding to publish Open Access papers, articles, books?		59	57.28 %
internal funding to publish digital research data / methods?		19	18.45 %
an internal budget for participating in Further education in OA/OE/OI?		14	13.59 %
an internal budget for participating in conferences / networking events on OA/OE /OI?		24	23.3 %
No Answer		36	34.95 %







The priority of integration of citizens in research projects of your university

		Answers	Ratio
Very low		11	10.68 %
Low		32	31.07 %
High		25	24.27 %
Very high		8	7.77 %
NA		22	21.36 %
No Answer		5	4.85 %






Citizen Science projects:

		Answers	Ratio
There are none at our university		2	1.94 %
There are sporadic projects		50	48.54 %
There are numerous projects		11	10.68 %
I don't know		35	33.98 %
No Answer		5	4.85 %







The priority of incorporating citizen scientists in student theses is:

		Answers	Ratio
Very low		14	13.59 %
Low		34	33.01 %
High		11	10.68 %
Very high		3	2.91 %
NA		30	29.13 %
No Answer		11	10.68 %






Open Innovation projects:

		Answers	Ratio
There are none at our university		2	1.94 %
There are sporadic projects		40	38.83 %
There are numerous projects		13	12.62 %
I don't know		43	41.75 %
No Answer		5	4.85 %







The priority of incorporating Open Innovation in student theses is:

		Answers	Ratio
Very low		19	18.45 %
Low		23	22.33 %
High		12	11.65 %
Very high		3	2.91 %
NA		30	29.13 %
No Answer		16	15.53 %

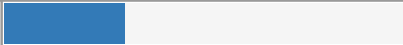

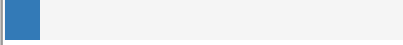
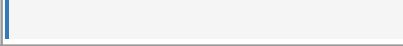
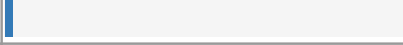
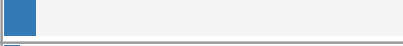
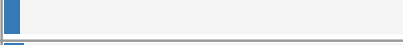
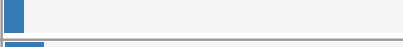
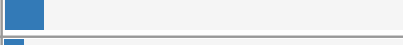
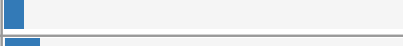
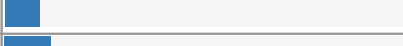
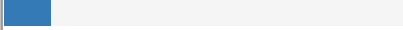
Open Education projects:

		Answers	Ratio
There are none at our university		1	0.97 %
There are sporadic projects		38	36.89 %
There are numerous projects		22	21.36 %
I don't know		34	33.01 %
No Answer		8	7.77 %

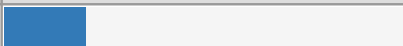

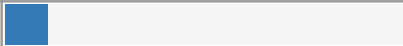
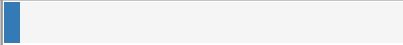
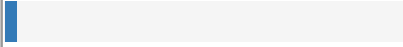
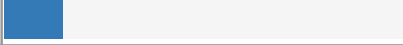
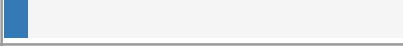
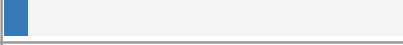
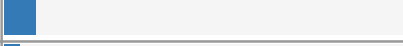

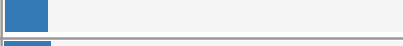
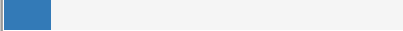
The priority of incorporating Open Education in student theses is:

		Answers	Ratio
Very low		10	9.71 %
Low		29	28.16 %
High		20	19.42 %
Very high		2	1.94 %
NA		27	26.21 %
No Answer		15	14.56 %













How would you rate your exchange and collaboration with members (staff, students) from the E³UDRES² network? (0=no collaboration at all, 10: very intensive collaboration) : Collaboration with students:

		Answers	Ratio
0		31	30.1 %
1		7	6.8 %
2		9	8.74 %
3		1	0.97 %
4		2	1.94 %
5		8	7.77 %
6		4	3.88 %
7		5	4.85 %
8		10	9.71 %
9		5	4.85 %
10		9	8.74 %
No Answer		12	11.65 %













How would you rate your exchange and collaboration with members (staff, students) from the E³UDRES² network? (0=no collaboration at all, 10: very intensive collaboration) : Collaboration with research staff:

		Answers	Ratio
0		21	20.39 %
1		2	1.94 %
2		11	10.68 %
3		4	3.88 %
4		3	2.91 %
5		15	14.56 %
6		6	5.83 %
7		6	5.83 %
8		8	7.77 %
9		4	3.88 %
10		11	10.68 %
No Answer		12	11.65 %

How would you rate your exchange and collaboration with members (staff, students) from the E³UDRES² network? (0=no collaboration at all, 10: very intensive collaboration) : Collaboration with Lecturers:

		Answers	Ratio
0		24	23.3 %
1		5	4.85 %
2		8	7.77 %
3		6	5.83 %
4		2	1.94 %
5		12	11.65 %
6		2	1.94 %
7		3	2.91 %
8		8	7.77 %
9		12	11.65 %
10		6	5.83 %
No Answer		15	14.56 %

How would you rate your exchange and collaboration with members (staff, students) from the E³UDRES² network? (0=no collaboration at all, 10: very intensive collaboration) : Collaboration with administrative staff:

		Answers	Ratio
0		28	27.18 %
1		6	5.83 %
2		7	6.8 %
3		4	3.88 %
4		3	2.91 %
5		14	13.59 %
6		3	2.91 %
7		2	1.94 %
8		13	12.62 %
9		5	4.85 %
10		6	5.83 %
No Answer		12	11.65 %

How would you rate the fitting of your research expertise to the E³DURES² research networks? : 0: no fitting at all, 10: perfect match, I can bring in all my expertise into the research networks

		Answers	Ratio
0		14	13.59 %
1		1	0.97 %
2		9	8.74 %
3		8	7.77 %
4		2	1.94 %
5		12	11.65 %
6		5	4.85 %
7		13	12.62 %
8		11	10.68 %
9		5	4.85 %
10		8	7.77 %
No Answer		15	14.56 %

Please select your university

		Answers	Ratio
IPS		35	33.98 %
STPUAS		5	4.85 %
MATE		9	8.74 %
UPT		33	32.04 %
UCLL		13	12.62 %
ViA		8	7.77 %
No Answer		0	0 %

