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**European Research Projects on Quantum  
Technologies and High Performing Computing:  
Analysis of The Communication Strategies**

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# Abstract

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# Synopsis

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# Part I

## Introduction

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# Chapter 1

## The role of science communication

This chapter presents a concise overview of the importance of science communication in modern society. Section 1.1 outlines the characteristics of the knowledge era. Section 1.2 focuses on the related economical and societal challenges. Section 1.3 highlights the need for scientific citizenship in the knowledge era. Section 1.3 presents science communication as a requirement for scientific citizenship.

### 1.1 The knowledge era

Three economical eras have been identified in the history of human civilisation. The first one was the agricultural era. This is believed to have started between 10000 and 8000 B.C. in different regions in the world [1,2]. The second one is the industrial era. It began in England in the 18th century as a result of the industrial revolution [3,4]. The third one is the knowledge era, and it is the age into which human civilization is currently entering [5].

The three eras are based on different primary production re-

sources. The agricultural age was founded on the work of people and animals. The ultimate source of richness and development in the industrial era was the work of people and machines. Finally, the current era is not based on the capacity to produce and accumulate tangible goods, but rather on the ability to store, generate and apply new knowledge [6].

The information on which the current era is based is mainly scientific. In the past centuries, the impact of science on humanity has been growing without interruption [7]. Nowadays, the outcomes of scientific activities permeate our society and heavily shape our life style. Examples range from telecommunications to medicine, or from artificial intelligence to the development of new materials.

The reason for the increasing impact of science is the peculiar nature of scientific knowledge as a resource [8]. Just like any other resource, it is important for its capacity to provide solutions to problems. However, contrarily to resources such as water, food or oil, scientific knowledge is potentially unlimited, as it is capable of generating itself (knowledge leads to new knowledge). Moreover, the same knowledge can be used simultaneously by multiple entities. Hence, scientific knowledge is intrinsically a non-exclusive good.

For its characteristics as a resource, scientific knowledge has revolutionised the world economy. The current science-driven change of the global market has introduced countless positive innovations. However, it has also led to dramatic societal changes.

## **1.2 Challenges in the knowledge era**

The relationship between scientific research and society has changed significantly after the second world war. From the second half of the 20th century, several countries have started using science and its generation of new knowledge and technology as a source of economical growth. This process has progressively become more intense over the last decades. Nowadays, nations invest significant fractions of their gross domestic product in research and development. Examples

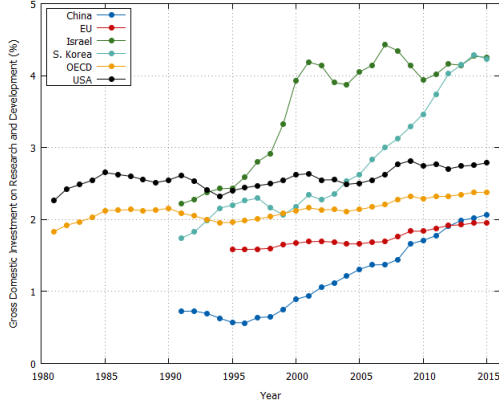


Figure 1.1: Gross domestic percentage invested in science and development over the past years by some of the world’s leading economies. The image is based on data of the Organisation for Economic Co-operation and Development (OECD) [9].

are the European Union, the United States, and Asiatic countries such as China and South Korea, see figure 1.1.

The capacity of scientific knowledge to generate richness has attracted a growing number of private investors. As a result, in many countries private investment on scientific research is larger than public funds [10]. One example are the United States, where the former is currently twice as large as the latter [11].

The leading role of private investors is based on a reinterpretation of knowledge as a resource. To pursue personal profit, investors are typically non interested in sharing the knowledge they develop or they way they use it to create goods. This approach limits the possibility to generate new knowledge from the results of others. Moreover, people with limited buying power cannot afford specific classes of products and benefit from the knowledge behind them. One ex-

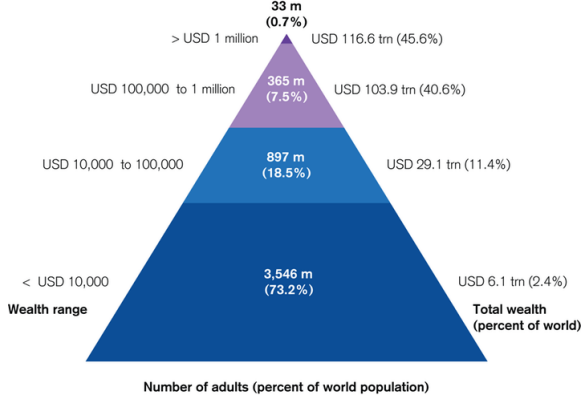


Figure 1.2: Distribution of the global wealth among the world's population. Original image in [12].

ample are patented expensive medicines [13]. In such a scenario, knowledge as a resource partially loses the intrinsic characteristics mentioned in Section 1.1 of being unlimited and non exclusive.

The current knowledge-driven development of the global economy has two important consequences. Firstly, humanity is richer than ever before [14]. Secondly, the progressive concentration of the generated richness in the hands of few individuals is causing societal inequality, see figures 1.2 and 1.3.

The increasing inequality is an obstacle for the creation of a democratic society [15]. The scenario humanity is facing can change if knowledge will not be used as a mere instrument of power, but rather as a common good everyone should benefit from. This paradigm shift can be achieved through the acquisition of the scientific citizenship.

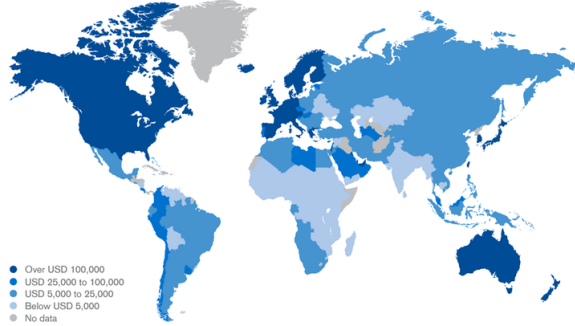


Figure 1.3: Comparison among nations of the current annual wealth per adult. Original image in [12].

### 1.3 The scientific citizenship

The potential of scientific knowledge to be a pillar of democratic societies was first recognised by English philosopher Francis Bacon in the 17th century. He proposed that science and technology should not bring advantages to a limited number of societal groups or nations, but rather to the whole humankind [16]. This vision is efficaciously outlined in his utopian novel *The New Atlantis*.

Bacon's ideas are extremely topical. As mentioned in section 1.2, the equal access to goods generated by scientific research is fundamental to prevent societal divisions and exclusions.

A second ingredient for the creation of a democratic society is the people's awareness of the scientific process, as well as of its goals, outcomes and limits [17]. In fact, democratic societies are founded on the engagement of citizens when decisions impacting the community must be taken. Because of science permeating role in today's society, science-related issues are no exception [18]. Examples are topics such as mandatory vaccination, euthanasia, abortion, animal experimentation, alternative medicine, nuclear energy, recycling



and, in general, the public investments on research assigned by policy makers. Hence, a better understanding of science is a key factor to ensure effective participatory processes [19].

The population's engagement in decision-making processes is only fruitful if scientific innovations are neither passively accepted nor irrationally feared. To this aim, people must be given the ability to intervene in an informed, rational and critical way. This scenario is only possible if individuals are formed and trained in an adequate cultural context. In other words, if people acquire the so-called scientific citizenship [20].

How to best prepare individuals to become scientific citizens is still debated [21]. Nevertheless, a key ingredient has been identified in the need to bring scientists and citizens closer to each other. It is widely accepted that the construction of a democratic knowledge era depends crucially on the continuous dialogue and information and knowledge exchange between these two communities. A paradigm which motivates the growing importance of science communication.

## 1.4 Science communication and modern society

Science relies heavily on communication. To be useful, research results must be communicated to the rest of the scientific community. This has become even more crucial in the era of Big Science [22]. Modern physics offers illustrative examples in this direction. Large-scale experiments such as the LHC particle accelerator at CERN in Switzerland or the LIGO-Virgo gravitational-wave observatories in the USA and Italy are built and maintained by international collaborations of thousands of scientists from tens of different countries [23–25]. These titanic efforts can only be successful if supported by effective internal communication.

The relationship between science and communication has evolved with the transition to the knowledge era [26]. Nowadays, science

communication can no longer happen exclusively within the scientific community. As outlined in Section 1.3, the construction of a democratic society requires the engagement of disparate societal groups in the decision-making processes related to scientific questions [27]. Examples are scientists, policy makers, private investors, non-governmental organizations, citizens etc. Hence, when discussing with each other, these groups make use of science communication.

The aforementioned societal groups have different cultural background and objectives. Thus, they adopt different languages when talking about scientific issues. Moreover, to be effective, each group must tune its science communication on the targeted audience, with the optimal choice depending on both the content and considered communication channel. As a consequence, numerous different kinds of science communication can be identified.

The present thesis focuses on science communication aiming to inform citizens on a non-technical level of current investigation lines. This is the oldest type of science communication not confined within the scientific community. The first example in this direction was the *De Rerum Natura* by Roman poet Lucretius in the first century BC. Another historically very important book was Galileo Galilei's *Sidereus Nuncius* in the XVII century. His work rapidly spread all over the world short after publication and revolutionised humanity's self-perception by propagating the author's innovative astronomical discoveries [28].

More specifically, this thesis focuses on a specific class of EU-funded research project and on their use of the web 2.0 social media to communicate results and objectives. As outlined in the next chapters, the ultimate goal is to investigate whether European scientists are properly exploiting today's most effective communication channels to inform citizens of two of the future's most important scientific challenges: the development of quantum technologies and high-performing computers.

## 1.5 Chapter summary

In this chapter, the following items have been discussed:

1. Human society is currently entering the so-called knowledge era. This age is characterised by the fact that scientific knowledge has become one of the most important sources of wealth.
2. The knowledge era offers unprecedented opportunities to improve people's life quality. However, it also presents new challenges. In particular, the unequal access to scientific knowledge and technology may prevent the realisation of democratic systems.
3. The construction of a democratic society in the knowledge era depends on the engagement of citizens and stakeholders in the debate on the impact of scientific issues on their lives. This can be achieved by training people to discuss scientific questions in a constructive and critic way, i.e., if individuals acquire the so-called scientific citizenship.
4. One key factor to help people acquire the scientific citizenship is science communication. There exist disparate kinds of science communication, depending on the interacting societal groups. The present thesis focuses on science communication adopted to inform citizens via social media of recent developments in European research projects.

# Chapter 2

## FET in Horizon 2020

This chapter focuses on the FET funding programme. Section 2.1 illustrates the Horizon 2020 initiative. Section 2.2 is a description of FET in the framework of Horizon 2020. Sections 2.3 and 2.4 summarise the FET effort towards the development of quantum technologies and high-performing computers, i.e., the two most important research lines for the scope of this thesis.

### 2.1 The Horizon 2020 programme

Horizon 2020 is the biggest Research and Innovation programme funded by the European Union to date. It targets a smart and sustainable societal and economic growth via the development and application of scientific research. The available budget totals nearly €80 billion over a seven-year period (from 2014 to 2020) [29].

Horizon 2020 is Europe's eighth Research and Innovation programme in chronological order [30–33]. The first was launched in 1984. Duration and allocated budget of each Research and Innovation programme are shown in figure 2.1.

Any natural or legal persons (e.g. universities, research organisa-

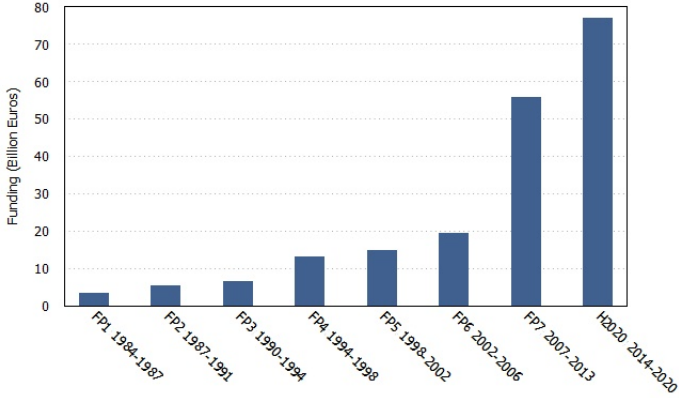


Figure 2.1: Duration and allocated budget of Europe’s Research and Innovation programmes (also known as Framework Programmes, FP). Budgets are expressed in billion Euros. Data from [34].

tion and companies) can apply for Horizon 2020 funding. The main categories into which applications must fit into one of the following categories:

- **Excellent Science:** this initiative supports the excellence of European scientific research on a global level and in a variety of fields [35].
- **Industrial Leadership:** this class of projects targets the development of technological innovations for the future market and the growth of European small and medium enterprises [36].
- **Societal Challenges:** this category focuses on priorities of the European society such as health, education, energy supply and food by combining knowledge and methods from disparate scientific fields [37].

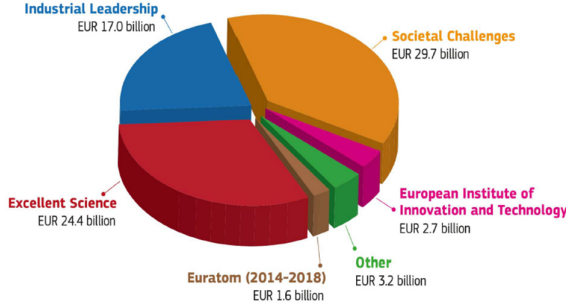


Figure 2.2: Budget breakdown of the Horizon 2020 programme. Original image in [40].

- **European Institute for Innovation and Technology:** this institute is an independent European body supporting growth via the promotion of synergies in the fields of education, research and business [38].
- **Euratom:** this pillar funds nuclear research in the framework of the decarbonisation of the energy supply [39].

The Horizon 2020's budget breakdown into the aforementioned lines of action is shown in figure 2.2.

## 2.2 The FET programme

As mentioned in section 2.1, one of the actions of Horizon 2020 is the Excellent Science programme. This initiative supports researchers and institutions developing new science and cutting-edge technology. The goal is to keep European research at the forefront of scientific innovation and discover applications to improve the citizens' life and ensure economical growth.

Line of action	Estimated final budget
ERC	13.1
FET	2.7
MSCA	6.2
RI	2.5

Table 2.1: Estimated final budget breakdown of the Excellent Science initiative. ERC stands for European Research Council; FET for Future and Emerging Technologies; MSCA for Marie Skłodowska-Curie Actions; RI for Research infrastructure. Budgets are in billion Euros. Data from [40].

Excellent Science is based on the following pillars:

- **European Research Council:** it distributes funding in every research field to single scientists and with the requirement of scientific excellence [41].
- **Future and Emerging Technologies (FET):** it finances collaborative research exploring visionary and radically new investigation lines [42].
- **Marie Skłodowska-Curie Actions:** this initiative assigns grants to researchers at any stage of their career and encourages mobility between countries and fields of expertise [43].
- **Research infrastructure:** it promotes the creation of transnational networks of research infrastructures as well as the training of qualified staff [44].

The estimated final budget breakdown of Excellent Science is reported in table 2.1.

This thesis focuses on the communication activity of the 151 FET projects funded to date within Horizon 2020. The list of these

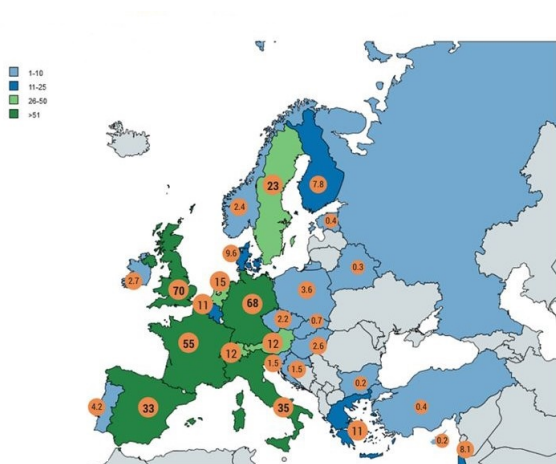


Figure 2.3: Participants in the Horizon 2020 FET programme on a country basis as of June 2016. Numbers correspond to FET funding in million Euros. Colours indicate the number of participants. Adapted from image in [45].

projects is available in appendix A. The distribution of projects participants per country as of June 2016 is shown in figure 2.3.

The FET funding scheme comprises three calls for applications: FET Open, FET Proactive and FET Flagship [46–48].

## FET Open

The FET Open call is not bound to one specific investigation theme. However, submitted research proposals must satisfy the following “gatekeepers”: scientific and technological breakthrough; foundational; novelty; high-risk; long-term vision; interdisciplinary.

FET Open promotes the Coordination and Support Actions (CSA) as well. These aim at identifying and fulfilling the optimal conditions



for FET-related collaborative investigation. One CSA type of action is FET Innovation Launchpad, which investigates and explores possible economical and societal applications of FET results [49]. The list of Horizon 2020 projects funded within the FET Innovation Launchpad action is reported in appendix B.

### **FET Proactive**

The FET Proactive call nurtures the birth of synergies on specific research lines by bringing together scientists from interdisciplinary fields. Considered research lines are not ready for the market yet.

Currently, FET Proactive comprises three calls related to “Boosting emerging technologies” and three under “High Performance Computing”. Given its relevance for this thesis, the “High Performance Computing” FET Proactive call is illustrated in section 2.3.

FET Proactive invests resources also on identifying investigation roadmaps, design and distribute material for educational purposes and disseminate FET results among interested stakeholders.

### **FET Flagship**

FET Flagships are Europe’s main research effort. They are large-scale, decade-long projects with budgets totalling one billion Euros each. The ultimate goals are to shed light on key scientific themes and apply the results to European society. To date, three FET Flagships have been approved in the Horizon 2020 programme:

- **Human Brain Project:** it targets groundbreaking steps forward in neuroscience [50].
- **Graphene:** it explores graphene’s properties and possible applications [51].
- **Quantum Technologies:** it aims at developing innovative technologies based on the laws of quantum physics.

The Human Brain Project and Graphene Flagships started in April 2016. The Quantum Technologies Flagship will start in 2018. Given its relevance for this thesis, the Quantum Technologies Flagship is described in section 2.4.

## **2.3 FET and high-performing computing**

Current and future scientific and engineering challenges require increasing levels of computational performances. The demand can be satisfied via the construction of large computer clusters and the development of suitable programming languages. The former provide higher computational power for parallel calculations, the latter an optimal exploitation of the clusters' resources. The use of such practices is known as high-performing computing (HPC) [52].

In terms of increasing computational power, one major HPC goal is the transition from the peta- to the exascale. This corresponds to the increase from  $10^{15}$  floating point operations per second, i.e. the limit of present-day most powerful supercomputers, to  $10^{18}$ . The upgrade to the exascale is motivated by its major impact on all scientific fields, as it would push forward research and the development of new technology over the next decades [53].

As mentioned in section 2.2, the European HPC effort is funded within the “High Performance Computing” FET Proactive call [54]. This call comprises three initiatives: *i*) co-design of HPC systems and applications; *ii*) transition to exascale computing; and *iii*) exascale HPC ecosystem development. The main goals of the three initiatives are to develop the next-generation high-performing computers towards exascale and to provide access to the resources offered by supercomputers. The list of Horizon 2020 FET projects active in HPC is available in Appendix B.

## 2.4 FET and quantum technologies

Quantum technologies arise from applications of quantum physics. They are an important research topic on a global level for their potential to revolutionise human societies.

The so-called first quantum revolution started at the beginning of the past century with the development of quantum theory. The growing understanding of the atomic world led to the birth of new disciplines, such as informatics and microelectronics, and to the construction of countless fundamental tools and electronic devices. Examples range from computers and cameras to lasers and photocopy machines. The first quantum revolution played a key role in starting the knowledge era of human society.

It is believed that the second quantum revolution will be driven by the ability acquired by humankind to actively engineer the quantum world to its own purposes [55]. This is expected to lead to a complete new class of technologies which would reshape our society. One example is the development of quantum computers. If successfully developed, such machines will be far more powerful than any present and future computer based on classical architectures [56]. The urge for Europe to stay at the forefront of the second quantum revolution is outlined in the so-called Quantum Manifesto [57].

The development of quantum technologies is a central objective of the FET programme. The list of Horizon 2020 FET projects in this field is reported in Appendix B. Their activity is supported by the ERANET Cofund in Quantum Technologies, a FET Proactive initiative fostering synergies and partnerships among researchers and other stakeholders [58]. Finally, as mentioned in section 2.2, one dedicated flagship initiative will be launched in 2018.

## 2.5 Chapter summary

In this chapter, the following items have been discussed:

1. Horizon 2020 is the largest research funding programme of the

European Union. It is planned to run from 2014 to 2020 and has a total budget of nearly €80 billion.

2. One funding scheme of Horizon 2020 is Future and Emerging Technologies (FET). The FET call finances visionary research projects targeting scientific breakthroughs and the development and application of radically new technologies. The estimated FET final budget will total nearly €3 billion.
3. The development of quantum technologies is part of the FET effort. In particular, a FET Flagship on quantum technologies has been approved in 2016 by the European Commission and will start in 2018. Allocated funds sum up to €1 billion.
4. Another major goal of the FET initiative is the development of high-performing computers. This investigation line targets a power increase in modern supercomputers of three orders of magnitude (from  $10^{15}$  to  $10^{18}$  floating point operations per second). The upgrade from the peta- to the exascale will provide unprecedented computational resources in practically all scientific fields.

# Part II

## Analysis and results

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## Chapter 3

# FET projects and social media

This chapter presents an overview of the presence of FET projects on social media. Ut enim ad minim veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur. Quis aute iure reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint obcaecat cupiditat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

### 3.1 Analysed FET projects

This thesis focuses on the online communication activity of FET projects funded within Horizon 2020. The list of such projects was downloaded on 15th July 2017 from CORDIS, the main portal of the European Commission on results of EU-funded research projects. It consists of 151 projects and it is reported in Appendix A. For each project, Appendix A reports information on budget and start and end date, as well as the activated online communication channels.

FET projects approved after 15th July 2017 are not considered in this thesis.

Some of the projects in the list were not considered for this work. Excluded groups were the Flagship and Launchpad projects (see section 2.2 for a brief description of the two groups), which were not considered representative of FET initiatives in terms of communication effort, as well as projects started after 1st February 2017. The lists of the excluded projects are reported in Appendix B. This procedure reduced the number of samples in the data set from 151 to 130.

Flagship projects were disregarded due to their budget. As the available funding is far superior compared to the other FET projects, the Human Brain Project and the Graphene Flagships can invest larger resources on the communication activity. Thus, the two initiatives are outliers in the considered data set.

Launchpad projects were not considered for this thesis as their ultimate goal is finding applications of results achieved by other FET projects and have limited interest in communication activity. Moreover, the available budget is relatively small.

Finally, projects started after 1st February 2017 were disregarded as the time span between this date and the list download was judged insufficient to fully develop and launch an adequate communication activity. The only exception is the DEEP-EST project. In fact, by the time of writing DEEP-EST has already started its online communication activity.

For some of the analyses in this thesis, the data set of 130 projects was divided into three sub-groups. The first group consists of the 23 projects active in HPC and the transition to the exascale (see section 2.3). The second subgroup includes the 12 projects in the field of quantum technologies (see section 2.4). The third group comprises the other 95 projects. The lists of projects in the HPC and quantum technologies groups are reported in Appendix B.



## 3.2 Considered communication channels

There exist disparate channels suitable for communication purposes. Those offering the widest audience are based on the internet. Examples are websites and social media. For this reason, FET projects consider the resources provided by the web as some of the main pillars of their communication strategy.

Different approaches can be considered to assess the use of online communication channels made by FET projects. One quantitative estimate is the fraction of projects active on specific platforms. For this thesis, the following communication channels were considered:

**Website** The website is the online channel offering the highest degree of freedom to the owner. It allows the owner to personalise the content, the content's presentation strategy and the graphic visualisation.

**Facebook** Facebook is the most used social media worldwide. It offers direct interaction among users and it is mainly designed for free time.

**Twitter** Twitter is very effective for concise science-related communication. It requires high posting rates and offers less personal interaction compared to Facebook.

**LinkedIn** LinkedIn is ideal for professional content and enables the creation of closed groups. Nevertheless, interaction among users and outreach within the groups are limited.

**YouTube** YouTube is the world's main platform for video sharing. It offers a very direct communication channel with effective monitoring tools. On the other hand, it is not very effective at engaging users and finding appropriate content may not be straightforward.

**Instagram** Instagram has a very active and rapidly growing community. Effective communication via this channel requires pic-

tures with strong visual content. Instagram offers limited interaction among users.

**ResearchGate** ResearchGate offers the possibility to share technical documentation and engage in scientific discussions with researchers. As members are mainly scientists, the reachable community is significantly smaller and more homogeneous compared to other social networks.

### 3.3 Search for activated accounts

The analyses presented in this thesis are based on the number of FET projects considering the online communication tools mentioned in section 3.2. To this aim, a dedicated search was performed for all projects in Appendix A.

The search was conducted as follows. First, projects were contacted directly to ensure that the related information on the considered communication channels was complete. However, in some cases it was not possible to find the contact details of the project or no answer was received (dare numero). When this occurred, a desk search was performed to gather the required information. It cannot be excluded that the desk search failed to find the website or all accounts activated on the social channels considered for this thesis. Thus, it is highly probable that the list of accounts in Appendix A is incomplete. The results presented in this thesis must therefore be considered as inferior limits when investigating the actual situation.

### 3.4 Overall presence

Out of the 130 projects in the data set, ... have created a website, whereas ... have opened accounts on Twitter, ... on Facebook, ... on LinkedIn, ... on YouTube, ... on ResearchGate and ... on Instagram. The results, expressed in percentage, are shown in Figure 3.1.

The results show that almost all FET projects have created a website. Facebook and Twitter are the two most popular social media within the FET community, hence reflecting the situation experienced in society. Nevertheless, the fraction of projects active on Twitter is significantly larger than that on Facebook. This is opposite to what occurs in society, where Facebook is the most used social media. This indicates that Twitter is considered a more suitable tool for scientific communication.

YouTube and Instagram are not common communication channels among FET projects. This is probably due to the difficulty of collecting visually impacting material capable of drawing attention of disparate audiences not familiar with the research field. The difficulty arises from the fact that the objectives and results of FET projects are often very technical and not appropriate for visual communication. In the case of YouTube, there is the additional problem of the high resources needed for the production of high-quality videos.

. . . and, in the case of YouTube, the high resources required for the production of high-quality videos. Finally, the number of projects which activated an account on ResearchGate is low. This is probably due to the fact that FET researchers

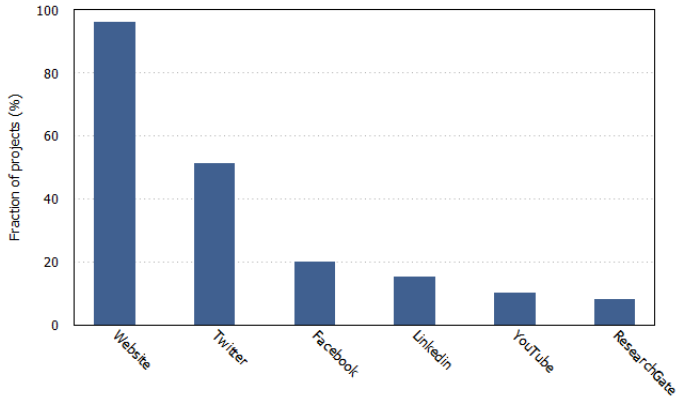


Figure 3.1: Duration and allocated budget of Europe’s Research and Innovation programmes (also known as Framework Programmes, FP). Budgets are expressed in billion Euros.

# Appendix A

## List of FET projects

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Project	Start date	End date	Total fund	EU fund	Website	Twitter	Facebook
A-LEAF	01/01/2017	31/12/2020	7 980 861	7 980 861	a-leaf.eu	@aleaf_h2020	aleaf.h2020
AMECRYS	01/10/2016	30/09/2020	3 533 813	3 533 813	amecrys-project.eu	@amecrysproject	amecrysproject
AQuS	01/01/2015	31/12/2017	2 000 500	2 000 500	kip.uni-heidelberg.de/aqus		
BREAKBEN	01/01/2016	31/12/2018	3 998 793	3 998 793	breakben.eu	@BREAKBENeu	
ChipScope	01/01/2017	31/12/2020	3 759 790	3 759 790	chipscope.eu	@ChipScope_EU	chipscope
CHROMAVISION	01/06/2015	31/05/2019	3 567 025	3 567 025	chromavision.eu		
CResPace	01/01/2017	31/12/2021	4 944 347	4 944 347	crespace.eu		
DEEP-EST	01/07/2017	30/06/2020	15 873 341	14 998 342	deep-projects.eu	@DEEPprojects	
DIACAT	01/07/2015	30/06/2019	3 872 981	3 872 981	diacat.eu	@DIACAT_EU	
DISCOVERER	01/01/2017	31/03/2021	5 726 750	5 726 750	discoverer.space	@DISCOVERER_EU	
DREAM	01/01/2015	31/12/2018	2 784 240	2 730 241	robotsthatdream.eu	@robotsthatdream	
ECOSCALE	01/10/2015	30/09/2018	4 237 397	4 237 397	ecoscale.eu	@ECOSCALE_H2020	
EuroEXA	01/09/2017	28/02/2021	19 949 022	19 949 022			
ESCAPE	01/10/2015	30/09/2018	3 977 952	3 977 952	hpc-escape.eu		
EuroLab-4-HPC	01/09/2015	31/08/2017	1 489 981	1 489 981	eurolab4hpc.eu	@eurolab4hpc	
ExaNeSt	01/12/2015	30/11/2018	8 442 547	8 442 547	exanest.eu	@exanest_h2020	Exanest_h2020-282450078883797
ExaNoDe	01/10/2015	30/09/2018	8 629 247	8 629 247	exanode.eu	@ExanodeProject	Exanode-1669383456699997
ExCAPE	01/09/2015	31/08/2018	3 910 140	3 910 140	excape-h2020.eu		
EXDCI	01/09/2015	28/02/2018	2 551 875	2 551 875	exdci.eu	@exdci.eu	
FLAG-ERA II	01/12/2016	30/11/2021	18 341 250	6 052 612	flagera.eu		flagera
GRACeFUL	01/02/2015	31/01/2018	2 404 943	2 404 943	graceful-project.eu	@gracefulproject	
GrapheneCore1	01/04/2016	31/03/2018	89 000 000	89 000 000	graphene-flagship.eu	@GrapheneCA	GrapheneFlagship
INTERTWINE	01/10/2015	30/09/2018	3 861 400	3 861 400	intertwine-project.eu	@intertwine_eu	
LiRichFCC	01/10/2016	30/09/2019	4 114 753	4 114 753	lirichfcc.eu		
Lumiblast	01/10/2016	31/03/2021	3 031 375	3 031 375	lumiblast.eu		
MAGENTA	01/01/2017	31/12/2020	4 999 778	4 999 777	magenta-h2020.eu		
MAGicSky	01/09/2015	31/08/2018	3 396 439	3 396 439	magicsky-fet.eu	@magicskyf	
MAGNEURON	01/01/2016	31/12/2019	3 473 026	3 473 026	magneuron.eu		
Microflusa	01/09/2015	31/08/2019	3 027 637	3 027 637	microflusa-project.eu		
NanoSmell	01/09/2015	31/08/2019	3 979 069	3 979 069	nanosmell.org		
nuClock	01/06/2015	31/05/2019	3 970 327	3 970 327	nuclock.eu		nuclock.eu
PHENOMEN	01/09/2016	31/08/2019	2 915 886	2 915 886	phenomen-project.eu		
QCUMbER	01/09/2015	31/08/2018	3 219 721	3 219 721	qcumber.eu		
QuantERA	01/11/2016	31/10/2021	40 464 570	11 510 008	quantera.eu		QuanterCoFund
QUCHIP	01/03/2015	28/02/2018	2 681 713	2 681 713	quchip.eu		

Project	Start date	End date	Total fund	EU fund	Website	Twitter	Facebook
QUIC	01/03/2015	28/02/2019	2 774 375	2 386 875	quic-project.eu		
RYSQ	01/03/2015	28/02/2018	4 695 000	4 383 000	qurope.eu/projects/rysq		
SENSE	01/09/2016	31/08/2019	886 500	886 500	sense-pro.org	@senselowlight	
<b>SensAgain</b>	<b>01/09/2017</b>	<b>28/02/2019</b>	<b>99 912</b>	<b>99 912</b>			
subCULTron	01/04/2015	31/03/2019	3 987 650	3 987 650	subcultron.eu	@subCULTron	
2D-INK	01/01/2016	31/12/2018	2 962 661	2 962 661	2d-ink.eu	@2D-INK	2D-INK-1419976004971237
<b>WASPSNEST</b>	<b>01/06/2017</b>	<b>31/05/2018</b>	<b>99 775</b>	<b>99 775</b>	<b>fp7wasps.org/en/</b>		
<b>WhiteRabbit</b>	<b>01/04/2017</b>	<b>31/07/2018</b>	<b>99 750</b>	<b>99 750</b>			

## Appendix B

# Specific lists of FET projects

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