

# ERIC Forum Survey findings on ERICs SEI evaluation practices

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## ▶ WP4: Evaluation and Impact Assessment

### Task 4.3 Socio-Economic Impact Assessment Practices

- **Survey about the current status on SEI assessment among ERICs and those in preparatory phase: 26 responses**
- Some Key Findings:
- **61%** had not yet assessed their SEI
- **27%** had not defined their aimed at SEI anywhere yet
- **Nearly 85%** of those that had already assessed their SEI said it was very, or somewhat, challenging to define SEI for their ERIC / preparatory ERIC
- **23%** of those that had already assessed their SEI had used an external service

▶ The most challenging aspects about assessing SEI among those that had not yet assessed AND for those that had already assessed were:

- **Geographical dimensions (distributed infra) and many levels of SEI**
- **Traceability / trackability**
- **Lack of a unified method for assessing / Defining the correct methods, indicators and organizing data collection**
- **Clarifying what ‘societal’ and ‘economic’ impacts are**

Important aspects of the SEI of ERICs /prep. ERICs to communicate to the stakeholders / policy-makers are:

- **Relevant distribution of funding inside the RI (for assessing SEI)**
- **Assessing SEI is important (this should be acknowledged by stakeholders)**
- **The RI needs to keep communicating and explaining its SEI to stakeholders / policy-makers to highlight the RI’s importance to society (dialogue)**
- **Usage of data and services, data policies should be defined**
- **Multinational cooperation is important (not just assessing SEI nationally)**



## Suggestions for EC / Stakeholders for providing support in addressing challenges / gaps in assessing the SEI of ERICs:

- **Would be good to see examples of improving SEI and its linkage to funding**
- **More guidance re assessing SEI, defining KPIs and methodology, with case studies**
- **Recognition of the diversity and individual purpose of each RI rather than comparing them**
- **Letting ERICs decide on suitable indicators for themselves; taking also pathways into use**
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- **Taking also qualitative indicators into account**

