

ENLIGHT IMPACT NARRATIVE 2020-2025

Main Achievements and Impacts

ENLIGHT Impact Assessment Working Group

ENLIGHT IMPACT TASK FORCE

December 2025

EXECUTIVE SUMMARY

The 2025 ENLIGHT Impact Narrative is the result of the first impact assessment exercise covering the full alliance activities since its launch in 2020. It aims to provide evidence of ENLIGHT's transformative nature and to generate insights that inform ongoing strategic planning and decision-making. The narrative builds on the ENLIGHT methodology for impact assessment and the experience gained during the pilot phase. It was developed by the Impact Assessment Working Group of the ENLIGHT Impact Task Force, in close coordination with, and with input from, the ENLIGHT Student Network, ENLIGHT 2.0 work package leaders, and the ENLIGHT coordination team over a period of two years. Data was collected for 120 indicators of both quantitative and qualitative nature, which form the basis of the assessment.

The Impact Narrative demonstrates the transformative role of the alliance across six major outcome areas, each corresponding to a section of the report: 1) ENLIGHT open and integrated space is established; 2) Learners become more empowered; 3) Academics become more connected; 4) Staff become more empowered; 5) A vibrant, green and inclusive ENLIGHT community is established; 6) ENLIGHT impact-driven culture is created and disseminated.

The assessment (see General Assessment section) shows that **ENLIGHT is successfully transforming from a project-based collaboration into a more integrated European University Alliance** grounded in shared values of sustainability, inclusiveness and diversity. This evolution is driving change across its partner institutions, with demonstrable benefits for learners, academics, non-academic staff, and societal stakeholders.

Learners are gaining future-proof, international, intercultural and transdisciplinary skills that broaden their academic, personal, and professional horizons. They experience greater access to flexible international learning opportunities that are integrated into curricula and tailored to diverse needs.

Academics are increasingly connected across institutions, co-developing challenge-based and interdisciplinary initiatives in the fields of education, research and service to society. Through ENLIGHT bottom-up calls, networks, tools, and institutional support, they are generating new initiatives and fostering a culture of collaboration that extends beyond ENLIGHT's direct funding. They feel more empowered to connect and collaborate with peers across the alliance, applying innovative, student-centred, inclusive, and research-oriented teaching approaches, which they intend to transfer and consolidate within their home institutions.

Non-academic staff are building future-proof knowledge and skills, becoming more empowered to connect with peers and strengthening their know-how to support joint collaborative initiatives.

At the **institutional level**, ENLIGHT is catalysing structural and cultural change. The alliance's future-proof education model is increasingly reflected in partner universities' programmes and pedagogical practices. ENLIGHT international learning experiences are made visible and embedded within curricula and mobility structures. Administrative and research-support services are adapting to sustain joint initiatives. Enhanced bottom-up cooperation is also developing across the alliance, as learners, academics, non-academic staff and societal stakeholders increasingly collaborate and create opportunities for cross-institutional initiatives that extend beyond project funding. There is awareness of ENLIGHT's sustainability, inclusion and accessibility principles, which are being taken into consideration in both ENLIGHT initiatives and universities' activities.

For **societal stakeholders**, ENLIGHT opens new channels for engagement with universities through joint learning, research, and innovation addressing real-world challenges. It strengthens connections between academia and society, expanding opportunities for cooperation on sustainability, inclusion, and regional development.

At the same time, the Impact Narrative highlights several **cross-cutting challenges that limit full, systemic integration**.

Awareness, visibility and communication remain uneven: the alliance is well recognised among academic and non-academic staff, but less so among learners and external stakeholders, and key structures such as the ENLIGHT Student Network are still little known. Learners value their international learning experiences but do not always clearly see how these translate into broader socio-economic or regional impact.

Embedding ENLIGHT in institutional routines is still a work in progress. Tools and approaches are gaining visibility, yet their use in daily practice remains partial and often depends on highly motivated individuals or specific services.

Participation and perceived benefits are not evenly distributed. Time and workload constraints, administrative complexity, and limited recognition in career and incentive structures restrict wider engagement, particularly for academics and non-academic staff. Cost, time and accessibility barriers also affect the inclusiveness of international learning, while university leaders and senior managers report more modest professional gains than other staff groups.

In response to these cross-cutting challenges, ENLIGHT community representatives identified a series of **actions to consolidate achievements, deepen institutional embedding and enhance the alliance's visibility and reach** (see Communication, Contrast and Next Steps section). During the ENLIGHT General Meeting Impact discussion sessions (Bratislava, December 2025), participants recommended the following actions:

ENLIGHT should consolidate its transition from project to alliance through a clear long-term strategy, strong institutional commitment and sustainable funding. This means further embedding its educational model, as well as equality, diversity and inclusion principles in core university processes, focusing on a limited set of high-value tools, strengthening support for collaboration and professional development (including middle management), and reducing administrative and structural barriers, notably by using Expert Networks as a space for exchange of good practices.

Communication and outreach should be reinforced and tailored to distinct target groups. Clearer information channels for learners, and differentiated engagement strategies for academics, non-academic staff, and societal stakeholders are needed. Mobilising universities' associate partners, societal stakeholders and alumni in ENLIGHT events, and creating spaces where they work with students on concrete challenges, can increase visibility and societal relevance.

For the future impact assessment due in 2027, ENLIGHT should build on this exercise while addressing its limitations. Priorities include agreeing early on shared definitions, expected outcomes and indicators in co-creation with work package leaders, student network representatives, and the ENLIGHT coordination team, improving data collection processes and timing, and explicitly tackling bias issues. Dedicated channels to hear from less-involved stakeholders will provide a more comprehensive and realistic view of ENLIGHT's impact and support evidence-informed strategic planning, leadership, and decision-making.

By acting on these lessons and maintaining its commitment to self-reflection and co-creation, ENLIGHT can continue to mature as an open, integrated, and impact-driven European University Alliance.

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ABBREVIATIONS AND ACRONYMS

BIP	Blended Intensive Programme
CBE	Challenge-based Education
EARMA	European Association of Research Managers
ECR	Early Career Researchers
EDI	Equality, Diversity and Inclusion
EEN	ENLIGHT Expert Network
ETN	ENLIGHT Thematic Network
OS	Open Science
QA	Quality Assurance
R&I	Research and Innovation
SN	ENLIGHT Student Network
SWAFS	Science With and For Society
TEM	Teacher Education Module
ToC	Theory of Change
WP	Work Package

INTRODUCTION

ENLIGHT and Impact

ENLIGHT is one of the 65 European University Alliances selected by the European Commission to promote a more competitive, attractive, and inclusive European Higher Education Area. It brings together ten public, research-intensive universities¹, each firmly rooted in its local and regional communities. ENLIGHT aims to drive *an impact-oriented and challenge-based transformation of European higher education, empowering learners as globally engaged citizens with future-proof knowledge and skills, while synergising its research and innovation potential with and for its societal partners*. Formally established in 2020, ENLIGHT has been supported by the European Commission, through the Erasmus+ and Horizon 2020 programmes, along with complementary national and regional funding.

Impact is at the core of the ENLIGHT mission. One of ENLIGHT's key objectives is to foster a culture of impact both within and beyond its partner universities by developing good practices of impact-oriented management and embedding impact across higher education, research, innovation and service to society.

To this end, the ENLIGHT Impact Task Force monitors the impact of the alliance's activities on its key target groups and explores its contribution to transforming the European Higher Education Area. Building on the impact assessment methodological approach and experience gained during the pilot phase (2020-2023)², the ENLIGHT Impact Task Force conducts biennial assessments to capture and understand the alliance's impact. This report presents the results of the first biennial impact assessment, aiming to provide evidence of ENLIGHT's transformative nature and generate insights to inform ongoing strategic planning and decision-making.

Purpose of the Impact Assessment

Defined as a specific sub-task within the ENLIGHT 2.0 project grant agreement, the conduction of biennial impact assessments is fully aligned with the ENLIGHT ambition to embed impact into the alliance's management culture. More specifically, it serves three key purposes:

- 1) *Generating evidence and understanding* of whether ENLIGHT is achieving its expected outcomes and contributing to the desired impacts, including their reach and significance.
- 2) *Informing strategic planning and decision-making*. Based on the observed outcomes and impacts, the assessment provides ENLIGHT decision-making bodies, as well as work package leaders, with evidence-based insights to guide adjustments in strategies, priorities, activities, and structures, with the aim of maximising intended effects and minimising unintended ones.
- 3) *Ensuring accountability* to the EU, national and regional funders, as well as to key stakeholders directly or indirectly involved in, or affected by, the alliance's activities.

Scope

ENLIGHT Impact Pathway: Theory of Change Causal Chain of Impact³

The development of the ENLIGHT impact pathway adopts a comprehensive perspective of ENLIGHT as an alliance – not merely as a project.

It builds on the results of the ENLIGHT 1.0 project and the main conclusions from the communication, contrasting, and impact management exercises conducted during the **ENLIGHT pilot phase (2020-2023)**, particularly the three pilot case studies and their resulting narratives of change on: ENLIGHT Challenge-

¹ University of the Basque Country, University of Bern, University of Bordeaux, Comenius University Bratislava, University of Galway, Ghent University, University of Göttingen, University of Groningen, University of Tartu and Uppsala University.

² See Deliverable 81: *Methodology and Toolkit 2.0 for HEI Impact Assessment* available [here](#); and Deliverable 115: *Pilot cases' narratives with numbers* available [here](#).

³ In alignment with ENLIGHT methodology for impact assessment ([link](#)), the impact task force has used the Theory of Change (ToC) Causal Chain of Impact to describe and illustrate how and why a desired impact is expected to happen. More information about the ToC approach available [here](#).

based Education, ENLIGHT Mobility, and ENLIGHT Regional Academies⁴. In addition, it takes into consideration the outcomes of the **ENLIGHT RISE** project⁵, which focused on strengthening the alliance's research and innovation dimension. It also reflects the developments from the first two years of implementation of the **ENLIGHT 2.0** project – *on Course for the Future*, as well as **complementary activities** supported through other mechanisms (e.g. ENLIGHT Expert Networks).

The diagram below (figure 1) provides a simplified overview of ENLIGHT's expected outcomes and desired impacts. It also illustrates how these changes are expected to occur, taking into account ENLIGHT's inputs (i.e. resources for implementation), the specific activities carried out by the ENLIGHT team, and the corresponding outputs (i.e. the products and deliverables directly resulting from those activities). A more detailed presentation of ENLIGHT expected outcomes is provided in annex 1.

⁴ See Deliverable 115: *Pilot cases' narratives with numbers* available [here](#)

⁵ The ENLIGHT RISE project was funded by the Horizon 2020 programme for the period September 2021-August 2024.

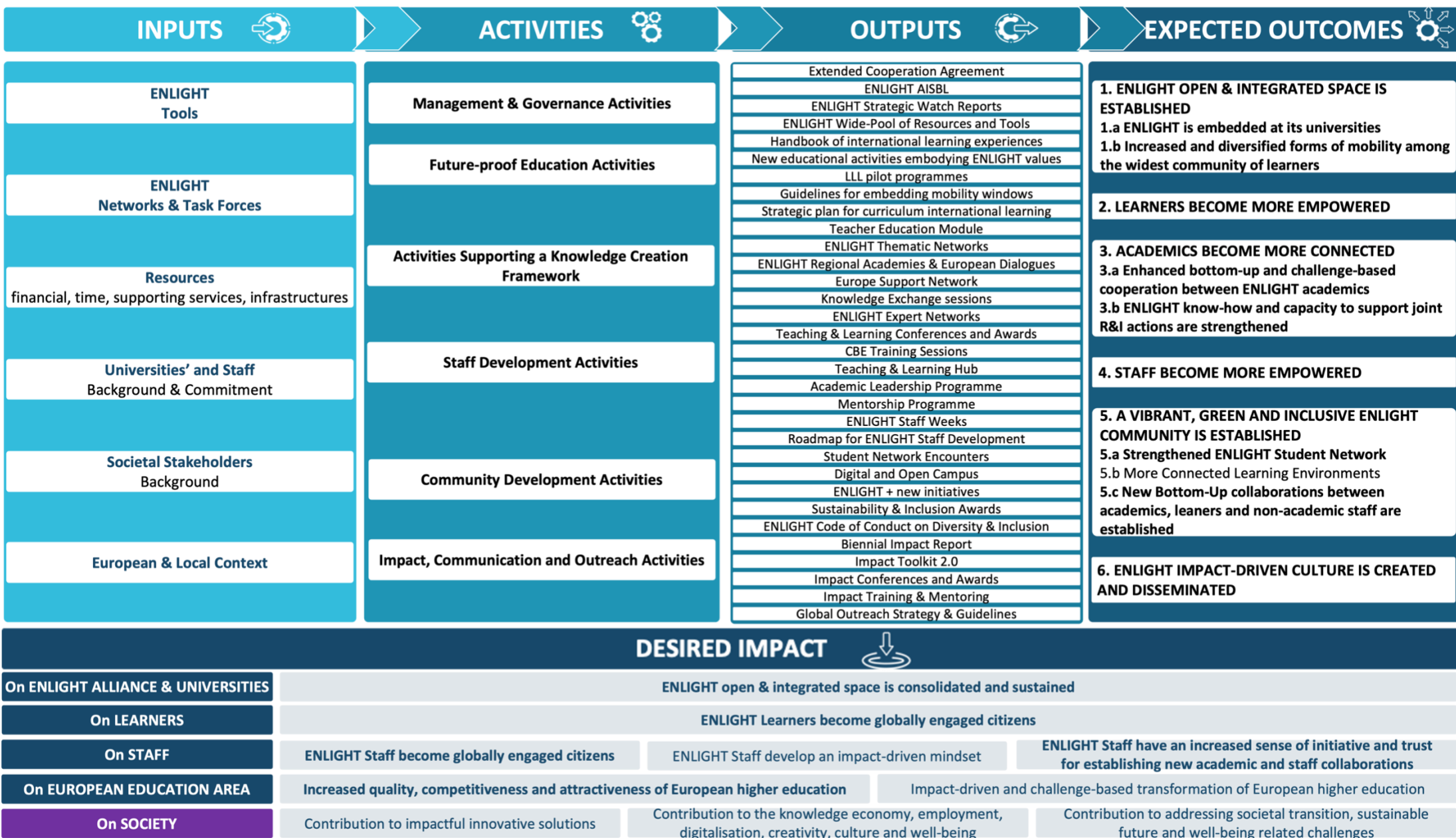


Figure 1. Simplified overview of ENLIGHT Theory of Change Causal Chain of Impact

Stakeholder identification

The following stakeholders have been identified as the primary groups directly or indirectly affected by ENLIGHT activities:

- **ENLIGHT students and learners** (Bachelor's, Master's, and Doctoral students, as well as lifelong learners);
- **ENLIGHT academics** (teachers, lecturers, researchers);
- **ENLIGHT non-academic staff** (e.g., project managers, educational developers, mobility officers, university leaders, and senior management);
- **External and societal stakeholders**, including business, research organisations, public authorities, civil society organisations, and society in general. Other University Alliances and non-ENLIGHT Higher Education Institutions are also included under this concept.

The **ENLIGHT alliance** as a specific entity, and its **ten partner universities**, are also considered as potentially affected stakeholders and duly reflected in the ENLIGHT Impact Pathway.

The degree to which these stakeholders are affected depends on the specific outcome considered. For example, outcome 2 – *Learners become more empowered*, primarily affects learners, while outcome 3 – *Academics become more connected*, primarily affects academics. A detailed overview of the main affected stakeholder groups per specific outcome is provided in annex 1.

In developing the impact pathway – theory of change causal chain of impact, the perspectives of the potentially affected stakeholders regarding ENLIGHT's expected outcomes and desired impacts were taken into account. The stakeholders' views gathered during the first pilot case studies exercise were further completed through consultations and exchanges with the ENLIGHT Student Network, ENLIGHT 2.0 work package Leaders, and the ENLIGHT Secretary General.

As a result of these contrast exchanges, the scope of this first biennial impact assessment was further refined to focus on those outcomes deemed most relevant and for which evidence of impact could be effectively captured within the timeframe of the assessment exercise (up to October 2025). These agreed selected outcomes are highlighted in bold in figure 1 and annex 1.

Indicators Development

The development of indicators for the ENLIGHT Impact Pathway was guided by the expected outcomes and desired impacts in the alliance's theory of change causal chain of impact. To this end, the ENLIGHT Impact Task Force drew on several key sources:

- Relevant indicators from ENLIGHT projects;
- Data from ENLIGHT universities;
- Activity-specific performance indicators;
- Suggestions for evidence from stakeholders and work package teams.

The proposed indicators are both of quantitative and qualitative nature. They were reviewed and validated in consultation with the representatives of the ENLIGHT Student Network and all work packages during the ENLIGHT General Meeting in November 2024, focusing on three main aspects:

- **Relevance.** Do the proposed indicators effectively capture the expected outcomes and desired impacts? Are there others that should be considered?
- **Feasibility.** Are the indicators realistic to track with the existing resources and systems?
- **Data availability and collection methods.** What are the viable means for collecting the necessary data?

The final list of indicators – comprising a total of 120 indicators - is presented in annex 2, where each indicator is linked to its corresponding expected outcome and associated data collection method. It is important to note that, in a few cases, a single indicator can serve to capture change across several expected outcomes. Additionally, there are several indicators that will be collected by the ENLIGHT

Impact Task Force in order to support the project management team in reporting to the European Commission.

Data Collection

For this first biennial impact assessment report of the alliance, the ENLIGHT Impact Task Force has collected data from three main sources:

- Data gathered for ENLIGHT project indicators;
- Project-related data, obtained from the project coordination team, ENLIGHT partner universities, or specific work packages;
- ENLIGHT Impact Survey(s).

Data for projects' indicators have been regularly collected and monitored since the launch of the ENLIGHT Erasmus+ project in November 2020. Additional project-related data were requested from the project coordination team, partner universities, or work packages representatives, as needed. In both cases, data collection covered the full five years of ENLIGHT's existence, up to 31 October 2025. In cooperation with the Quality Assurance Task Force, the ENLIGHT Impact Task Force has also considered insights from partner universities regarding the embedding of ENLIGHT within their respective institutions. In particular, it has reviewed the main findings of the Quality Assurance Task Force's institutional visits carried out during the pilot phase (2020-2023)⁶.

Regarding survey-based data, the ENLIGHT Impact Task Force has considered the results of the first Impact Survey conducted in 2023 and ran a new general survey during the period from 13 June to 12 September 2025. This was preceded by a pilot survey carried out at the University of Groningen in May-June 2025, aimed at identifying any potential design issues – such as platform design, clarity of questions, completeness of responses (including free-text answers), and respondent understanding. The data collected through the pilot survey were merged with the general survey data for a complete and consistent analysis.

The survey was sent to **3.464** recipients, targeting the following groups:

- **ENLIGHT students and learners**, who participated in one or more ENLIGHT education modules, courses, and/or programmes; engaged in one or more ENLIGHT international learning experiences; and/or took part in one or more ENLIGHT-related events and networks (e.g., student network);
- **ENLIGHT academics** (e.g., teachers, lecturers, researchers) involved in ENLIGHT educational programmes; participating in ENLIGHT international learning experiences or staff development initiatives; and/or attending ENLIGHT-related events (e.g., Teaching & Learning and Impact Conferences) or networks (e.g., ENLIGHT Thematic Networks);
- **ENLIGHT non-academic staff** (e.g., project manager, educational developer, mobility officer, university leaders, and senior management) involved in ENLIGHT educational programmes; participating in ENLIGHT international learning experiences or staff development initiatives; and/or participating in ENLIGHT related events or networks (e.g., ENLIGHT Expert Networks);
- **Members of the ENLIGHT local/regional ecosystem** (businesses, research organisations, public authorities, or civil society organisations) who have been involved in ENLIGHT activities (e.g., educational programmes, projects, events, and/or networks).

Responders received tailored questions depending on their specific profile and the nature of their involvement in ENLIGHT initiatives. The survey included both free-text and rating questions, where 0 indicates no effect/no added value and 5 indicates a maximum effect/ very high value. Responses equal or above 3 are considered as positive and below 3 as negative. Respondents were also given the option to

⁶ For ENLIGHT 2.0, partner universities' reports were still under preparation at the time of drafting this impact assessment report. Additional visits are scheduled for 2026-2027 to assess further progress.

skip questions or select “*I don’t know/ I prefer not to answer*”. In such cases, those responses were excluded from the calculation of percentages and average ratings. Most significant stakeholder testimonials were copied directly into the report without language editing to preserve their authenticity.

In total, **403 individuals completed the ENLIGHT Impact Survey**, representing a response rate of 12%. However, 5 respondents did not consent to have their responses processed, stored, analysed, or reported by the ENLIGHT Impact Task Force. Data from these non-consenting respondents were excluded from the analyses and supporting documents, **leaving 398 valid responses as the basis for this report**. Table 1 provides a detailed overview of the consented responses by stakeholder group.

Stakeholder	Nº of Responses	Sub-type	Nº of Responses		
ENLIGHT Students and Learners	97	Bachelor Student	31		
		Master Student	52		
		PhD Student	14		
ENLIGHT Academics	165	Teacher	28	R1	10
		Researcher	22	R2	25
		Both	114	R3	54
		Other	1	R4	47
ENLIGHT Non-Academic Staff	127	Administrative Staff	103		
		University Leader	13		
		Senior Management Staff			
		Other	11		
Member of the ENLIGHT local/regional ecosystem	9	Research Organisation	2		
		Public Authority	5		
		Other	1		
		No answer	1		
TOTAL	398	-	-		

Table 1. Detailed overview of the consented responses by stakeholder group.

Table 2 presents the number of responses and the response rate by ENLIGHT university. The variation across partner universities is significant and can be explained by two main factors:

- *Different sizes of the target population.* In some universities, the survey was sent to all learners who had taken part in any international learning experience at another ENLIGHT university; in others, it was only shared with learners involved specifically in ENLIGHT-led international learning experiences. Moreover, the ability to identify learners from the early years of the pilot period varied across institutions, and only a very few partners were able to reach learners dating back to 2020-2021;
- *Differences in dissemination efforts and timing.* ENLIGHT liaisons engaged to varying degrees in sharing the survey and issuing reminders over the summer period, a time when academic calendars differ considerably across partner institutions.

University	Nº of Responses	Nº of Recipients	Response Rate (%)
University of the Basque Country	30	162	19%
University of Bern	38	193	20%
University of Bordeaux	15	473	3%
Comenius University Bratislava	96	528	18%
University of Galway	37	285	13%
Ghent University	67	680	10%
University of Göttingen	27	184	15%
University of Groningen	40	277	14%
University of Tartu	22	152	14%
Uppsala University	26	530	5%
TOTAL	398	3.464	12%

Table 2. Number of responses and response rate by ENLIGHT university.

OUTCOME 1. ENLIGHT OPEN & INTEGRATED SPACE IS ESTABLISHED

Transformation from a Project-oriented Structure into a Comprehensive European University Alliance

Building on the foundations of first pilot project (2020-2023) and ENLIGHT RISE (2021-2024), ENLIGHT has been working on a transition process from a project-based initiative into a fully-fledged European University. This process marks major steps towards establishing an *open and integrated space* connecting learners, academics, and non-academic staff across partner universities.

To assess this transformation, the ENLIGHT Impact Survey collected the perceptions of these groups, alongside with external societal stakeholders, to explore what ENLIGHT means to them and how they perceive this development.

Stakeholders' Understanding of ENLIGHT

Learners perceive ENLIGHT as a unique opportunity to broaden their academic and personal horizons within a truly European environment. Many describe it as a **space for international exchange, interdisciplinary learning, collaboration, and community building**, where they can connect with peers across borders, explore new disciplines, and develop a stronger sense of belonging to a shared European higher education space. ENLIGHT is often seen as a *"network of universities"* or an *"international learning community"* that makes international mobility and cooperation more accessible.

"A chance to take transdisciplinary courses and meet people of different backgrounds. It makes you feel more European and connect with people that one week ago were strangers in a meaningful way". ENLIGHT learner.

Some highlight ENLIGHT as an *"initiative to create the learners and academics of the future"*. As a learner indicates:

"An academic partnership that is seeking new and innovative ways of educating students and academics for the future—in cooperative ways". ENLIGHT learner.

Others associate ENLIGHT with innovation and values-driven education. They highlight its role in promoting sustainability, inclusion, and global citizenship:

"An alliance of universities cooperating on projects uniting students and promoting global citizenship, inclusion and sustainability". ENLIGHT learner.

Academic staff generally perceive ENLIGHT as a **dynamic network or alliance that fosters cooperation in teaching, research, and institutional development across European universities**. Many describe it as an *ecosystem* for collaboration, a *framework* enabling joint projects, mobility, and innovation in education and research. Some academics describe ENLIGHT as a *"EU-wide university"*, while several underline its transformative ambition, calling it *"the future of academia beyond borders"* or *"a dream of a real European university with a legal entity"* - a platform that allows educators and researchers to share expertise, co-develop educational initiatives, and contribute to the transformation of European higher education.

Several highlight its practical benefits and the opportunities it offers, such as easier access to partners, joint programmes, and professional networks that would otherwise be difficult to establish.

"Without ENLIGHT, this collaboration would be much more difficult to plan, finance, and implement". ENLIGHT academic.

"It facilitates internationalization, enhances our educational system, and provides opportunities to understand European cultures". ENLIGHT academic.

"For me ENLIGHT means a great opportunity to meet people, share ideas and experience and what's the most important - to see how things are done in different countries and what can be improved in my country". ENLIGHT academic.

While many value the alliance as a transformative opportunity for collaboration, innovation, and quality enhancement, few still perceive it as a complex or distant administrative structure.

I have no idea. I miss information about the bureaucratic structures and procedures. ENLIGHT academic.

Non-academic staff tend to view ENLIGHT as both a **strategic and operational network** that connects ten European universities through collaboration in education, research, mobility, and institutional development, while promoting European identity and values.

"ENLIGHT is an institutional-level initiated strategic cooperation for the advancement of international HE cooperation within an EU funding and policy context". Non-academic staff.

"A network of 10 European Universities working together to promote teacher, student, and staff mobility, innovative research-based education and training, and European identity". Non-academic staff.

"An alliance of closely cooperating universities enabling more effective development and mutual enrichment, while fostering a sense of European identity". Non-academic staff.

Many describe it as a *"European University Alliance"* that promotes closer cooperation, mutual learning, and professional exchange across borders. **Several view ENLIGHT as a transformational alliance that is evolving into a shared European campus.**

"A cross-border partnership of universities in Europe that collaborate on education, research, and innovation to create a shared European campus". Non-academic staff.

"ENLIGHT is right now a network of 10 European universities, trying to work closely together. In the future it'll hopefully be a common international campus". Non-academic staff.

"ENLIGHT is an alliance that aims to establish far-reaching cooperation and exchange between 10 universities. In this way, ENLIGHT wants to help design and implement the higher education of the future, in an international context, while always keeping the (future) challenges of society in mind". Non-academic staff.

ENLIGHT is also seen as an opportunity to align practices, share expertise, and **collectively address challenges in areas such as mobility, sustainability, digitalisation, and inclusion**. Non-academic staff particularly highlight the value of **trust-based relationships and community building**—a growing sense that working together as one alliance strengthens the capacity of each institution and contributes to shaping the European university of the future.

"Strong network of partner universities with trust among each other. Important is the easy communication, you know your partners and trust them. Ties on all levels (students, academics, staff) get closer with time". Non-academic staff.

"An alliance between European universities with the aim of enhancing mobility but also collaborate in different topics such as sustainability, in order to learn from each other and contribute toward a brighter future for higher education within Europe". Non-academic staff.

"ENLIGHT is a great opportunity to learn, improve and grow professionally and to define and create the European universities of the future". Non-academic staff.

Testimonies also reveal awareness of the *complexity and challenges* of this transition. While many recognise the alliance as *"a great opportunity to learn, improve and grow professionally"*, some note that administrative and funding structures can make cooperation demanding, and that ensuring genuine engagement beyond project obligations remains an ongoing task.

"There is the common and shared goal of fostering collaboration in all dimensions of the University life, but there are many difficulties of making it work. Sometimes because we are more concerned in meeting the grant obligations than in fostering real cooperation". Non-academic staff.

Societal stakeholders generally perceive ENLIGHT as a **collaborative platform that bridges universities with their surrounding ecosystems**. They value it not only as an instrument of internationalisation and knowledge exchange, but also as a driver of innovation and co-creation with external partners. Many see ENLIGHT as a European learning space where universities, local governments, and societal actors jointly experiment with new ways of addressing common challenges.

"ENLIGHT fosters collaboration between universities and external partners to address societal challenges by connecting academic knowledge with practical experience. It promotes inclusion, equality, and innovation across Europe". Societal stakeholder.

"Innovative collaboration and co-creation; EU-platform between universities, partners and local/regional government". Societal stakeholder.

Progression from a Project-oriented Initiative to a Comprehensive European University Alliance

Perceptions that ENLIGHT is more than a project-oriented initiative are corroborated by the Impact Survey quantitative data. When asked to grade between ENLIGHT being a project-oriented initiative (0),

and a comprehensive and integrated alliance of European universities (5), the ENLIGHT community scores between 3,00 and 3,48. Learners score highest (3,48), with 81% rating 3 or above. Among non-academic staff, 83% share this view (average score 3,4). Academics also reflect this perception, with 79% scoring 3 or more (average score 3,39). Likewise, the majority of societal stakeholders (83%) perceive ENLIGHT as more than a project-oriented initiative (average score 3,00).

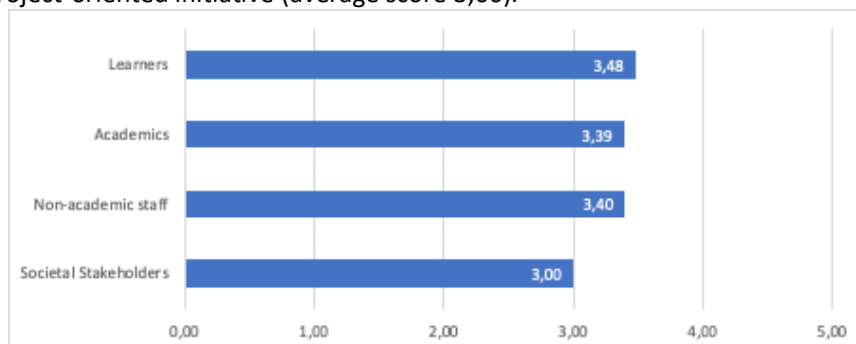


Figure 2. Average stakeholder' responses to the question on to what extent ENLIGHT is a project-oriented initiative or a comprehensive and integrated European University Alliance.

Similarly, **the ENLIGHT community rates positively the alliance's progression from a project-based initiative towards a comprehensive and integrated European University Alliance**. On a 0-5 scale, where 0 is "none" and 5 "very high", all societal stakeholders (100%) responded 3 or above, with an average of 3,5. As one societal stakeholder explained:

"The partner universities (their names) now resonate much more in our academic community, they are becoming a bit more than just project partners, but long-term collaborators, partners". Societal stakeholder.

Learners also recognise this progression, with 84% scoring positively (average score 3,52). Their testimonies reflect both positive perceptions and expectations for the future, as well as critical points:

"In my opinion, ENLIGHT is at the moment somewhere in between both approaches". ENLIGHT learner.

"We are missing a lot of steps still as each university has their own strategy and priorities and sometimes these fragments the alliance". ENLIGHT learner.

"It might feel like an alliance to the inner bubble of ENLIGHT, but for the vast majority of university individuals, ENLIGHT is a project of the universities' central administration". ENLIGHT learner.

Among staff, 76% of non-academic and 74% of academic respondents rate ENLIGHT's progress as 3 or higher (averages of 3,04 and 3,08 respectively). Academics generally recognise the efforts toward building an integrated European university, while highlighting institutional and regulatory challenges:

"I think there is a strong will for integration but there are serious obstacles at institutional level, e.g., around recognition of joint programmes". ENLIGHT academic.

"I see the push for comprehensive and integrated but feel that there are still many obstacles mostly coming from local legislature the participating universities do not have control over". ENLIGHT academic.

Non-academic staff echo these reflections, recognising substantial progress while underlining ongoing challenges such as an uneven institutional commitment and the uncertainty of future European funding:

"I feel that ENLIGHT particularly over the past 2 years has really developed as a collaborative comprehensive and integrated alliance through the hard work of our ENLIGHT teams and those of us who are benefitting from the alliance. Enabling new collaborations, building on existing ones and creating opportunities through conferences, calls and other activities we feel like a multi-site University who work well together rather than 10 different institutions". ENLIGHT non-academic staff.

"We're getting there, the shift to move from "project-logic" to alliance is underway and there's positive momentum moving it forward as ENLIGHT becomes more embedded in our local ecosystems". ENLIGHT non-academic staff.

"The deadline on the project end seems to constrain on future cooperation among the same universities although as far as I know the universities try to find ways to continue cooperation". ENLIGHT non-academic staff.

"The main issue to move fully to alliance is varying levels of commitment across individual university managements. Understanding of EC expectations from this initiative is getting more foggy as you are moving deeper through university levels form management to individual teachers and students". ENLIGHT non-academic staff.

"It is after all a daunting task - each university has their own way of doing things so a great deal of understanding and compromise is required". ENLIGHT non-academic staff.

"There is still a lack of institutional commitment towards building an alliance in which institutional interest live with the wider orientation of an alliance. There is not ecosystem awareness yet, but a sum of individual interests". ENLIGHT non-academic staff.

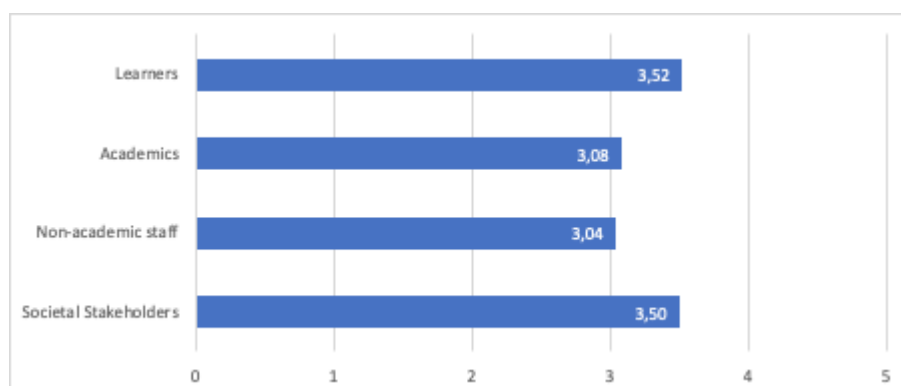


Figure 3. Average stakeholder' responses to the question on the level of progression of ENLIGHT from a project-oriented initiative towards a comprehensive and integrated European University Alliance.

Increased Cooperation between ENLIGHT Universities

The very nature of the ENLIGHT University Alliance implies that all its activities are jointly developed and involve at least three partner representatives. These collaborative initiatives encompass a wide range of activities; from the implementation of the different projects' tasks, the development of challenge-based education programmes, mobility schemes, staff development actions, joint R&I initiatives, ENLIGHT student and expert networks, to the organisation of general meetings and large-scale events, such as the European Dialogues, the ENLIGHT Teaching and Learning Conference, the ENLIGHT Student Network Conference, or the Impact Conference.

In addition to these joint collaborative initiatives, and with the aim of moving towards an open and integrated space connecting learners, academics and non-academic staff across partner universities, **ENLIGHT also supports bottom-up cooperation among its university communities**. Within the framework of the ENLIGHT 2.0 project only, **a total of 248 joint collaborative proposals have emerged from the alliance's calls for joint initiatives** (ENLIGHT Incubator Calls, ENLIGHT Thematic Networks Calls, and ENLIGHT+ Calls).

	GRANTED			TOTAL PROPOSALS (granted & non-granted)		
	Total	2024 call	2025 call	Total	2024 call	2025 call
ENLIGHT Incubator Calls	30	7	23	53	16	37
ENLIGHT Thematic Network Calls	26	10	16	131	64	67
ENLIGHT + Calls	59	26	33	64	27	37
TOTAL	115	43	72	248	107	141

Table 3. Proposals submitted and initiatives granted under ENLIGHT calls. *NB.* ENLIGHT+ calls follow a different schedule than the Incubator and ETN calls, which run on an annual basis. As of October 2025, five ENLIGHT+ calls for applications have been launched.

The Impact Survey respondents recognise a **positive progression in the cooperation among ENLIGHT universities**, as 82% of learners, 75% of academics, and 85% of non-academic staff responded positively to the related question, with average scores of 3,48, 3,16 and 3,32 respectively.

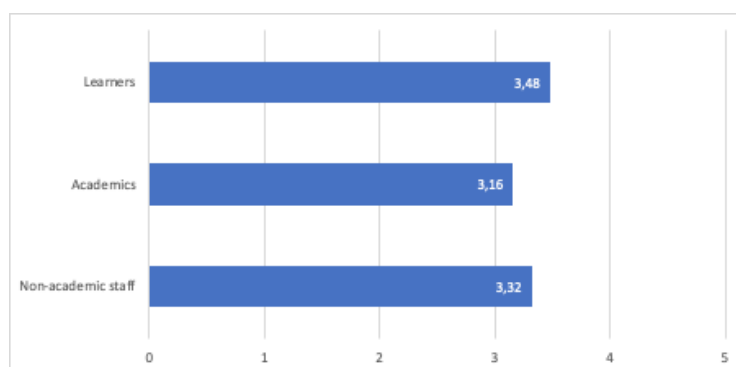


Figure 4. Average stakeholder' responses to the question on the level of progression in cooperation between ENLIGHT universities.

Learners and Staff Learn, Teach, Cooperate, Create and Innovate across ENLIGHT Universities

As a result of these multiple project-related and bottom-up joint collaborative initiatives, ENLIGHT is **helping to create an open and integrated space for learners and staff to learn, teach, cooperate, create and innovate.**

Data shows that ENLIGHT activities have generated **14.196 participations from learners, academic and non-academic staff** across education/training, research, and/or service to society actions. As Table 4 shows, there is a clear upward trajectory. In the first three years (2020–2023), ENLIGHT recorded 7.230 participations. Remarkably, almost the same volume - 6.966 - was reached in just the following two years (2023–2025).

	Nov 2020- Oct 2023 (3 years)	Nov 2023- Oct 2025 (2 years)	TOTAL
Learners	2.783	2.620	5.403
Academic & Non-Academic Staff	4.447	4.346	8.793
TOTAL	7.230	6.966	14.196

Table 4. Number of learners, academic and non-academic staff participations in ENLIGHT activities.

According to the Impact Survey, among the different respondent groups, **academics report the highest level of participation in collaboration initiatives involving at least three ENLIGHT partner universities (67%), followed by non-academic staff (62%) and learners (40%).**

Among those already engaged in ENLIGHT collaborations, **the large majority indicate their intention to be involved in a new initiative in the ENLIGHT context.**

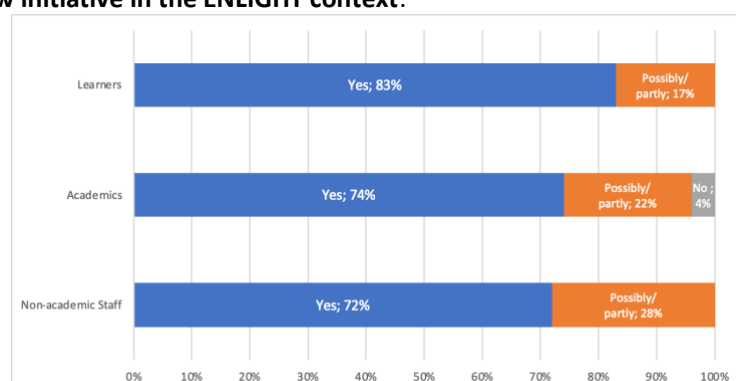


Figure 5. Average stakeholders' responses to the question on whether they intend to be involved in a new initiative in the ENLIGHT context.

In their testimonies, respondents generally share their enthusiasm for continuing collaboration and acknowledge the opportunities these cooperative activities offer. At the same time, they highlight challenges and point to areas for further improvement. As one ENLIGHT learner noted:

"I would love to participate again (...) but I am unfortunately not a student anymore. It would be great to have similar initiatives for lifelong learners". ENLIGHT learner.

Academics often emphasise the **additional workload associated with ENLIGHT collaborations and the lack of institutional recognition for this effort:**

"Even though working on ENLIGHT projects means "extra" work, the collaborations and creative ideas and insights that come from working in such an international context with such bright academics, adds so much value to my day-to-day work". ENLIGHT academic.

"Projects are extremely time consuming and are not easily integrated in workload. Anything to do with ENLIGHT is an additional workload for us here and other partner collaborators. This is a very strong limiting factor to take part". ENLIGHT academic.

"I value what ENLIGHT is doing. The issue is that I have limited time already to perform my regular duties, and there is no recognition from my university for the added responsibilities that these ETNs require". ENLIGHT academic.

Non-academic staff tend to adopt a different perspective, stressing the importance of defining collaboration topics clearly in advance, ensuring tangible added value, as well as building trust and personal connections over time:

"I would certainly be open to collaborating further within this alliance, but it would have to be on very concrete issues that directly affect or involve my current job and (of course) under the important condition that I get the necessary time/space to do so". ENLIGHT non-academic staff.

"The added value of a new collaboration needs to be clear in advance for all parties involved. Making this explicit and talking about this is absolutely necessary". ENLIGHT non-academic staff.

"Collaboration only works if you know the colleagues from partner universities well, if there is common interest or if you have a chance to build up personal links over time". ENLIGHT non-academic staff.

Sharing of ENLIGHT Resources and Tools

During the first project phase (2020-2023), as well as during the ENLIGHT RISE project (2021-2024), ENLIGHT has launched several resources and tools to build cross-alliance capacity. In this second phase of the alliance, these platforms are being further improved with the objective of being deployed to their full potential, strengthening thus transversal links and the establishment of ENLIGHT open and integrated space.

As shown in Table 5, the use of ENLIGHT's shared pool of resources and tools is highly diverse. This diversity reflects the specialised focus of each resource/tool and the specific target groups they address, as well as the period for which data is available.

ENLIGHT Resources/Tools	Main target stakeholders	Period covered	Nº of visits	Nº of individual users
ENLIGHT Website	All (learners, academics, non-academic staff, external)	Feb 2020-Oct 2025	159.925	94,804
Community Challenge Database	Academic and non-academic staff	Jan 2024-Oct 2025	346	253
Competence Framework	Academic and non-academic staff	Jan 2024-Oct 2025	21	16
Virtual Teaching and Learning Lab	Academic and non-academic staff	Jan 2024-Oct 2025	118	86
Course Catalogue Platform	Learners	May 2024-Oct 2025	54.271	8.533
ENLIGHT R&I Observatory	Academic and non-academic staff	Dec 2022-Oct 2025	4.053	N/A
ENLIGHT Toolkit for Researchers	Academic and non-academic staff	Jan 2024-Oct 2025	241	194
ENLIGHT Repository of Good Practices on Research Impact	Academics, non-academic staff, external	Sept 2022-Oct 2025	35.822	14.288
ENLIGHT Impact Assessment Toolkit	Academics, non-academic staff, external	Nov 2023-Oct 2025	N/A	43
ENLIGHT Toolkit for Self-Assessment of Universities	Academics, non-academic staff, external	Sept 2022-Oct 2025	7.195	2.475

Research Impact Awareness, Literacy and Readiness				
Open Science Toolkit	Academics, non-academic staff, external	Jan 2024-Oct 2025	617	407

Table 5. Number of visits and users of ENLIGHT resources/ tools.

The ENLIGHT Impact Survey results corroborate the use of these resources/ tools among its community members (see Table 6). The **ENLIGHT website** stands out as the main tool accessed by learners (90%), academics (91%), and non-academic staff (95%), followed by **ENLIGHT Sharepoint**, which is used by non-academic staff (71%), and the **Course Catalogue Platform**, which is mainly used by learners (66%). Academics report being unfamiliar with many ENLIGHT resources/tools (values range from 40% for the Virtual Teaching and Learning Lab to 56% for the ENLIGHT Toolkit for Researchers). The proportion of respondents unfamiliar with ENLIGHT resources/tools is lower among non-academic staff, although many still report not using them.

ENLIGHT Tool	% of surveyed respondents stating using, not-using or nor being familiar with ENLIGHT tools								
	LEARNERS			ACADEMICS			NON-ACADEMIC STAFF		
	Yes	No	Never heard about it	Yes	No	Never heard about it	Yes	No	Never heard about it
ENLIGHT Website	90%	6%	3%	91%	7%	2%	95%	5%	0%
ENLIGHT Sharepoint	N/A	N/A	N/A	N/A	N/A	N/A	71%	20%	9%
Community Challenge Database	6%	31%	62%	7%	41%	52%	17%	45%	38%
Competence Framework	13%	26%	61%	20%	37%	43%	21%	50%	29%
Course Catalogue Platform	66%	17%	17%	35%	33%	32%	41%	39%	20%
Virtual Teaching and Learning Lab	14%	35%	51%	22%	38%	40%	17%	50%	33%
ENLIGHT R&I Observatory	N/A	N/A	N/A	13%	38%	49%	25%	41%	34%
ENLIGHT Toolkit for Researchers	N/A	N/A	N/A	7%	38%	56%	9%	52%	40%
ENLIGHT Repository of Good Practices on Research Impact	N/A	N/A	N/A	15%	31%	54%	19%	41%	40%
ENLIGHT Impact Assessment Toolkit	N/A	N/A	N/A	12%	38%	50%	16%	47%	36%
ENLIGHT Toolkit for Self-Assessment of Universities Research Impact Awareness, Literacy and Readiness	N/A	N/A	N/A	9%	38%	53%	19%	46%	35%
Open Science Toolkit	N/A	N/A	N/A	7%	40%	53%	4%	59%	37%

Table 6. Percentage of the surveyed respondents stating using, not-using or not familiar with ENLIGHT resources/tools.

Among respondents indicating that they use ENLIGHT tools, **most acknowledge doing so only occasionally**. Exceptions include learners, the majority of whom report having used the Virtual Teaching and Learning Hub just once; academics, who indicate having used the Community Challenge Database and the ENLIGHT Impact related toolkits once; and non-academic staff who report using the ENLIGHT Sharepoint regularly (see annex 2 for further details).

These results suggest that while ENLIGHT's shared resources/tools are moderately recognised and used across its communities, there remains **significant potential to enhance their visibility, accessibility, and integration into everyday academic and administrative practices** (see next section).

ENLIGHT is Embedded at its Universities

In line with ENLIGHT's ambition to build an *open and integrated space*, there is the goal of strengthening the university-wide institutional embedding of ENLIGHT, progressively integrating the core elements of the ENLIGHT open space – such as its pool of shared tools and resources, educational principles, flexible international learning, and bottom-up collaboration approaches - into institutional processes and daily practices.

At the institutional level, based on the findings of the Quality Assurance Task Force visits during the project pilot phase (2020-2023), it was possible to observe that all partner universities had established central coordination structures, usually closely connected to faculty-level pilot initiatives. Informal communities, meetings, and regular joint events have proved highly effective in broadening engagement. According to the QA Task Force's observations in 2023, a key challenge is moving from a group of motivated early adopters to broader uptake across the mainstream university community.

Building on these findings, the Impact Task Force has further examined how ENLIGHT resources and tools, educational principles, flexible international learning, and bottom-up collaboration are being embedded across the alliance.

ENLIGHT Instruments are Upscaled, Mainstreamed, Embedded

As previously presented, while some resources/tools are widely used and mainstreamed across the ENLIGHT community (e.g. ENLIGHT website and the Course Catalogue Platform), many remain little known or are only occasionally used by the different groups.

Although many respondents indicate that they do not know or prefer not to answer to the related question (44% in the case of academics; 33% in the case of non-academic staff), the Impact Survey results show that most groups perceive that **ENLIGHT tools and resources have not yet been fully integrated into the management, governance or daily operations of their respective universities**. On a 0-5 scale (where 0 represents no integration and 5 very high integration), the majority rated below 2. More specifically, 62% of learners rated below 3 (average score 1,91). The proportion of scores below 3 is higher among academics (73%; average score 1,71) and non-academic staff (67%; average score 1,93).

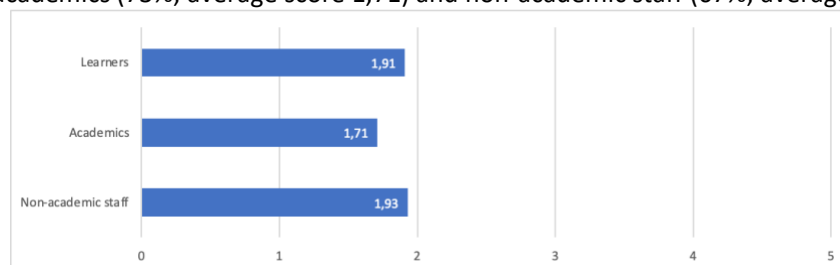


Figure 6. Average stakeholders' responses to the question on whether they consider ENLIGHT resources/tools have been integrated into the management, governance or daily operation of their respective universities.

The testimonies collected through the Impact Survey further illustrate these perceptions. Some *learners* point out to usability and accessibility issues:

"The tools are slow and confusing to navigate, they are very different from the online environment that we use in the university. They are not used by the students". ENLIGHT learner.

"Only the course catalogue is more or less integrated. However, I think that the website of the course catalogue is very confusing and it is sometimes difficult to find courses that I'm interested in". ENLIGHT learner.

Some *academics* indicate limited engagement and institutional discussion around the implementation of ENLIGHT resources/tools:

"We know they exist. But on basic level, we do not talk about them or have meetings discussing how to really comprehensively implement them on department level". ENLIGHT academic.

A few academics mention that they discovered potentially useful tools only through the survey, suggesting an untapped potential for broader uptake.

Among *non-academic staff*, many highlight the lack of institutional support, and the challenge of tools developed “*outside regular systems*”, which hinders adequate integration into daily workflows:

“We are not supported by the university leadership to exploit such tools in our work”. ENLIGHT non-academic staff.

“Creating tools outside of our regular systems does not facilitate integration in our regular processes. This needs to be addressed thoroughly”. ENLIGHT non-academic staff.

Others underscore the need for better functionality and connectivity with local systems and call for more resources for the IT team to improve platforms such as the website and course catalogue:

“They are integrated but their functionality has to be increased.” ENLIGHT non-academic staff.

“Sharepoint is more or less ok. The website and course catalogue need major improvements, clearer structure, and better connectivity with the local systems of separate universities. More resources for the IT team are obligatory”. ENLIGHT non-academic staff.

Overall, these insights confirm that while ENLIGHT has laid good foundations for shared tools and resources, their full institutional embedding remains an ongoing process that depends on improved usability, better alignment with local systems, and stronger institutional backing.

ENLIGHT Educational Principles and Vision are Embedded into Key Processes

During its first phase (2020-2023), ENLIGHT focused on designing, testing, and refining its framework for challenge-based teaching and learning. The ENLIGHT Think Tank was established to mobilise educational experts, developers and academics from all partner universities to develop a shared educational vision, innovative course designs, teaching methodologies and learning outcomes. As a result, between 2020-2023, **39 pilot courses were launched in line with the alliance’s quality standards and learning framework, 27 of which applied a challenge-based learning approach**⁷. This pilot work laid the foundation for the further development of ENLIGHT’s future-proof international education⁸.

In the current phase (2023-2027), ENLIGHT is shifting from experimentation to consolidation, with a focus on strengthening and widening its challenge-based knowledge creation approach. Efforts are directed towards upscaling and mainstreaming the educational formats piloted earlier and embedding ENLIGHT’s core educational principles within the policies and practices of its partners universities. From November 2023 to October 2025, **73 education programmes/ courses were launched in the ENLIGHT framework**, comprising 52 unique courses and 21 iterations. Of these, 55 were newly developed (since 2020), and 49 were developed with the involvement of at least three ENLIGHT partners. **48 courses explicitly incorporate the alliance’s future-proof education model and apply ENLIGHT quality assurance principles.**

Data from the Impact Survey suggest that these efforts are driving positive change. Most learners and staff who participated in ENLIGHT international learning experiences report that **the future-proof education model was reflected both in the programmes they attended and, more broadly, in their home universities’ educational offer**. Among the 74 learner respondents, 95% indicate that the model was taken into account in the programmes they attended (average score 4,08); while 84% of the 67 learner respondents also perceive the model to be integrated into the educational programmes of their universities (average score 3,60). Although slightly lower, academics share a similar perception: 88% of 50 respondents report that the model was incorporated in the programmes they participated in (average score 3,94), and 69% consider it integrated at their universities (average score 2,94). Likewise, 84% of the 31 non-academic staff participants note that the model was present in the ENLIGHT programmes they attended (average score 3,71) and 81% believe it was also considered within their universities’ education programmes (average score 3,39).

⁷ See Pilot Case Study on ENLIGHT Challenge-based Education in Deliverable 115: *Pilot cases’ narratives with numbers* available [here](#).

⁸ ENLIGHT future-proof education model implies a challenge-based educational approach to equip students with a global perspective and multilingual, multicultural, international, disciplinary and transdisciplinary competencies to address present and future challenges locally and globally.

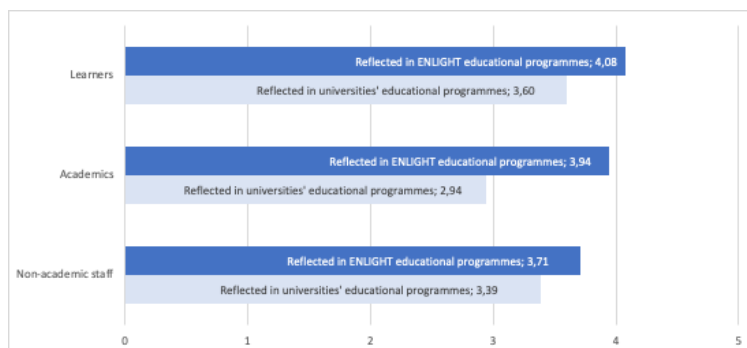


Figure 7. Average stakeholders' responses to the question on whether they consider ENLIGHT future-proof educational model is taken into account in the ENLIGHT educational programmes they were involved in and in the educational programmes of their respective universities.

Qualitative testimonies further complement these findings. Some respondents recognise that ENLIGHT's principles are already well aligned with their institutions' existing practices:

"This is always how we teach at my institute, with ENLIGHT, but even in our day-to-day standard teaching practices". ENLIGHT academic.

Others, however, point to limited awareness or visibility of the ENLIGHT education model at institutional level:

"Unfortunately, the ENLIGHT future-proof education model is not well known in my university as such. This is not to say that the principles embodied in ENLIGHT are not present in the educational approach at University X, but this is done through a variety of programmes or projects, including ENLIGHT". ENLIGHT non-academic staff.

At the same time, several academics emphasise the structural challenges that hinder the full adoption of challenge-based education (CBE) approaches:

"Teachers from my university have very few incentives to use CBE because teaching innovation is neither supported nor recognised. Students complain when CBE is used because it requires much more work from them than in other courses and leaders instead of supporting teachers using CBE criticise them for repeatedly having bad student evaluations/feedback". ENLIGHT academic.

Bottom-up Engagement is Widened-Up

Bottom-up initiatives have become a distinctive feature of ENLIGHT's collaborative culture, reinforcing its mission to act as an open and integrated space. By encouraging learners, academics, and non-academic staff to co-develop initiatives beyond centrally coordinated project activities, ENLIGHT is broadening participation and further embedding its approach across university communities.

As highlighted in the sub-section *"increased cooperation between ENLIGHT universities"* (page 15), numerous joint collaborative initiatives have emerged through successive calls, such as the bottom-up ENLIGHT Incubator Calls, ENLIGHT Thematic Networks Calls, and ENLIGHT+ Calls, as well as through individual partner universities schemes (see Outcome 3, page 34). These instruments have stimulated a growing number of self-organised collaborations across the alliance. Since the launch of ENLIGHT 2.0 in November 2023, **a total of 248 joint collaborative initiatives have been proposed, of which 115 have received ENLIGHT funding** (see Table 3, page 15). Additional support has also been provided by individual partner universities to fund collaborative proposals not selected under ENLIGHT calls.

The Impact Survey and the growing number of participations in ENLIGHT activities (**14.196**) confirms this widening engagement across the ENLIGHT community (see sub-section *ENLIGHT learners and staff learn, teach, cooperate, create and innovate across ENLIGHT universities*, page 16).

As highlighted before, **the majority of academics (67%), non-academic staff (62%), and learners (40%) report having participated in at least one collaboration involving three or more ENLIGHT partner universities**. Among those already engaged in ENLIGHT collaborations, **nearly all express their willingness to continue participating in future initiatives** (see Figure 5, page 16):

- Learners: 83% "yes," and 17% "possibly/partly."

- Academics: 74% “yes,” and 22% “possibly/partly.”
- Non-academic staff: 72% “yes,” and 28% “possibly/partly.”

Their testimonies reflect both the enthusiasm and the challenges of this growing engagement. Learners often express strong motivation to remain involved in ENLIGHT activities, though some note limited opportunities once their studies end. Academics frequently highlight the additional workload associated with participation, as well as the need for greater institutional recognition of this engagement. Non-academic staff generally take a more pragmatic approach, emphasising that successful collaboration depends on clear objectives, visible added value, and mutual trust (see section “*learners and staff learn, teach, cooperate, create and innovate across ENLIGHT universities*” for further details and full testimonies, page 16).

Altogether, these findings demonstrate that while ENLIGHT has succeeded in widening participation and fostering a strong sense of belonging, sustainable engagement depends on addressing structural and administrative barriers — particularly time, recognition, and support mechanisms — to ensure that bottom-up collaboration continues to thrive across the alliance.

Windows for Flexible International Learning Experiences are Made Visible and Embedded in Curricula across ENLIGHT

To boost international learning and make the alliance’s educational offer accessible to the widest possible community of learners, ENLIGHT is embedding flexible international learning opportunities within the curricula of its ten partner universities.

As of October 2025, **378 out of a total of 2.180 study programmes (17.3%) across ENLIGHT partner universities include an embedded ENLIGHT international learning experience**, providing learners with direct access to this new and collaborative learning environment. This represents a significant increase compared to data available in October 2024, when 94 of 2.056 study programmes (4,5%) offered such an experience.

ENLIGHT international learning experiences are visible through the alliance’s Course Catalogue, which is continuously updated to reflect the latest course offer. On 31 October 2025, **8.467 ENLIGHT courses were listed in the catalogue**, which has **attracted a total of 54.271 visits**.

Learners perceive strong benefits from taking part in an ENLIGHT international learning experience.

Most respondents (90%) believe that this participation adds distinct value to their academic trajectory (average score: 4.10), and nearly all (99%) consider it to have enhanced their personal and professional growth (average score: 4.44). These outcomes are consistent with the 2023 challenge-based education pilot case study, where many learners anticipated that completing an ENLIGHT pilot course would broaden their career prospects and improve employability. By contrast, the contribution of these experiences to the wider socio-economic context is perceived as more limited. Over half of the learners surveyed (35 out of 66; 53%) felt that their participation had only a modest impact on the development of their regions or countries (average score: 2,24).

Learners provide valuable insight into this perception:

“Making connections across borders means gaining access to resources I would not dream of otherwise”. ENLIGHT learner.

“Personally, it was just wonderful, and for my career it gave me great perspective because it drew attention to some interdisciplinary topics and how to work in them”. ENLIGHT learner.

“A lot for me personally, but (like always) not quite sure how valuable for others”. ENLIGHT learner.

Taken together, these findings suggest that ENLIGHT international experiences are widely recognised for their individual and academic value, while their broader societal impact remains less visible from the learners’ point of view.

ENLIGHT Teacher Education is Mainstreamed

A specific focus of ENLIGHT is the enhancement of learning opportunities for future school teachers. Building on the achievements of the pilot phase, ENLIGHT continues to internationalise teacher education programmes by expanding exchange opportunities for future school teachers. In this context, a first Blended Intensive Programme (BIP) on “*Teaching for global citizenship in European classrooms: a challenge-based approach*” was launched in spring 2023 with 38 participating learners. Two further editions addressing the topic of Global Citizenship in Education were organised in 2024 and 2025, bringing together 35 and 39 learners, respectively.

Among the 12 survey respondents who participated in a Teacher Education Module (TEM), **11 (92%) report that the experience represented an enhanced learning opportunity for them**. In their testimonies, learners highlight the positive personal and professional impact of their participation:

“I am a more accepting teacher”. ENLIGHT TEM learner.

“The whole experience was truly unique — from the people who were genuinely interested in the presented topics to the pleasant atmosphere and the very friendly, professional approach of the lecturers”. ENLIGHT TEM learner.

“Understanding the varied needs of different learners”. ENLIGHT TEM learner.

Increased and Diversified Forms of Mobility among the Widest Community of Learners and Staff

As a result of ENLIGHT’s efforts to both mainstream its future-proof education model into the educational policies of partner universities and to integrate windows for international learning across partners’ courses and curricula (see section *ENLIGHT is Embedded at its Universities*, page 19), the alliance is boosting and diversifying mobility among the widest community of learners and staff.

Evidence demonstrates that **ENLIGHT learners, as well as academic and non-academic staff, have gained access to increasingly diverse and numerous forms of mobility**. Learners, in particular, have benefited from a growing range of international learning opportunities. Physical, online, and blended courses, both short and long term, have become functionally embedded in ENLIGHT’s course design and procedures. For staff (academic and non-academic), more possibilities have emerged for learning, co-working and engaging with peers from other ENLIGHT partner universities.

More specifically, these international mobility experiences have taken the following forms:

- **Online (virtual) international learning experience.** ENLIGHT partners organised a total of **156 online events** within the alliance framework, including lectures, courses, seminars, workshops and webinars, targeting both learners, academic, and non-academic staff.
- **Blended international learning experience.** A total of **78 blended learning opportunities** were developed, mainly in the framework of the ENLIGHT courses, for instance, the “AI for Everyone” or the “Interdisciplinary Study of the Climate Neutral City” courses.
- **Physical international learning experience.** In total, **123 physical mobility opportunities** were provided, encompassing both ENLIGHT project-related events (e.g., Teaching and Learning Conferences, the European Dialogues, the ENLIGHT Impact Conferences), and other educational and training activities, such as courses and summer schools.

International learning opportunities	Nov 2020- Oct 2023 (3 years)	Nov 2023- Oct 2025 (2 years)	TOTAL
Virtual (Online)	98	58	156
Blended	32	46	78
Physical	40	83	123
Total	170	187	357

Table 7. Number of international learning opportunities.

As a result, **there are more learners (7.115) and staff (7.268) mobilities taking at another ENLIGHT partner university** (see Tables 8 and 9 below). This effect is more accentuate among learners and

illustrate the alliance's capacity to make international engagement more accessible, diverse, and integrated across its partner universities.

Mobilities within the alliance - Learners	Nov 2020- Oct 2023 (3 years)	Nov 2023- Oct 2025 (2 years)	TOTAL
Virtual (Online)	2.014	341	2.355
Blended	978	719	1.697
Physical	1.304	1.759	3.063
Total	4.296	2.819	7.115

Table 8. Number of learners mobilities within the alliance.

Mobilities within the alliance - Staff	Nov 2020- Oct 2023 (3years)	Nov 2023- Oct 2025 (2 years)	TOTAL
Virtual (Online)	3.486	504	3.990
Blended	331	325	656
Physical	888	1.734	2.622
Total	4.705	2.563	7.268

Table 9. Number of staff mobilities within the alliance.

This evolution is further confirmed by the results of the ENLIGHT Impact Survey. A large **majority of learners and staff report feeling encouraged to undertake another international learning experience after their participation in an ENLIGHT activity**: 94% of the 77 learner respondents (average score 4,35), 92% of the 63 academic respondents (average score 4,24), and 96% of the 49 non-academic staff respondents (average score 4,31) answer positively to the related question. These results are consistent with those reported in the 2023 ENLIGHT Impact Survey.⁹

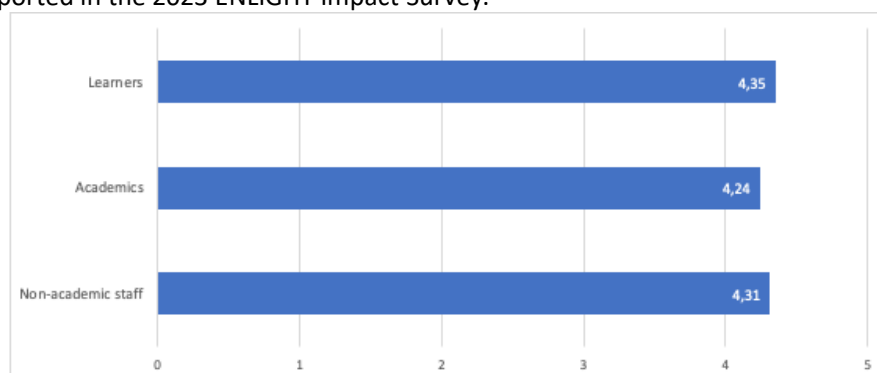


Figure 8. Average stakeholders' responses to the question on whether they feel encouraged to undertake another international learning experience after their participation in an ENLIGHT activity.

The Impact Survey data also show that **participation in ENLIGHT international learning is diverse across groups**. Learners report having participated on average 1,44 times, compared with 2,05 times among academic staff, and 5,05 times among non-academic staff.

When asked about their motivation to apply for or join an ENLIGHT international learning activity, learners most frequently refer to the **academic content and the opportunity for international experience as their main drivers**. Many joined because *"the topic of the course was really interesting to me"* or wanted *"to broaden my academic outlook by engaging with diverse forms of knowledge and intercultural experiences"*. Others see ENLIGHT as an accessible first step towards mobility, wanting *"to gain experience in studying abroad and in a multicultural environment"*, or to *"get to know the city where I plan to do an Erasmus later on"*. Beyond academic aspects, students valued **personal growth and connection** — *"to go out of my comfort zone and meet new people," "to feel truly European,"* to *"experience education in a different country and practice English"*, or simply *"to learn something new and travel through Europe."*

⁹ See Pilot Case Study on ENLIGHT Mobility in Deliverable 115: *Pilot cases' narratives with numbers* available [here](#).

I wanted to discuss the topics with people in person for a week somewhere abroad. I think it is just so much more meaningful and wholesome to study in such an international setting. Like the value of this learning experience goes beyond academic knowledge and extend to the great memories made with people from other universities. It makes you feel truly European and gives you hope for the world to have people engage with these topics from diverse backgrounds. Truly inspiring! ENLIGHT learner.

Academic staff are mainly motivated by **professional development, knowledge exchange, and collaboration**. Many join “to improve my teaching competences, network, and gain international experience”, or “to learn from teachers in other countries and share our experience on challenge-based learning.” Others value the chance to “exchange experiences and find new ideas”, “teach European students in similar contexts with similar research interests”, and “establish collaborations for future courses and trainings”. Several testimonies also reflect intrinsic motivation to **innovate in teaching**, as one academic highlights:

“It inspires me to become a better teacher and learn from international practices. I also gained valuable contacts for future collaboration. Currently, with some of these contacts, we are planning and developing course and trainings together”. ENLIGHT academic.

Non-academic staff highlight **knowledge exchange, networking, and a sense of community** as key motivations. Many explain that participation was “part of my work, but also an opportunity to meet colleagues and exchange knowledge”, or “to understand ENLIGHT structures better and learn new approaches.” Others joined to “share best practices, build professional networks, and move forward with the alliance’s agenda”. Some refer to the value of meeting long-term online collaborators in person: “working together is easier when meeting each other in real life”.

ENLIGHT’s core principles of diversity and inclusion (see outcome 5 for further details, page 47) are also reflected in the international learning opportunities offered to learners and staff. According to the Impact Survey results, **ENLIGHT international learning experiences have fostered an inclusive environment, with wider and more diverse learner participation**. 96% of learners, 95% of academics and 93% of non-academic staff share this perception, with average scores of 4,36, 4,12 and 4,09, respectively.

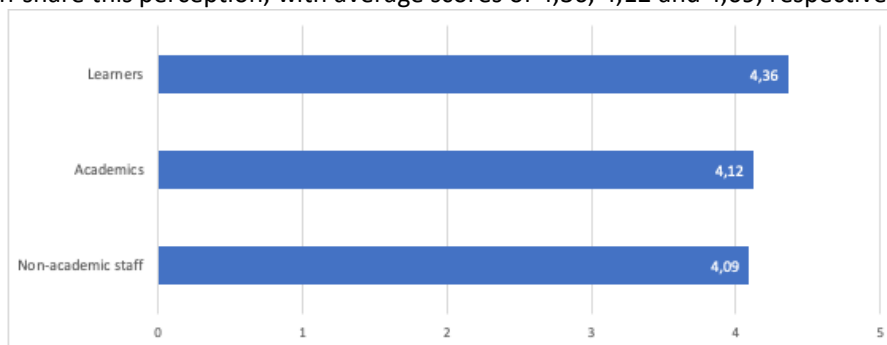


Figure 9. Average stakeholders’ responses to the question on whether ENLIGHT international learning experiences have fostered an inclusive environment, with wider and more diverse learner participation.

Participants also indicate that the **international learning experiences they took part in were adapted to their own needs and challenges**, with positive responses ranging from 94% (non-academic staff) to 96% (learners), and average scores around 4,00. These findings are consistent with the conclusions of the 2023 Impact Survey, although a higher overall positive perception is observed in 2025, particularly amongst non-academic staff¹⁰.

¹⁰ In 2023, the proportions of positive responses to the question on whether the mobility experience was adapted to the different groups’ own needs and challenges was as follows: 93% for learners, 94% for academics, and 86% for non-academic staff. See Pilot Case Study on ENLIGHT Mobility in Deliverable 115: *Pilot cases’ narratives with numbers* available [here](#).

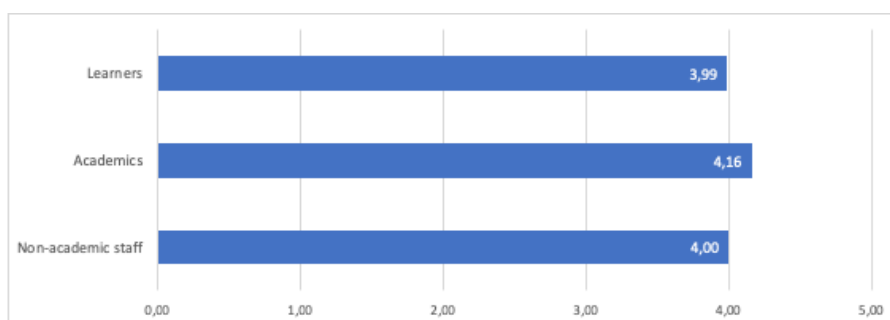


Figure 10: Average stakeholders' responses to the question on whether ENLIGHT international learning experiences were adapted to their personal needs and challenges.

ENLIGHT international learning is also inclusive in the sense that it **fosters an enhanced participation of underrepresented groups**. When comparing the two Impact Surveys, and with the exception of non-academic staff, a **higher representation of respondents considering being (or possibly being) part of a vulnerable, disadvantaged, and/ or underrepresented group¹¹** can be observed between 2023 and 2025 (see Table 10).

Proportion of vulnerable, disadvantaged and/or underrepresented groups among respondents participating in an ENLIGHT international learning experience	Impact Survey 2023	Impact Survey 2025
Learners	22%	27%
Academics	18%	19%
Non-academic Staff	28%	15%

Table 10. Proportion of vulnerable, disadvantaged and/or underrepresented groups among respondents participating in an ENLIGHT international learning experience

The 2025 Impact Survey results also indicate that **individuals who identify (or possibly identify) belonging to a vulnerable, disadvantaged, and/or underrepresented group, score higher regarding the extent to which ENLIGHT international learning experiences were adapted to their needs and challenges**. Among learners, the average score for this group is 4,20, compared with 3,99 for all learners; academics in this group scored 4,25, versus 4,16 among all academic respondents, while non-academic staff of this group scored 4,13 compared with 4,00 for the general group.

¹¹ For the purposes of the Impact Assessment exercise, we refer to vulnerable, disadvantaged and/or underrepresented learner in the sense used at Annex II to the Rome Communiqué (2020) Glossary of Terms http://ehea.info/Upload/Rome_Ministerial_Communique_Annex_II.pdf, where it is stated that a "(...) group of learners is **underrepresented** in relation to certain characteristics (e.g. gender, age, nationality, geographic origin, socio-economic background, ethnic minorities) if its share among the students is lower than the share of a comparable group in the total population. (...) **Disadvantaged** students often face specific challenges compared to their peers in higher education. This can take many forms (e.g. disability, low family income, little or no family support, orphan, many school moves, mental health, pregnancy, having less time to study because one has to earn one's living by working or having caring duties). **Vulnerable** students may be at risk of disadvantage and in addition have special (protection) needs. For example, because they suffer from an illness (including mental health) or have a disability, because they are minors, because their residence permit depends on the success of their studies (and thus also on decisions made by individual teachers), because they are at risk of being discriminated against. These learners are vulnerable in the sense that they may not be able to ensure their personal well-being, or that they may not be able to protect themselves from harm or exploitation and need additional support or attention.

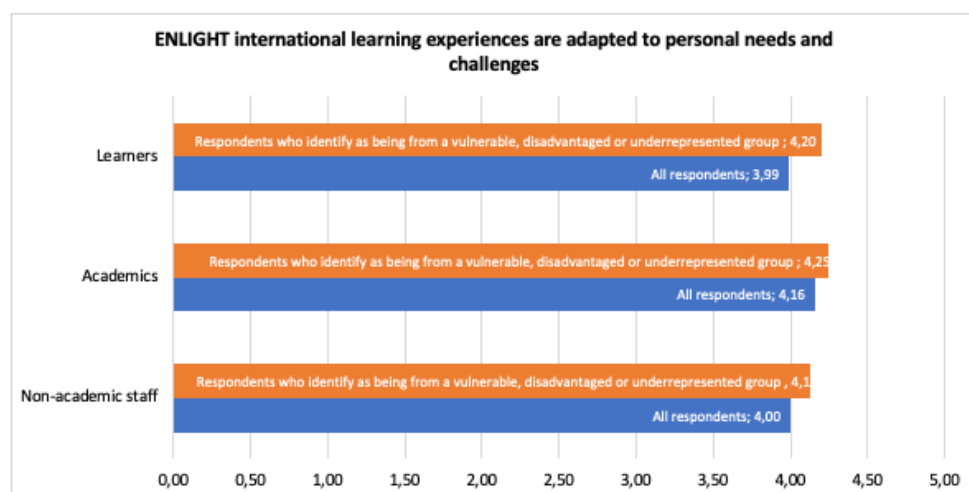


Figure 11. Average stakeholders' responses to the question on whether ENLIGHT international learning experiences were adapted to their personal needs and challenges, differentiating those responders who identify as being from a vulnerable, disadvantaged or underrepresented group.

These results suggest that ENLIGHT's international learning opportunities are not only expanding participation but also **effectively responding to the diverse needs of participants**, demonstrating tangible change towards more inclusive and accessible international learning environments across the alliance.

Seamless and Flexible International Learning

In line with ENLIGHT's efforts to increase and diversify forms of mobility and to reach a wider community of learners and staff, the alliance is also working to make international learning more seamless and flexible.

ENLIGHT learning opportunities jointly offered by at least three partner universities (two for virtual (online) courses) are published on the [ENLIGHT webpage](#), while courses offered by an individual ENLIGHT university are listed in the [ENLIGHT Course Catalogue](#). On 31 October 2025, the catalogue included 8.467 ENLIGHT courses. It attracted 54.271 visits from 8.533 individual users in the period from May 2024 to October 2025. Compared to the 2023 analysis, there are less courses catalogued in 2025, but attracting a significant higher number of visits and more individual visitors.

	03 July 2023	31 October 2025
Nº of courses catalogued	11.458	8.467
	October 2022 – July 2023 (9 months)	May 2024 - October 2025 (18 months)
Nº of visits to the Course Catalogue	16.455	54.271
Nº of individual visitors to the Course Catalogue	7.491	8.533

Table 11. Number of courses catalogued, number of visits and number of individual visitors to the Course Catalogue.

The ENLIGHT Course Catalogue is an important tool for promoting flexible access to international learning. According to the 2025 Impact Survey, **66% of learner respondents report having used it, with 62% indicating they used it occasionally**. This marks a **positive change** compared with 2023, when only 39% of learners participating in an ENLIGHT mobility experience reported being (or possibly being) aware of the ENLIGHT Course Catalogue.

Almost all learner respondents (94%) find it **easy to find the courses/ modules they were looking for in the ENLIGHT Course Catalogue** (average score 4,22); while **91% report it was easy to get the information they were looking for** (average score 3,93).

Further evidence of ENLIGHT's contribution to more flexible international learning comes from learners' experience with **application, enrolment, and recognition processes**. 95% of learners report it was **easy to**

apply and enrol in an ENLIGHT international learning experience (average score 4,10), and 94% found it was easy to have that experience recognised by their home university (average score 4,28).

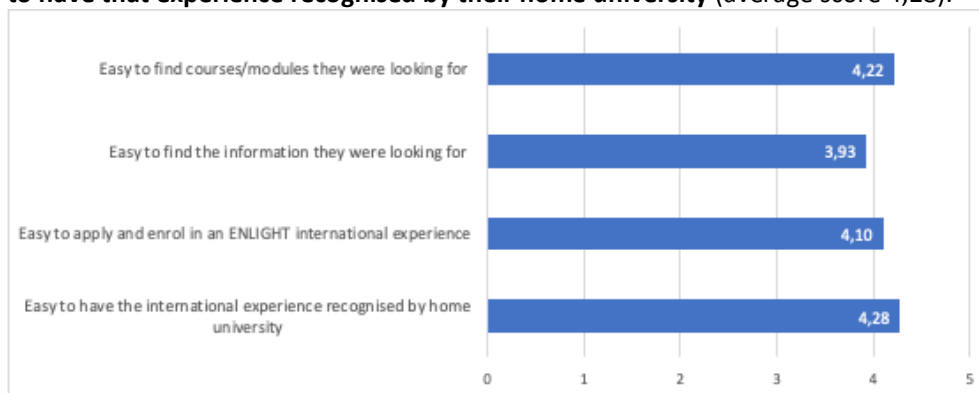


Figure 12. Average learners' responses to the questions on ENLIGHT flexible international learning.

When asked whether they faced **any hurdles in the context of their ENLIGHT international learning experience, the majority of respondents answered negatively**. On a scale from 0 ("not at all") to 5 ("very much"), the average learner score is 1,42, with 73% selecting between 0 to 2 - a notable improvement compared to 2023, when only 58% reported similarly low levels of difficulty. Academic and non-academic staff show comparable perceptions. In 2025, 79% of academic staff and 69% of non-academic staff select values below 3, with average scores of 1,16 and 1,45 respectively.

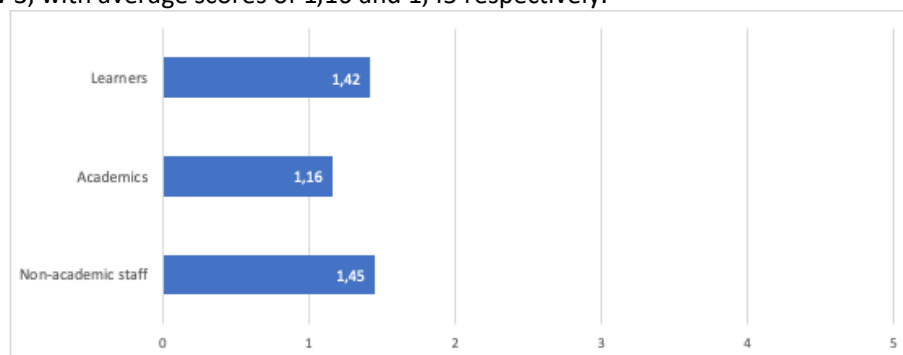


Figure 13. Average learners' responses to the question on whether they faced any hurdles in the context of their ENLIGHT international learning experience.

Among respondents who report encountering hurdles, learners most frequently mention hurdles related to **bureaucratic procedures, late or unclear communication, and difficulties in securing accommodation**. As one learner explains:

"Communication with Erasmus officers at the hosting university was hard, instructions came late, and the administration was very frustrating — I had to figure out many things on my own". ENLIGHT Learner.

Others point to **complex online platforms, language barriers, or inconsistencies in course organisation**, for example:

"Materials were prepared by lecturers from different universities, so there was little to no consistency concerning deadlines, types of assignments and grading". ENLIGHT Learner.

"I think there was some confusion amongst the teachers about what grading. It was sometimes a bit untransparent in terms of workload. Some sessions were a lot less demanding than others". ENLIGHT Learner.

A few also mention financial strain, noting that:

"Living in the destination country was more expensive than the grant provided". ENLIGHT Learner.

For academic staff, hurdles are of a similar nature but often connected to **administrative overload and limited institutional clarity**. Several respondents refer to extensive paperwork and confusion about responsibilities, as one academic describes: *"Almost impossible to enter the right information in the right forms — three different portals and no one really responsible"*. Others note **limited funding, time constraints, and restricted participation slots**, which make planning and participation more difficult.

Among **non-academic staff**, the most frequent challenges are **administrative complexity, tight timelines**, and occasionally **unclear internal coordination**. As one respondent shares: *“The application process was too complicated in my opinion”*. Another highlights accessibility concerns, noting that *“for participants who are blind, deaf, or have reduced mobility, many of the formats would not have been accessible”*. Despite these obstacles, most non-academic staff emphasise that participation was highly valuable: *“All meetings and conferences I’ve been to were a great experience — I gained and shared valuable knowledge and bonded with colleagues.”*

Despite these administrative and logistical issues, Impact Survey respondents report **it was easy to find support in case of questions and difficulties**. 93% of learners, 91% of academics and 93% non-academic staff have scored equal or above 3 to this question, with average scores of 4,13, 4,00 and 4,00 respectively.

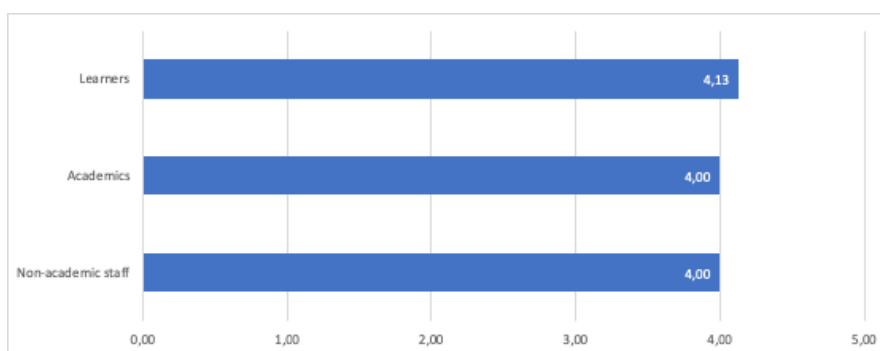


Figure 14. Average stakeholders’ responses to the question on whether it was easy to find support in case of questions and difficulties in the context of their ENLIGHT international learning experience.

As they highlight:

“I have the feeling the ENLIGHT community is very friendly and always ready and willing to help you. Non-academic staff”.

“The person in charge of the organization at my university was easily available and extremely helpful”. Academic staff.

“My experience was truly enriching. I actively participated in both classroom learning and field tours. The teaching staff were all very supportive and engaging, and my fellow students were equally enthusiastic and collaborative. It was a very positive and memorable experience overall”. Learner.

SYNTHESIS: ENLIGHT OPEN & INTEGRATED SPACE IS ESTABLISHED

- **ENLIGHT is widely recognised as a European University Alliance**, but perceived differently by its stakeholders as a *“European learning community”*, a *“collaborative ecosystem”* or a *“shared campus”*.
- **From project to alliance**: ENLIGHT is shifting from a project-based initiative to a comprehensive and integrated European University Alliance.
- **Increased cooperation**: cooperation across education, research & innovation and service to society activities is growing, despite time, workload and recognition constraints.
- **Partial embedding of ENLIGHT tools**: tools are gaining visibility and use, though integration into daily practice remains to be improved.
- **ENLIGHT educational model is increasingly reflected in partners’ programmes and teaching practices**.
- **International learning opportunities are made visible and embedded within partner universities’ curricula**.
- **Increased and diversified mobility**: physical, blended and virtual mobility opportunities have expanded, reaching wider groups of learners and staff.
- **Inclusive international learning**: ENLIGHT activities are perceived as accessible, inclusive and responsive to diverse participant needs.

- **Seamless and flexible international learning:** ENLIGHT international learning is easy to access, follow, and validate across partner institutions.

OUTCOME 2. LEARNERS BECOME MORE EMPOWERED

As previously highlighted, during its first phase (2020-2023), ENLIGHT focused on developing, testing, and refining its methodology and framework for challenge-based teaching and learning¹². In the current period (2023-2027), ENLIGHT is mainstreaming the challenge-based education formats piloted in the first phase, embedding its educational principles into the partner universities' educational policies and offer, and diversifying and boosting mobility among the widest community of learners (see outcome 1). All of these educational developments are also oriented towards **empowering ENLIGHT learners with future-proof knowledge and skills to become globally engaged “agents of change”**.

The 2025 ENLIGHT Impact Survey results show that thanks to their participation in ENLIGHT international learning experiences, **learners have developed**:

- **Future-proof knowledge and skills**, i.e., the ability to address acute, present and future global challenges, including those we may not yet identify or foresee. 76 of 78 learners (97%) report positive development (average score 4,01);
- **Multilingual competencies and skills**. 62 of 77 respondents (81%) indicate gains in multilingual competencies and skills (average score 3,40);
- **A global perspective that goes across borders, sectors, and academic disciplines**. 75 of 78 learners (96%) report development in this area (average score 4,23);
- **International and intercultural competencies**. 76 of 78 learners (97%) feel they have improved in this area (average score 4,24);
- **Competencies and skills adapted to their specific needs and situation**. 75 of 78 learners (96%) report that their international learning experience was adapted to their specific needs (average score 3,99).

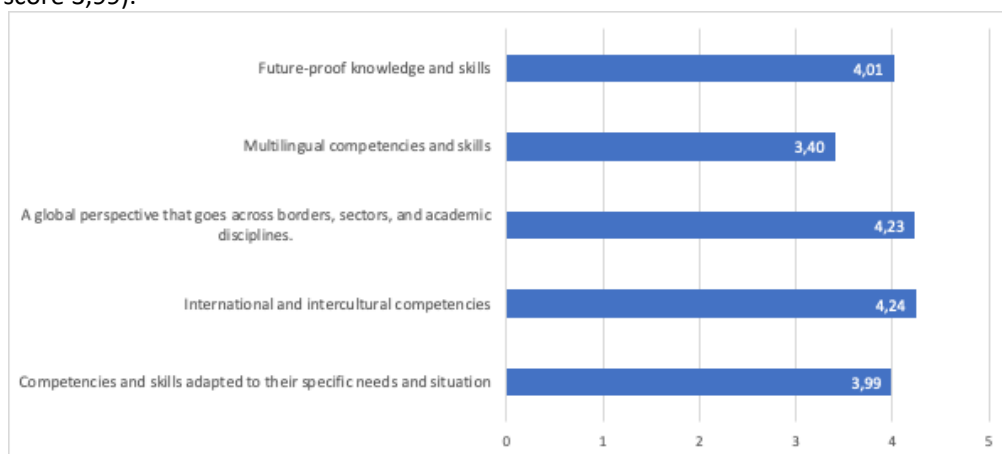


Figure 15. Average learners' responses to the question on competences and skills development after participation in a ENLIGHT international learning experience.

These findings are consistent with the 2023 challenge-based education case study, in which all learners (100%) reported enhanced knowledge and skills after participating in the pilot courses, and 88% considered they had a “wider skills-set than before their participation”:

“The program equipped me with the knowledge and skills necessary to navigate the challenges and opportunities presented by AI advancements”. ENLIGHT learner.

“I have acquired [competencies] to work in group and to improve my performance in front of others”. ENLIGHT learner.

¹² See Pilot Case Study on ENLIGHT Challenge-based Education in Deliverable 115: *Pilot cases' narratives with numbers* available [here](#).

As regards the acquisition of **both disciplinary¹³ and transdisciplinary¹⁴ competencies**, the 2025 Impact Survey results also show positive effects, more accentuated in the case of transdisciplinary competencies. 62 of 74 respondents (84%) report having developed **disciplinary competencies** (average score: 3,53), while 68 respondents (92%) indicate development in **transdisciplinary competencies** (average score: 3,93). When asked to reflect on specific disciplinary and transdisciplinary competencies, learners state:

"I felt the course helped me understand other disciplines better, not necessarily my own". ENLIGHT learner.

"I really liked the possibility to discuss our answers with other students of different backgrounds". ENLIGHT learner.

"I think I developed some basic understanding that I can built on. It is a bit like an entry card to not get totally lost in the current discourse on AI. I am fluent in English and studied abroad a lot before. However, I think the difference in academic background really helped to get used to collaborating more with people with different backgrounds and be enriched by their experiences". ENLIGHT learner.

"Understanding more about the fields of research of other people". ENLIGHT learner.

Learners also identify new knowledge and competencies acquired:

"Grant writing, using python for data analysis, cooperating with students from other cultures". ENLIGHT learner.

"Presenting in front of others, managing my travel, communication with others, participate in a conference". ENLIGHT learner.

One learner offers this reflection:

"I learned a lot about humanities disciplines such as translation and literature and how these relate to my own discipline in the social sciences. I also got to work with students from other disciplines including sustainable tourism, law, and literary criticism and it was very interesting to see how our life experiences became just as important as our academic ones when trying to solve real world problems. This helped to bind us and come up with innovative ideas". ENLIGHT learner.

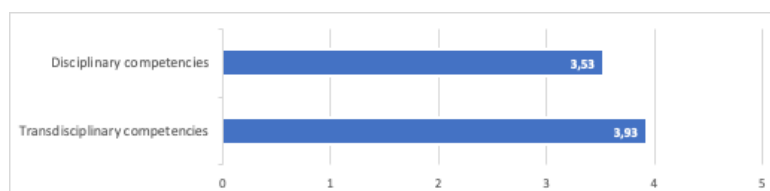


Figure 16. Average learners' responses to the question on the development of disciplinary and transdisciplinary competencies after participation in a ENLIGHT international learning experience.

As highlighted under outcome 1, overall, learners report that their **participation in an ENLIGHT international experience adds clear value: 90% believe it brings added value to their curricula** (average score 4,10), and **99% consider it is beneficial for their personal and professional development** (average score 4,44). These findings align with the 2023 challenge-based education pilot case study, in which learners expressed that after completing an ENLIGHT pilot course, they expected to get easier and better job opportunities. However, a majority of learners (35 of 66: 53%) are of the view their participation in ENLIGHT international learning brings **limited value to the socio-economic development of their regions or countries** (average score 2,24).

Learners share their reflections on the general added value of their participation:

"Making connections across borders means gaining access to resources I would not dream of otherwise". ENLIGHT learner.

"Personally, it was just wonderful and for my career it gave me great perspective because it drew attention to some interdisciplinary topics and how to work in them". ENLIGHT learner.

"A lot for me personally, but (like always) not quite sure how valuable for others". ENLIGHT learner.

¹³ By disciplinary competencies we understand the skills, knowledge, and perspective required to participate effectively within a particular knowledge field or discipline, such as arts and humanities, social sciences, medicine and health sciences, and STEM (science, technology, engineering, and mathematics).

¹⁴ By transdisciplinary competencies we understand the skills, knowledge, and perspective required to integrate effectively diverse fields of knowledge across disciplines and beyond universities into society.

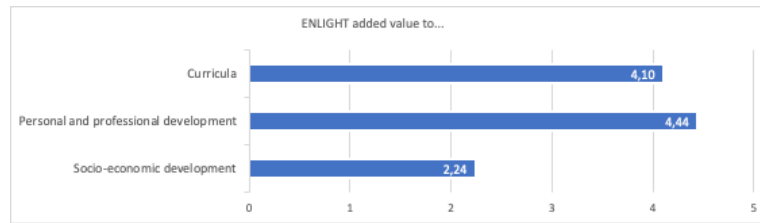


Figure 17. Average learners' responses to the question on the added value of ENLIGHT international learning experience.

SYNTHESIS: LEARNERS BECOME MORE EMPOWERED

- **Enhanced future-proof and transdisciplinary skills:** learners report enhanced global perspectives, international, intercultural, disciplinary and transdisciplinary competencies, adapted to their needs.
- **Personal and professional growth:** learners perceive added value for their career and personal growth.
- **Limited perceived regional impact:** learners remain unsure how their participation in ENLIGHT international learning translate into broader socio-economic and regional development.

OUTCOME 3. ACADEMICS BECOME MORE CONNECTED

More Levers for Academics to Take Initiative and Find New Synergies within the Alliance

Since its establishment in 2020, ENLIGHT has steadily expanded the opportunities for academics to initiate and grow collaborations across the alliance. Through specific lever initiatives and targeted support measures, the alliance has built a dynamic ecosystem that empowers academic communities to co-create, experiment, and innovate together.

With the launch of the ENLIGHT Erasmus+ project (2020-2023), the **ENLIGHT Think Tank and its Core Groups** were created to seed interdisciplinarity and nurture innovation by identifying areas of collaboration. Bringing together 90 academic experts from 65 faculties, schools and research departments, these groups have identified synergies and selected the *ENLIGHT-able projects*, which generated new learning opportunities for the ENLIGHT pilot courses. They also designed novel pilot initiatives and mobilised experts from across the network to contribute to their development and delivery.

While the Think Tank and its Core Groups concentrated mainly on the educational field- particularly the design of innovative, skills-oriented learning formats- the ENLIGHT RISE project (2021-2024) focused on the Research and Innovation (R&I) dimension of ENLIGHT academic cooperation. **Five Research Focus Groups** were established to bring together researchers around the alliance flagship challenges¹⁵. Their work focused on a) building interactions and linkages between partner universities' research communities, and b) working towards the submission of joint project proposals under Horizon Europe. This exchange led to mutual awareness, trust and active research links across the alliance, resulting in numerous submitted, and successfully awarded, joint proposals (see further details below).

Through the **Annual R&I and Mobility Awards**, ENLIGHT RISE added further incentives for collaborative action. To this end, 29 academic mobilities were supported and two R&I prizes awarded providing momentum and recognition for cross-institutional academic cooperation. ENLIGHT RISE has also organised a **matchmaking event for ENLIGHT researchers** in April 2024 to support synergies.

In addition, **two AIMDays** (Academy Industry Meeting day) events were organised to support exchange of knowledge and ideas focused on finding novel approaches to real-world challenges. It brought academics from different fields of knowledge together with business representatives to discuss concrete challenges companies face within their sector and find innovative solutions.

In parallel, individual partner universities have launched their **own seed funding schemes to reinforce academic collaboration** within ENLIGHT. Examples include EHU, Ghent University and University of Bordeaux's seed funding calls, the University of Galway's Calls for ENLIGHT Research Networks, Ghent University calls for ENLIGHT Scientific Research Networks, Uppsala University's funding for making contacts or joint activities with partners within the ENLIGHT network, or dedicated calls for ENLIGHT initiatives at the University of Groningen.

In the current phase (2023-2027), ENLIGHT has consolidated these experiences into a set of joint calls designed to stimulate and further support bottom-up cooperation across ENLIGHT academic communities. Each call targets joint proposals for specific types of actions involving at least three ENLIGHT institutions:

- **Calls for ENLIGHT Incubator Grants:** to support joint programmes, joint future-proof education projects, and stepping-stones for international learning across the six ENLIGHT focus areas. 30 initiatives have been supported to date;

¹⁵ Climate Change, Digital Revolution and Impact of Digitization, Energy and Circular Economy, Equity, and Health and Well-being.

- **Calls for ENLIGHT Thematic Networks:** to support interdisciplinary academic networks for developing joint challenge-based activities linking education, research and outreach across the six ENLIGHT focus areas. 26 ENLIGHT Thematic Networks are receiving ENLIGHT support;
- **ENLIGHT+ calls:** to foster new emerging joint (small-scale, inclusive and/or sustainable) initiatives across disciplines. 59 initiatives have been supported to date¹⁶.

Additional funding is also being provided by individual partner universities to support those collaborative proposals which were not selected in the ENLIGHT calls (e.g., University of Groningen and University of Bern support to non-selected ETN proposals).

Throughout the ENLIGHT lifespan, **bilateral visits between partner universities** have also played an important role in facilitating direct matchmaking and the exploration of new areas for cooperation among academics. These visits have enabled researchers and educators to identify shared interests, initiate joint activities, and lay the groundwork for sustainable collaborations within and beyond ENLIGHT's thematic priorities.

Together, these mechanisms are transforming the collaborative landscape of ENLIGHT. This development is also reflected in the perceptions of the ENLIGHT community: 89% of consulted academics and 96% of non-academic staff **acknowledge that ENLIGHT actively supports initiatives fostering academic collaboration across the alliance**, with an average score of 3,82 and 4,08 respectively.

Testimonies further illustrate this evolution. *Academics* highlight that ENLIGHT has created **opportunities for joint educational design and seed-funded collaboration**, with one describing it as the **“main impact of ENLIGHT”**. Thematic Networks and seed funding initiatives were cited as particularly valuable, allowing researchers and educators to collaborate on innovative projects:

“We were happy to receive funding so we can sit together and spend time and a small budget to develop our educational tools”. ENLIGHT academic.

Local ENLIGHT offices are generally seen as supportive, and many respondents emphasise that initiatives were **“very well organised and supported.”** At the same time, academics note challenges, including limited funding, uneven responsiveness, and a perceived emphasis on education over research:

“There are some ways but there is only limited money to foster or strengthen those collaborations”. ENLIGHT academic.

“I do not feel supported by ENLIGHT staff. I recognise they are busy with other responsibilities. But those clearly seem to be perceived by the ENLIGHT staff as having higher priority over supporting existing projects. So, I am unlikely to participate in future ENLIGHT projects”. ENLIGHT academic.

“Not really, ENLIGHT is for teaching. Fostering academic collaboration would include an incentive for research in a way but it promotes networking and working interdisciplinary”. ENLIGHT academic.

Non-academic staff underscore ENLIGHT's role in **fostering bottom-up collaboration**. Many emphasise that ENLIGHT Calls for Thematic Networks, Incubator Grants, and ENLIGHT+ initiatives are **“gamechangers”** and **“ideal tools to foster collaboration”**, supporting matchmaking and bilateral visits that have already led to new partnerships:

“The calls for ETN, Incubator & ENLIGHT+ are a real gamechanger”. ENLIGHT non-academic staff.

“The ETN are designed specifically to build collaborations that eventually can leverage joint R&I and other joint initiatives”. ENLIGHT non-academic staff.

“We've recently had a fantastic visit from one faculty at the University of Groningen which looks as though it will lead to 2 or 3 further collaborations”. ENLIGHT non-academic staff.

Staff also note that while the alliance encourages collaboration, awareness of opportunities is still uneven, with some academics not fully aware of ENLIGHT's potential. Several respondents highlight that initiatives like Teaching and Learning Conferences, European Dialogues, and Impact Awards further contribute to collaboration, though often reaching only a subset of the academic community:

“I might not have the best view on those activities which foster academic collaboration, I can only say that still a lot of researchers I talk to do not know what ENLIGHT is or can do for them”. ENLIGHT non-academic staff.

¹⁶ See table 3 for the full overview of proposals submitted and initiatives granted under ENLIGHT calls.

"The will for academic collaboration is there, but it is not widespread, i.e. it has not reached teaching and research staff". ENLIGHT non-academic staff.

"There are many attempts but it is a challenge to foster academic collaboration as ENLIGHT is perceived as a top-down initiative". ENLIGHT non-academic staff.

Enhanced Bottom-Up and Challenge-Based Cooperation among ENLIGHT Academics

With the goal of **strengthening bottom-up and challenge-based cooperations** among ENLIGHT academics, the ENLIGHT 2.0 project launched two calls for the establishment of ENLIGHT Thematic Networks (ETNs)- the first in 2024 and the second in 2025. These calls generated significant engagement, with **131 proposals** submitted by members of the ENLIGHT academic community to create new **Knowledge Creation Teams**. Of these, **26 proposals** were selected and received dedicated ENLIGHT funding. Many of the non-selected initiatives have continued their cooperation through alternative institutional or external funding schemes, demonstrating the sustained motivation and capacity for cooperation fostered by ENLIGHT.

These newly established Knowledge Creation Teams represent **transnational communities of academics**, with an average of 4,23 ENLIGHT countries represented in each granted ETN. They constitute a relevant instrument for **promoting multidisciplinary cooperation**, with an average of 4,50 different faculties/schools involved in each granted ETN (compared to 3,38 in submitted proposals).

Survey responses from 51 academics involved in ETNs confirm their role as a **catalyst for academic collaboration**. **86% view ETNs as an effective platform for deepening and strengthening cooperation among academics** (average score 3,92).

They also provide a **platform for connecting junior (40%) and senior researchers (60%)**, including 12% of participants at PhD level. Overall, **academics respondents consider that ETNs offer valuable opportunities for the development of Early Career Researchers (ECRs)**¹⁷: 73% share this view, with an average score of 3,31. However, ECRs themselves express a more mixed perception: with 50% assigning scores between 3 and 5 and the remaining 50% scoring between 0 and 2 (average 2,63). Senior Researchers¹⁸ provide a more positive assessment, with 81% responding favourably (average score 3,53). This suggests that ETNs are perceived as valuable mechanisms for career development, though their benefits are more strongly recognised by senior than by early-stage researchers.

Qualitative testimonies reflect this duality. Some academics highlight ETNs *"give ECRs a chance to build up international networks"*; *"ECRs are frequently seeking these rare training opportunities in specialised fields and benefit hugely from such international experiences and exchange of views"*.

Others, however, underline structural limitations, noting that *"early career researchers need more publications and research time"* or that *"they are often tasked with administrative duties rather than supported as independent researchers."* Respondents also mention that limited funding for personnel costs constrains opportunities for ECR-led projects.

Besides the relatively balanced representation between junior and senior researchers, it is also worth highlighting the **positive gender balance within the composition of ETNs**. In the 2025 ETN proposals, women represented 58,30% of participants, men 41,28%, and non-binary academics 0,43%. This reflects ENLIGHT's commitment to promoting gender equality in academic cooperation.

¹⁷ By Early Career Researchers we understand R1-First Stage Researchers and R2-Recognised Researchers according to [Euraxess research profile descriptors](#).

¹⁸ By Senior Researchers we understand R3-Established Researchers and R4-Leading Researchers according to [Euraxess research profile descriptors](#).

	GRANTED			TOTAL PROPOSALS (granted & non-granted)		
	Total	2024 call	2025 call	Total	2024 call	2025 call
Nº of Knowledge Creation Teams established (ETNs)	26	10	16	131	64	67
Average nº of countries represented in each ETN	4,23	3,60	4,63	3,95	4	3,90
Nº/% of PhD students, junior and senior researchers represented in ETNs		Data not available			Data not available	
- Junior researchers R1-R2	146 (40%)		146 (40%)	479 (40%)		479 (40%)
- Of which, PhD students	42 (12%)		42 (12%)	195 (16%)		195 (16%)
- Senior researchers R3-R4	215 (60%)		215 (60%)	724 (60%)		724 (60%)
Nº of societal stakeholders involved in each ETN	111	37	74	485	260	225
Average nº of societal stakeholders in each ETN	4,27	3,70	4,63	3,70	4,06	3,36
Average nº of different type of faculties/ schools involved in each ETN	4,50	4,50	4,50	3,38	3	3,75
% of women	61,25%	Data not available	61,25%	58,30%	Data not available	58,30%
men	38,18%		38,18%	41,28%		41,28%
non-binary	0,57%		0,57%	0,43%		0,43%

Table 12. Data concerning ENLIGHT Thematic Networks mobilisation capacity (granted and non-granted).

ETNs have also become an important mechanism for **collaboration with societal stakeholders**. Across all submitted proposals, 485 external organisations were mobilised (an average of 3,70 organisations per proposal), and 111 are engaged in the granted Knowledge Creation Teams (average 4,27 organisations per granted ETN). Among the surveyed academics involved in ETNs, 74% perceive **ENLIGHT as a driver for deepening and strengthening collaboration between academia and societal stakeholders** (average score 3,14)¹⁹. Of the 51 respondents, 29% report having engaged with societal stakeholders in their ETN, and 22% indicate possibly/partly. Of these, **86% academics acknowledge the added value of their collaboration(s) with societal stakeholders with an average score of 3,61**.

These collaborations are diverse and context-specific, reflecting the thematic orientation of each ETN. Academics report collaborating with local authorities on topics such as urban development and planning, as well as with research institutes, NGOs and professional associations - including women's associations, medical student associations, and pharmacies. Societal engagement has taken multiple forms, including seminars, workshops, panel discussions, awareness campaigns, and meetings, where research and educational activities are discussed and societal stakeholders' feedback is actively sought. In this context, one academic shares his/her views on the collaboration with societal stakeholders:

"It is great to collaborate with external stakeholders, but it is hard to find external stakeholders which want to collaborate with us". ENLIGHT academic.

ENLIGHT Knowledge Creation Teams are also contributing to wider societal impact, as participating academic teams report working on solutions to pressing societal challenges. According to the Impact Survey, 35% of academics involved in ETNs respond positively, and another 35% report "possibly/partly", to working on initiatives addressing societal challenges. The nature of these challenges is highly diverse, spanning areas such as climate change and sustainability, European identity and values, gender equality, wellbeing and healthcare, as well as digitalisation and artificial intelligence. Overall, respondents highlight their potential contribution to informed decision-making processes and the development of research-based and policy recommendations in these domains.

¹⁹ Societal stakeholders were also invited to provide their perspectives on this dimension. Nevertheless, with only three responses collected from societal stakeholders involved in ETNs - sometimes limited to a single response – the available data do not allow for a robust or representative assessment.

More specifically, ENLIGHT Knowledge Creation Teams **are generating opportunities for new joint interdisciplinary and challenge-driven initiatives in research, education, and service to society**. The Impact Survey results show that 11 academics report their ETNs are leading to new education programmes (e.g., new Master's programmes, joint Bachelor's degrees, Erasmus Mundus Master's programmes, summer courses), while 7 indicate they support new research projects (joint research proposals, joint papers, and publications). More significantly, reflecting the strong interconnections between education, research and service to society, a majority of academics (21) state that their ETNs are generating opportunities for both new research projects and new education programmes, several of which are further linked with service to society projects and/or other type of initiatives. Examples include ETNs whose intended outputs comprise *“educational materials, ENLIGHT summer course (hybrid format), co-supervision of End of Degree, Master and PhD Thesis, awareness campaign”, or “a publication, a course and exchanges with external stakeholders”*.

ENLIGHT Thematic Networks have been designed with a long-term perspective and are widely perceived as a lever for continued cooperation beyond the duration of ENLIGHT funding. Notably, **51% of academics participating in ETNs report their intention to continue collaborating after the termination of the ENLIGHT funding/ support**, while an additional 39% indicate they will possibly/partly maintain this collaboration. In one specific case, a respondent even highlights plans to further extend the existing cooperation model to additional partner universities.

“The three universities participating in the project want to extend the network to other of the ENLIGHT alliance”.
ENLIGHT academic.

In this context, and regarding the overall sustainability of ETNs, **most respondents (48%) report considering applying to other funding schemes to secure complementary support; while an additional 30% are possibly/partly considering this option**. Respondents mention, among others, Erasmus Mundus Master Programme, Horizon Europe, and MSCA staff exchange actions as potential funding opportunities.

ENLIGHT Know-How and Capacity to Support Joint R&I Actions are Strengthened

ENLIGHT's efforts to support joint Research and Innovation actions build on the foundations established through the ENLIGHT RISE project (2021-2024), funded under Horizon 2020 - SWAFS programme. As a result of ENLIGHT RISE, several R&I tools and expert networks were launched to facilitate collaborative research across the alliance. The use of these ENLIGHT R&I tools, as well as the activity of many of the expert networks established during that period, has continued beyond the project's lifetime.

ENLIGHT R&I Tools

Among the ENLIGHT R&I tools, it is worth highlighting the [ENLIGHT Research and Innovation Observatory](#), which maps the R&I capacities of partner universities and supports the identification of potential collaboration opportunities both within and beyond the alliance. The [ENLIGHT Toolkit for Researchers](#) was also developed under ENLIGHT RISE to assist researchers in preparing joint research proposals. Additional resources have been launched by the ENLIGHT team to promote impact-driven research – [ENLIGHT Repository of Good Practices on Research Impact](#), and the [ENLIGHT Toolkit for Self-Assessment of Universities Research Impact Awareness, Literacy and Readiness](#), as well as to foster Open Science and Research Data Management through the ENLIGHT [Open Science Toolkit](#).

As shown in Table 13, the number of visitors to each of these tools varies considerably.

ENLIGHT Tools	Period covered	Nº of visits	Nº of individual users
ENLIGHT R&I Observatory	Dec 2022-Oct 2025	4,053	N/A
ENLIGHT Toolkit for Researchers	Jan 2024-Oct 2025	241	194
ENLIGHT Repository of Good Practices on Research Impact	Sept 2022-Oct 2025	35.822	14.288
ENLIGHT Toolkit for Self-Assessment of Universities Research Impact Awareness, Literacy and Readiness	Sept 2022-Oct 2025	7.195	2.475

Open Science Toolkit	Jan 2024-Oct 2025	617	407
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Table 13. Number of visits and users of ENLIGHT online R&I related tools.

Despite the good level of engagement of some tools, **a significant proportion of surveyed academics report being unfamiliar with them** (ranging from 49% to 56%) (see Table 14). While non-academic staff are generally more active users, a majority still report either not using them (41% to 59%) or not being familiar with them (34% to 40%).

ENLIGHT R&I Tool	% of surveyed respondents stating using, not-using or nor being familiar with ENLIGHT R&I Tools					
	Academics			Non-Academics		
	Yes	No	Never heard about it	Yes	No	Never heard about it
ENLIGHT R&I Observatory	13%	38%	49%	25%	41%	34%
ENLIGHT Toolkit for Researchers	7%	38%	56%	9%	52%	40%
ENLIGHT Repository of Good Practices on Research Impact	15%	31%	54%	19%	41%	40%
ENLIGHT Toolkit for Self-Assessment of Universities Research Impact Awareness, Literacy and Readiness	9%	38%	53%	19%	46%	35%
Open Science Toolkit	7%	40%	53%	4%	59%	37%

Table 14. Percentage of surveyed respondents stating using, not-using or nor being familiar with ENLIGHT R&I Tools.

Among the different R&I tools, the ENLIGHT Repository of Good Practices on Research Impact is the most used by academics, whereas the ENLIGHT R&I Observatory is most used by non-academic staff. For both groups, the majority of users report using the tools only occasionally, with the exception of the ENLIGHT Toolkit for Self-Assessment, which most academic respondents indicate having used at least once (see annex 2).

When asked about their use of ENLIGHT tools for developing joint research and innovation activities, 56% of academics and 44% of non-academic staff report not using ENLIGHT tools for this purpose. Among those respondents who indicate doing so – or possibly/partially - academics most frequently mention using the ENLIGHT website, the ENLIGHT Repository of Good Practices on Research Impact, the Open Science Toolkit, and the R&I observatory. A smaller number of academics also refer to the Community Challenge Database and to tools initially designed for educational purposes, such as the Course Catalogue, the Competence Framework and the Virtual Teaching and Learning Hub. Non-academic staff add to this list other tools such as the ENLIGHT Sharepoint and the ENLIGHT Toolkit for Self-Assessment of Universities Research Impact Awareness, Literacy and Readiness, the latter also now being used in the impact group of EARMA (European Association of Research Managers) or non-ENLIGHT universities as strategic assessment tools (e.g., South-East Technological University).

Among respondents who report using ENLIGHT R&I tools to develop joint research and innovation activities, 70% of academics acknowledge their added value (average score 2,97). Non-academic staff share an even more favourable perception, with 79% recognising ENLIGHT R&I tools added value for developing joint research and innovation activities (average score 3,39).

More qualitative feedback, however, reveals a nuanced picture of awareness and usability. One academic notes that ENLIGHT tools are:

“Difficult to find and use; they looked like they were made for show more than to be used”. ENLIGHT academic.

Non-academic staff testimonies underline similar challenges. While one respondent highlights:

“If a researcher is looking for partners or projects, I believe ENLIGHT is a great starting point. The ENLIGHT alliance helps, supports and promotes networking”. ENLIGHT non-academic staff.

Others emphasise:

“[There is a] strong focus on administrative and technical developments, but no real vision for ENLIGHT and no real impact on the universities involved”. ENLIGHT non-academic staff.

“There are so many similar digital tools supporting joint R&I activities — the missing tool is a shared support structure in the form of facilitators or shared managers who can both communicate the added value of ENLIGHT and help researchers connect”. ENLIGHT non-academic staff.

ENLIGHT Expert Networks

Building on the work of the former ENLIGHT RISE R&I Support Group and the numerous experts networks established in the framework of the RISE project, **five ENLIGHT Expert Networks (EENs) have been created since October 2024 to promote knowledge sharing across the alliance and to support collaborative research.** These five EENs are:

- **European Research Funding EEN**, which aims to foster scientific partnerships among researchers. It intends to serve as a facilitator, assisting researchers in connecting with partners from other ENLIGHT universities to initiate collaborative efforts and develop joint R&I proposals;
- **Doctoral Network**, which seeks to establish long-term collaboration among doctoral education professionals and create added value for doctoral candidates;
- **Open Science EEN**, dedicated to sharing and improving knowledge and expertise on Open Science (OS) practices and promote good OS practices across the alliance;
- **Regional Collaboration EEN**, focusing on sharing practical knowledge and experiences of collaboration with cities and citizens to support academics in creating innovative solutions adapted to different European regions;
- **Research(er) Assessment EEN**, which aims to enhance the expertise of ENLIGHT partners on researcher(er) assessment, sharing best practices related to the implementation of innovative approaches in this field.

Both academics, including Early Career Researchers, and non-academic staff value favourably the role of ENLIGHT networks to support joint R&I activities. 95% of non-academic staff share this view (average score 3,71). Among academics and ECRs, 87% respond positively regarding the added value of ENLIGHT networks (average score: 3,66 for all academics; and 3,43 for ECRs).

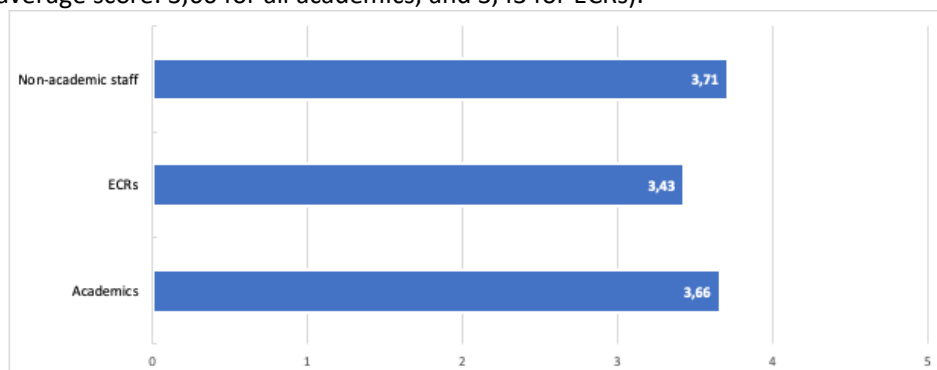


Figure 18. Average academic (including ECRs) and non-academic staff responses to the question on the added value of ENLIGHT networks to support joint R&I activities.

Testimonies from academic staff confirm the perceived potential of ENLIGHT Expert Networks for **consortium building, idea exchange, and access to future research funding opportunities:**

“These kinds of networks help establish research groups that are positioned to apply for other EU research funding initiatives”. ENLIGHT academic.

“Networks always help to find partners, to exchange ideas, to work together”. ENLIGHT academic.

Academics also highlight **communication and operational challenges**, stating that they were *“poorly informed and integrated in this very useful and nice collaboration”* or that *“it was difficult to find and contact the right researchers or professors to start collaboration”*. Several respondents indicate not knowing about the networks or how to participate: *“I see the added value, I just did not know it existed.”* Others note that the networks (referring only to the ETNs) appeared **more oriented towards education than research**, with comments such as:

“ENLIGHT had a very strong focus on teaching; the ETN calls did not really work for research cooperation”. ENLIGHT academic.

Non-academic staff describe these networks as “essential pillars of our community of expertise” and “a ready-made set of collaborators” that simplify partner identification and support the initiation of new consortia:

“They are needed to untap the potential of the alliance”. ENLIGHT non-academic staff.

“I would not be collaborating with colleagues in ENLIGHT partner institutions if it were not for the existence of ENLIGHT”. ENLIGHT non-academic staff.

“I know that some EU funded projects and research projects are coming out of these networks. But not all networks necessarily lead to outputs”. ENLIGHT non-academic staff.

Yet, they also recognise that there is a “great potential” as “the networks are still at an early stage”. Several respondents suggest that the networks’ reach remains limited in some universities and that “more effort is needed to guide existing networks towards joint R&I activities”.

“I think the network could really be very useful for joint R&I activities, but I am not sure it already functions as such”. ENLIGHT non-academic staff.

“Still at an early stage to say. The potential is there but so far there has been not enough effort to support the existing networks in guiding towards joint R&I activities. It is however questionable whether this makes much sense since most academics have their partners already and do not necessarily want to do research with ENLIGHT partners”. ENLIGHT non-academic staff.

Institutional Services

Another key supporting mechanism for collaborative R&I across ENLIGHT are the partner universities’ institutional services. Their role in supporting joint ENLIGHT R&I actions is widely acknowledged by both academic (83%; average score 3,55) and non-academic staff (91%; average score 3,76). Likewise, ECRs share a positive perception on the added value of the institutional services at their universities to support joint ENLIGHT R&I actions (86%; average score 3,61).

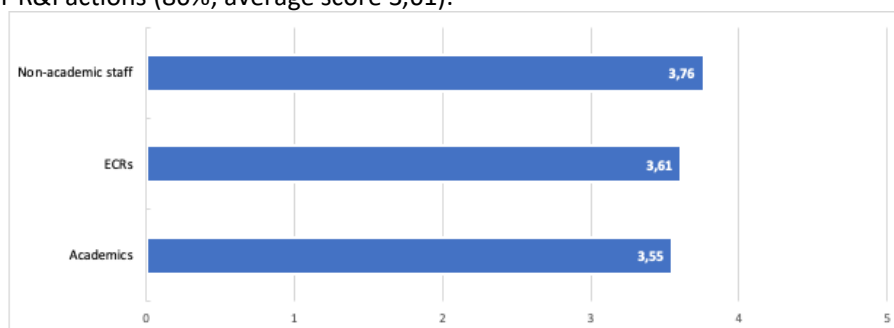


Figure 19. Average academic (including ECRs) and non-academic staff responses to the question on the added value of universities’ institutional services to support joint R&I activities.

Academics’ testimonies confirm this generally positive perception, highlighting in several cases the professionalism and responsiveness of local ENLIGHT teams. “Local support is excellent”, and “The ENLIGHT team at the University of X are outstanding in what they do to support our involvement.” Respondents also praise “very receptive and supportive staff” and “dedicated project managers” who made the process smoother and more efficient.

“You can consult the ENLIGHT project coordinator and ask any questions. This makes the process much easier”. ENLIGHT academic.

“We got a lot of support in the grant application phase and start-up of implementation”. ENLIGHT academic.

In a few cases, academics note improvements in administrative processes:

“I can feel the changes that have been made; for example, a lot of the paper work has been streamlined. Perhaps this is a bit more efficient which is good”. ENLIGHT academic.

However, the testimonies also reveal considerable variation in experience across institutions. While some respondents benefited from strong support, **others express frustration with limited information flow, administrative complexity, or lack of coordination:** “Resending e-mails is not enough”, “No one had any idea about Erasmus/ENLIGHT procedures”, and “Not enough support, not enough information”.

Non-academic staff also express a largely positive but nuanced view of institutional services' contribution to joint R&I activities. Several recognise the commitment and professionalism of ENLIGHT coordinators and grants offices, describing them as “very supportive”, “great coordinator, very helpful and supportive”, or “doing a great job.” Yet, many highlight that the scope and capacity of institutional support remain uneven across universities:

“The institutional support for ENLIGHT is limited to one staff member and students, the support, communication and coordination should be extended with more staff”. ENLIGHT non-academic staff.

Others point to persistent administrative complexity, with procedures that “do not stimulate but hinder new initiatives”. From an overall sustainability and further impact point of view, non-academic staff indicate:

“There will be no sustainability without the institutional services at each university, without them ENLIGHT is just a project and not an alliance for long-term collaboration”. ENLIGHT non-academic staff.

“It is precisely because ENLIGHT has not been fully integrated into the regular service of the university that its impact has been poor”. ENLIGHT non-academic staff.

Knowledge Exchange Sessions

To enhance ENLIGHT’s joint capacity and to expand and exchange know-how for collaborative R&I, ENLIGHT organises biannual Knowledge Exchange Sessions on topics of common interest. Since the launch of ENLIGHT 2.0 in November 2023, three sessions have been organised on the following themes:

- ENLIGHT institutional experiences on joint R&I collaborations, initiatives and tools (June 2024);
- How we deliver pitch training to the research community at our universities (March 2025);
- State Aid Considerations in Research and Innovation at our Universities (April 2025).

Together they brought together 141 attendees, both academic and non-academic staff, including members of the newly established ENLIGHT Europe Support Network.

Among the Impact Survey respondents, 22 academics and 15 non-academic staff report having participated in the Knowledge Exchange Sessions. Among **academics, 71% acknowledge the added value of the sessions for exchanging know-how to support joint R&I activities** (average score 2,76), while **55% recognise their value in strengthening such know-how** (average score 2,40). Few academics share a critical view, noting that “there was just administrative staff exchanging information about support of science with participating countries. Nothing useful for me”.

Non-academic staff hold a more favourable perception of ENLIGHT Knowledge Exchange Sessions. 93% recognise their added value for *exchanging know-how* (average score 3,93), and 86% see added value in *strengthening know-how* (3,57) to support joint R&I activities.

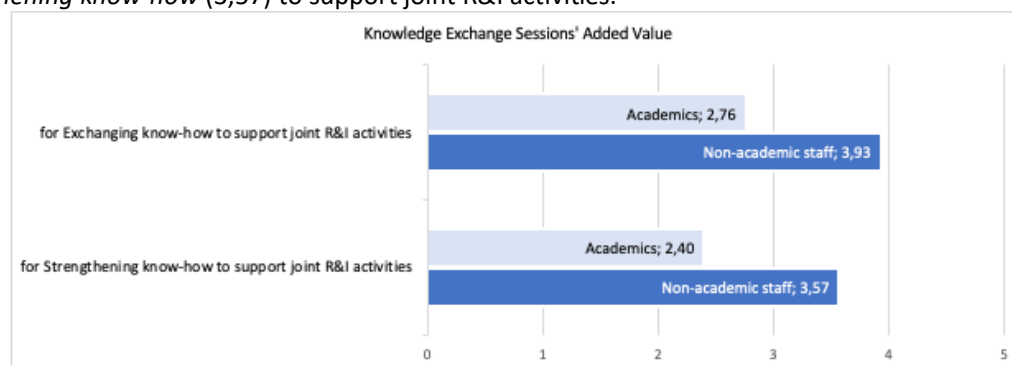


Figure 20. Average academic and non-academic staff responses to the question on the added value of ENLIGHT Knowledge Exchange Sessions.

As result of ENLIGHT’s multiple efforts to support and strengthen joint R&I collaboration across the alliance, it is possible to identify at **least 97 joint research and innovation initiatives**, as follows:

- 25 joint ENLIGHT R&I proposals have been submitted for EU funding, of which 13 have been granted funding.

- From the ETNs call, 26 new collaborations were selected, each incorporating a R&I dimension with varying degrees of intensity.
- From the ENLIGHT+ call, 25 new collaborative R&I initiatives were supported.
- From individual partner universities' calls for research networks and seed funding, at least 21 new collaborative R&I projects have received support.

SYNTHESIS: ACADEMICS BECOME MORE CONNECTED

- **There are more lever initiatives and targeted support measures to foster academic collaboration across the alliance.**
- **Enhanced bottom-up and challenge-based cooperation:**
 - ETNs have generated more joint interdisciplinary initiatives, connecting junior and senior researchers, ensuring gender balance and engaging societal stakeholders.
 - ETNs are creating opportunities for new interdisciplinary and challenge-driven initiatives in research, education and service to society, and contributing to societal impact through work on pressing challenges.
 - ETNs are perceived as a lever for longer-term cooperation, with networks exploring follow-up funding.
- **Improved capacity for joint R&I actions:**
 - Dedicated **tools** support collaborative R&I, proposal preparation and knowledge sharing. Use remains limited, but users value them.
 - **Expert Networks** show strong potential but are still in an early stage of development.
 - **Institutional services** contribute to R&I support, though there is space for improvement.
 - **Knowledge Exchange Sessions** are appreciated for exchanging and strengthening know-how among non-academic staff.
- **New joint R&I initiatives have been launched** as result of ENLIGHT's efforts.

OUTCOME 4. STAFF BECOME MORE EMPOWERED

One of the key objectives of ENLIGHT 2.0 is to establish a shared staff development approach to empower our academics, administrative staff, university leaders and senior managers with opportunities for professional development and peer learning. To achieve this, ENLIGHT has launched a series of staff development initiatives, including the ENLIGHT Academic Leadership Programme and ENLIGHT Staff Weeks on themes such as career services, lifelong learning, marketing, supervision of PhD candidates, student and academic services, and IT services.

Out of the 292 academic and non-academic staff respondents to the ENLIGHT Impact Survey, 50 have participated (or possibly/partially participated) in one or more ENLIGHT staff development initiatives.

Type of Staff	Nº of respondents stating having participated (or possibly/partially participated) in an ENLIGHT staff development initiative
Academics	12
Administrative Staff	31
Other (academic developer, collaboration manager, etc.)	3
University Leaders/ Senior Managers	4
Total	50

Table 15. Number of respondents stating having participated (or possibly/partially participated) in an ENLIGHT staff development initiative.

Analysis of the survey results shows that the participation in ENLIGHT staff development initiatives has **empowered academic and non-academic staff with future-proof knowledge and skills**, i.e., the ability to address acute, present and future global challenges, including those we may not yet identify or foresee. Among *academic staff*, 10 of 11 respondents (91%) report having developed future-proof knowledge and skills (average score 3,73). Similarly, 29 of 33 *administrative and other non-academic staff* respondents (88%) recognise having developed future-proof knowledge and skills (average score 3,88). *University leaders and senior managers* are, however, divided in their assessment of ENLIGHT's contribution toward developing future-proof knowledge and leadership capabilities. Half of them (50%) consider the effect positive, while the other half believe it has been limited (average score 2,75).

"I did not really learn anything new, sometimes it is just existing approaches with a new, different label".

University leader and/or member of the university management team.

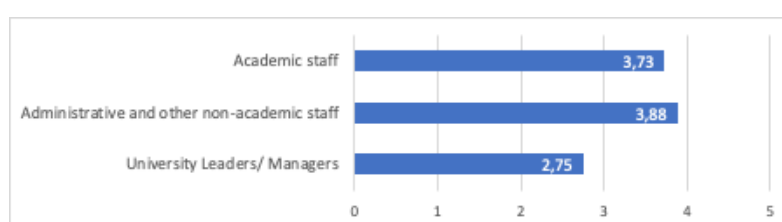


Figure 21. Average staff responses to the question on the development of future-proof knowledge and skills after participation in an ENLIGHT staff development initiative.

Participation in ENLIGHT staff development initiatives has also **empowered staff to connect with peers across the alliance**. Among *academics*, 9 of 11 (82%) say they feel more empowered to connect with peers (average score 3,50). The positive effect is even stronger among *administrative and other non-academic staff*: 32 of 34 (94%) report feeling empowered to connect with peers (average score 4,30). Similarly, 75% of *university leaders and senior managers* consider that these initiatives have had a positive effect on peer connection (average score 4,25).

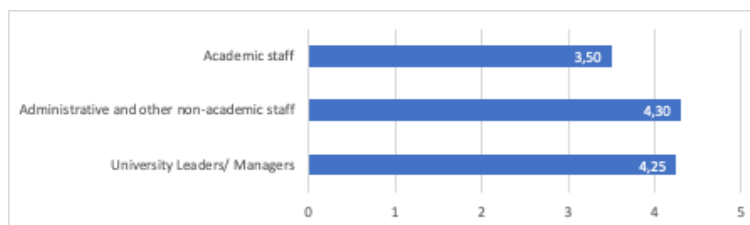


Figure 22. Average staff responses to the question on whether they feel empowered to connect with peers after participation in an ENLIGHT staff development initiative.

More specifically, **academic staff acknowledge** that after participating in ENLIGHT staff development activities they **have been empowered with the knowledge, skills and competencies to implement:**

- **Innovative teaching and learning approaches.** 10 of 11 academics respond positively (91%); average score 3,91;
- **Student-centred teaching and learning approaches.** 10 of 11 academics respond positively (91%); average score 4,00;
- **Inclusive teaching and learning approaches.** 8 of 10 academics respond positively (80%); average score 3,70;
- **Research-oriented teaching and learning approaches.** 7 of 11 academics respond positively (64%); average score 3,09.

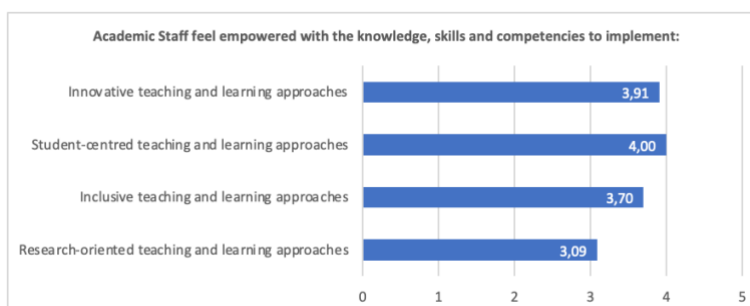


Figure 23. Average academic staff responses to the question on whether they feel empowered with new knowledge, skills and competencies after participation in an ENLIGHT staff development initiative.

Academic staff report not only being empowered with new knowledge, skills, and competencies, but also that their participation in ENLIGHT staff development initiatives has led them to **use, or intending to use, good teaching practices from other ENLIGHT partners at their respective universities** (80% of academic respondents; average score 4,00). These findings are in line with results from the 2023 Challenge-based Education (CBE) pilot study, where 84% academics (27 of 32) said they felt inspired and intended to implement new ideas about ENLIGHT CBE into their future courses (average score 3,50). Overall, academic staff acknowledge that **ENLIGHT has brought about added value to their professional development** (75% positive responses; average score 4,18).

As for **administrative and other non-academic staff**, beyond acquiring future-proof knowledge and skills, 94% report that their participation in an ENLIGHT staff development initiative has given them **wider professional horizons** (average score 4,29), and **increased networking and cooperation opportunities within ENLIGHT** (average score 4,24):

"ENLIGHT offers me great opportunities to apply and build on the insights from my PhD research about change in HEs and to continuously develop my personal and professional horizon, knowledge, and competences". ENLIGHT administrative staff.

University leaders and senior managers, however, are split in their assessment: 50% view ENLIGHT's contribution to their professional development favourably, while the other half consider it somewhat limited. Their average positive score is 3,25.

"Networking has been the most fruitful experience; seeing what happens at other universities". University leader and/or member of the university management team.

SYNTHESIS: STAFF BECOME MORE EMPOWERED

- **Strengthened future-proof knowledge and skills**, though the effect varies among university leaders and senior managers.
- **Staff feel more empowered to connect and collaborate with peers across the alliance.**
- **Academics have reinforced capacities to apply innovative, student-centred, inclusive and research-oriented teaching and learning approaches, and intend to use these at their universities.**
- **Professional horizons are widened up:** academic and administrative staff highlight clear added value for their professional development, while university leaders and senior managers report more modest benefits.

OUTCOME 5. A VIBRANT, GREEN AND INCLUSIVE ENLIGHT COMMUNITY IS ESTABLISHED

In alignment with the expected outcome of embedding and mainstreaming ENLIGHT across its partner universities (see outcome 1), the alliance has dedicated significant efforts in reaching out, connecting and activating its wider students and staff communities for peer learning opportunities and new cooperation initiatives.

Altogether, as highlighted under outcome 1 section, ENLIGHT has generated 14.196 participations from learners, academics and non-academic staff across its education/training, research and/or service to society activities (see table 4). Of these, and only during the 2023-2025 period, 1.339 participations (19,22%) took place in ENLIGHT peer learning activities, including the Teaching and Learning Conferences, the ENLIGHT Leadership Programme, Staff Weeks, CBE training programmes, and partners' bilateral visits.

	Nov 2020- Oct 2023 (3 years)	Nov 2023- Oct 2025 (2 years)	TOTAL	Participation in peer learning activities Nov 2023- Oct 2025	%
Learners	2.783	2.620	5.403	103	3,93%
Academic & Non-Academic Staff	4.447	4.346	8.793	1.236	28,44%
TOTAL	7.230	6.966	14.196	1.339	19,22%

Table 16. Learners and staff participation in peer learning activities.

These initiatives have fostered a shared sense of belonging to the alliance, though the intensity of this sentiment varies across stakeholder groups. Among *learners*, 54 of 94 (57%) consider feeling part of the ENLIGHT community (average score 2,73). This sense of belonging is somewhat higher among the *academic community*: 110 of 162 academics (68%) report a shared sense of belonging (average score 2,88). *Non-academic staff* are the group with the highest sense of belonging to ENLIGHT: 97 of 123 (79%) responded positively (average score 3,54). Lastly, most societal stakeholders do not feel part of the ENLIGHT community: among the 7 respondents to this question, 4 (57%) rated below 3, yielding an average score of 2,29.

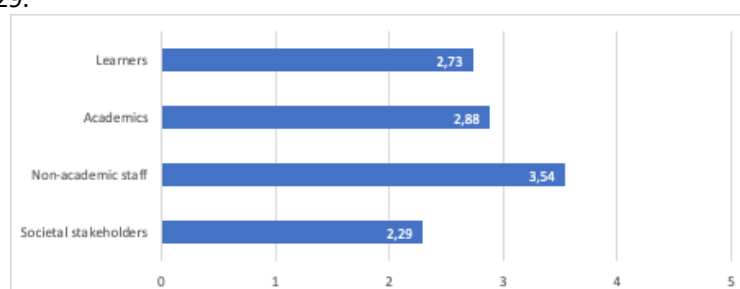


Figure 24. Average stakeholders' responses to the question on whether they feel part of the ENLIGHT community.

Perceptions of ENLIGHT's visibility at partner universities also vary between learners and academic and non-academic staff. While the majority of learners consider that ENLIGHT is not visible/ well-known at their universities (55%; average score 2,28), both academic and non-academic staff coincide that the alliance is visible and well-know. Specifically, 65% of academic respondents responded positively to this question with an average score of 3,01; and, most significantly, 77% of non-academic staff recognised this effect (average score 3,22).²⁰

²⁰ A more detailed analysis on ENLIGHT's visibility is provided in the outcome 6 section.

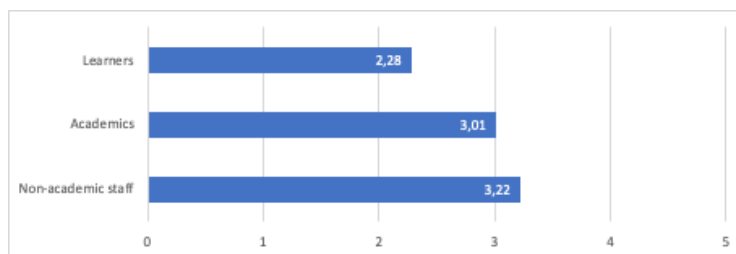


Figure 25. Average stakeholders' responses to the question on whether they consider ENLIGHT visible/ well-known at their universities.

Learners, in particular, were also asked whether they act as **ENLIGHT advocates by sharing their ENLIGHT experiences with peers, thus contributing to reinforcement of the student community**. Encouragingly, 68% report having shared their ENLIGHT experiences, while an additional 26% indicate they had "possibly/partly" done so. The ways in which students share are varied and personal: one says they discussed their experiences with fellow PhD classmates, especially noting "*how cool it was*". Others mention speaking publicly:

"I really did not stop talking about it for a week after coming back, it was quite a unique experience". ENLIGHT learner.

"I talked about my time at the conference and that I would love to take more ENLIGHT-courses or programmes". ENLIGHT learner.

Still, among students who do share, some say that educational opportunities are confusing or not well advertised.

"I have shared with my fellow students the amount of opportunities that there exist, but there is not a lot of visibility in some of the faculties or to some of the opportunities (for instance I was told that students could also attend the T&L conferences or submit proposals themselves)". ENLIGHT learner.

"I feel like it was not advertised enough. I stumbled upon it while looking at university alliances out of curiosity, but I would not have known about it otherwise". ENLIGHT learner.

"I have shared, but the educational opportunities are confusing and applications are not centralised". ENLIGHT learner.

Strengthened ENLIGHT Student Network

As part of ENLIGHT's efforts to empower its community, there is the ambition to strengthen the ENLIGHT Student Network to extend reach across the wider student body. The results of the Impact Survey indicate, however, that **60 of the 97 learners (62%) are not familiar with the ENLIGHT Student Network (SN)**. But among those learners who do know the SN, most perceive it positively: **86% acknowledge that it adds value** (average score 3,59).

When asked about the perceived added value, several learners point to concrete ways in which the SN is contributing to embedding student voices in ENLIGHT governance and fostering connection among student bodies across partner institutions.

"It embeds students in the governance of ENLIGHT and it promotes enlightenment amongst the student bodies of the partner universities". ENLIGHT learner.

"The SN adds a lot of value to embed the student experience". ENLIGHT learner.

A number of learners also share tentative perspectives: "*Just heard about it, don't know enough*"; "*I am not aware of it yet*". Some noted participation in specific outreach events: "*They organised a quiz during the on-site week*"—but are unsure of what else the SN has done or does.

It is important to note that among those learners acknowledging they know the SN, 14 are members of this network (39%), and of these only 6 (43%) have played an active role in it for more than one year, which indicates a high turnover in SN membership and challenges in ensuring its sustainability.

In alignment with the above-mentioned perceptions on the SN added value, members report **feeling connected to the alliance's governance** (83% positive responses; average score 3,17). Almost all (93%, 13

of 14) **have established connections with their respective university's student associations** and 92% consider that **these connections have become stronger** (average score 3,83).

As general appreciation, several ENLIGHT SN members stress that genuine embedding in ENLIGHT governance depends on professionalisation, incentives, and institutional alignment. As they put it:

"I feel that the embedding in the governance takes time, because the SN needs to get more professionalised and at the same time it can't because incentives for students are the responsibility of the universities and are not centralised". ENLIGHT Student Network Member.

"I feel that as a Governance member the embedding is the most difficult challenge, as we need to sustain the Student Network with lack of centralised incentives so commitment varies depending on these". ENLIGHT Student Network Member.

Increased Awareness of Sustainability, Inclusion and Accessibility

Sustainability, inclusion and accessibility are core principles in ENLIGHT's community-building efforts.

Regarding sustainability, **most of ENLIGHT stakeholders report awareness of the alliance's sustainable travel policy**. This awareness is highest among non-academic staff (59% responded "yes"), followed by learners (57%), and academics (46%).

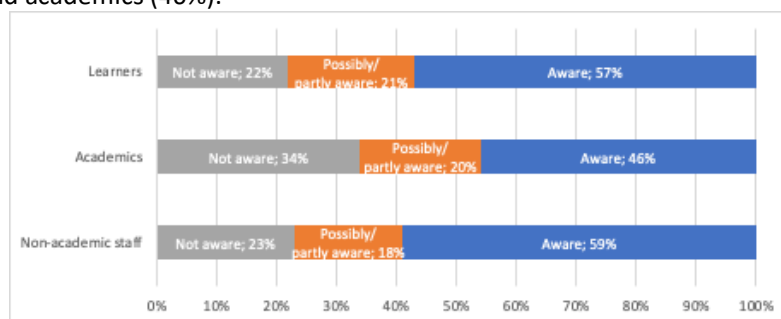


Figure 26. Average stakeholders' responses to the question on whether they are aware of ENLIGHT sustainable travel policy.

Among respondents who indicate they are aware (or possibly/partly aware) of ENLIGHT's sustainable travel policy, the majority says this policy has been **taken into consideration in the ENLIGHT initiatives they have participated in**. Among learners, 81% scored 3 or higher on this question (average score 3,57). Academics show a similar pattern, with 88% positive responses (average score 3,73). For non-academic staff, although a significant share (21%) selected "I don't know/ I prefer not to answer", most of the remainder (88%) consider ENLIGHT sustainable travel policy has been considered in ENLIGHT initiatives (average score 3,77).

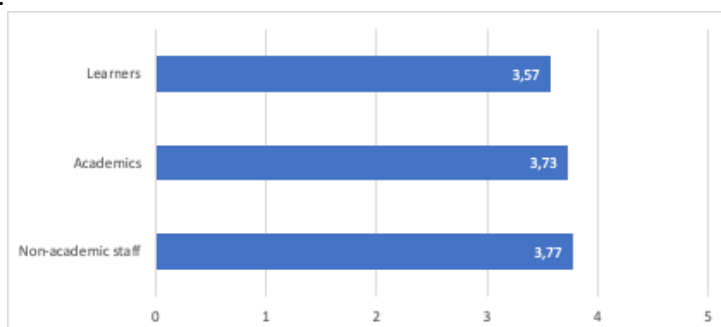


Figure 27. Average stakeholders' responses to the question on whether they consider ENLIGHT sustainable travel policy is taken into consideration in the ENLIGHT initiatives they participated in.

Regarding the question on whether ENLIGHT's sustainability policy is taken into account within their own universities' activities, a notable proportion of the respondents answer "I don't know/ I prefer not to answer" (23% of academics, 37% of learners, and 37% of non-academic staff). Despite this, **the majority of respondents report that ENLIGHT sustainable policy has been taken into consideration in the activities of their respective universities**: 66% of learners, 84% of academics, and 81% of non-academic staff rated this question positively, with respective average scores of 3,11, 3,52 and 3,55.

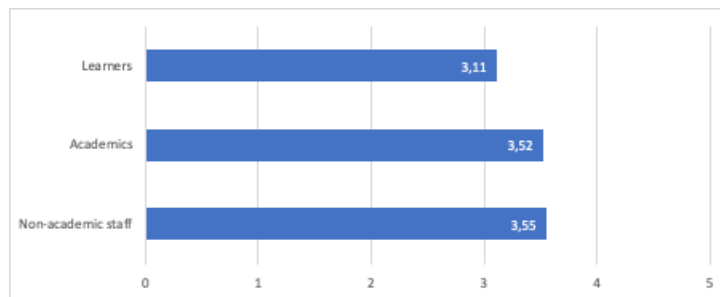


Figure 28. Average stakeholders' responses to the question on whether they consider ENLIGHT sustainable travel policy is taken into consideration in the activities of their respective universities.

While quantitative indicators show moderate awareness of the ENLIGHT sustainable travel policy, the testimonies reveal that adoption in practice is mixed and heavily conditioned by circumstances. Many learners and staff value the ambition behind the policy, and report making conscious efforts to choose lower-carbon travel options when feasible. For example, some academics explain they try to travel by train or bus when distances allow or prefer online participation.

"We try to use trains and buses, except when the distances are long". ENLIGHT academic.

"I attended a workshop about Challenge based education and there it was explained pretty well what is sustainable transport and carbon track of conferences. I truly believe online events are very good, also spare money for travelling if I cannot get a national grant". ENLIGHT academic.

"I am definitely aware of this when I am planning my trips through ENLIGHT, but I am not sure how this relates to activities at my university". ENLIGHT academic.

Others note that ENLIGHT's policy is often harmonised with, or even exceeded by, their home university's travel policies, such that ENLIGHT's policy sometimes feels redundant rather than transformative.

"Our university already has a travel policy, which is stricter than the ENLIGHT one". ENLIGHT learner.

"We also have an institutional travel policy with the result that all our initiatives/travels are automatically aligned with the ENLIGHT travel policy". ENLIGHT non-academic staff.

Still, several respondents express that sustainable travel remains aspirational, hindered by limited alternatives, higher costs, and significant time investment:

"It seems to me that the sustainable travel initiative means spending more money and time on travelling — generally not something we have extra". ENLIGHT non-academic staff.

At the same time, there is a clear need among ENLIGHT stakeholders for greater institutional support and practical tools to help make sustainable travel more accessible. Suggestions include providing curated information on low-carbon travel routes, developing more robust scheduling that accommodates other forms of travel, or strengthening grant mechanisms to compensate for higher travel costs or longer journeys:

"Travelling from Ireland without using a plane turned out to be too time-consuming and costly, but I love the fact that the green grant exists". ENLIGHT learner.

"(...) it would be nicer to maybe have a guide or wiki on easy ways/routes to travel with a low carbon footprint. I would've loved to travel without flying but my options were either a 3-day bus ride or switching a lot of trains then taking a ferry which I never did and couldn't feel enticed to do so". ENLIGHT learner.

Some testimonies also point to the importance of structural alignment:

"I feel that although ENLIGHT states that it wants to be sustainable, this is not taken into account due to various structures such as the MYM and other meetings to which many people have to travel several times a year". ENLIGHT non-academic staff.

In terms of **inclusion and accessibility**, most learners and non-academic staff are **aware of inclusion, diversity and accessibility guidelines in the context of ENLIGHT**. As in the case of the sustainability travel policy, awareness is highest among non-academic staff (42% responded "yes"), followed by learners (41%). In the case of academic respondents, the majority are not aware of these guidelines (37%). However, when combining "yes" and "possibly/partly", the result is positive for this stakeholder group.

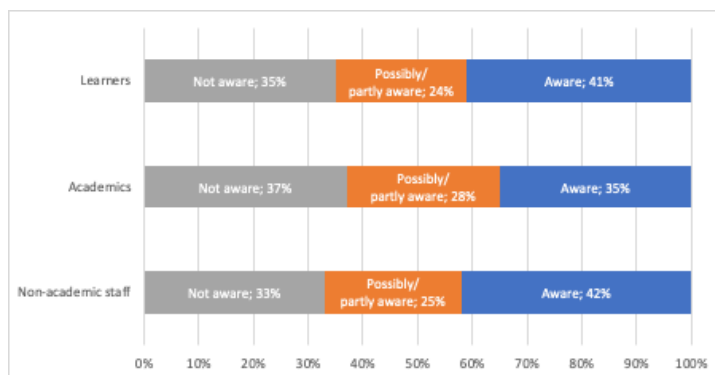


Figure 29. Average stakeholders' responses to the question on whether they are aware of inclusion, diversity and accessibility guidelines in the context of ENLIGHT.

Among respondents who indicate they are aware (or possibly/partly aware) of the inclusion, diversity, and accessibility guidelines, a **very significant proportion consider that these were taken into account in the ENLIGHT initiatives in which they participated**. Specifically, 95% of learners, 98% of academics, and 92% of non-academic staff rate this aspect with a score of 3 or higher, with average scores of 4,12, 4,11 and 3,84, respectively.

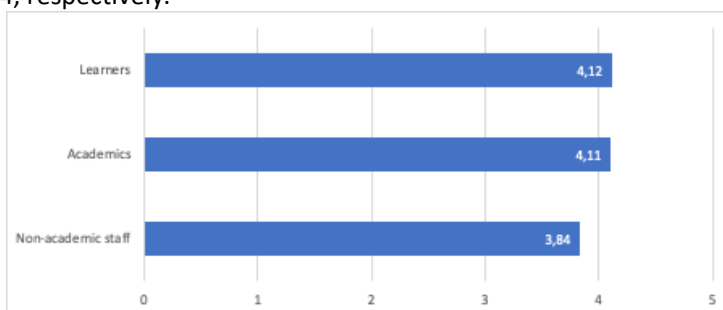


Figure 30. Average stakeholders' responses to the question on whether they consider ENLIGHT inclusion, diversity and accessibility guidelines are taken into consideration in the ENLIGHT initiatives they participated in.

While still very high, those figures are slightly lower when respondents assess whether **inclusion, diversity, and accessibility guidelines have been taken into consideration in the activities of their own universities**. Here, 85% of learners, 89% of academics, and 88% of non-academic staff have responded positively, with average scores of 3,60, 3,70 and 3,60, respectively.

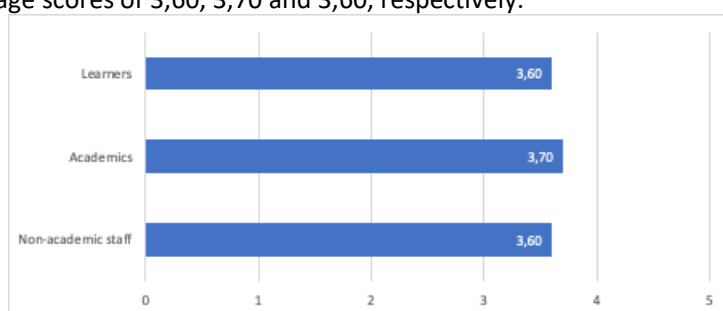


Figure 31. Average stakeholders' responses to the question on whether they consider ENLIGHT inclusion, diversity and accessibility guidelines are taken into consideration in the activities of their universities.

While quantitative data shows strong perceptions that inclusion, diversity, and accessibility guidelines are being taken into consideration in ENLIGHT initiatives, testimonies suggest that actual compliance is still uneven. Some community members report that although they are aware of the guidelines, many events and activities do not fully align — venues are not always accessible, scheduling may conflict with religious observances, and visuals or materials may fail to meet accessibility standards:

"I am very familiar with these guidelines and they were very recently introduced, so the events I attended did not fully comply with the guidelines: there were standing up activities, events clashing with Ramadan, venues that were too small for the amount of people, visuals that did not take accessibility into consideration". ENLIGHT learner.

At the same time, there is optimism and an expressed desire among many for stronger institutional alignment and clearer, actionable guidance. Several academics see value in refining how the guidelines are applied in practice — for example, in candidate selection, balancing fairness across students with differing backgrounds or prior opportunities:

"I think the guidelines could be clearer, for example in the candidate selection process. It is my understanding we are supposed to prioritize first time university students and students who haven't been abroad yet. However, is this always fair? For example, if I am choosing students who haven't been abroad yet, then maybe my "best" choices are only students in their first few semesters at university. Am I not then putting a Master's or PhD student at a disadvantage? It is really hard to personally decide who to weight how. I think it might be helpful to discuss this issue a bit more". ENLIGHT academic.

A non-academic staff member similarly remarks:

"The guidelines are there and the intentions are usually good but people are often not aware or do not know how to deal with diversity effectively". ENLIGHT non-academic staff.

Others are hopeful, saying their institutions are aligning with the guidelines, or are planning future events with stronger compliance.

New bottom-up collaborations with a special focus on green and inclusive campus initiatives are established

To further ENLIGHT's sustainability and inclusiveness goals, the alliance is supporting new bottom-up collaborations via the ENLIGHT+ calls. Of the 59 initiatives currently supported by the ENLIGHT+ calls, **5 focus on Green Campus initiatives, and 12 focus on Inclusive Campus initiatives.**

Participation in ENLIGHT initiatives has contributed to **widen horizons for learners, academic and non-academic staff regarding green and inclusive solutions.** This effect is strongest among *learners*: 77% of them report a positive outcome (average score 3,32). The majority of *academics* (58%) and *non-academic staff* (59%) also recognise this positive effect, although their average scores are lower, at 2,49 and 2,55 respectively.

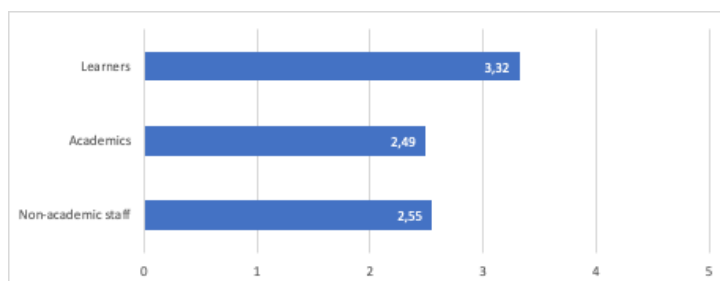


Figure 32. Average stakeholders' responses to the question on whether they consider ENLIGHT has contributed to widening their horizons regarding green and inclusive solutions.

Moreover, **stakeholders note ENLIGHT's added value in enabling new encounters and cooperation with peers around green and inclusive solutions.** 75% of learners affirm this (average score 3,22), while positive responses are fewer among academics (54%; average 2,45) and non-academic staff (52%; average 2,50).

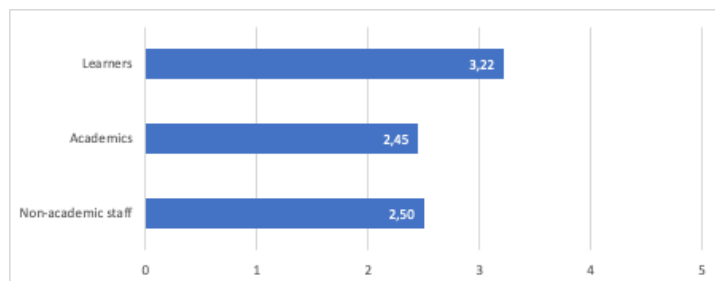


Figure 33: Average stakeholders' responses to the question on whether they consider ENLIGHT has enabled new encounters and cooperation with peers around green and inclusive solutions.

Qualitative feedback highlights a range of experiences. *Learners* often value hands-on initiatives such as the sustainability awards or project work on reducing plastic pollution:

"Our whole game topic was around gamifying reducing plastic pollution and it was quite shocking to know how deep the problem goes and also how many ways it can be tackled. For example, I learned about indoor pollution which I would have never thought would be a thing". ENLIGHT learner.

Some learners note that sustainable practices are not always consistently addressed, while a few have not yet encountered these experiences.

Feedback from *academics* reflects diverse engagement with these initiatives. Some academics highlight opportunities for collaboration and interdisciplinary dialogue, noting:

"We have perceived great openness and availability to collaborate. This is very positive for us". ENLIGHT academic.

Others indicate that green and inclusive solutions are not central to their work or that they are still exploring these topics.

Non-academic staff mention both challenges and opportunities: while some acknowledge concerns about travel-related CO₂ emissions, others have actively joined initiatives following encounters with peers, commenting that:

"I followed up people who worked on green and inclusive solutions and have started joined initiatives". ENLIGHT non-academic staff.

There is also a divergent perspective:

"Honestly, in an academic environment, I think there is already massive emphasis on green and inclusive solutions. Sometimes, it's bordering on too much". ENLIGHT non-academic staff.

SYNTHESIS: A VIBRANT, GREEN AND INCLUSIVE ENLIGHT COMMUNITY IS ESTABLISHED

- **ENLIGHT communities expand and diversify**, with more learners, staff and societal stakeholders engaging in joint learning, research, and service to society activities.
- **Shared sense of belonging to ENLIGHT**: strongest among non-academic staff, moderate among academics, and still developing among learners and societal stakeholders.
- **ENLIGHT's visibility at partner universities varies**: academic and non-academic staff recognise it as well-known, while learners report limited outreach.
- **Students act as ENLIGHT advocates**, sharing experiences and inspiring peers, while calling for clearer and more visible information channels.
- **ENLIGHT Student Network remains little known among learners**; among those aware, it is valued for strengthening student voice, though turnover and sustainability remain issues.
- **ENLIGHT's sustainability, inclusion and accessibility principles are widely recognised**, though cost, time and events accessibility challenges persist.
- **Bottom-up cooperation for greener and more inclusive campuses is fostered**, sparking new encounters and joint initiatives.

OUTCOME 6. ENLIGHT IMPACT-DRIVEN CULTURE IS CREATED AND DISSEMINATED

In the context of outcome area 6, and for this first impact assessment report, the ENLIGHT Impact Task Force has focused the analysis on whether the alliance is reaching its internal and external target groups and ecosystems, and on the extent to which it is raising awareness, comprehension, visibility and accessibility of ENLIGHT.

ENLIGHT Reaches Internal and External Target Groups and Ecosystems

As previously highlighted, ENLIGHT has recorded **14.196 participations from learners, academics and non-academic staff across its education/training, research and/or service to society activities**. As shown in table 17, participation has intensified over time. During 2020–2023, the alliance registered 7.230 participations, and in the following two years (2023–2025), it almost matched that volume again, with 6.966 participations. This pattern confirms a steady acceleration in ENLIGHT’s reach.

	Nov 2020- Oct 2023 (3 years)	Nov 2023- Oct 2025 (2 years)	TOTAL
Learners	2.783	2.620	5.403
Academic & Non-Academic Staff	4.447	4.346	8.793
TOTAL	7.230	6.966	14.196

Table 17. Number of learners, academic and non-academic staff participations in ENLIGHT activities.

In addition, **2.013 external participants have taken part in ENLIGHT proposals and initiatives** (Incubator and ETNs proposals), **as well as in ENLIGHT education programmes, general events, conferences and meetings**. This demonstrates that ENLIGHT has a wide and growing reach in and beyond its partner universities.

	Nov 2020- Oct 2023 (3 years)	Nov 2023- Oct 2025 (2 years)	TOTAL
ENLIGHT activities (courses, conferences, workshops, meetings)	828	675	1.503
ENLIGHT Incubator Proposals	N/A	25	25
ENLIGHT Thematic Network Proposals	N/A	485	485
TOTAL	828	1.185	2.013

Table 18. Number of external participants in ENLIGHT activities.

Enhanced Awareness, Comprehension, Visibility and Accessibility of ENLIGHT ENLIGHT is Understood as a European University Alliance

As indicated in outcome 1, **ENLIGHT is widely recognised as a European University Alliance** across ENLIGHT stakeholder groups.

Specifically, **learners** emphasise the alliance as a platform for **international exchange, interdisciplinary learning, and community-building**, describing it as *“a network of universities working together”* and *“a chance to take transdisciplinary courses and meet people of different backgrounds”*. While most learners highlight tangible opportunities for mobility and personal growth, a few perceive it as complex or abstract.

Academics similarly acknowledge ENLIGHT as an **alliance of universities** supporting **collaboration, research, and teaching innovation**. Many appreciate its role in fostering mobility and cross-university projects, describing it as *“a platform for developing teaching, training and research networks”*. At the same time, few express uncertainty or scepticism regarding its relevance to their own work.

Non-academic staff view ENLIGHT through the lens of **institutional cooperation and professional development, noting its contribution to staff and student mobility and operational collaboration**: “ENLIGHT brings together a group of universities interested in sharing and learning good practices”. They also recognise challenges related to administrative coordination and grant obligations, highlighting the effort required to make the alliance function effectively.

Societal stakeholders emphasise ENLIGHT’s role as a **bridge between universities and society**, enabling collaboration with external partners and the co-creation of projects that address societal challenges: “ENLIGHT fosters collaboration between universities and external partners to address societal challenges”. They also highlight its contribution to **inclusion, equality, and innovation**.

Taken together, these perspectives suggest that ENLIGHT is widely recognised as a **platform for connection, collaboration, and development**, with its focus perceived differently by each group: learners value experiences and community, academics emphasise research and teaching structures, non-academic staff highlight strategic, institutional and operational cooperation, and external stakeholders underline societal engagement and co-creation.

ENLIGHT is Considered as an Attractive Initiative

Based on their understanding of ENLIGHT, a **large majority of stakeholders consider the alliance as an attractive initiative for them**, and for their respective organisations in the case of societal stakeholders.

Among *learners*, all (100%) recognised ENLIGHT as an attractive initiative, with an average score of 4,58; notably, 64% give the maximum rating of 5. *Non-academic staff* report the next highest level of positive responses (97%; average score 4,14). Similarly, both *academics* and *societal stakeholders* also perceive ENLIGHT as attractive, with 86% positive responses and average ratings of 3,96 and 3,50 respectively.

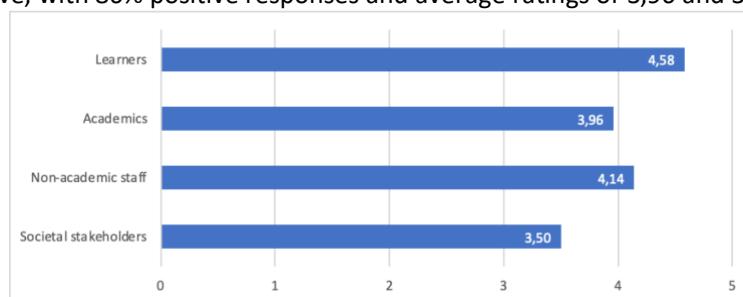


Figure 34. Average stakeholders’ responses to the question on whether they consider ENLIGHT as an attractive initiative.

When asked about what ENLIGHT can actually offer them, **learners** consistently emphasise ENLIGHT’s potential to provide **international, intercultural, and interdisciplinary experiences**. They value access to **unique educational programmes**, opportunities to **meet and collaborate with peers from other countries**, and the chance to **develop critical skills** such as teamwork, problem-solving, and global awareness. One learner notes:

“I think the biggest thing ENLIGHT offers is the opportunity to meet like-minded individuals and also people with very different backgrounds and perspectives. Meeting other students was what made the experience what it was”.
ENLIGHT learner.

Learners also appreciate the chance to learn in intercultural and interdisciplinary environments and the personal growth gained from engaging with **real-world challenges**:

“ENLIGHT can offer me the chance to learn in an intercultural and interdisciplinary environment through collaborative courses and exchanges. It helps me develop essential skills like critical thinking, teamwork, and global awareness. I gain both academic and personal growth by engaging with real-world challenges”. ENLIGHT learner.

Many describe ENLIGHT as offering “so many new experiences and possibilities. I learnt so much during those two weeks” and providing “an enriching and beautiful time around kind and nice people.”

Academics highlight ENLIGHT as a platform for **research collaboration, professional development, and networking** across Europe. They value opportunities to **connect with colleagues from diverse disciplines and institutions**, participate in joint teaching initiatives, and contribute to **challenge-based and innovative educational programs**. As one academic put it, ENLIGHT offers:

"An opportunity to collaborate with colleagues across Europe and forge lasting networks for education and research". ENLIGHT academic.

While another emphasizes it provides:

"A safe space to experiment, learn and grow mutually and individually". ENLIGHT academic.

Several academics note challenges in engagement due to workload or limited institutional support, with one observing:

"It is a lot of additional work if there is no consideration for teaching cover, especially where travel is involved and teaching commitments arise from it and no formal acknowledgement of this within the workload model". ENLIGHT academic.

Nevertheless, ENLIGHT is widely seen as:

"A great platform of like-minded people, academics, researchers interested in education and innovations that are vital for future Europe. Enlight offers me a possibility to be a part of a great community and inspiration from my colleagues at home and at other Enlight universities". ENLIGHT academic.

Non-academic staff perceive ENLIGHT as a **unique European ecosystem** for professional growth, knowledge sharing, and collaborative problem-solving. They appreciate the **network of peers across institutions**, opportunities to **learn new practices**, and involvement in **joint initiatives and projects**. One staff member highlights that ENLIGHT:

"ENLIGHT offers me valuable opportunities to collaborate with colleagues across European institutions, share best practices, and develop joint initiatives in education and research. It supports innovation in teaching, digital learning, and mobility, while also helping to align our strategies with European priorities. Being part of ENLIGHT strengthens our university's international profile and contributes to building a more integrated and forward-looking European Higher Education Area". ENLIGHT non-academic staff.

Another notes it provides *"a space for the development of joint education and internationalisation initiatives"*. Overall, ENLIGHT is credited with **enhancing international exposure**, supporting **innovation in administration, teaching, and research coordination**, and fostering a sense of **belonging to a broader European higher education community**.

Societal stakeholders appreciate ENLIGHT as a **bridge between universities and external organisations**, enabling **collaboration, knowledge exchange, and joint initiatives**. Stakeholders describe it as follows:

"ENLIGHT offers valuable opportunities to connect with researchers and institutions working on similar human rights and social inclusion topics, fostering collaboration, knowledge exchange, and joint initiatives that strengthen our practical work". Societal stakeholder.

"We can connect with researchers and use their knowledge to make our own initiatives better and more impactful". Societal stakeholder.

According to them, ENLIGHT allows for:

"Connections with better universities, new project partnerships, collaborations, higher quality of teaching, it can make my institution more attractive for future students". Societal stakeholder.

"Closer collaboration with the local university, a network and an easy way to other parts of Europe". Societal stakeholder.

A societal stakeholder appreciates the *"opportunity to speak and directly communicate with students"*.

ENLIGHT is Visible at Partner Institutions and Externally

Despite ENLIGHT's wide reach, and stakeholders' understanding of what the alliance is, what it offers, and its potential, **data indicate that its visibility could be further strengthened, both among learners and**

externally. As previously mentioned (see outcome 5), the majority of learners (55%) consider that ENLIGHT is not visible/ well-known at their universities (average score 2,28). As one learner mentions:
"It's only throughout this survey I have a vision of what ENLIGHT stands for, but it seems to be a very attractive and important initiative. It's a pity I only get to know about it now". ENLIGHT learner.

Similarly, 5 of the 7 societal stakeholders (71%) rate 1 on the question on how visible or well-known ENLIGHT is at their organisations (average score 1,71), and 83% (5 of 6) respond negatively regarding ENLIGHT's visibility in their regions or countries (average score 1,33).

In contrast, academic and non-academic staff have a positive appreciation and consider that the alliance is visible and well-known. 65% of academic respondents respond positively to this question (average score 3,01); and 77% of non-academic staff recognise ENLIGHT as visible and well-known within their institutions (average score 3,22). However, qualitative feedback suggests that this visibility remains uneven and often confined to those directly involved in ENLIGHT activities. As staff members highlight:

"For those who are involved in ENLIGHT I think it's perceived as quite visible, but for those who have not been involved before I think it's a well-kept secret. We're such a large and de-centralised university so I think it's very hard to reach out with information". ENLIGHT non-academic staff.

"I know about it because I work in an administrative department, not sure how well-known it is out at other departments". ENLIGHT non-academic staff.

Another non-academic staff notes that:

"I'd say that ENLIGHT has become better known over the years. More and more members of our community are taking advantage of the opportunities offered by the alliance. However, I think we still have some work to do to make it known to a wider public, beyond the circle of people who are already very committed and open to European projects". ENLIGHT non-academic staff.

Some also underline that visibility should be purpose-driven and audience-specific:

"Our goal is not to make ENLIGHT necessarily known to every student but instead to make them aware of offers relevant to them. They do not need to know they are going to an ENLIGHT university for a semester, but they need to know they can now apply to 9 other universities for an exchange. Among academics it's more of a goal to raise visibility for ENLIGHT but again based on opportunities such as the calls. It raises wrong expectations if ENLIGHT is "overpromoted" but there are no opportunities to follow-through". ENLIGHT non-academic staff.

SYNTHESIS: ENLIGHT IMPACT-DRIVEN CULTURE IS CREATED AND DISSEMINATED

- **ENLIGHT reaches broad internal and external stakeholder groups**, engaging learners, academics, non-academic staff, and societal stakeholders across the alliance.
- **Stakeholders recognise ENLIGHT as a European University Alliance**, associating it with international exchange, collaboration, and professional development.
- **ENLIGHT is widely perceived as attractive**, valued for international, intercultural, interdisciplinary and professional growth opportunities.
- **Visibility and communication remain uneven**, strong among staff but weaker among learners and societal stakeholders.

GENERAL ASSESSMENT – ENLIGHT’S TRANSFORMATIONAL IMPACT

From the analysis of ENLIGHT’s main outcomes, it is possible to conclude that ENLIGHT is transforming into a more integrated European ecosystem for teaching and learning, research and innovation, and societal engagement. What began as a project-based collaboration is evolving into a **more cohesive, open and integrated European University Alliance**, grounded in shared values of sustainability, inclusiveness and diversity.

- **Learners** are becoming more empowered, gaining future-proof, international, intercultural and transdisciplinary skills that broaden their academic, personal and professional horizons. They experience greater access to flexible international learning opportunities – physical, blended, and virtual – integrated into curricula and tailored to diverse needs. Yet, there is limited awareness of ENLIGHT and its opportunities among the wider student body. Learners also express uncertainty about how their experiences contribute to wider regional or societal impact, signalling a gap between individual benefit and societal transformation.
- **Academics** are increasingly connected across ENLIGHT institutions, co-developing challenge-based and interdisciplinary initiatives in the education, research and service to society fields. Through ENLIGHT bottom-up calls, networks, tools, and institutional support, they are generating new initiatives and fostering a culture of collaboration that extends beyond ENLIGHT’s direct funding. At the same time, academics feel more empowered to connect and collaborate with peers across the alliance, applying innovative, student-centred, inclusive, and research-oriented teaching approaches, which they intend to transfer and consolidate within their home institutions. Their professional horizons are widening, with most acknowledging clear added value for their own development. However, limited visibility, heavy workload, administrative challenges, limited recognition in career structures, and partial use of supporting tools constrain broader engagement and sustainability.
- **Non-academic staff** are building future-proof knowledge and skills, becoming more empowered to connect with peers and strengthening their know-how to support joint collaborative initiatives. Nonetheless, impact remains uneven between administrative and leadership profiles, as university leaders and senior managers perceive more modest benefits for professional growth. Some non-academic staff members perceive limited institutional incentives or resources to continue collaboration once project funding ends, raising questions about long-term continuity.
- At the **institutional level**, ENLIGHT is catalysing structural and cultural change. The alliance’s future-proof education model is increasingly reflected in partner universities’ programmes and pedagogical practices. ENLIGHT international learning experiences are made visible and embedded within curricula and mobility structures. Administrative and research-support services are adapting to sustain joint initiatives, with shared tools and procedures progressively embedding into ENLIGHT universities’ day-to-day operations. Enhanced bottom-up cooperation is also developing across the alliance, as learners, academics, non-academic staff and societal stakeholders increasingly collaborate and create opportunities for cross-institutional initiatives that extend beyond project funding. There is awareness of ENLIGHT’s sustainability, inclusion and accessibility principles, which are being taken into consideration in both ENLIGHT initiatives and universities’ activities. Bottom-up cooperation for greener and more inclusive campuses is generating practical initiatives for campus sustainability and accessibility. Yet integration is partial, still dependent on motivated individuals or services, rather than systemic adoption. The visibility of ENLIGHT and its tools among internal communities is varied, slowing down the transition from collaboration to full integration.
- For **societal stakeholders**, ENLIGHT opens new channels for engagement with universities through joint learning, research, and innovation addressing real-world challenges. It strengthens connections between academia and society, expanding opportunities for cooperation on sustainability, inclusion, and regional development. Still, societal engagement remains modest and fragmented, often mediated by individual projects rather than structured partnerships. External stakeholders generally

recognise ENLIGHT's potential more than its concrete outcomes, suggesting that its external visibility and impact require reinforcement.

Overall, ENLIGHT is nurturing a **vibrant, green, and inclusive European university community**, generating a growing sense of belonging, especially among academics and non-academic staff. Yet the intensity of this identification differs by group, and learners and external partners remain less connected. The alliance is thus not only transforming the experience of individuals but also facing the challenge of translating project-driven enthusiasm into long-term institutional and societal change. ENLIGHT's progress towards a comprehensive European University Alliance is clear, but its further transformation process and sustainability depend on continued alignment of strategies, incentives, visibility and recognition across all levels of the participating universities.

COMMUNICATION, CONTRAST and NEXT STEPS

The draft impact assessment report and the observed outcomes were shared and contrasted with the ENLIGHT community, including the coordination team, work package leaders, and student network representatives, both during the ENLIGHT General Meeting on 2-3 December 2025 at Comenius University Bratislava, and through electronic consultation. This ensured that all key players were able to review, validate and react to the findings. This process corresponds to phases 5 (communication & contrast) and 6 (management) of the ENLIGHT Methodology for Impact Assessment²¹.

During the Bratislava General Meeting, four sessions were organised with the following specific objectives:

- **Present** the draft impact assessment report;
- **Contrast and validate the findings**, checking whether the main observed outcomes align with the community's experience;
- **Discuss possible management actions**, to maximise positive findings and mitigate negative ones;
- **Reflect on how to further improve the next impact assessment exercise**.

Contrast and Validation

After the presentation of the draft impact assessment report, participants worked in groups to discuss:

- Whether the reported findings reflect and accurately describe their experiences in ENLIGHT;
- Which findings are most relevant for ENLIGHT's impact narrative;
- Whether any important dimensions were missing, overstated or understated.

Overall, most participants **felt that the reported outcomes and the main conclusions were consistent with what they observe in their work with ENLIGHT**. When asked which outcomes surprised them, participants highlighted being (mostly positively) surprised by the following ones:

- *1.1 ENLIGHT is widely recognised as a European University Alliance.*
- *1.8 Inclusive international learning: ENLIGHT activities are perceived as accessible, inclusive and responsive to diverse needs.*
- *1.9 Seamless and flexible international learning: ENLIGHT international learning is easy to access, follow, and validate across partner institutions.*
- *2.3 Limited perceived regional impact: learners remain unsure how their participation in ENLIGHT international learning translate into broader socio-economic and regional development.*
- *3.2.1 ETNs have generated more joint interdisciplinary initiatives, connecting junior and senior researchers, ensuring gender balance and engaging societal stakeholders.*
- *5.4 Students act as ENLIGHT advocates, sharing experiences and inspiring peers, while calling for clearer and more visible information channels.*
- *5.6 ENLIGHT's sustainability, inclusion and accessibility principles are widely recognised, though cost, time and events accessibility challenges persist.*
- *6.1 ENLIGHT reaches broad internal and external stakeholders, engaging learners, academics, non-academic staff, and societal stakeholders across the alliance.*

Regarding the **outcomes that matter most for the ENLIGHT impact narrative**, participants pointed to:

- *1.1 ENLIGHT is widely recognised as a European University Alliance.*
- *1.2 From project to alliance: ENLIGHT is shifting from a project-based initiative to a comprehensive and integrated European University Alliance*
- *1.3 Increased cooperation: cooperation across education, research & innovation and service to society activities is growing, despite time, workload and recognition constraints*
- *2.1 Enhanced future-proof and transdisciplinary skills: learners report enhanced global perspectives, international, intercultural, disciplinary and transdisciplinary competencies, adapted to their needs.*
- *2.2 Personal and professional growth: learners perceive added value for their career and personal growth.*

²¹ See *Methodology and Toolkit 2.0 for HEI Impact Assessment* available [here](#).

- 3.2.3 ETNs are perceived as a lever for longer-term cooperation, with networks exploring follow-up funding.
- 3.3.1 Dedicated tools support collaborative R&I, proposal preparation and knowledge sharing. Use remains limited, but users value them.
- 3.3.4 Knowledge Exchange Sessions are appreciated for exchanging and strengthening know-how among non-academic staff.
- 5.1 ENLIGHT communities expand and diversify, with more learners, staff and societal stakeholders engaging in joint learning, research, and service to society activities.
- 5.2 Shared sense of belonging to ENLIGHT: strongest among non-academic staff, moderate among academics, and still developing among learners and societal stakeholders.
- 6.4 Visibility and communication remain uneven, strong among staff but weaker among learners and societal stakeholders.

During the exchanges, participants also expressed **cautions regarding the interpretation of the reported outcomes**. Some conclusions may reflect an overly positive bias - a “rosy effect” - as many survey respondents are already familiar with ENLIGHT and take part in its activities, which may naturally predispose them to evaluate the alliance’s impact favourably. At the same time, the Impact Task Force may not have captured all the positive effects of ENLIGHT-related (but non-branded) activities, since some beneficiaries were unaware that the initiatives they participated in were developed under the alliance context. Finally, participants raised the issue of attribution, as it is not always clear whether the reported outcomes result directly from ENLIGHT efforts or from a combination of broader institutional or collaborative initiatives that cannot be exclusively attributed to the alliance.

Among the **aspects identified as deserving a deeper analysis for future assessments**, participants highlighted the **need to better understand how ENLIGHT contributes to removing administrative and structural barriers** to creating an open and integrated space. They also suggested **capturing ENLIGHT’s reach beyond the core groups already actively engaged in the alliance**, including distinguishing perceptions between staff involved in ENLIGHT and staff not involved in ENLIGHT. Additionally, participants stressed the importance of **differentiating between reach and actual engagement**, particularly in the case of societal stakeholders.

Participants also proposed minor wording adjustments to improve clarity in few observed outcomes. These refinements have been integrated into this final version of the report.

Proposed Management Actions

During the Bratislava General Meeting, participants were invited to select and reflect on two reported outcomes, while proposing concrete actions to strengthen positive findings and address undesired ones. In parallel, work package representatives also shared their inputs by email, suggesting additional actions. Table 19 summarises the selected outcomes and the proposed actions for consideration by ENLIGHT management teams.

Selected Outcome	Proposed Actions
1. ENLIGHT open & integrated space is established	<ul style="list-style-type: none"> - Develop a long-term strategy and ensure long-term institutional commitment. - Differentiate between the project and institution-related expectations, creating the spaces for institutions to also deliver. - Identify and address institutional gaps. - Sustain and grow engagement through increased visibility of ENLIGHT, clarify ENLIGHT’s priorities and commit to sustainable funding. - Prioritise the ENLIGHT pipeline with regards to education.
1.6 International learning opportunities are made visible and embedded within partner universities’ curricula and	<ul style="list-style-type: none"> - Embed and integrate EDI in all WPs, tasks and activities of ENLIGHT. - Have EDI guidelines and EDI checklist for every ENLIGHT event.

1.8 Inclusive international learning: ENLIGHT activities are perceived as accessible, inclusive and responsive to diverse participant needs	- Include ENLIGHT (and EDI principles) in the agendas of Rectors and Faculty decision-making meetings, especially when curricula design is under discussion.
1.9 Seamless and flexible international learning: ENLIGHT international learning is easy to access, follow, and validate across partner institutions	- Create the spaces to share the positive experiences and good practices, but also the challenges, among the ENLIGHT community.
2.3 Limited perceived regional impact: learners remain unsure how their participation in ENLIGHT international learning translate into broader socio-economic and regional development	<ul style="list-style-type: none"> - Propose learners to increasingly reflect on societal and regional challenges during their ENLIGHT international learning experiences. - Provide learners with support to help them translating their experiences into active contributions to socio-economic and regional development.
3.1 There are more lever initiatives and targeted support measures to foster academic collaboration across the alliance	<ul style="list-style-type: none"> - Reinforce (pre- and post-) communication at university level about the available opportunities and the successful collaboration initiatives. - Develop matchmaking opportunities. - Evaluate the value and the implementation of those measures, including those benefitting from those support measures.
3.3.1 Dedicated tools support collaborative R&I, proposal preparation and knowledge sharing. Use remains limited, but users value them	<ul style="list-style-type: none"> - Reduce, streamline and align better the many different tools available. - Focus on those tools that show real added value for the ENLIGHT community.
4.4 Professional horizons are widened up: academic and administrative staff highlight clear added value for their professional development, while university leaders and senior managers report more modest benefits	<ul style="list-style-type: none"> - Understand that the academic leadership programme has only been launched in September 2025 and assess its impact at a later stage. - Consult academic and administrative staff stakeholders about their specific professional development needs. - Target activities towards these needs, tailoring them to the groups' specifics and share experiences across the alliance. - Consider specific actions for the middle management staff. - Make better use of the ENLIGHT Expert Networks. - Create an EEN for International Office Staff.
5.6 ENLIGHT's sustainability, inclusion and accessibility principles are widely recognised, though cost, time and events accessibility challenges persist	<ul style="list-style-type: none"> - Be aware that the observed changes are part of an ongoing transformation process, which is not expected to be completed at the end of the project funding period. The identified challenges are a natural component of this process. - Both the Green and D&I Networks will continue to foster inclusive, sustainable, and accessible environments across the alliance and will maintain efforts to support institutional coordinators and mobility officers in implementing policies, guidelines, and recommendations. - Use the ENLIGHT checklist for sustainable and inclusive events.
6.1 ENLIGHT reaches broad internal and external stakeholder groups, engaging learners, academics, non-academic staff, and societal stakeholders across the alliance	<ul style="list-style-type: none"> - Develop a tailored approach for each stakeholder group. - Activate the list of associate partners and link it with the ENLIGHT outreach strategy. - Ensure societal stakeholders' engagement is effective and meaningful for all parties involved. - Invite societal stakeholders to ENLIGHT events and have a programme in which they can find their place and create value. - Bring students together with societal stakeholders to work on concrete societal challenges in the context of ENLIGHT events. - Organise international career days, connecting these with the Student Network Conference and involve Alumni.

Table 19. List of proposed actions for consideration by ENLIGHT management teams.

Future Impact Assessment Exercise

ENLIGHT community representatives were also invited to reflect on how to improve the next impact assessment exercise, due in 2027. They were asked three guiding questions:

- What worked well and less so?
- What did they learn from the process?
- What should be done differently next time?

What worked well and less so?

Overall, participants praised the **work of the ENLIGHT Impact Task Force** and the solid methodological foundations of the exercise. They particularly valued the opportunity given to the ENLIGHT community (and especially WPs leaders) to **co-define the expected outcomes and the quantitative and qualitative indicators** during the ENLIGHT General Meeting in Bern (November 2024), and the subsequent **contrast and validation sessions** held in Bratislava (December 2025). The preparatory work, the in-person discussions, and the mixture and diversity of profiles involved during the exchanges (students, academics, ENLIGHT management teams, work packages, and liaison representatives) were seen as major strengths.

Participants also appreciated the **combination of quantitative and qualitative analysis**, with real testimonies from the four stakeholder groups, and the willingness of the ENLIGHT Impact Task Force to openly acknowledge challenges and gaps in the report.

Less positive elements centred on **data collection difficulties** across the ten partner universities. Concerns included the **low overall response rate of the Impact Survey** (12%), uneven participation across partners, and the risk of bias from respondents already positively inclined towards ENLIGHT. Divergent interpretations of the impact survey target groups, particularly regarding learners, also complicated the process.

Lessons Learnt

Participants agreed that one of the main lessons learned is that “**data collection is hard**”, reinforcing the need to define and validate indicators early, as is now being done. A significant part of these challenges stems from **different understandings of ENLIGHT terminology and concepts**. Several terms considered “agreed” are not consistently understood across the alliance. But, as one participant pointed out, “*ENLIGHT complexity can be turned into our strength if we approach it rightly*”.

They also stressed the **value of the impact assessment in offering a comprehensive view of where ENLIGHT stands on its pathway to impact**, what achievements have been made, and where improvement is needed to ensure the alliance is of value and benefit to all its stakeholders.

The exercise was recognised as a useful reality check: ENLIGHT is bringing about change but it is also willing to “*look into the mirror*”. That openness is considered an asset.

Next Steps and Recommendations for Future Impact Assessments

During the exchanges with the ENLIGHT community, several recommendations were formulated for both immediate follow-up and the second impact assessment.

Once the report is issued, participants advised **to share it widely** with the ENLIGHT governance bodies, the survey respondents (via the ENLIGHT liaisons), alliance communication channels and the European Commission representatives. **Messaging should be tailored to each target group and communication tools**. They also recommended following-up on the Bratislava impact sessions with **specific and deeper exchanges involving work package leaders**. Furthermore, **partner universities were encouraged to perform their own assessment of ENLIGHT’s impact** using the data collected by the Impact Task Force. Such analysis could help partner universities identify achievements and gaps for their institution, commonalities, specificities and dynamics across the ten partner institutions.

For the second impact assessment, participants recommended to align the work more closely with the Quality Assurance Task Force, as both groups examine related aspects (e.g., ENLIGHT embedding). They also suggested to review and discuss the impact indicators—ensuring coherence with project-level indicators—during the project proposal-drafting phases.

A clear message emerging from the discussions is the need to create dedicated spaces to capture feedback from those stakeholders who are not formally and directly involved in ENLIGHT activities to obtain a more comprehensive and realistic picture of ENLIGHT's impact.

Additional operational suggestions included adding more contextual information in the Impact Survey and sending out the Impact Survey before June.

The ENLIGHT Impact Task Force will take all recommendations into consideration, including communication- related proposals and suggestions for the second impact assessment, and will explore how they can be adequately addressed and implemented in close collaboration with the relevant ENLIGHT teams.

ANNEX 1. ENLIGHT EXPECTED OUTCOMES AND POTENTIALLY AFFECTED STAKEHOLDERS

The tables below provide a detailed overview of ENLIGHT's expected outcomes and the corresponding main potentially affected stakeholders. Outcomes considered in the first impact assessment exercise are highlighted in **bold**. Those not highlighted will be addressed in the second impact assessment, scheduled for October 2027.

1. ENLIGHT OPEN AND INTEGRATED SPACE IS ESTABLISHED	
<ul style="list-style-type: none"> There is a transformation in ENLIGHT management and governance from a project-oriented structure into a comprehensive European University Alliance organisation Increased cooperation between ENLIGHT Universities Students and staff learn, teach, cooperate, create and innovate across ENLIGHT universities There is systemic sharing of ENLIGHT resources R&I capacity is connected within ENLIGHT There is lifelong access to ENLIGHT educational environment There is access to all facilities and services of local student life SN coordinates and oversees the students' community 	ENLIGHT Alliance ENLIGHT Universities ENLIGHT Learners ENLIGHT Academic and Non-Academic Staff
1.a ENLIGHT is Embedded at its Universities	
<ul style="list-style-type: none"> ENLIGHT instruments are upscaled, mainstreamed, embedded ENLIGHT universities fully embed the ENLIGHT principles and vision into key processes: future-proof education model is embedded and mainstreamed Bottom-up engagement is widened up Lifelong learning is embedded in the different ENLIGHT ecosystems Windows for flexible international learning experiences are made visible and embedded in curricula across ENLIGHT ENLIGHT teacher education is mainstreamed 	ENLIGHT Academic and Non-Academic Staff ENLIGHT Learners
1.b Increased and Diversified Forms of Mobility among the Widest Community of Learners and Staff	
<ul style="list-style-type: none"> More learners and staff benefit from an international learning experience Wider and more diverse learner participation in international learning Enhanced participation of under-represented groups ENLIGHT learners are given the opportunity to benefit from a high-quality international experience More flexible international learning and seamless mobility 	ENLIGHT Learners ENLIGHT Academic and Non-Academic Staff
2. ENLIGHT LEARNERS BECOME MORE EMPOWERED	
<ul style="list-style-type: none"> Learners develop future-proof knowledge and skills Learners develop multilingual and global perspectives across borders, sectors, and academic disciplines Learners acquire international and intercultural competences, adapted to their own specific needs and situation 	ENLIGHT Learners
3. ENLIGHT ACADEMICS BECOME MORE CONNECTED	
<ul style="list-style-type: none"> There are more levers for academics to take initiative and find new synergies within the alliance 	ENLIGHT Alliance ENLIGHT Academics

3.a Enhanced Bottom-Up and Challenge-Based Cooperation between ENLIGHT Academics	
<p>Impactful Knowledge Creating Teams are created, which:</p> <ul style="list-style-type: none"> • are transnational communities of academics • engage and connect PhD students, junior and senior researchers, and local or international stakeholders • are multidisciplinary • work with their surrounding ecosystems, cities and communities • work on impactful solutions for complex-challenges faced by our cities and communities • generate new opportunities for new joint interdisciplinary and challenge-driven research, education or service to society initiatives • have a long-term view • become a catalyser for deepening and strengthening collaboration between academics • become a lever to apply to external funding • provide opportunities to ECRs • are age and gender balanced <p>New education and R&I initiatives are sparked out of the European Dialogues that in turn lead to impactful innovative solutions to the challenges of our cities and regions</p>	<p>ENLIGHT Academics</p> <p>ENLIGHT Societal Stakeholders</p>
3.b ENLIGHT Know-How and Capacity to Support Joint R&I Actions are Strengthened	<p>ENLIGHT Non-Academic Staff</p> <p>ENLIGHT Academics</p>

4. ENLIGHT STAFF BECOME MORE EMPOWERED	
<p>ENLIGHT university staff are empowered:</p> <ul style="list-style-type: none"> • with future-proof knowledge and skills • to connect with peers 	ENLIGHT Academic and Non-Academic Staff
ENLIGHT ACADEMICS are empowered with knowledge, skills and competences to implement a) innovative student-centred, inclusive and research-oriented teaching and learning approaches, and b) good teaching practices	ENLIGHT Academics
<p>ENLIGHT UNIVERSITY LEADERS are empowered with:</p> <ul style="list-style-type: none"> • new knowledge • enhanced leadership capabilities • connections with peers 	ENLIGHT University Leaders
<p>ENLIGHT ADMINISTRATIVE STAFF are empowered with:</p> <ul style="list-style-type: none"> • new knowledge • wider professional horizons • increased networking and cooperation opportunities in ENLIGHT 	ENLIGHT Administrative Staff

5. A VIBRANT, GREEN, AND INCLUSIVE ENLIGHT COMMUNITY IS ESTABLISHED	
<ul style="list-style-type: none"> • The wider student and staff communities are reached, activated and connected for peer learning and establishing new cooperation activities • A sense of belonging to ENLIGHT is created • Increased awareness of ENLIGHT sustainability/green policies amongst students and staff • Increased awareness of inclusion and accessibility amongst students and staff in ENLIGHT 	<p>ENLIGHT Students and Learners</p> <p>ENLIGHT Academic and Non-Academic Staff</p> <p>ENLIGHT Universities</p>

<ul style="list-style-type: none"> • Embedding of ENLIGHT sustainability and inclusion principles across ENLIGHT Universities 	
5.a Strengthened ENLIGHT Student Network (SN)	
<ul style="list-style-type: none"> • Increased number of student advocates • SN reaches the wider student community • A sustainable SN is ensured, with student representatives engaged on a mid-to long term basis • SN gets involved in all aspects of ENLIGHT governance • Closer connections between and to the local student communities are established 	ENLIGHT Students and Learners
5.b More Connected Learning Environments & Seamless International Learning Experiences	ENLIGHT Alliance ENLIGHT Universities ENLIGHT Learners ENLIGHT Academic and Non-Academic Staff
5.c New Bottom-Up Collaborations between Learners, Academic and Non-Academic Staff with a Special Focus on Green and Inclusive Campus Initiatives are Established	ENLIGHT Learners ENLIGHT Academic and Non-Academic Staff

6. ENLIGHT IMPACT-DRIVEN CULTURE IS CREATED AND DISSEMINATED	
<ul style="list-style-type: none"> • Impact literacy and readiness is enhanced in and beyond ENLIGHT • Peer alliances are inspired by ENLIGHT impact approach and tools • Potential undesired outcome: overemphasis on impact metrics overshadowing other Alliance goals 	ENLIGHT Academic and Non-Academic Staff Other University Alliances
<ul style="list-style-type: none"> • ENLIGHT reaches internal and external target groups and ecosystems • Enhanced awareness, comprehension, visibility and accessibility of ENLIGHT 	ENLIGHT Learners ENLIGHT Academic and Non-Academic Staff ENLIGHT External and Societal Stakeholders
<ul style="list-style-type: none"> • Increased ENLIGHT attractiveness for external learners and academics • New agile external partnerships are created • Knowledge and good practices are shared and exploited with external partners • Increased access to international funding • Undesired outcome: unmanageable list of external partners 	Non-ENLIGHT learners and academics ENLIGHT External and Societal Stakeholders

ANNEX 2. INDICATORS DASHBOARD

1. ENLIGHT OPEN AND INTEGRATED SPACE IS ESTABLISHED					
SPECIFIC EXPECTED OUTCOME	Nº	TYPE	INDICATOR	DATA SOURCE	EVIDENCE
<i>There is a transformation in ENLIGHT management and governance from a project-oriented structure into a comprehensive European University Alliance organisation</i>	1.1.1	Qualitative	Level of learners, academic and non-academic staff, societal stakeholders understanding of what ENLIGHT is.	Impact Survey	Qualitative testimonies. Most relevant ones are reflected in the narrative.
	1.1.2	Quantitative/Qualitative	Nº / % of learners, academic and non-academic staff, societal stakeholders' respondents considering that ENLIGHT is more than a project and a truly University Alliance	Impact Survey	Learners: 81% rated ≥3 average: 3,48; deviation: 1,27 Academics: 79% rated ≥3 average: 3,39; deviation: 1,33. Non-academic staff: 83% rated ≥3 average 3,40; deviation: 1,12. Societal stakeholders: 83% rated ≥3 average: 3,00; deviation: 1,09
	1.1.3	Quantitative/Qualitative	Learners, academic and non-academic staff, societal stakeholders views on the stage of progression from a project-oriented structure into a comprehensive European University Alliance organisation	Impact Survey	Learners: 84% rated ≥3 average 3,52; deviation: 1,27 Academics: 74% rated ≥3 average: 3,08; deviation: 1,12. Non-academic staff: 76% rated ≥3; average: 3,04; deviation: 0,92 Societal stakeholders: 100% rated ≥3 average: 3,50; deviation: 0,57.
<i>Increased cooperation between ENLIGHT Universities</i>	1.2.1	Quantitative	Nº of new joint collaborative initiatives involving at least 3 ENLIGHT partners	Project Data	248 proposals; 56 granted with ENLIGHT funding (ETNs and Incubator Grants) and 59 ENLIGHT+ extra co-funded.
	1.2.2	Quantitative/Qualitative	Learners, academic and non-academic staff, societal stakeholders views on the level of cooperation progression between ENLIGHT Universities	Impact Survey	Learners: 82% (57 of 69 respondents) rated ≥3 average: 3,48; deviation: 1,19 Academics: 75% (105 of 139 respondents) rated ≥3 average: 3,16; deviation: 0,98 Non-Academic Staff: 85% (96 of 114 respondents) rated ≥3 average: 3,32; deviation: 0,90
<i>Students and staff learn, teach, cooperate, create and innovate across ENLIGHT universities</i>	1.3	Quantitative	Nº of learners, academics, non-academic staff involved in ENLIGHT education/training, research, service to society or other activities	Project & Partners Data	14.196
<i>There is systemic sharing of ENLIGHT resources</i>	1.4.1	Quantitative	Nº of visitors to ENLIGHT tools (i.e. ENLIGHT website, Community Challenge Database, Competence Framework, Course Catalogue Platform, Research & Innovation Observatory, Virtual Teaching and Learning Lab, Impact Repository of Good Practices, Impact Assessment Toolkit, Impact Self-Assessment Toolkit, Open Science Toolkit, Toolkit for Researchers)	Project Data	ENLIGHT Website: 94,804 Community Challenge database: 253 Competence Framework: 16 Course Catalogue Platform: 8.533 Virtual Teaching & Learning Lab: 86 ENLIGHT R&I Observatory: (visits) 4053 ENLIGHT Toolkit for Researchers: 194 ENLIGHT Repository of Good Practices on Research: 14.288 ENLIGHT Impact Assessment Toolkit: 43 ENLIGHT Toolkit to Self-Assessment: 2.475 Open Science Toolkit: 407
	1.4.2	Quantitative	Nº/% of learners, academics, non-academic staff, societal stakeholders' respondents using ENLIGHT tools	Impact Survey	ENLIGHT Website Learners: 85 of 94 (90%) Academics: 148 of 163 (91%), Non-academic staff: 120 of 126 (95%) Community Challenge Database Learners: 6 of 93 (6%) Academics: 11 of 155 (7%), Non-academic staff: 19 of 115 (17%) Competence Framework Learners: 12 of 92 (13%) Academics: 31 of 155 (20%), Non-academic staff: 24 of 115 (21%) Course Catalogue Platform

					<p>Learners: 61 of 93 (66%) Academics: 54 of 155 (35%), Non-academic staff: 48 of 118 (41%)</p> <p>Virtual Teaching & Learning Lab Learners: 13 of 92 (14%) Academics: 34 of 155 (22%), Non-academic staff: 20 of 116 (17%)</p> <p>ENLIGHT R&I Observatory Academics: 20 of 154 (13%), Non-academic staff: 25%</p> <p>ENLIGHT Toolkit for Researchers Academics: 10 of 153 (7%), Non-academic staff: 10 of 116 (9%)</p> <p>ENLIGHT Repository of Good Practices on Research Academics: 23 of 154 (15%), Non-academic staff: 22 Of 117 (19%)</p> <p>ENLIGHT Impact Assessment Toolkit Academics: 19 of 154 (12%), Non-academic staff: 19 of 116 (16%)</p> <p>ENLIGHT Toolkit to Self-Assessment Academics: 14 of 153 (9%), Non-academic staff: 22 Of 117 (19%)</p> <p>Open Science Toolkit Academics: 10 of 153 (7%), Non-academic staff: 5 of 115 (4%)</p>
	1.4.3	Quantitative	Nº/% of learners, academics, non-academic staff, societal stakeholders' respondents using ENLIGHT tools stating they use these tools once/sporadically/systematically	Impact Survey	<p>ENLIGHT Website Learners: out of 85 respondents <i>Once</i>: 17 (20%) <i>Occasionally</i>: 50 (59%) <i>Regularly</i>: 18 (21%) Academics: out of 151 respondents <i>Once</i>: 12 (8%) <i>Occasionally</i>: 106 (70%) <i>Regularly</i>: 33 (22%) Non-academic staff: out of 118 respondents <i>Once</i>: 3 (3%) <i>Occasionally</i>: 69 (58%) <i>Regularly</i>: 46 (39%)</p> <p>Community Challenge Database Learners: out 8 respondents <i>Once</i>: 4 (50%) <i>Occasionally</i>: 4 (50%) Academics: out of 19 respondents <i>Once</i>: 11 (58%) <i>Occasionally</i>: 6 (32%) <i>Regularly</i>: 2 (11%) Non-academic staff: out of 20 respondents <i>Once</i>: 8 (40%) <i>Occasionally</i>: 11 (55%) <i>Regularly</i>: 1 (5%)</p> <p>Competence Framework Learners: out of 11 respondents <i>Once</i>: 4 (36%) <i>Occasionally</i>: 6 (55%) <i>Regularly</i>: 1 (9%) Academics: out of 33 respondents <i>Once</i>: 13 (39%) <i>Occasionally</i>: 16 (48%) <i>Regularly</i>: 4 (12%) Non-academic staff: out of 24 respondents <i>Once</i>: 3 (13%) <i>Occasionally</i>: 17 (71%) <i>Regularly</i>: 4 (17%)</p> <p>Course Catalogue Platform Learners: out of 58 respondents <i>Once</i>: 16 (28%) <i>Occasionally</i>: 36 (62%)</p>

				<p><i>Regularly:</i> 6 (10%) <i>Academics:</i> out of 59 respondents <i>Once:</i> 18 (31%) <i>Occasionally:</i> 32 (54%) <i>Regularly:</i> 9 (15%) Non-academic staff: out of 48 respondents <i>Once:</i> 10 (21%) <i>Occasionally:</i> 30 (63%) <i>Regularly:</i> 8 (17%)</p> <p>Virtual Teaching & Learning Hub Learners: out of 15 respondents <i>Once:</i> 9 (60%) <i>Occasionally:</i> 5 (33%) <i>Regularly:</i> 1 (7%)</p> <p><i>Academics:</i> out of 34 respondents <i>Once:</i> 11 (32%) <i>Occasionally:</i> 21 (62%) <i>Regularly:</i> 2 (6%)</p> <p>Non-academic staff: Out of 18 respondents <i>Once:</i> 1 (6%) <i>Occasionally:</i> 14 (78%) <i>Regularly:</i> 3 (17%)</p> <p>ENLIGHT Sharepoint Non-academic staff: Out of 87 respondents <i>Once:</i> 6 (7%) <i>Occasionally:</i> 29 (33%) <i>Regularly:</i> 52 (60%)</p> <p>ENLIGHT R&I Observatory <i>Academics:</i> out of 20 respondents <i>Once:</i> 9 (45%) <i>Occasionally:</i> 10 (50%) <i>Regularly:</i> 1 (5%) Non-academic staff: <i>Once:</i> 8 (28%) <i>Occasionally:</i> 18 (62%) <i>Regularly:</i> 3 (10%)</p> <p>ENLIGHT Toolkit for Researchers <i>Academics:</i> out of 11 respondents <i>Once:</i> 2 (18%) <i>Occasionally:</i> 8 (73%) <i>Regularly:</i> 1 (9%) Non-academic staff: out of 10 respondents <i>Once:</i> 4 (40%) <i>Occasionally:</i> 6 (60%)</p> <p>ENLIGHT Impact Repository of Good Practices on Research <i>Academics:</i> out of 24 respondents <i>Once:</i> 10 (42%) <i>Occasionally:</i> 12 (50%) <i>Regularly:</i> 2 (8%) Non-academic staff: out of 22 respondents <i>Once:</i> 4 (18%) <i>Occasionally:</i> 12 (55%) <i>Regularly:</i> 6 (27%)</p> <p>ENLIGHT Impact Assessment Toolkit <i>Academics:</i> out of 19 responses <i>Once:</i> 11 (58%) <i>Occasionally:</i> 6 (32%) <i>Regularly:</i> 2 (11%) Non-academic staff: out of 21 respondents <i>Once:</i> 7 (33%) <i>Occasionally:</i> 11 (52%) <i>Regularly:</i> 3 (14%)</p> <p>ENLIGHT Toolkit to Self-Assessment of Universities</p>
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					Research Impact Awareness, Literacy and Readiness Academics: out of 17 respondents <i>Once</i> : 10 (59%) <i>Occasionally</i> : 5 (29%) <i>Regularly</i> : 2 (12%) Non-academic staff: out of 20 respondents <i>Once</i> : 6 (30%) <i>Occasionally</i> : 11 (55%) <i>Regularly</i> : 3 (15%) Open Science Toolkit Academics: out of 11 respondents <i>Once</i> : 4 (36%) <i>Occasionally</i> : 5 (45%) <i>Regularly</i> : 2 (18%) Non-academic staff: Out of 6 respondents <i>Once</i> : 2 (33%) <i>Occasionally</i> : 3 (50%) <i>Regularly</i> : 1 (17%)
	1.4.4	Qualitative	Opinion of learners, academics, non-academic staff, societal stakeholders' respondents on their ENLIGHT resources/tools use	Impact Survey	Qualitative testimonies. Most relevant ones are reflected in the narrative.
SN coordinates and oversees the students' community	See 5a related indicators				
1.a ENLIGHT is Embedded at its Universities					
SPECIFIC EXPECTED OUTCOME	Nº	TYPE	INDICATOR	DATA SOURCE	
ENLIGHT instruments are upscaled, mainstreamed, embedded	1.a.1.1 =1.4.1	Quantitative	Nº of visitors to ENLIGHT tools	Project Data	See above. Under indicator 1.4.1
	1.a.1.2 =1.4.2	Quantitative	Nº/% of learners, academics, non-academic staff, societal stakeholders' respondents using ENLIGHT tools	Impact Survey	See above. Under indicator 1.4.2
	1.a.1.3 =1.4.3	Quantitative	Nº/% of learners, academics, non-academic staff, societal stakeholders' respondents using ENLIGHT tools stating they use these tools once/sporadically/systematically	Impact Survey	See above. Under indicator 1.4.3
	1.a.1.4	Quantitative/Qualitative	Opinion of learners, academics, non-academic staff on the level of embeddedness of ENLIGHT instruments across the Alliance.	Impact Survey	Learners : 26 of 68 (38%) rated ≥ 3 average score: 1,91; deviation: 1,32 Academics : 25 of 92 (27%) rated ≥3 average score: 1,11; deviation: 1,30 Non-academic staff : 28 of 85 (34%) rated ≥ 3 average score: 1,93; deviation: 1,27
ENLIGHT universities fully embed the ENLIGHT principles and vision into key processes: future-proof education model is embedded and mainstreamed	1.a.2.1	Quantitative/Qualitative	Nº of new and iterated ENLIGHT education programmes/courses incorporating ENLIGHT future-proof education model	Project Data	2020-2023:27 2023-2027:48
	1.a.2.2	Quantitative/Qualitative	Nº/% of learners, academics, non-academic staff considering ENLIGHT future-proof education model... ... was taken into account in the ENLIGHT educational programmes they were involved in ... is taken into account in the educational programmes of their Universities	Impact Survey	...In Educational programmes they were involved in: Learners : 70 of 74 respondents (94%) rated ≥3 average score: 4,08; deviation: 0,95 Academics : 44 of 50 respondents (88%) rated ≥3 average: 3,94; deviation: 1,11 Non-academic staff : 26 of 31 respondents (84%) rated ≥3 average: 3,71; deviation: 1,50 ...In Educational programmes of their universities Learners : 56 of 67 respondents (84%) rated ≥3 average: 3,60; deviation:1,19 Academics : 34 of 49 respondents (69%) rated ≥3 average: 2,94; deviation:1,28 Non-academic staff : 25 of 31 respondents (81%) rated ≥3 average: 3,39; deviation: 1,38
Bottom-up engagement is widened up	1.a.3.1 =1.3	Quantitative	Nº of learners, academics, non-academic staff involved in ENLIGHT education/training, research, service to society or other activities	Project & Partners Data	14.196
	1.a.3.2 =1.2.1	Quantitative	Nº of new joint collaborative initiatives involving at least 3 ENLIGHT partners	Project Data	248 proposals; 56 granted with ENLIGHT funding (FTNs and

					Incubator Grants) and 59 ENLIGHT+ extra co-funded.
	1.a.3.3	Quantitative/ Qualitative	Nº/% of learners, academics, non-academic staff, societal stakeholders' respondents considering that they will be involved in new collaborative initiatives with other ENLIGHT partners	Impact Survey	Learners: 30 of 36 respondents (83%) said "yes"; 6 of 35 respondents (17%) said "possibly/partly" Academics: 79 out of 107 (74%) responded "yes" and 22% "possibly/partly" Non-academic staff: 51 out of 71 (72%) responded "yes," and 28% "possibly/partly"
<i>Windows for flexible international learning experiences are made visible and embedded in curricula across ENLIGHT</i>	1.a.4.1	Quantitative	Nº of existing partners' education programmes incorporating an embedded ENLIGHT international learning experience	Project Indicator	378 education programmes
	1.a.4.2	Quantitative	Nº of international learning experiences catalogued in the course catalogue	Project Data	3/07/2023: 11.458 31/10/2025: 8.467
	1.a.4.3	Quantitative	Nº of visits/ visitors to the course catalogue	Project Data	Nº of visits to the Course Catalogue: Oct. 2022-july 2023: 16.455 May 2024- Oct. 2025: 54.271 Nº of visitors to the Course Catalogue: Oct. 2022-july 2023: 7.491 May 2024- Oct. 2025: 8.533
	1.a.4.4	Quantitative/ Qualitative	Nº/% of learners acknowledging ENLIGHT international learning experiences add value to their curricula	Impact Survey	69 of 77 learner respondents (90%) rated ≥ 3 average: 4,10; deviation: 1,20
<i>ENLIGHT teacher education is mainstreamed</i>	1.a.5.1	Quantitative	Nº of iterations of the Teacher Education Module, including nº of participants	Project Data	2: in 2024 and 2025.
	1.a.5.2	Quantitative/ Qualitative	Nº/ % of TEM learners stating ENLIGHT offered an enhanced learning opportunity	Impact Survey	11 out of 12 TEM Learners (92%) rated ≥ 3 average: 4,09; deviation: 0,70
	1.a.5.3	Qualitative	TEM learners' views on the added value of ENLIGHT Teacher Education Module	Impact Survey	Qualitative testimonies. Most relevant ones are reflected in the narrative.
1.b Increased and Diversified Forms of Mobility among the Widest Community of Learners and Staff					
SPECIFIC EXPECTED OUTCOME	Nº	TYPE	INDICATOR	DATA SOURCE	EVIDENCE
<i>Increased and diversified forms of mobility for learners & staff</i>	1.b.1.1	Quantitative	Nº of online lectures, courses, seminars, and project-related events organised in the framework of ENLIGHT	Project Data	156
	1.b.1.2	Quantitative	Nº of blended learning opportunities developed in the framework of ENLIGHT	Project Data	78
	1.b.1.3	Quantitative	Nº of physical learning opportunities and project-related events developed in the framework of ENLIGHT	Project Data	123
<i>More learners and staff benefit from an international learning experience</i>	1.b.2.1	Quantitative	Nº of learners participants in ENLIGHT learning experiences	Project Indicator	7.123
	1.b.2.2	Quantitative	Nº of staff participants in ENLIGHT learning experiences	Project Indicator	7.268
	1.b.2.3	Quantitative/ Qualitative	Nº/% of learners, academics, non-academic staff having participated in a mobility within ENLIGHT considering they are encouraged to undertake other mobility experience	Impact Survey	Learners: 72 of the 77 respondents (94%) rated ≥ 3 average: 4,35; deviation: 1,04 Academics: 58 of 63 respondents (92%) rated ≥ 3 average: 4,24; deviation: 1,22 Non-Academic staff: 47 of 49 respondents (96%) rated ≥ 3 average: 4,31; deviation: 1,02
<i>Wider and more diverse learner participation in international learning</i>	1.b.3.1	Quantitative	Average nº of times learners, academics, non-academic staff applied for an ENLIGHT international learning experience	Impact Survey	Learners: 1,44; deviation: 1,22 Academics: 2,05; deviation: 1,62 Non-academic staff: 5,05; deviation: 8,16
	1.b.3.2	Quantitative/ Qualitative	Nº/% of learners, academics, non-academic staff considering their ENLIGHT international learning experience fosters an inclusive classroom environment	Impact Survey	Learners: 74 of 77 respondents (96%) rated ≥ 3 average: 4,36; deviation: 0,77 Academics: 54 of 57 respondents (96%) rated ≥ 3 average: 4,12; deviation: 0,96 Non-academic staff: 40 of 43 respondents (93%) rated ≥ 3 average: 4,09; deviation: 1,09
<i>Enhanced participation of under-represented groups</i>	1.b.4	Quantitative	Nº/% of learners, academics, non-academic staff having participated in an international learning experience within ENLIGHT considering being from a vulnerable, disadvantage and/or underrepresented group	Impact Survey	Learners: 7 of 78 respondents (9%) "yes"; 14 respondents (18%) "possibly/partly"

					Academics: 1 of 64 respondents (2%) “yes”; 11 respondents (17%) “possibly/partly” Non-academic staff: 3 of 54 respondents (6%) “yes”; 5 respondents (9%) “possibly/partly”
<i>ENLIGHT learners are given the opportunity to benefit from a high-quality international experience</i>	1.b.5	Quantitative	Nº of ENLIGHT education programmes/courses applying ENLIGHT Quality Assurance principles	Project Indicator	2020-2023:39 2023-2027:45
<i>More flexible international learning and seamless mobility</i>	1.b.6.1	Quantitative/Qualitative	% of learners having participated in a mobility within ENLIGHT acknowledging knowing the course catalogue platform	Impact Survey	61 of 93 learner respondents (66%) reported knowing the platform
	1.b.6.2	Quantitative/Qualitative	% of learners having participated in a mobility within ENLIGHT acknowledging it was easy to find the courses/ modules they were looking for in the course catalogue platform	Impact Survey	63 of 67 respondents (94%) rated ≥3 average: 4,22; deviation: 1,10
	1.b.6.3	Quantitative/Qualitative	% of learners having participated in a mobility within ENLIGHT acknowledging it was easy to get the information they were looking for	Impact Survey	67 of 74 respondents (91%) rated ≥3 average: 3,93; deviation: 0,98
	1.b.6.4	Quantitative/Qualitative	% of learners having participated in a mobility within ENLIGHT acknowledging it was easy to apply and enroll to the ENLIGHT international mobility experience	Impact Survey	69 of 73 respondents (94%) rated ≥3 average: 4,10; deviation:0,96
	1.b.6.5	Quantitative/Qualitative	% of learners having participated in a mobility within ENLIGHT acknowledging the ENLIGHT international learning experience was adapted to their own specific needs and challenges	Impact Survey	74 of 77 respondents (96%) rated ≥3 average: 3,99; deviation: 0,92
	1.b.6.6	Quantitative/Qualitative	% of learners having participated in a mobility within ENLIGHT acknowledging the ENLIGHT international learning experience was easy to recognise at their own University	Impact Survey	61 of 65 respondents (94%) rated ≥3 average: 4,28; deviation: 1,23
	1.b.6.7	Quantitative/Qualitative	% of learners, academics, non-academic staff having participated in a mobility within ENLIGHT acknowledging they faced administrative hurdles	Impact Survey	21 of 78 respondents (27%) rated ≥3 average: 1,42; deviation: 1,45
	1.b.6.8	Quantitative/Qualitative	% of learners, academics, non-academic having participated in a mobility within ENLIGHT acknowledging it was easy to find support for in case of questions and difficulties	Impact Survey	67 of 72 (93%) rated ≥3 average: 4,13; deviation: 1,07
<i>Additional information</i>	1.b.6.9	Qualitative	ENLIGHT learners, academics, non-academic staff motivation to apply to/ participate in an ENLIGHT international learning experience	Impact Survey	Qualitative testimonies. Most relevant ones are reflected in the narrative.

2.ENLIGHT LEARNERS BECOME MORE EMPOWERED					
SPECIFIC EXPECTED OUTCOME	Nº	TYPE	INDICATOR	DATA SOURCE	EVIDENCE
<i>Learners develop future-proof knowledge and skills</i>	2.1	Quantitative/Qualitative	Nº/ % of ENLIGHT learners participating in an ENLIGHT international learning experience acknowledging having developed future-proof knowledge and skills	Impact Survey	76 of 78 learners (97%) rated ≥3 average: 4,01 (0=not at all; 5= a lot); deviation: 0,84
<i>Learners develop multilingual and global perspectives across borders, sectors, and academic disciplines</i>	2.2.1	Quantitative/Qualitative	Nº/ % of ENLIGHT learners participating in an ENLIGHT international learning experience acknowledging having developed multilingual competencies and skills	Impact Survey	62 of 77 respondents (81%) rated ≥3 average: 3,40; deviation: 1,38
	2.2.2	Quantitative/Qualitative	Nº/ % of ENLIGHT learners participating in an ENLIGHT international learning experience acknowledging having developed a global perspective that goes across borders, sectors and academic disciplines	Impact Survey	75 of 78 learners (96%) rated ≥3 average: 4,23; deviation: 0,80
<i>Learners acquire international and intercultural competences, adapted to their own specific needs and situation</i>	2.3.1	Quantitative/Qualitative	Nº/ % of ENLIGHT learners participating in an ENLIGHT international learning experience acknowledging having developed International and intercultural competencies	Impact Survey	76 of 78 learners (96%) rated ≥3 average: 4,24; deviation: 0,74
	2.3.2	Quantitative/Qualitative	Nº/ % of ENLIGHT learners participating in an ENLIGHT international learning experience acknowledging having developed competencies and skills adapted to their own specific needs and situation	Impact Survey	74 of 77 learners (96%) rated ≥3 average: 3,99; deviation: 0,92
<i>Additional information</i>	2.4.1	Quantitative	Nº/ % of ENLIGHT learners participating in an ENLIGHT international learning experience acknowledging having enhanced disciplinary skills	Impact Survey	62 of 74 respondents (83%) rated ≥3 average: 3,53; deviation: 1,24

	2.4.2	Qualitative	Type of disciplinary skills developed by learners	Impact Survey	Qualitative testimonies.
	2.4.3	Quantitative	Nº/% of ENLIGHT learners participating in an ENLIGHT international learning experience acknowledging having enhanced transdisciplinary skills	Impact Survey	68 of 74 learners (92%) rated ≥3 average: 3,93; deviation: 1,06
	2.4.4	Qualitative	Type of transdisciplinary skills developed by learners	Impact Survey	Qualitative testimonies. Check narrative.
	2.5	Quantitative/Qualitative	Nº/% of ENLIGHT learners acknowledging the relevance/added value of ENLIGHT to their curricula and professional life	Impact Survey	Added value to the curricula: 69 of 77 learner respondents (89%) rated ≥3 average 4,10; deviation: 1,21 Added value to the personal and professional development 76 of 77 respondents (99%) rated ≥3 average 4,44; deviation: 0,85
	2.6	Quantitative/Qualitative	Nº/% of ENLIGHT learners acknowledging the relevance/added value of ENLIGHT to their socio-economic environment	Impact Survey	35 of 66 (53%) respondents rated ≥3 average: 2,24; deviation: 1,68

3. ENLIGHT ACADEMICS BECOME MORE CONNECTED					
SPECIFIC EXPECTED OUTCOME	Nº	TYPE	INDICATOR	DATA SOURCE	DATA SOURCE
<i>There are more levers for academics to take initiative and find new synergies within the alliance</i>	3.1.1	Qualitative	Type of ENLIGHT lever initiatives for fostering academic cooperation	Project Data	Qualitative data. Check narrative.
	3.1.2	Quantitative	Nº/ % of academic and non-academic staff considering there are more ENLIGHT levers for fostering academic cooperation	Impact Survey	Academics: 141 of 158 respondents (89%) rated ≥3 average: 3,82; deviation: 1,09 Non-academic staff: 109 of 113 respondents (96%) rated ≥3 average: 4,08; deviation: 0,89
	3.1.3	Qualitative	Opinion of academic and non-academic staff on the ENLIGHT lever initiatives for fostering academic cooperation	Impact Survey	Qualitative testimonies. Most relevant ones are reflected in the narrative.
3.a Enhanced Bottom-Up and Challenge-Based Cooperation between ENLIGHT Academics					
SPECIFIC EXPECTED OUTCOME	Nº	TYPE	INDICATOR	DATA SOURCE	DATA SOURCE
<i>Impactful Knowledge Creating Teams are created</i>	3.a.1	Quantitative	Nº of Knowledge Creation Teams (ETNs) established (including both granted and non-granted)	Project Indicator & Data	Proposals: 131 Granted: 26
<i>Knowledge Creating Teams are transnational communities of academics</i>	3.a.2	Quantitative	Average nº of countries represented in each ETN (granted and non-granted)	Project Data	In proposals: 4,23 In granted projects: 3,95
<i>Knowledge Creating Teams engage and connect PhD students, junior and senior researchers, and local or international stakeholders</i>	3.a.3.1	Quantitative	Nº/% of PhD students, junior and senior researchers represented in ETNs (granted and non-granted)	Project Data	In proposals: RI-R2: 479 / 40% (of which 195/ 16%) are PhD students) R3-R4: 724 (60%) In granted projects: RI-R2: 146 / 40% (of which 42/ 12%) are PhD students) R3-R4: 215 (60%)
	3.a.3.2	Quantitative	Nº of societal stakeholders involved in ETNs (granted and non-granted)	Project Data	In proposals: 665 In granted projects: 152
	3.a.3.3	Quantitative	Average of societal stakeholders involved in each ETN (granted and non-granted)	Project Data	In proposals: 5,08 In granted projects: 5,84
<i>Knowledge Creating Teams are multidisciplinary</i>	3.a.4	Quantitative	Average number of different type of faculties/ schools involved in each ETN (granted and non-granted)	Project Data	In proposals: 3,38 In granted projects: 4,50
<i>Knowledge Creating Teams work with their surrounding ecosystems, cities and communities</i>	3.a.5.1	Qualitative	Description on the type of societal stakeholder collaboration developed in the context of ETNs (granted and not granted)	Impact Survey	Qualitative data. Check narrative.
	3.a.5.2	Quantitative/Qualitative	ETN academics and societal stakeholders' views on the added value of that collaboration	Impact Survey	ETN Academics: 20 of 23 respondents (87%) rated ≥3 average: 3,61; deviation 1,40 Societal Stakeholders: insufficient volume of data
<i>Knowledge Creating Teams work on impactful solutions for complex-challenges faced by our cities and communities</i>	3.a.6	Quantitative/Qualitative	Nº/% of ETN academics and societal stakeholders considering working in impactful solutions to the societal challenges and description of that contribution	Impact Survey	ETN Academics: 17 of 48 of respondents (35%) said "Yes" and the same proportion responded "Possibly/ Partially" Societal Stakeholders: insufficient volume of data. Description of the contribution can be found in the narrative.

<i>Knowledge Creating Teams generate new opportunities for new joint interdisciplinary and challenge-driven research, education or service to society initiatives</i>	3.a.7.1	Quantitative/Qualitative	Nº and description of new joint interdisciplinary and challenge-driven research projects generating from ETNs	Impact Survey	7 academics report exclusively new research projects; 25 report both new research projects and other types of initiatives
	3.a.7.2	Quantitative/Qualitative	Nº and description of new joint interdisciplinary and challenge-driven education programmes generating from ETNs	Impact Survey	11 academics report exclusively new education programmes; 24 report both new education programmes and other types of initiatives
	3.a.7.3	Quantitative/Qualitative	Nº and description of new joint interdisciplinary and challenge-driven service to society projects generating from ETNs	Impact Survey	1 academic report exclusively new service to society projects; 9 report service to society projects and other types of initiatives
<i>Knowledge Creating Teams have a long-term view</i>	3.a.8	Quantitative/Qualitative	Nº/% of ETN academics and societal stakeholders intending to keep on collaborating after the termination of the ENLIGHT ETNs funding	Impact Survey	ETN Academics: 26 of 51 respondents (51%) responded positively 20 of 51 (39%) said possibly /partly would. Societal Stakeholders: insufficient volume of data
<i>Knowledge Creating Teams become a catalyser for deepening and strengthening collaboration between academics and between academics and societal stakeholders</i>	3.a.9.1	Quantitative/Qualitative	Nº/% of ETN academics considering ETNs as a catalyser for deepening and strengthening academic collaboration	Impact Survey	27 of 51 ETNs academic respondents (86%) rated ≥ 3 average: 3,92; deviation 1,29
	3.a.9.2	Quantitative/Qualitative	Nº/% of ETN academics and societal stakeholders considering ETNs as a catalyser for deepening and strengthening collaboration between academics and societal stakeholders	Impact Survey	Academics: 32 of 51 respondents (74%) rated ≥ 3 average: 3,14; deviation: 1,50 Stakeholders: insufficient volume of data
<i>Knowledge Creating Teams become a lever to apply to external funding</i>	3.a.10.1	Quantitative/Qualitative	Nº/% of ETN academics considering applying and using other funding schemes for complementary actions	Impact Survey	24 of 50 (48%) ETNs academics responded positively, and 15% possibly/partly
	3.a.10.2	Quantitative/Qualitative	Nº of projects submitted by ETNs to national and other European funding programmes	Project Indicator	Data not available.
<i>Knowledge Creating Teams provide opportunities to ECRs</i>	3.a.11.1 = 3.a.3.1	Quantitative	Nº/% of PhD students, junior and senior researchers represented in ETNs (granted and non-granted)	Project Data	See above. Under indicator 1.4.3
	3.a.11.2	Quantitative/Qualitative	Nº/% of ECRs and non-ECRs considering ETNs are providing opportunities to ECRs for further development	Impact Survey	ECRs : 4 of 8 respondents (50%) rated ≥ 3 average: 2,63; deviation: 2,13 Non ECRs: 26 of 32 respondents (81%) rated ≥ 3 average: 3,53; deviation: 1,50
<i>Knowledge Creating Teams are age and gender friendly</i>	3.a.12.1	Quantitative	Weighted average age of ETNs academics	Project Data	Data not available.
	3.a.12.2	Quantitative	% of women/ men / others in ETNs	Project Data	% of women in proposals: 58,30% % of women in granted projects: 61,25% % of men in proposals: 41,28% % of men in granted projects: 38,18% % of non-binary in proposals: 0,43% % of non-binary in granted projects: 0,57%
3.b ENLIGHT Know-How and Capacity to Support Joint R&I Actions are Strengthened					
SPECIFIC EXPECTED OUTCOME	Nº	TYPE	INDICATOR	DATA SOURCE	DATA SOURCE
<i>ENLIGHT Know-how and capacity to support joint R&I actions are strengthened</i>	3.b.1.1	Quantitative/Qualitative	Nº/ type/description of ENLIGHT tools supporting joint ENLIGHT R&I actions	Project Data	5 ENLIGHT tools: -ENLIGHT R&I Observatory -ENLIGHT Toolkit for Researchers -ENLIGHT Repository of Good Practices on Research Impact -ENLIGHT Toolkit for Self-Assessment of Universities Research Impact Awareness, Literacy and Readiness -Open science Toolkit
	3.b.1.2	Quantitative	Nº of visitors to the ENLIGHT tools supporting joint R&I actions	Project Data	ENLIGHT R&I Observatory : (visits) 4.053 ENLIGHT Toolkit for Researchers: 194 Visitors ENLIGHT Repository of Good Practices on Research Impact: 14.288 visitors

					ENLIGHT Toolkit for Self-Assessment: 2.475 visitors Open science Toolkit: 407 visitors
	3.b.1.3	Quantitative/Qualitative	Nº/% academic and non-academic staff respondents using ENLIGHT tools to support joint R&I actions	Impact Survey	Academics: 13 of 163 (8%) responded positively and 26 (16%) responded Possibly/ Partially Non-academic staff: 13 of 127 (10%) responded positively and 20 (16%) responded Possibly/ Partially
	3.b.1.4	Quantitative/Qualitative	Nº/% academic and non-academic staff respondents using ENLIGHT tools stating they use these tools once/ sporadically/ systematically	Impact Survey	ENLIGHT Website Learners: out of 85 respondents <i>Once:</i> 17 (20%) <i>Occasionally:</i> 50 (59%) <i>Regularly:</i> 18 (21%) Academics: out of 151 respondents <i>Once:</i> 12 (8%) <i>Occasionally:</i> 106 (70%) <i>Regularly:</i> 33 (22%) Non-academic staff: out of 118 respondents <i>Once:</i> 3 (3%) <i>Occasionally:</i> 69 (58%) <i>Regularly:</i> 46 (39%) Community Challenge Database Learners: out of 8 respondents <i>Once:</i> 4 (50%) <i>Occasionally:</i> 4 (50%) Academics: out of 19 respondents <i>Once:</i> 11 (58%) <i>Occasionally:</i> 6 (32%) <i>Regularly:</i> 2 (11%) Non-academic staff: out of 20 respondents <i>Once:</i> 8 (40%) <i>Occasionally:</i> 11 (55%) <i>Regularly:</i> 1 (5%) Competence Framework Learners: out of 11 respondents <i>Once:</i> 4 (36%) <i>Occasionally:</i> 6 (55%) <i>Regularly:</i> 1 (9%) Academics: out of 33 respondents <i>Once:</i> 13 (39%) <i>Occasionally:</i> 16 (48%) <i>Regularly:</i> 4 (12%) Non-academic staff: out of 24 respondents <i>Once:</i> 3 (13%) <i>Occasionally:</i> 17 (71%) <i>Regularly:</i> 4 (17%) Course Catalogue Platform Learners: out of 58 respondents <i>Once:</i> 16 (28%) <i>Occasionally:</i> 36 (62%) <i>Regularly:</i> 6 (10%) Academics: out of 59 respondents <i>Once:</i> 18 (31%) <i>Occasionally:</i> 32 (54%) <i>Regularly:</i> 9 (15%) Non-academic staff: out of 48 respondents <i>Once:</i> 10 (21%) <i>Occasionally:</i> 30 (63%) <i>Regularly:</i> 8 (17%) Virtual Teaching & Learning Hub Learners: out of 15 respondents <i>Once:</i> 9 (60%) <i>Occasionally:</i> 5 (33%) <i>Regularly:</i> 1 (7%) Academics: out of 34 respondents <i>Once:</i> 11 (32%) <i>Occasionally:</i> 21 (62%) <i>Regularly:</i> 2 (6%)

				<p>Non-academic staff: Out of 18 respondents <i>Once</i>: 1 (6%) <i>Occasionally</i>: 14 (78%) <i>Regularly</i>: 3 (17%)</p> <p>ENLIGHT Sharepoint Non-academic staff: Out of 87 respondents <i>Once</i>: 6 (7%) <i>Occasionally</i>: 29 (33%) <i>Regularly</i>: 52 (60%)</p> <p>ENLIGHT R&I Observatory Academics: out of 20 respondents <i>Once</i>: 9 (45%) <i>Occasionally</i>: 10 (50%) <i>Regularly</i>: 1 (5%) Non-academic staff: <i>Once</i>: 8 (28%) <i>Occasionally</i>: 18 (62%) <i>Regularly</i>: 3 (10%)</p> <p>ENLIGHT Toolkit for Researchers Academics: out of 11 respondents <i>Once</i>: 2 (18%) <i>Occasionally</i>: 8 (73%) <i>Regularly</i>: 1 (9%) Non-academic staff: out of 10 respondents <i>Once</i>: 4 (40%) <i>Occasionally</i>: 6 (60%)</p> <p>ENLIGHT Impact Repository of Good Practices on Research Academics: out of 24 respondents <i>Once</i>: 10 (42%) <i>Occasionally</i>: 12 (50%) <i>Regularly</i>: 2 (8%) Non-academic staff: out of 22 respondents <i>Once</i>: 4 (18%) <i>Occasionally</i>: 12 (55%) <i>Regularly</i>: 6 (27%)</p> <p>ENLIGHT Impact Assessment Toolkit Academics: out of 19 responses <i>Once</i>: 11 (58%) <i>Occasionally</i>: 6 (32%) <i>Regularly</i>: 2 (11%) Non-academic staff: out of 21 respondents <i>Once</i>: 7 (33%) <i>Occasionally</i>: 11 (52%) <i>Regularly</i>: 3 (14%)</p> <p>ENLIGHT Toolkit to Self-Assessment of Universities Research Impact Awareness, Literacy and Readiness Academics: out of 17 respondents <i>Once</i>: 10 (59%) <i>Occasionally</i>: 5 (29%) <i>Regularly</i>: 2 (12%) Non-academic staff: out of 20 respondents <i>Once</i>: 6 (30%) <i>Occasionally</i>: 11 (55%) <i>Regularly</i>: 3 (15%)</p> <p>Open Science Toolkit Academics: out of 11 respondents <i>Once</i>: 4 (36%) <i>Occasionally</i>: 5 (45%) <i>Regularly</i>: 2 (18%) Non-academic staff: Out of 6 respondents <i>Once</i>: 2 (33%) <i>Occasionally</i>: 3 (50%) <i>Regularly</i>: 1 (17%)</p>
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	3.b.1.5	Quantitative/ Qualitative	Nº/% academic (including ECRs) and non-academic staff respondents acknowledging the added value of these tools to support joint R&I actions	Impact Survey	Academics: 23 of 33 respondents (69%) rated ≥ 3 average: 2,97; deviation: 1,18 Non-academic staff: 26 of 33 respondents (78%) rated ≥ 3 average: 3,39; deviation: 1,12
	3.b.2.1	Quantitative/ Qualitative	Nº/ type/ description of ENLIGHT networks supporting joint ENLIGHT R&I actions	Project Data	5 ENLIGHT Expert Networks: -European Research Funding EEN -Doctoral Network -Open Science EEN -Regional Collaboration EEN -Research(er) Assessment EEN
	3.b.2.2	Quantitative/ Qualitative	Nº/% academic (including ECRs) and non-academic staff respondents acknowledging the added value of these ENLIGHT networks to support joint R&I actions	Impact Survey	Academics: 101 of 116 respondents (87%) rated ≥ 3 average: 3,66; deviation: 1,26 Amongst them ECR (R1+R2): 35 respondents of 116, rated ≥ 3 average: 3,43; deviation: 1,44 Non-academic staff: 96 of 101 respondents (96%) rated ≥ 3 average: 3,71; deviation: 0,84
	3.b.3	Quantitative/ Qualitative	Nº/% academic (including ECRs) and non-academic staff respondents acknowledging the added value of their own University institutional services to support joint ENLIGHT R&I actions	Impact Survey	Academics: 109 of 132 respondents (82%) rated ≥ 3 average: 3,55; deviation: 1,39 Amongst them ECR (R1+R2): 35 respondents of 132, rated ≥ 3 average: 3,61; deviation: 1,50 Non-academic staff: 83 of 91 respondents (91%) rated ≥ 3 average: 3,76; deviation: 0,96
	3.b.4.1	Quantitative/ Qualitative	Knowledge exchange session participants' opinion on the added value of the session(s) they participated in to exchange their know-how to support joint R&I actions	Project Data + Impact Survey	Academics: 15 of 21 respondents (71%) rated ≥ 3 average: 2,76; deviation: 1,51 Non-academic staff: 14 of 15 respondents (94%) rated ≥ 3 average: 3,93; deviation: 0,88
	3.b.4.2	Qualitative	Knowledge exchange session participants' opinion on the added value of the session(s) they participated in to strengthen their know-how to support joint R&I actions	Project Data + Impact Survey	Academics: 11 of 10 respondents (55%) rated ≥ 3 average: 2,40; deviation 1,57 Non-academic staff: 12 of 14 respondents (86%) rated ≥ 3 average: 3,57; deviation 1,02
	3.b.5	Quantitative/ Qualitative	Nº/ type/description of joint ENLIGHT R&I actions coming out of the ENLIGHT efforts	Project Data + Impact Survey	- 25 joint ENLIGHT R&I proposals have been submitted for EU funding, of which 13 have been granted funding. - From the ETNs call, 26 of 131 new R&I collaborations were selected. - From the ENLIGHT+ call, 25 new collaborative R&I initiatives were supported. - From individual partner universities' calls for research networks and seed funding, at least 21 new collaborative R&I projects have received support.

4. ENLIGHT STAFF BECOME MORE EMPOWERED

SPECIFIC EXPECTED OUTCOME	Nº	TYPE	INDICATOR	DATA SOURCE	EVIDENCE
<i>ENLIGHT staff is empowered with future-proof knowledge and skills</i>	4.1.1	Quantitative/ Qualitative	Nº/% of academics acknowledging having developed future-proof knowledge skills in the ENLIGHT context	Impact Survey	10 of 11 academic respondents (90%) rated ≥ 3 average: 3,73; deviation: 0,90
	4.1.2	Quantitative/ Qualitative	Nº/% of administrative staff acknowledging having developed future-proof knowledge skills in the ENLIGHT context	Impact Survey	29 of 33 administrative staff respondents (88%) rated ≥ 3 average: 3,88; deviation: 1,05
	4.1.3	Quantitative/ Qualitative	Nº/% of university leaders/managers acknowledging having developed their knowledge and leadership capabilities in the ENLIGHT context	Impact Survey	2 of 4 university leaders/managers respondents (50%) rated ≥ 3 average: 2,75; deviation: 1,71
<i>ENLIGHT staff is empowered to connect with peers</i>	4.2.1	Quantitative/ Qualitative	Nº/% of academics acknowledging being empowered to connect with peers in the ENLIGHT context	Impact Survey	9 of 11 academic respondents (82%) rated ≥ 3 average: 3,50; deviation: 1,02
	4.2.2	Quantitative/ Qualitative	Nº/% of administrative staff acknowledging being empowered to connect with peers in the ENLIGHT context	Impact Survey	32 of 34 administrative staff respondents (94%) rated ≥ 3 average: 4,30; deviation: 0,92
	4.2.3	Quantitative/ Qualitative	Nº/% of university leaders/managers acknowledging being empowered to connect with peers in the ENLIGHT context	Impact Survey	3 of 4 university leaders/managers respondents 75% rated ≥ 3 average: 4,25; deviation 1,5
<i>ENLIGHT academics are empowered with knowledge, skills and competences to implement a) innovative student-centred, inclusive and research-oriented teaching and learning approaches, and b) good teaching practices</i>	4.3.1	Quantitative/ Qualitative	Nº/% of academics acknowledging that after their participation in ENLIGHT they are empowered with knowledge, skills and competences to implement: - innovative teaching and learning approaches - Student-centred teaching and learning approaches - Inclusive teaching and learning approaches - Research-oriented teaching and learning approaches (others)	Impact Survey	Innovative teaching and Learning Approaches: 10 of 11 academics (91%) rated ≥ 3 average: 3,91; deviation: 0,83 Student-centred teaching and learning approaches 10 of 11 academics (91%) rated ≥ 3 average: 4,00; deviation: 0,89 Inclusive teaching and learning approaches 8 of 11 academics (80%) rated ≥ 3 average: 3,70; deviation: 1,16 Research-oriented teaching and learning approaches: 7 of 11 academics (64%) rated ≥ 3 average: 3,09; deviation: 1,04
	4.3.2	Quantitative/ Qualitative	Nº/% of academics acknowledging being interested to use good teaching practices from other ENLIGHT partners	Impact Survey	8 of 10 academic respondents (80%) average: 4,00; deviation: 1,70
<i>ENLIGHT university leaders are empowered with new knowledge, leadership skills and to connect with peers</i>	4.4.1 =4.1.3	Quantitative/ Qualitative	Nº/% of university leaders/managers acknowledging having developed their knowledge and leadership capabilities in the ENLIGHT context	Impact Survey	2 of 4 university leaders/managers respondents (50%) rated ≥ 3 average: 2,75; deviation: 1,71
	4.4.2 =4.2.3	Quantitative/ Qualitative	Nº/% of university leaders/managers acknowledging being empowered to connect with peers in the ENLIGHT context	Impact Survey	3 of 4 of university leaders/managers respondents (75%) rated ≥ 3 average: 4,25; deviation: 1,5
<i>ENLIGHT administrative staff is empowered with new knowledge, wider professional horizons and increased networking and cooperation opportunities in ENLIGHT</i>	4.5.1 =4.1.2	Quantitative/ Qualitative	Nº/% of administrative staff acknowledging having developed future-proof knowledge skills in the ENLIGHT context	Impact Survey	29 of 33 administrative staff respondents (88%) rated ≥ 3 average: 3,88; deviation: 1,05
	4.5.2	Quantitative/ Qualitative	Nº/% of administrative staff acknowledging that after their participation in an ENLIGHT activity have wider professional horizons	Impact Survey	33 of 34 administrative staff respondents (94%) rated ≥ 3 average: 4,29; deviation: 0,87
	4.5.3	Quantitative/ Qualitative	Nº/% of administrative staff acknowledging that after their participation in an ENLIGHT activity have increased networking and cooperation opportunities in ENLIGHT	Impact Survey	32 of 34 administrative staff respondents (94%) rated ≥ 3 average: 4,24; deviation: 0,89
<i>Additional information</i>	4.6	Quantitative/ Qualitative	Nº/% of ENLIGHT staff acknowledging the added value of ENLIGHT to their professional development	Impact Survey	Academics: 9 of 12 respondents (75%) rated ≥ 3 average 4,18.; deviation: 1,64 Non-academic staff: 2 of 4 respondents (50%) rated ≥ 3 average: 3,25; deviation: 1,5























5. A VIBRANT, GREEN, AND INCLUSIVE ENLIGHT COMMUNITY IS ESTABLISHED					
SPECIFIC EXPECTED OUTCOME	Nº	TYPE	INDICATOR	DATA SOURCE	EVIDENCE
<i>The wider student and staff communities are reached, activated and connected for peer learning and establishing new cooperation activities</i>	5.1.1 =1.a.3 .1	Quantitative	Nº of learners, academics, non-academic staff involved in ENLIGHT education/training, research, service to society or other activities	Project & Partners Data	14.196
	5.1.2	Quantitative	Nº/% of academics, non-academic staff involved in ENLIGHT peer learning activities	Project Data	1.339
<i>A sense of belonging to ENLIGHT is created</i>	5.2	Quantitative/ Qualitative	Nº/% of learners, academics, non-academic staff and societal stakeholders acknowledging being part of the ENLIGHT community	Impact Survey	Learners: 54 of 94 respondents (57%) rated ≥ 3 average: 2,73; deviation: 1,58. Academics: 110 of 162 respondents (68%) rated ≥ 3 average: 2,88; deviation: 1,37. Non-academic staff: 97 of 123 respondents (79%) rated ≥ 3 average: 3,54; deviation: 1,42 Societal Stakeholders: 4 of 7 respondents (57%) rated ≥ 3 average: 2,29; deviation: 1,11
<i>Increased awareness of ENLIGHT sustainability/ green policies amongst students and staff</i>	5.3	Quantitative/ Qualitative	Nº/% of learners, academics, non-academic staff acknowledging being aware of ENLIGHT sustainability/ green policies	Impact Survey	Learners: 55 of 96 respondents (57%) aware and 20 of 96 (21%) possibly/partly aware Academics: 74 of 161 respondents (46%) aware and 33 of 161 (33%) possibly/partly aware Non-academic staff: 73 of 124 respondents (59%) aware and 22 of 124 (18%) possibly/partly aware
<i>Increased awareness of inclusion and accessibility amongst students/ staff in ENLIGHT</i>	5.4	Quantitative/ Qualitative	Nº/% of learners, academics, non-academic staff acknowledging being aware of ENLIGHT inclusion and accessibility considerations in the context of ENLIGHT	Impact Survey	Learners: 39 of 96 respondents (41%) aware and 23 of 96 (24%) possibly/partly aware Academics: 57 of 163 respondents (35%) aware and 46 of 163 (28%) possibly/partly aware Non-academic staff: 52 of 125 respondents (42%) aware and 31 of 125 (25%) possibly/partly aware
<i>Embedding of ENLIGHT sustainability and inclusion principles across ENLIGHT Universities</i>	5.5.1	Quantitative/ Qualitative	Nº/% of learners, academics, non-academic staff acknowledging ENLIGHT sustainability principles are taken into account in the ENLIGHT initiatives they participated in	Impact Survey	Learners: 54 of 67 respondents (80%) rated ≥ 3 average: 3,57; deviation: 1,48 Academics: 78 of 89 respondents (87%) rated ≥ 3 average 3,73; deviation: 1,17 Non-academic staff: 64 of 73 respondents (88%) rated ≥ 3 average 3,77; deviation:1,12
	5.5.2	Quantitative/ Qualitative	Nº/% of learners, academics, non-academic staff acknowledging ENLIGHT sustainability/ green policies are taken into consideration in their own university activities	Impact Survey	Learners: 31 of 47 respondents (65%) rated ≥ 3 average: 3,11; deviation: 1,40 Academics: 68 of 81 respondents (84%) rated ≥ 3 average: 3,52; deviation: 1,17 Non-academic staff: 47 of 58 respondents (81%)





















					rated ≥ 3 average: 3,55; deviation: 1,34
	5.5.3	Quantitative/ Qualitative	Nº/% of learners, academics, non-academic staff acknowledging that inclusion and diversity principles are taken into account in the ENLIGHT initiatives they participated in	Impact Survey	Learners: 55 of 58 respondents (95%) rated ≥ 3 average: 4,12; deviation: 0,97 Academics: 80 of 82 respondents (98%) rated ≥ 3 average: 4,11; deviation: 0,77 Non-academic staff: 58 of 63 respondents (93 %) rated ≥ 3 average: 3,84; deviation: 1,05
	5.5.4	Quantitative/ Qualitative	Nº/% of learners, academics, non-academic staff acknowledging that inclusion and diversity principles are taken into account in their own university activities	Impact Survey	Learners: 47 of 55 respondents (85%) rated ≥ 3 average: 3,60; deviation: 1,26 Academics: 68 of 79 respondents (89%) rated ≥ 3 average: 3,70; deviation: 1,14 Non-academic staff: 53 of 60 respondents (88%) rated ≥ 3 average: 3,60; deviation: 1,26
5.a Strengthened ENLIGHT Student Network (SN)					
SPECIFIC EXPECTED OUTCOME	Nº	TYPE	INDICATOR	DATA SOURCE	DATA SOURCE
<i>Increased number of student advocates</i>	5.a.1	Quantitative/ Qualitative	Nº/% of learners stating having shared their ENLIGHT experience with others	Impact Survey	65 of 96 respondents (68%) reported having shared it while 25 (26%) indicated possibly/partially
<i>SN reaches the wider student community</i>	5.a.2.1	Quantitative	Nº/% of consulted learners acknowledging knowing about the ENLIGHT SN	Impact Survey	60 of 97 learner respondents (62%) acknowledged knowing about the ENLIGHT SN
	5.a.2.2	Quantitative/ Qualitative	Nº/% of consulted learners acknowledging seeing the ENLIGHT SN added value	Impact Survey	25 of 29 learner respondents (86%) rated ≥ 3 average: 3,59; deviation: 1,45
<i>A sustainable SN is ensured, with student representatives engaged on a mid-term basis</i>	5.a.3	Quantitative/ Qualitative	Nº / % of ENLIGHT SN members acknowledging their commitment to the network for a period longer than 1 year	Impact Survey	6 of 14 respondents (43%) acknowledged being committed for more than 1 year
<i>SN gets involved in all aspects of ENLIGHT governance</i>	5.a.4.1	Quantitative/ Qualitative	Nº/% of ENLIGHT SN members acknowledging being connected to ENLIGHT's governance	Impact Survey	10 of 12 respondents (83%) rated ≥ 3 average score: 3,17; deviation: 1,03
	5.a.4.2	Qualitative	SN perception of their participation in ENLIGHT governance	Impact Survey	Qualitative testimonies. Most relevant ones are reflected in the narrative.
<i>Closer connections between and to the local student associations are established</i>	5.a.5.1	Quantitative/ Qualitative	Nº/% of ENLIGHT SN members acknowledging they have established connections with their respective university student associations	Impact Survey	13 out of 14 (93%) responded positively
	5.a.5.2	Quantitative/ Qualitative	Nº/% of ENLIGHT SN members acknowledging the connections with their respective university student associations are stronger	Impact Survey	11 of 12 respondents (92%) rated ≥ 3 average: 3,83; deviation: 1,19
5.c New Bottom-Up Collaborations between Learners, Academic and Non-Academic Staff with a Special Focus on Green and Inclusive Campus Initiatives are Established					
SPECIFIC EXPECTED OUTCOME	Nº	TYPE	INDICATOR	DATA SOURCE	DATA SOURCE
<i>New bottom-up collaborations between learners, academic and non-academic staff with a special focus on green and inclusive campus initiatives are established</i>	5.c.1	Quantitative	Nº of new bottom-up ENLIGHT collaborations with a focus on Green Campus initiatives	Project Data	5
	5.c.2	Quantitative	Nº of new bottom-up ENLIGHT collaborations with a focus on Inclusive Campus initiatives	Project Data	12
	5.c.3	Quantitative/ Qualitative	Nº/% of learners, academics, non-academic staff acknowledging the added value of ENLIGHT to widen their horizons around green and inclusive solutions	Impact Survey	Learners: 69 of 90 respondents (77%) rated ≥ 3 average: 3,32; deviation: 1,35

					Academics: 79 of 136 respondents (58%) rated ≥ 3 average: 2,49; deviation: 1,68 Non-academic staff: 63 of 106 respondents (59%) rated ≥ 3 average: 2,55; deviation: 1,63
	5.c.4	Quantitative/ Qualitative	Nº/% of learners, academics, non-academic staff acknowledging the added value of ENLIGHT to enable new encounters and cooperation with peers around green and inclusive solutions	Impact Survey	Learners: 66 of 88 respondents (75%) rated ≥ 3 average: 3,22; deviation: 1,43 Academics: 72 of 133 respondents (54%) rated ≥ 3 average: 2,45; deviation: 1,75 Non-academic staff : 54 of 103 respondents (52%) rated ≥ 3 average: 2,50; deviation: 1,69

6. ENLIGHT IMPACT-DRIVEN CULTURE IS CREATED AND DISSEMINATED					
SPECIFIC EXPECTED OUTCOME	Nº	TYPE	INDICATOR	DATA SOURCE	EVIDENCE
<i>ENLIGHT reaches ENLIGHT internal and external target groups and ecosystems</i>	6.b.1.1=1.a.3.1	Quantitative	Nº of learners, academics, non-academic staff involved in ENLIGHT education/training, research, service to society or other activities	Project & Partners Data	14.196
	6.b.1.2	Quantitative	Nº of external organisations, and respective countries, involved in ENLIGHT proposals for calls and ENLIGHT general events/ meetings	Project Data	2.013. Data not available on the countries of origin.
<i>Enhanced awareness, comprehension, visibility and accessibility of ENLIGHT</i>	6.b.2.1=1.1.1	Qualitative	Level of learners, academics, non-academic staff, societal stakeholders understanding of what ENLIGHT is.	Impact Survey	Qualitative testimonies. Most relevant ones are reflected in the narrative.
	6.b.2.2	Quantitative/ Qualitative	Nº/% of learners, academics, non-academic staff, societal stakeholders considering ENLIGHT is visible/ known at their University	Impact Survey	Learners: 43 of 96 respondents (44%) rated ≥ 3 average: 2,28; deviation: 1,38 Academics: 105 of 161 respondents (65%) rated ≥ 3 average: 3,01; deviation: 1,15 Non-academic staff: 95 of 123 respondents (77%) rated ≥ 3 average: 3,22; deviation: 1,07 Societal Stakeholders: <i>Visibility of ENLIGHT at their organisations:</i> 2 of 7 respondents (28%) rated ≥ 3 average: 1,71; deviation: 1,25 <i>Visibility in their regions or countries:</i> 1 of 6 respondents (17%) rated ≥ 3 average: 1,33; deviation: 1,25
	6.b.2.3	Qualitative	Level of learners, academics, non-academic staff, societal stakeholders understanding of what ENLIGHT can offer to them	Impact Survey	Qualitative testimonies. Most relevant ones are reflected in the narrative.
	6.b.2.4	Quantitative/ Qualitative	Level of learners, academics, non-academic staff, societal stakeholders considering ENLIGHT is attractive for them	Impact Survey	Qualitative testimonies. Most relevant ones are reflected in the narrative.











ANNEX 3. OVERVIEW OF OBSERVED OUTCOMES PER STAKEHOLDER GROUP

1. ENLIGHT OPEN & INTEGRATED SPACE IS ESTABLISHED				
Specific Outcome	Learners	Academics	Non-Academic Staff	Societal Stakeholders
1.1 ENLIGHT is widely recognised as a European University Alliance, but perceived differently by its stakeholders as a “European learning community”, a “collaborative ecosystem” or a “shared campus”				
1.2 From project to alliance: ENLIGHT is shifting from a project-based initiative to a comprehensive and integrated European University Alliance				
1.3 Increased cooperation: cooperation across education, research & innovation and service to society activities is growing, despite time, workload and recognition constraints				No comparative quantitative data was captured
1.4 Partial embedding of ENLIGHT tools: tools are gaining visibility and use, though integration into daily practice remains to be improved				N/A
1.5 ENLIGHT educational model is increasingly reflected in partners' programmes and teaching practices				N/A
1.6 International learning opportunities are made visible and embedded within partner universities' curricula	No comparative data was captured	No comparative data was captured	No comparative data was captured	No comparative data was captured
1.7 Increased and diversified mobility: physical, blended and virtual mobility opportunities have expanded, reaching wider groups of learners and staff				
1.8 Inclusive international learning: ENLIGHT activities are perceived as accessible, inclusive and responsive to diverse participant needs				
1.9 Seamless and flexible international learning: ENLIGHT international learning is easy to access, follow, and validate across partner institutions		N/A	N/A	N/A
2. LEARNERS BECOME MORE EMPOWERED				
Specific Outcome	Learners	Academics	Non-Academic Staff	Societal Stakeholders
2.1 Enhanced future-proof and transdisciplinary skills: enhanced global perspectives, international,		N/A	N/A	N/A
















intercultural, disciplinary and transdisciplinary competencies, adapted to learners' needs				
2.2 Personal and professional growth: learners perceive added value for their career and personal growth		N/A	N/A	N/A
2.3 Limited perceived regional impact: learners remain unsure how their participation in ENLIGHT international learning translate into broader socio-economic and regional development		N/A	N/A	N/A
3. ACADEMICS BECOME MORE CONNECTED				
Specific Outcome	Learners	Academics	Non-Academic Staff	Societal Stakeholders
3.1 There are more lever initiatives and targeted support measures to foster academic collaboration across the alliance				
3.2 Enhanced bottom-up and challenge-based cooperation				
3.2.1 ETNs have generated more joint interdisciplinary initiatives, connecting junior and senior researchers, ensuring gender balance and engaging societal stakeholders	N/A		N/A	
3.2.2 ETNs are creating opportunities for new interdisciplinary and challenge-driven initiatives in research, education and service to society, and contributing to societal impact through work on pressing challenges	N/A		N/A	
3.2.3 ETNs are perceived as a lever for longer-term cooperation, with networks exploring follow-up funding	N/A		N/A	N/A
3.3 Improved capacity for joint R&I actions				
3.3.1 Dedicated tools support collaborative R&I, proposal preparation and knowledge sharing. Use remains limited, but users value them	N/A			N/A
3.3.2 Expert Networks show strong potential but are still in an early stage of development	N/A			N/A
3.3.3 Institutional services contribute to R&I support, though there is space for improvement	N/A			N/A
3.3.4 Knowledge Exchange Sessions are appreciated for exchanging and strengthening know-how among support staff	N/A			N/A















3.4 New joint R&I initiatives have been launched as result of ENLIGHT's efforts

4. STAFF BECOME MORE EMPOWERED

Specific Outcome	Learners	Academics	Administrative Staff	University Leaders and Managers
4.1 Strengthened future-proof knowledge and skills , though the effect varies among university leaders and senior managers	N/A			
4.2 Staff feel more empowered to connect and collaborate with peers across the alliance	N/A			
4.3 Academics have reinforced capacities to apply innovative, student-centred, inclusive and research-oriented teaching and learning approaches, and intend to use these at their universities	N/A		N/A	N/A
4.4 Professional horizons are widened up : academic and administrative staff highlight clear added value for their professional development, while university leaders and senior managers report more modest benefits	N/A			

5. A VIBRANT, GREEN and INCLUSIVE ENLIGHT COMMUNITY IS ESTABLISHED

Specific Outcome	Learners	Academics	Non-Academic Staff	Societal Stakeholders
5.1 ENLIGHT communities expand and diversify , with more learners, staff and societal stakeholders engaging in joint learning, research, and service to society activities				
5.2 Shared sense of belonging to ENLIGHT : strongest among non-academic staff, moderate among academics, and still developing among learners and societal players				
5.3 ENLIGHT's visibility at partner universities varies : academic and non-academic staff recognise it as well-known, while learners report limited outreach				N/A
5.4 Students act as ENLIGHT advocates , sharing experiences and inspiring peers, while calling for clearer and more visible information channels		N/A	N/A	N/A
5.5 ENLIGHT Student Network remains little known among learners; among those aware, it is valued for strengthening student voice, though turnover and sustainability remain issues		N/A	N/A	N/A
5.6 ENLIGHT's sustainability, inclusion and accessibility principles are widely recognised , though cost,				N/A

time and events accessibility challenges persist				
5.7 Bottom-up cooperation for greener and more inclusive campuses is fostered, sparking new encounters and joint initiatives				N/A
6. ENLIGHT IMPACT-DRIVEN CULTURE IS CREATED AND DISSEMINATED				
Specific Outcome	Learners	Academics	Non-Academic Staff	Societal Stakeholders
6.1 ENLIGHT reaches broad internal and external stakeholder groups, engaging learners, academics, staff, and societal stakeholders across the alliance				
6.2 Stakeholders recognise ENLIGHT as a European University Alliance, associating it with international exchange, collaboration, and professional development				
6.3 ENLIGHT is widely perceived as attractive, valued for international, intercultural, interdisciplinary and professional growth opportunities				
6.4 Visibility and communication remain uneven, strong among staff but weaker among learners and external stakeholders	