FINAL REPORT

Expert Group on the Humanities

Positioning Humanities Research in the 7th Framework Programme

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APPENDICES

EXECUTIVE SUMMARY

The heightened role of the humanities in the 7th Framework Programme

The 7th Framework Programme (FP7) marks a new stage in the inclusion of the humanities in the Framework Programmes, in that for the first time in the history of these Programmes an entire theme – Theme 8 of the Specific Programme Cooperation - is explicitly addressed to the "Socio-Economic Sciences and the Humanities". Like FP7 in general, and the Cooperation Specific Programme in particular, Theme 8 is directly linked to the (revised) Lisbon Agenda, through which the Union seeks to address what it regards as Europe's current and future key challenges: growth, employment and competitiveness, social cohesion, and sustainability, quality of life, and global interdependence. Theme 8 is designed to "provide a new knowledge base for policies" in these and related fields – in other words, a European policy-relevant knowledge base informed, inter alia, by the humanities.

Theme 8 is divided into the following eight thematic activities:
- Growth, employment and competitiveness in a knowledge society: the European case
- Combining economic, social and environmental objectives in a European perspective: Paths towards sustainable development
- Major trends in society and their implications
- Europe in the World
- The Citizen in the European Union
- Socio-economic and scientific indicators
- Foresight activities
- Strategic activities

In the first work programme released for Theme 8 on 22 December 2006, the above activities are further divided into areas and topics, with project proposals being invited at the level of topics. Among the topics under Activity 3 are, for example, "Migration", "Youth and social exclusion", and "Cultural interactions and multiculturalism in European societies", i.e. societal developments that may well challenge the success of the Lisbon agenda. Each topic is mapped out in terms of issues that "should" or "could" be addressed by research teams.

As signalled by the very name of the Specific Programme, research carried out under Theme 8 is to be collaborative (and comparative), involving researchers and research institutions from a number of countries participating in FP7. Moreover, especially in the case of "large-scale integration projects", such cooperation is expected to involve a "range of different disciplines". To some extent, the approach adopted for Theme 8 reflects emerging trends in humanities research in general. Cooperation, multi- and interdisciplinarity and societal relevance / problem orientation are increasingly being seen as relevant to the future of humanities research. Or, to put it the other way round, the humanities are increasingly being expected to reflect on, and offer orientation with regard to values and developments in society and, to this end, to engage in problem-oriented research clusters.

The challenge posed to the humanities by Theme 8

Without doubt, European or international multidisciplinary or interdisciplinary cooperation constitutes a major challenge for humanities researchers, many of whom are engaged in the pursuit of individual research careers anchored in specific disciplines or sub-disciplines, and jealously guard their own fields of specialisation. However, Theme 8 constitutes an additional challenge. Humanities researchers who do subscribe to interdisciplinary problem-oriented research are normally used to defining their "topics" themselves, or at least expect the topics to be defined by the research community. The research agenda of Theme 8, however, was defined by the Council of the European Union and the European Parliament and implemented by the European Commission and the participating countries in consultation with the scientific community. The greatest challenge may well be that groups of humanities researchers who wish to submit project proposals under Theme 8 have to formulate questions based on their own specific research methods and research agendas that are clearly related to a given topic and that, together, constitute a research scenario which can be expected to lead to the creation of policy-relevant new knowledge. This implies that humanities researchers have to

recognise their own specific potential contribution to the analysis of a given societal problem or set of problems, and to the development of proposals for resolving the problem or set of problems in question. It should be equally clear, however, that the outcomes of humanities-led research cannot be expected to take the form of targeted advice to policy-makers and decision-makers.

It is important to point out in this context that the research objects and objectives presented in Theme 8 do not so much require the development of totally new research methods, but rather the application of existing research methods to policy issues; however, FP7 research projects may well lead to the further development of existing methods, as well as to the application of research methods that humanities researchers are often not trained in. Moreover, the use of advanced technologies may well trigger the development of new methods. While there can be no doubt that Theme 8 presents a major challenge for humanities researchers, it also constitutes a unique opportunity for them to make a genuine contribution to the further development of European society and societies. Seen in this way, Theme 8 presents a strong encouragement to the humanities research community to reflect on its role in, its relevance to, and its potential impact on society.

Expert Group on the Humanities: remit and composition
In February 2006, the European Commission's Directorate-General for Research (DG Research) set up an Expert Group on the Humanities (EGH), whose members were to advise DG Research with regard to the development of the FP7 Work Programme. Among other things, the EGH was to
- assess to what extent EU collaborative and comparative research, and FP instruments were adapted to disciplines and fields within the humanities;
- assess how some key concepts of EU collaborative and comparative research, such as "societal impact", "added value" or "policy relevance" could be better understood and fully integrated into proposals by humanities researchers;
- advise DG Research on the formulation of the FP7 Work Programme, particularly on the use of a more "humanities friendly" terminology.

These terms of reference are a clear indication that DG Research were keen to make sure that the Work Programme would in fact attract a substantial number of research proposals and that those submitting proposals would have a clear understanding of what was expected of them.

The EGH was comprised of eleven members from ten EU Member States and from the USA, drawn from a wide range of disciplines, including Language and Literature; Political Philosophy, and Political Theory; History, Economic and Industrial History; and Historical Anthropology; Ethnology; Cognitive Psychology, and Pedagogy; Gender studies; Heritage management.

An inclusive concept of the humanities
The fact that DG Research had brought together experts from diverse backgrounds, including what are sometimes called "border disciplines", seemed to indicate that DG Research favoured an inclusive definition of the humanities. Moreover, EGH members were aware of the fact that the humanities are defined differently in different European research traditions. This plus the view held by Group members that it was impossible to make a rigid distinction between the humanities and the social sciences led to the adoption of an inclusive concept of the humanities, comprising, among others, language (both modern and classical), linguistics, literature, history, political theory, jurisprudence, philosophy, anthropology, archaeology, comparative religion, ethics, the history, criticism and theory of the arts, media and cultural studies, aspects of social sciences which have humanistic content and employ humanistic methods, and finally the study and application of the humanities to the human environment - with particular attention to reflecting our diverse heritage, traditions and history, and to the relevance of the humanities to the current conditions of national life.

Activities undertaken and outcomes achieved by the EGH
The EGH as a whole, and individual members of the Group analysed and discussed the following documents in detail:
- Theme 8 of the Specific Programme Cooperation
- the Draft research agenda for Theme 8 (Web-based consultation document)
- the first draft of the Work Programme for Theme 8 for 2007 (version July 2006)
- the Provisional Work Programme for Theme 8 for 2007 (released on 22 December 2006)

In the event, the EGH needed quite some time to reach a common and positive understanding of the approach underlying Theme 8. General discussions apart, the work of EGH progressed in three stages:

1   *Identification and description of concrete research topics under Theme 8*
    This way, EGH members were encouraged to consider research under Theme 8 from the "issue" end and to use a language / terminology that was not rooted in specific disciplines or national traditions. Moreover, the EGH provided the Commission with concrete examples of humanities friendly terminology.

2   *A thorough analysis of the Web-based research agenda (by individual members and the Group as a whole)*
    The analysis had three major aims: (i) to establish the degree of relevance of individual topics to the humanities at three levels: humanities appropriate (> 80% of a given project to be carried out by humanities researchers); humanities friendly (topics of prime interest to researchers outside the humanities, but inviting a substantial contribution from humanities researchers); topics of no direct interest to the humanities; (ii) to rank the topics within the three categories established in order of relevance; (iii) to subject the language used to a critical analysis and to suggest improvements.

3   *A thorough analysis of the first draft of the Work Programme*
    The EGH made a detailed comparison between the Web-based research agenda and the first draft of the Work Programme, assessing in particular to what extent its comments on the research agenda had been heeded in the drafting of the Work Programme. The Group also attempted to list which disciplines could contribute to selected topics rated "humanities appropriate".

The principal insights gained by the EGH from its work and discussions were summarised after the Group's final meeting as follows:
- The humanities should not be exclusively related to the arts, literature and culture; rather, the various humanities disciplines can provide content, critical and conceptual thinking, and self-reflection in relation to political, social, and cultural change in general.
- Humanities research can add a focus on the cultural and historical dimensions of European integration and current developments in society, including all the challenges raised by the Lisbon Agenda. Humanities scholarship is a resource that is underutilised with respect to the Lisbon Agenda and other policy agendas.
- While Activities 3 (notably Area 3: "Cultural interactions in an international perspective") and 5 (notably Area 2: "Diversities and commonalities in Europe") and their topics are directly and primarily addressed to the humanities research community, requiring research input from a wide range of humanities disciplines, Activities 1 ("Growth, employment and competitiveness in a knowledge society"), 2 ("Combining economic, social and environmental objectives in a European perspective: paths towards sustainable development") and 4 ("Europe in the World") are overtly primarily addressed at socio-economic researchers. However, the latter activities also feature topics that invite participation and input from humanities disciplines, although, admittedly, the descriptions of these topics in the original draft Work Programme to a large extent did not accommodate participation of humanities disciplines. The same is true for Activity 7 ("Foresight activities").
- The language used in the three documents analysed in detail reflects the terminology and problem formulation used in socio-economic disciplines. If Theme 8 is to attract the interest of a wide range of researchers from the humanities, work programmes have to be phrased in a language that describes the issues at stake in a more transparent manner, formulating problems rather than presenting strings of terms.

- Given the fact that Theme 8 presents a major challenge to humanities researchers, the issue of the funding level of individual projects is obviously of major importance. Clearly, Theme 8 is in competition with well-endowed research funding programmes in place in a number of Member States, as well as with the funding opportunities available through the European Research Council.

Impact achieved by the EGH

The EGH was gratified to note that its comments had been taken into consideration in the preparation of the Provisional Work Programme.

- While in the first draft of the Work Programme Activities 1, 2 and 4 were clearly earmarked for economic sciences, the introduction to the Provisional Work Programme ("Context") is at pains to stress that "humanities researchers are invited to actively contribute to all Activities / Areas / Topics of this Work Programme, even beyond their specific areas of expertise".
- In line with this message, the language of most of the Provisional Work Programme has vastly improved.
- Even though in this the first Work Programme most topics are drawn from Activities 1 and 2, dealing with competitiveness, growth, employment, and sustainable development, it is made clear in the introduction that "over the seven years of the programme's implementation, "it is intended that a broad balance will be observed among the Activities". In fact, the Work Programme indicates that a number of topics prioritised by the EGH will be included in forthcoming calls. Given the fact that it may still need some convincing before humanities researchers are ready to bid for projects under Theme 8, this may indeed be sound policy.

The EGH was also pleased to note that its insistence on the importance of Theme 8 to the humanities had been taken note of at Member State and institutional level. A point in case is the initiative taken by the German Federal Ministry of Education and Research whereby German humanities researchers are to be supported in the development of grant applications and in the creation of research consortia.

Recommendations

1) Further efforts should be made to make the descriptions of topics more humanities friendly. The policy adopted for the Provisional Work Programme, whereby "pointers" to specific humanities disciplines are included should be applied more consistently.
2) In view of the fact that many humanities researchers regard the preparation of FP grant applications as a major hurdle or hold the view that FP research is "not for them", DG Research should showcase successful applications submitted by humanities-led consortia.
3) In order to dispel the impression widely held among the humanities research community that FP research is not "scientific", DG Research should see to it that in the dissemination of project outcomes the link between innovative research and policy-relevant outcomes is clearly demonstrated.
4) Theme 8 should be implemented as a dynamic, developing process. Small-scale projects pursuing similar objectives should be encouraged to seek opportunities for cooperation with a view to forming larger consortia.
5) DG Research should take note of new research proposals originating from the field of education to the extent that these are relevant to the Lisbon Agenda.
6) In view of the fact that Member States and individual institutions are seeking to stimulate collaboration between the humanities and the hard sciences, DG Research should make a stronger effort to arouse the interest of humanities researchers in other Themes of FP7.
7) DG Research should reconsider the funding levels for humanities research in order to make sure that high-calibre researchers are attracted to the programme.
8) Consideration should be given to the creation of opportunities designed to train young researchers in collaborative, policy-oriented research in international contexts.

9) Specific institutes should be created across Europe designed to encourage international, policy-oriented humanities research; these institutes should also run dedicated third-cycle programmes.

10) In order to raise awareness among young humanities researchers of the importance of the participation of the humanities in policy-oriented research, dedicated paid internships should be created in the European Institutions.

11) In view of the fact that the work undertaken by the EGH had considerable impact on the wording of the Provisional Work Programme, DG Research should convene a more permanent expert group for the humanities to accompany the further development of Theme 8.

12) In order to improve contacts with humanities researchers, DG Research should strengthen and coordinate its outreach activities.

13) DG Research should see to it that humanities disciplines are represented on all the evaluation panels to be convened in connection with Theme 8.

PREFACE

Relevance of the Report

The 7th Framework Programme was devised with the aim of building on the achievements of its predecessor, the 6th Framework Programme, while aiming to address and provide a key contribution to the Lisbon Strategy, which seeks "more and better jobs in a more dynamic, innovative and attractive Europe" [1]. Theme 8 of the Specific Programme "Cooperation", which is headlined "Socio-Economic Sciences and the Humanities", was devised to ensure that the strategy is not just economically focused, but that it is culturally secure and linked to overall societal benefit. The case for increased humanities participation in European policy-orientated research is grounded in an approach that sees a need for culturally-orientated critical reflection to inform all aspects of research, and policy formulation. By targeting the humanities in Theme 8, the 7th Framework Programme has created a significant new opportunity for humanities research participation and for development within the humanities at European and national level. This report provides an evaluation of the Provisional Work Programme 2007 with a view to encouraging humanities participation in the first round, as well as the basis of support of further humanities contribution in the programme going forward.

The rationale underlying the creation of the Expert Group on the Humanities

While European Research Framework Programmes have been in place for almost 25 years (FP1: 1982 – 1986), it is only in the last 13 years that funding provision has been made for the inclusion of the socio-economic sciences, humanities and socially-orientated studies (FP4: 1994 – 1998; Targeted Socio-Economic Research - TSER). The 6th Framework Programme was really the first programme that provided funding opportunity of any significance for the inclusion for humanities research, linked to socio-economic sciences (Priority 7: Citizens and Governance in a knowledge based society of the Specific Programme ***Integrating and Strengthening the European Research Area***)[2]

The research of the Framework Programmes is problem-orientated and there is a perception – perhaps not fully warranted - that humanities research is largely discipline-based and rarely policy-focused. For this reason, it has been difficult to successfully 'place' humanities research within the Activities of the Framework Programmes in the past. Other European initiatives, notably the establishment in 2005 of HERA (Humanities in the European Research Area), a project funded by the European Commission and the 6th Framework Programme and related to the ERA-Net scheme, have sought the participation of the humanities as a field

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[1] http://ec.europa.eu/growthandjobs/index_en.htm).
[2] www.eabis.org/Fisch_pdf_media_public.aspx.

"*essential research for Europe*" which would also be embedded in "*important policy debates and strategies for harnessing the creative and innovative potential of society*". "*The humanities have a fundamental role to play in ERA, and this is not only in terms of achieving the Lisbon Agenda. Our disciplines lie at the heart of what Europe is about……..*".[3]

The Expert Group on the Humanities (EGH) was established with the aim of reviewing and elucidating the potential key contributions of humanities research to the 7th Framework Programme, with particular reference to **Theme 8,** the Specific Programme **Cooperation,** while also aiming to analyse how best to encourage the greater integration of humanities research within the Research Framework Programmes generally. The Group was also asked to advise the Directorate General for Research on the use of more 'humanities friendly' language in the calls for participation in the 7th Framework Programme leading to significant appropriate development in the use of language for the Provisional Work Programme 2007.

The remit of the Expert Group on the Humanities

The Expert Group was convened in order to:

- identify potential obstacles to the integration of humanities research into the 7th Research Framework Programme;
- advise the European Commission on measures (and their rationale) for increasing and strengthening humanities participation within the work of the European Research Area; and
- Advise the DG RTD on the process of refining the FP7 Work Programme and incorporating the use of more 'humanities friendly' language where appropriate.

The task of the Expert Group was to focus its discussion and deliberations on the following issues:

- to assess the extent to which EU collaborative and comparative research objectives and FP instruments are adapted to disciplines within the humanities
- to assess how key concepts of EU collaborative and comparative research, such as 'societal impact', 'added value' and 'policy relevance' can be better understood and addressed by humanities researchers and integrated into proposals by the scientific community of the humanities
- to address fragmentation of the humanities, within individual disciplines and within and between member states, as a potential handicap for participating in collaborative research at a European level
- to address the issue of including 'border' disciplines, such as media studies, visual arts and design and information studies

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[3] Esler in HERA Annual Conference Proceedings, Lon, 2005, 9.

■ to address issues for the humanities in the creation of research infrastructures and the need for greater mobility of researchers

The 11 members of the Expert Group were drawn from a wide range of humanities or border disciplines and backgrounds as follows:

Professor Wolfgang Mackiewicz (*Chairman***),** (English Philology), Freie Universität Berlin, Germany

Ms Margaret Gowen (*Rapporteur)*, (Private-sector Heritage Management and Archaeology), vice-chair European Association of Archaeologists and Institute of Archaeologists of Ireland, Managing Director Margaret Gowen & Co. Ltd, Ireland

Professor Christine Agriantoni (Contemporary Economic and Industrial History), Centre fo Neohellenic Reserach, University of Thessaly, Greece

Dr Anna Bosman (Pedagogy), Radboud University Nijmegen, The Netherlands

Professor Adriana Cavarero (Political Philosphy), University of Verona, Italy

Professor Roman Horak (Political Theory, Popular Culture), University of Applied Arts, Vienna, Austria

Professor Gabor Klaniczay (Medieval History; Historical Anthropolgy), Central European University, Budapest, Hungaria

Dr Yunas Samad (Modern History, Ethnology), University of Bradford, United Kingdom

Professor Liliana Tolchinsky (Linguistics), University of Barcelona, Spain

Professor Guy Van Orden (Cognitive Psychology), University of Cincinatti, U.S.A

Dr Alina Zvinkliene (Gender Studies), Institute for Social Research in Vilnius, Lithuania

The Expert group was coordinated by **Dr Pascal Dissard** (Scientific Officer, EC DG/RTD, Directorate L, "Science, economy and society", Unit L4 "Scientific culture and gender issues, secretarial support: **Ms Danielle Epis**).

The activities undertaken by the Expert Group on the Humanities

The Expert Group met on four occasions between February and October 2006, assisted and informed by contributions from DG RTD staff (Mr Theodius Lennon, Director; Dr Dimtri Corpakis, Head of Unit L1; Ms Silvia Dürmeier, Scientific Officer).; Dr Ruediger Klein, European Science Foundation (Humanities Unit); and by Professor Ann Katherine Issacs, University of Pisa, Coordinator of CLIOHRES.net (Network of Excellence in History) and of the European Archipelago of Humanistic Thematic Networks. During that time the Group as a whole, at its meetings, and its individual members, in between meetings, examined and analysed the (draft) texts of Theme 8 of the specific programme 'Cooperation' as the work programme text was being developed. This included the preparation of submissions on:

■ the web-based consultation document (the draft research agenda for Theme 8)

- the first draft of the Work Programme (version July 2006)

Individual members of the Group also commented on the Provisional Work Programme for Theme 8 released on 22 December 2006.

The Group members took some time to familiarise themselves with the conceptual content, research focus, thematic orientation and language use in the draft documents. A common understanding of the approach was achieved with much discussion and dialogue, and this facilitated the preparation of following responses to the Directorate-General for Research:

- the identification of topics in Theme 8 that invite humanities participation, and to consider the potential research frameworks and responses to such topics
- the use of language in the draft programme texts
- the preparation of example texts that indicated how use of language be improved
- a detailed analysis of the web-based consultation document, which assessed the document for its potential to attract humanities participation
- a detailed analysis of the first draft work programme

Results and outcomes (in general terms)

By the time the Expert Group first met, in February 2006, the draft research agenda for Theme 8 of Cooperation (Socio-Economic Sciences and the Humanities) was already in the process of being drafted. The group did not, therefore, have the opportunity to advise on the draft text prepared prior to its release for web-based consultation.

The Group, however, examined the draft research agenda in detail, and individual Group members analysed and submitted detailed written comments and observations on the activity areas and topics devised. It also sought to define, for its own terms of reference – and for the Framework Programme – the nature of humanities research, its traditions and the possible limitations of some existing perceptions of its research range and content. The Group also sought to establish the nature and range of potential humanities participation within the Theme 8 and the sort of adjustment in focus that would be required of some humanities disciplines in order to successfully participate in the research of the Framework Programme.

The EGH struggled initially with the language formulation used in these draft texts. But between April and June 2006 it focused its collective deliberations in relation to language use and thematic content on Activity 3; Area 3 "Cultural interactions in an international perspective" and Activity 5, Area 2 "Diversities and commonalities in Europe" in particular, while its individual members generated responses to the draft Theme 8 Topics in their own right. The EGH also collectively examined Activities 1, 2 and 4 to establish how successfully these might invite humanities participation. The Group set about advising on the text used and devising alternative text formulations, indicative examples of which were prepared and

presented in order to illustrate the potential for more appropriate humanities-orientated language and content. (Appendix 4)

Simultaneously, Group members individually examined and responded to the **web-based consultation document**, which issued in April 2006, and the Group, as a whole, presented a summary of its views, advice and comments on this text in June 2006, with specific reference to the use of language, terminology and topic formulation in order to assess the degree to which these might discourage humanities participation (Appendix 5).

Later the Group turned its attention to the Theme 8 Draft Work Programme (Version July 2006), and individual members of the Group also to the text of the Theme 8 Provisional Work Programme 2007 (published on 22 December 2006).

The meetings were all characterised by wide-ranging discussion, reflecting the great range and diversity of humanities research disciplines and traditions represented by its members. The inclusion of experts from "border disciplines" in the social and psychological sciences gave rise to significant discussion on the potential for interdisciplinary collaboration and for the development of new applications for research in this regard. With the assistance of its Chairman and Dr. Dissard and information presented by DG Research personnel, the Expert Group arrived at a full understanding of the requirements and focus of the Framework Programmes generally and the 7th Framework Programme in particular, while focusing on the potential position and contribution of humanities research participation with regard to the Activities, Areas and Topics of Theme 8. Ultimately, the dialogue led towards the formulation and clarification of the specific recommendations that are outlined in this report.

The group also discussed and reported on related issues such as:

- the structure and nature of the funding provision within the Framework Programme and potential difficulties that these might give rise to from a humanities perspective
- the potential need for an approach to research that develops in new directions while remaining based on existing traditions
- the issue of what type of researcher might be required – and where these researchers might be drawn from
- the need to articulate the value of humanities research contribution in the areas of content, critical and conceptual thinking and the critical reflection required of the Theme 8 topics
- How humanities participation in EC policy-orientated research can add value to the research topic which address the challenges of the Lisbon Agenda.

The findings and their impact

The findings of the EGH and the documents prepared were clearly welcomed and were taken into consideration throughout the preparation of the Provisional Work Programme. Of

particular note, the language of the Provisional Work Programme was adjusted in order to address the advice of the EGH. Further to its examination of the first draft and the identification of the fact that Activities 1, 2 and 4 of Theme 8 were going to be of greatest relevance to the socio-economic sciences, the Introduction to the Provisional Work Programme stresses that "humanities researchers are invited to actively contribute to all Activities / Areas / Topics". While Activities 1, 2 and 4 still remain focused on competitiveness, growth and employment and sustainable development, it is clear that "over the seven years of the programme's implementation it is intended that a broad balance will be observed among the Activities". Furthermore, the Provisional Work Programme has integrated the advice of the EGH and indicates that topics identified by the EGH will be addressed and incorporated into future calls.

The level of response has been such that this report confidently sets out the background, content and deliberations of the EGH and advocates a range of recommendations for future consideration and action.

INTRODUCTION

(1) An inclusive definition of the humanities

The humanities cannot be equated with the 'hard sciences' but are rather a mix of disciplines that can be best described as *Sciences de l'homme.* The humanities are traditionally defined as a wide range of academic disciplines in the areas of:

Arts, History, Literature, Linguistics, Philosophy and Religion.

This discipline-centred definition of humanities has required extension as humanities are becoming increasingly diverse and are integrating in elements of the cognitive and social sciences. What tends to differentiate the humanities in these contexts is their particular approach and methods.

The **Frascati Manual** (OECD *Proposed Standard Practice for Surveys on Research and Experimental Development*) definition of humanities[4] includes:

- History (History, Prehistory and History, together with auxiliary historical disciplines such as Archaeology, Numismatics, Palaeography, Genealogy etc.)
- Language and Literature (ancient and modern)
- Other humanities [Philosophy (including the History of Science and Technology)
- Arts, History of Art, Art criticism, Painting, Sculpture,
- Musicology, Dramatic Art excluding artistic research of any kind
- Religion, Theology
- other fields and subjects pertaining to the humanities,
- methodological, historical and other S&T activities relating to the subjects in this group

The inclusion of reference (from a humanities perspective) to science and technology in this definition is notable.

The European Science Foundation ESF[5] provides a lengthier list of inclusions that identifies the individual disciplines of:

- Anthropology, Ethnology & Folklore
- Archaeology
- Art and Art History
- Classical studies
- Cognitive Science
- Gender Studies

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[4] http:// www1.oecd.org/publications/e-book/9202081E.PDF
[5] www.esf.org

- Heritage Studies
- History
- History & Philosophy of Science
- Literature
- Linguistics
- Oriental and African Studies
- Pedagogical & Educational Research
- Media Studies
- Music and Musicology
- Philosophy
- Psychology
- Religion and Theology

The ERCH (European Network of Research Councils in the Humanities, now HERA ERA-Net[6]) classification of humanities disciplines stress that their scope covers "[…] a wide range of disciplines within the field of […]"

- Arts
- History
- Literature
- Linguistics
- Philosophy
- Religion

With overlapping themes in the disciplines of:

- Anthropology
- Contemporary History
- Media studies
- (within) Psychology

The ERCH stresses, as mentioned above, that the"[…] approach and methods are usually what distinguish humanities from social sciences. In this respect, the ERCH has an inclusive approach and considers related disciplines relevant to the humanities […].

The EGH adopted an inclusive concept of the humanities, also bearing in mind that the humanities are defined differently in different European research traditions.

The development of coordination of national policies at EU level
ERA/ERA-Net and humanities research

The European Research Area was established to improve co-ordination and collaboration across all areas of European research. Its primary vehicle for achieving this goal was the 6th Framework Programme, within which it sought, with generous EU funding, to promote greater research integration, co-ordination and exchange in European science and research. ERA also specifically promoted joint national research programmes while a parallel development in several EU states, through their own research councils, sought to encourage the creation of research clusters which could include non-university partners.

Humanities research did not initially have a significant profile in the work of the ERA. The development of the HERA ERA-net (Humanities in the European Research Area) in 2005 and new funding instruments, such as the Networks of Excellence (NoEs) in FP6, however, focused on the need to 'mobilise' greater humanities and social sciences participation. This was encouraged through the provision in the 2004-2006 work programme of FP6 (Priority 7: Citizens and Governance in a Knowledge Base Society) for specific humanities and Social Sciences involvement.

Building on the recognised potential contribution of humanities research to the ERA in FP6, the creation of the 7th Framework Programme has placed the humanities research contribution to the ERA on a far more clearly articulated foundation, incorporating humanities and socio-economic sciences as key elements in the Specific Programme "Cooperation", Theme 8, with its focus on: growth, employment and competitiveness in a "Knowledge Society".

With regard to the "knowledge society", humanities research has a dual function. On one level, Humanities disciplines in collaboration with the socio-economic sciences can inform Europe's "knowledge society" with commercially/economically applicable direction and results, while at another level these disciplines can and must also generate "knowledge" that can be applied in a non-commercial, societal setting.

National Research Initiatives

In tandem with the development of the ERA a parallel development has been taking place in individual European states with the creation of dedicated National Research Councils for the humanities, or for the humanities and social sciences. These have a role in providing funding directly to research linked to national policy, but also have an important role in fostering of collaborative research clusters and the assisting research development and focus on new sources of research funding. Britain, France, Germany, Ireland and Spain can be cited as examples in this regard.

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[6] http://www.heranet.info

With a view to encouraging greater international collaboration and the creation of international research clusters, the establishment of the ERA-Net has brought each national initiative and their research councils within one European umbrella organisation. In this context the humanities and socio-economic sciences have an acknowledged position and role to play.

It is notable that in this year of German EU presidency, the German Ministry of Education and Research has declared 2007 the '***Year of the Humanities'*** in Germany. The Ministry shares the view of the Science Council that the future of humanities research depends, among other things, on the ability of researchers to communicate their research to society and to contribute to the development of society. As part of its funding initiative for the Year of the Humanities, the Ministry is going to support humanities researchers with regard to the preparation of FP 7 applications and the creation of research consortia.

(2) The position of the Humanities

Humanities research and the structure of science

Unlike the 'hard' sciences, humanities disciplines have traditionally remained discipline-focused and their development has been linked to a great extent to teaching and teaching institutions. With strong national, institutional and linguistic links, humanities research has historically been largely thematic in its traditions and its scientific focus. Fragmented as a consequence in a European context, humanities research has traditionally taken place in universities and in national research institutes and is often culturally and linguistically aligned. It can sometimes, therefore, be regarded as being esoteric, self-serving, thematically parochial and limited in its outlook.

Humanities research and its methods seek to enrich society's understanding of the human condition. It does this by improving its cognitive capacity through ability to articulate aspects of cultural formation and development in the broadest sense. In this way the humanities can assist in informing issues for society and for placing the creative and innovative capability brought to it by the 'hard' sciences. Adding the socio-economic sciences, with particular methods to the 'mix', closes the circle.

Humanities research and society

Humanities research seeks to document, understand, enhance and enrich the quality and content of creative human thought and its expression, while seeking to analyse and document the progression and development of society through its disciplines. The humanities have had a distinct role in the development of society through the refinement of its languages and its literature. Humanities also have a history of being used in the past to inform societal trends, provide explanation for social phenomena and to achieve forms of societal validation.

However, it has to be admitted that humanities research does not have a tradition of societal problem-orientation or of specific research links with the socio-economic sciences. Examples of specific applications can, of course, be cited but these are relatively rare.

Without a concerted focus on return of research results through dissemination to society as a whole, it can appear that modern society derives limited benefit from humanities research (this can certainly be said of social policy formulation in the past). It is clear, however, that the results of the whole range of humanities studies in literature, language, history, philosophy, cultural heritage, sociology and other disciplines, can and do filter into the public domain. If the results are positioned successfully, they can persuasively inform political and social thinking, particularly at national level.

In modern Europe, humanities disciplines are faced with the challenges articulated in the Lisbon Agenda and providing suitable knowledge return to areas of information deficit in this context. The Lisbon Agenda seeks to address the needs of economic growth and progress through innovation (not just in science and technology) while achieving sustainability and the quality of life of European citizens. It seeks to improve social cohesion while reinforcing Europe's core values and respecting diversity in its many manifestations. A critical understanding of the drivers, trends and issues lies at the heart of the challenge.

> *Humanities research can contribute in a fundamental way to a shared analysis and understanding of complex and interrelated socio-economic challenges that Europe is confronted with*. (7th Framework Programme, Theme 8, Cooperation Provisional Work Programme 2007)

The restructuring of research in Higher Education

In recent years universities and higher education structures have developed and changed considerably and the position of research within them has also changed. The influence of the European policy framework devised for higher education across Europe in the Bologna Process has yet to be fully developed, but already its impact is being felt. The Bologna Declaration[7] in June 1999 put in motion a series of reforms in European higher education in order to make third level education, training and qualification frameworks more compatible and comparable across European states and to make education provision more competitive and more attractive for students from Europe and for the participation of students from other continents.

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[7] http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf

The provision of direct funding for research within universities and other higher education institutions has significantly reduced as the running costs of universities and other higher education institutions have increased, presenting huge challenges for teaching and management and for research. Increasingly linked to 'product', research in universities has had to focus on the task of identifying the potential for external research grant funding while addressing the challenge of validating research themes and direction in an increasingly competitive environment. Having said that, some EU state universities are now actively encouraged through their National Research Councils (see also ERA-Net) to embrace to and include non-university partners in research. Humanities disciplines nonetheless have faced a particular challenge in this restructuring process.

(3) The basic principles of research funded under the Specific Programme "Cooperation"

The 7th Framework Programme has four Specific Programmes each organised to address four identified components of European research and each designed to handle research themes in different ways. These are Cooperation, Ideas, People and Capacities.

- ■ The Theme 8 of the 'Cooperation' Specific Programme is organised into *Activities* that are sub-divided into *Areas* and *Topics.* Proposals are invited at the level of *Topics*.

The Specific Programme "Cooperation"

The objective of the Specific Programme "Cooperation" is to respond to the agendas of the Lisbon and Gothenburg summits (europa.eu/growthandjobs/pdf/COM2005_024_en.pdf). The strategy arising from Lisbon seeks to generate in-depth, shared understanding of the complex socio-economic challenges Europe is faced with. These challenges include the need for economic growth and competitive but sustainable development linked to employment, social cohesion and the maintenance of the envied quality of life of European citizens. Associated challenges include a need to analyse the drivers of economic growth and change in modern Europe and to generate research on and understanding of the needs for education and training across all sectors of society to promote economic development and knowledge creation while protecting and promoting social cohesion within the enlarged European Union. It is the objective of the Specific Programme "Cooperation" to improve the European knowledge base for the benefit of effective policy formulation in all the areas concerned.

The Specific Programme "Cooperation" is devised to be:
- ■ problem oriented
- ■ policy relevant

■ collaborative

■ multidisciplinary

■ pan-European and international

It is also important to note that many of the Areas and Topics within the Programme require a significant element of comparative study.

Funding schemes

There are three funding schemes devised for the specific programme Cooperation.

1. **Collaborative research projects**

    Two different types of collaborative research projects are encouraged:

    ■ small- or medium-scale focused projects with an EC contribution of 500,000Euro to 1,500,000Euro which should be targeted at specific objectives to improve competitiveness and/or address major societal needs;

    ■ Large-scale integrated projects with an EC contribution of 1,500,000Euro to 4,000,000Euro which must possess a set of defined, integrated activities and cover a range of aspects. These projects have to be objective-driven with specified deliverables and incorporate and address a range of issues using a range of different disciplines.

2. **Research for the benefit of specific groups**

    For the purposes of this funding scheme, the Commission is seeking to support research and technological development, to a level of 1,000,000Euro where research is carried out specifically for the benefit of identified civil society organisations (CSO) and their networks.

3. **Coordination and Support Actions**

    These grants, subject to calls for proposals, will be aimed at coordinating and supporting research according to the profile of each topic and will include public procurement and expert groups.

(4) Other Specific Programmes relevant to humanities research

Theme 8, "Cooperation" is not the only element of the Framework programme that is relevant to humanities research. Three other Themes are also relevant.

Ideas

The 'Ideas' Specific Programme supports 'researcher-led' primary research and is the programme of the European Research Council (ERC). It focuses on promoting ground-breaking developmental 'frontier' research primarily in scientific and technological scholarship, but not necessarily exclusively so. The programme aims to stimulate 'investor-initiated' research and will seek best practice outside of conventional research structures. The programme has two funding streams, operating from a 'bottom-up' basis, across all research fields, without predetermined priorities. It must be noted that five out the twenty-two members of the Scientific Council of the ERC come from the SESH (two from Humanities disciplines)

People

The 'People' Specific Programme incorporates the 'Marie Curie' actions to provide specific support for individual researchers. It operates across all research themes.

Capacities

The 'Capacities' Specific Programme is designed to assist in the creation and support of research infrastructures. It includes provision for research capacity-building in SMEs while focusing on international cooperation and addressing issues for 'science in society'. This research theme is an important one that requires a contribution from the humanities. It reflects on the role of science in culture and how this is presented to and used by society in differing cultural contexts. The "ERA-net / ERA-net Plus" scheme is opened under Capacities and a specific budget line is devoted for SESH within the first call (budget 5M Euro).

I BACKGROUND

(1) The evolution of the humanities in the Framework Programmes

While European Research Framework Programmes have been in place for 25 years (FP1: 1982 – 1986), it is only in the last 13 years that specific funding provision has been made for the inclusion of the socio-economic sciences and humanities studies. In FP4 (1994 – 1998) a small research domain called Targeted Socio-Economic Research (TSER), with a budget of 112 MEuro, was created. Three axis of research were opened:

  (i)   Scientific and technology policy options;
  (ii)   Education and training;
  (iii)   Social exclusion and social integration.

In FP5, a key action "Improving the Socio-economic knowledge-Base", with a budget of 155 MEuro, was implemented with four domains of research:

  (i)   Societal trends and structural changes;
  (ii)   Technology, society and employment;
  (iii)   Governance and citizenship;
  (iv)   New development models fostering growth and employment.

The major change for SESH occurred in FP6, with the creation of a specific Priority "Priority 7: Citizens and Governance in a knowledge based society" (budget 225 MEuro). Seven Research Areas were opened within Priority 7 and some of them were of direct relevance to the humanities (e.g. "The variety of paths towards a knowledge society", "New forms of citizenship and cultural identities", "Actions to promote the European Research Area and the social sciences and humanities and their contribution to the knowledge based society").

In FP7, following the recommendations of the European Research Advisory Board (EURAB Report, December 2005)[8], Theme 8 of the Specific Programme Cooperation is focused on attracting humanities research which could have a potentially transformative role in the research at the European level (EURAB/2005;Recommendation 5: "*For Theme 8, there is a pressing need to identify and include priorities for high quality research in the humanities in the upcoming Work Programme, so as to achieve a good balance between social sciences and humanities content, and attract contributions from the best humanities researchers*").

(2) Lisbon Strategy and Humanities

The Lisbon Strategy, with its focus on the twin developmental challenges of European **economic progress** and **social cohesion,** is central to the composition and strategic thinking behind the specific inclusion of the humanities in Theme 8, Cooperation.

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[8] http://ec.europa.eu/research/eurab/pdf/eurab2005_reprec_ssh_7fp_en.pdf

The key competences of the Lisbon process will be measured against the European social model that requires a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, inclusion and employment. The policy context for humanities in relation to the Lisbon Strategy is very clearly set out in the Provisional Work Programme 2007 for Theme 8 "Cooperation" as follows:

> *"The ambitious agendas set out by the Lisbon and Gothenburg summits can only be achieved through a process that reconciles distinct but complimentary objectives. These objectives apply to all research within the Framework Programme ……….*
>
> *The socio-economic sciences and humanities Theme will operate at the interface between these objectives. It will do this by supporting research and related activities aimed not only at providing the basis for policy development but also at improving insight and understanding of the key underlying trends and factors driving them. This Priority should therefore help to improve our knowledge in these fields but also our policies"*

The cohesive vision of the Lisbon Agenda faces the challenge of being thrown into jeopardy by the stresses of EU enlargement, the failure to date to achieve the adoption of the EU Constitution and the pursuit of national developmental agendas and issues in isolation. It is very clear from this and from the language and content of the Provisional Programme 2007 that there is an acceptance that a critical and important contribution to FP7 is required from humanities research and that the humanities have the opportunity to assist in addressing a range of key issues. Table 2 sets out the range of these issues that all require humanities research input and all of which can be related back to the basic policy requirements of Lisbon for economic development, balanced with the social good.

Table 1: Themes and issues identified within FP7 research that are key to informing the Lisbon Agenda
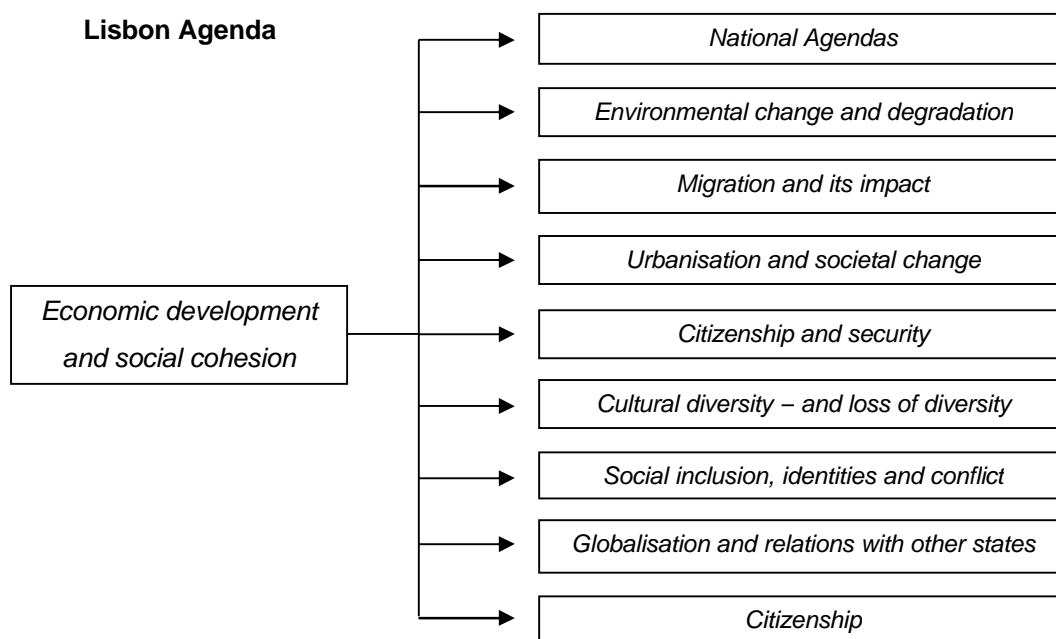
In order to make the necessary contribution to these themes and issues, humanities research must seek to provide linkages in its research objectives and its research project content to the policy objectives of knowledge creation linked to economic and social development. This remit has to extend in humanities research to a role that can inform and add value to research in the sciences, including the social and socio-economic sciences while providing linkages to the objectives of analytical economics and policy formulation in its broadest sense.

The template for economic development in Europe has changed and is changing dramatically. Enlargement brings with it a need for secure economic development and progress, while at the same time achieving sustainability, improved cohesion and quality of life. The degree and rapidity of change in European society is such that EU policy and economic planning requires a concerted creative response and also creates a research template that demands a capacity for critical reflection together with interdisciplinary collaboration on an international scale.

The need to effect change and encourage sustainable economic development in an enlarged EU, while at the same time reinforcing core European societal values and respecting cultural diversity in an increasingly fluid, multi-national society in its various manifestations, creates a challenge for all research disciplines. A further challenge exists in the need to reinforce EU external capacity while at the same time developing new types of international relations with EU partners.

The humanities and socio-economic sciences theme has been placed where it can add value and seek opportunities to develop research interfaces which will inform and assist in the analysis of these concerns and, by association, provide results that assist in the development of policy formulation. More broadly, in a global context it needs to address Europe's relationship with other states to ensure that this can be confidently based on its capacity for informed leadership, working in partnership and maintaining clear standards for the management of issues such as conflicts and human rights.

Theme 8 at this stage is, of course, not exhaustive. There is capacity within Theme 8 for development, the identification of new Areas and Topics and for further development of humanities participation and contribution within the other Themes of the Programme. The work of the EGH in analysing the draft work programme in early 2006 sought to '"flesh out" the thematic activities and inform the preparation of the research agenda that will form the basis of the future work of the programme and its calls for proposals. The work of the EGH included the preparation of draft texts that sought to adjust some of the research topics in

order to illustrate how their scope and content might be beneficially expanded and developed as the Programme progresses.

(3) Humanities in a knowledge based society

The term 'knowledge-based society' reflects the important change in the nature of economy, work and life experience in modern Europe which has moved from manufacturing, agriculture and manual labour (each with their own embodied knowledge) to far greater levels of knowledge generation, consumption and trading. This has led to the development of new service industries, some with requirements for advanced literacy skills, sophisticated management structures and the development of organisational structures and capacity, while researchers must provide the developmental support of knowledge that can be applied in these contexts.

Knowledge generation and dissemination is critical for commercial and economic development in Europe, but it cannot just to be considered purely from a commercial and economic perspective. New knowledge requires application in a variety of non-commercial settings. Knowledge development and dissemination is critical to all elements of society, in education, politics, economy and culture. It is essential for fostering European cohesion; resolving social and cultural issues; informing societal development in its broadest sense; and assisting in conflict avoidance and resolution at a variety of levels.

It is important to acknowledge that humanities research has to provide its contribution to the knowledge-based society. For efficiently fulfilling their most immediate task, the humanities have to maintain their discipline-based articulation, but at the same time they have to increase multi-disciplinary cooperation and extend their collaboration to a new range of associated and border disciplines, as well as to socio-economic and natural sciences.

Recent economic and social development in Europe has been particularly influenced by rapid advances in computer technology and associated telecoms technologies, with their associated disciplines in the sciences, mathematics and engineering at all levels. Modern economic, commercial and information exchange occurs with increasing and unprecedented rapidity and with an international 'reach' on a previously unimagined scale within and outside Europe. Creative industry responses to this economic development, rapid information transfer and wealth creation have deftly kept pace, and they have fundamentally altered the associated, urgent demand for the development of both physical and virtual infrastructures. This demand applies to all areas of research and has been responded to by the EC at a variety of levels (for example the European Strategy Forum on Research Infrastructures

(ESFRI) which, in the past two years has created a 'Roadmap' identifying 35 large-scale infrastructure projects at various stages of development.[9]

The creative industries are among the fastest growing industries in EU state economies. "This sector which ranges from fashion to film, from design to computer games and digital media, represents the perfect example of the opportunities facing knowledge-based societies" [10] Many of these industries are defining the knowledge-based economy, and their content can be substantially humanities based. Humanities research contribution, therefore, is crucial to the assessment of the immense impact of such industries on society and culture.

International collaboration in knowledge creation
In this rapidly developing situation in Europe, the sciences and the technological research disciplines, assisted by significant EU funding, have successfully forged international links and created significant and efficient research infrastructures within and outside university and research institute contexts. They can also be seen to have responded effectively to commercially and economically-driven research demand. It is clear at this juncture, however, that the cognitive disciplines, the humanities and socio-economic sciences have a very significant role to play also. In order to participate effectively, however, they too must forge international and interdisciplinary links, create new research capacity and extend research orientation while seeking to develop new research infrastructures. It is very clear that they can be assisted in this through engagement with the work of ERA-Net and through the guidance and mapping work of the ESFFI.

A very successful example of a humanities research network (Cliores.net) was presented to the EGH during its second meeting (Appendix 2). Also, significant work within the ESFRI is in progress, and its work on the creation of a Roadmap for Cultural Heritage is of particular note.[11]

While there is much to be gained in society from maintaining essential connections to traditional European scholarship in the humanities, the disciplines themselves are expanding in any case, into areas of interface with the social and socio-economic sciences. Europe's history of humanistic scholarship and the richness and diversity of its cultural heritage form the foundation of its cultural and historic identity. Its modern identity while reflecting this diversity has become more cohesive in the areas of trading, knowledge transfer, infrastructure and social mobility. For this reason its traditional humanities research base must create the

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[9] http://cordis.europa.eu/esfri/htm.
[10] (Esler, in HERA Annual Conference Proceedings, Lon. 2005, 8)
[11] http://.einfrastructures.org/index.php?op=modload&modname=Downloads&action=downloadsview&pageid=44.

capacity to respond to the demands of rapid change if the essential links between modern Europe and its cultural foundations (its history and its rich and diverse multiple identities, languages and physical environment) are not to be significantly eroded or lost altogether.

(4) New Approaches and 'border' disciplines

This requires new approaches to the development of its traditional academic disciplines and it is already underway with examples of extension to traditional humanities disciplines into a whole range of areas. For example:

- legal and ethical studies include analysis on shifts in governance and interface with political theory and philosophy;
- the disciplines of history, anthropology, archaeology and the physical sciences all coalesce to address the need for applied, policy and management focused studies in cultural heritage in its broadest interdisciplinary sense;
- cognition and behaviour studies form part of the applied social sciences and social studies and have a place also in the 'hard' sciences, as do
- creative studies and application in informatics, digitalisation and information technology.

The inherent diversity in the humanities disciplines in a "knowledge society" provides the capacity for the application of essential creative and critical reflection on existing and emerging themes and issues of concern to EU policy formulation. The humanities possess the potential to contribute in-depth, historically grounded content to the whole range of topics identified in the Theme 8 (Cooperation) Provisional Work Programme 2007.

Like the creative industries (design, fashion, film, computer applications and digital media) which are among some of the most rapidly developing in the EU, humanities can - and will - also develop its creative capacity as that "knowledge society" develops. The EGH felt confident that, without prejudice to its traditions, the capacity exists within the humanities to develop new research structures, new research applications and new interfaces with emerging research themes.

As stated earlier, humanities research can contribute in a fundamental way to a shared analysis and understanding of the complex, rapid and interrelated socio-economic challenges that Europe is confronted with. With the primacy of literacy and creative language use in across its disciplines, humanities research has the capacity for synthetic analysis right across the full range of its traditional historical, artistic, linguistic, literary and cultural knowledge base. It also has the capacity to develop and evolve these to creatively address the research needs of modern European society.

II FP7 – A CHALLENGE AND AN OPPORTUNITY FOR THE HUMANITIES

(1) The Framework Programme research paradigm

It must be stated at the outset that the Framework Programmes do not seek to replace knowledge-based research with policy-based research. The Framework Programmes were established (First Framework Programme in 1984) to foster collaborative and multi-disciplinary research in Europe; to inform policy formulation; and to encourage international research integration. As the programmes developed over time greater emphasis has been placed on the need for improved networking and integration of European scientific research. The European Research Area (ERA) was established in this context.

While the early Framework Programmes and their funding focused almost entirely on science and technology, the 7th Framework Programme is linked to the strategies that were defined following the Lisbon and Gothenburg summits. The requirements of the Lisbon Strategy are such that the essential requirement for humanities research participation has been identified in order to encourage innovation in an increasingly knowledge-based market and in an increasingly mobile and culturally fluid society.

The Provisional Work Programme 2007, in Theme 8 Cooperation, clearly identifies Activities, Areas and Topics to which humanities research can make a crucially important contribution. It is felt that the particular issue-based and policy-focused nature and content of its Topics will be effectively addressed as a result of the innovative inclusion of greater humanities research content. As stated in the Provisional Work Programme 2007, these seek to reconcile the quite distinct but complimentary objectives defined, all of which require the pursuit of creative and innovative approaches to economic development while ensuring that such development is sustainable and encourages cohesion within the EU.

It is now understood that the EU focus on respecting diversity, in its many social and cultural forms while seeking to develop economically and remain competitive in a world market, can be facilitated through a greater participation of the cognitive sciences in research at a European level. Specifically, within the socio-economic sciences and humanities (SESH) Programme it has been recognised that humanities research has the potential to provide a significant supporting role "at the interface of these objectives" and that it can inform and add value to the socially and policy relevant research themes identified to pursue these objectives.

The opportunities and challenges that the 7th Framework Programme presents to the humanities are that the Programme opens up the potential (and requirement) for comparative conceptual and critical research work and for collaborative research that can address and

inform emerging research themes, and have an impact on society and policy-makers in a European context. This research, by its nature, will encourage new methods of working towards the production of European knowledge and will achieve research outcomes that can be applied at a European, rather than a national level. It will encourage the development of specific orientation within the research community towards greater interdisciplinary focus, the creation of research networks and greater international collaboration within sectors of the humanities that will be both sponsored and enabled by the Programme.

(2) Potential value of humanities research for policy formulation and implementation; importance of humanities research to support conceptual and critical thinking

Humanities research embodies the capacity for conceptual thinking and for critical analysis and reflection. As such, its disciplines can contribute meaningfully to the conceptual development of knowledge-based society and its economic activity while providing the critical content and the creative elements required for the successful construction and adaptation of an internal knowledge market. In contemporary European society the cognitive disciplines can assist in education and knowledge transfer at a whole range of levels. Humanities research provides conceptual and critical analysis and can thereby articulate paths of the content and evaluation of knowledge. Material and immaterial 'products' often require evaluation and interpretation in order to be applied and promoted successfully.

Humanities disciplines provide essential social, cultural and ethical anchors for society. Reference to the past, to national traditions, languages and the diversity of cultural elements that make up modern Europe provide a secure foundation for understanding the dynamics and trends that have led to its current structure and formation. Going forward, humanities disciplines have a significant role to play in informing the analysis of the present multiple drivers of economic development and societal change, while having the capacity to assist in guiding both creative policy and innovative actions for future development applications.

Unambiguous reference to the past and to former and existing cultural, conceptual and social traditions within many of the humanities disciplines can provide an essential and secure basis for the critical appraisal and confident development of applied socio-economic, political and culturally-orientated research and policy development.

Many European countries now seek to work on evidence-based policy, especially with socially sensitive issues. This reflects a growing political awareness that past approaches that found favour with politicians were sometimes informed by an inadequate knowledge base and all too often did not have the intended effects.

Humanities can also provide guidance in the exploration and unfolding of the ethical dimension in knowledge development and transfer. This does not just apply to commercial, scientific and political thinking, each of which require a philosophical dimension and need to be both culturally and socially secure, but it also applies to the development of conceptual analysis in its widest applications. Furthermore, policy formulation in needing to be ethically, culturally and socially secure often requires carefully nuanced information in order to accurately address particular societal issues.

(3) Frequently perceived weaknesses in humanities research

Humanities research, traditionally linked to teaching, to national languages and to the extension of knowledge within individual disciplines, is generally undertaken in universities and research institutes, with targeted research being commissioned through specific research funding and occasionally commissioned in the open market (for example in the fields of environmental and cultural heritage management and the areas of planning and development control).

The conceptual content of humanities research is largely discipline-based and traditional, if not conservative, by nature. Historically it has built on and extended existing knowledge within existing research structures. It is also frequently undertaken as an individual, independent task. The combined traits of individualisation, fragmentation, discipline and sub-discipline independence and division, has led to a view that humanities research can be self-serving, fractured, esoteric and not particularly useful in policy formulation and the study of societal trends, which is the focus of the Framework Programmes. Specialisation and independence, however, can in many instances reflect strength and the secure evolution of in-discipline education, scientific research and development.

To some extent, it is the great range and differing traditions of humanities research that may present a problem for research participation from a European Commission perspective. Furthermore humanities research has not sought – in any significant way in the past - to define, for its disciplines, the potential applications of research into specific, identifiable European policy-orientated research areas.
The capacity for such application is, however, demonstrable and has now been integrated into the thematic content of the 7th Framework Programme.

(4) Identification of pertinent developments and trends in Europe and beyond, upon which FP7 research can build

It is clear that all European states traditionally acknowledge the intrinsic value of humanities scholarship and that some place great emphasis on the integrity of their institutional and national research traditions, especially in areas such as language, literature, history and philosophy. But it is only recently that many states have acknowledged through policy and

action that there are compelling social and economic reasons to develop humanities research disciplines with their particular critical and analytical skills at the interface between these disciplines, the socio-economic sciences and policy formation in relation to economic development.

Recognising the emergence and importance of knowledge-based economic development in the late 1990s, and since 2000, and supported by EU policy and developments within the European Commission Programmes and the ERA, many European states have created dedicated research councils within their research policy frameworks under the auspices of for example: the *Operational Programme for Competitiveness* (Greece) which is linked to the EU Framework Programmes; *the Spanish Foundation for Science and Technology FECYT 2005*; the *Strategy for Science Technology and Innovation 2005* (Ireland) the Netherlands Organisation of Scientific Research (NOW) In Britain, eight research councils (RCUK) form a strategic alliance across councils from Humanities (Arts and Humanities Research Council – AHRC) and Social Sciences (Social Sciences Research Council – SSRC) to Medical research and Biotechnology.

Within these strategic policy frameworks, some EU countries (and Canada) have created or are steering existing dedicated research councils to oversee the development of humanities or the humanities and social sciences (such as the Irish IRCSSH, the Dutch NWO, the French "Département Sciences Humaines et Sociales" of the Centre National de la Recherche Scientifique) and to promote greater levels of interdisciplinary, inter-faculty and inter-institutional collaboration at a national and international level. The US has taken a slightly different route promoting Humanities research through its National Endowment for the Humanities (2007-2012) programme.

What is notable about these bodies is their focus on extending the range of humanities research, linked to social sciences, into greater collaborative engagement and towards research areas and research results that can assist in informing social and economic policy formulation.

Some EU Member States, however, still appear to be giving primacy at policy level to the promotion of research in science and technology and it is clear that the scale of the potential contribution of humanities disciplines to the 'hard' sciences and technology has not yet been fully assessed or realised.

While universities tend to treasure their particular humanities research traditions, many humanities disciplines are becoming more international in their reach and their outlook as social change and information exchange accelerates in response to increasingly rapid globalisation of knowledge. In this regard flexibility and an ability to focus on research themes

of national interest in some higher research institutes are notable. While these institutes are often primarily science and technology orientated, they do incorporate provision for research in the humanities and social sciences, for example the German Max Planck Institutes, or principally concentrate upon the latter territory, as the Maison des Sciences de l'Homme or the École des Hautes Études en Sciences Sociales (Paris) or the Scuola Normale Superiore (Pisa).

Increasing mobility is required of university and institute-based researchers and teaching professionals while the creation of networks of research is being fostered both at national level and at EU level. The scale of this activity is still at a very low level. However, the Bologna Process has encouraged a more European focus on transferable educational qualifications and standards and the future emphasis on mobility for university students and researchers. In a small but demonstrably effective way, the Socrates-Erasmus programme is thriving while individual states (e.g. Italy and Germany) are setting up bi-lateral research programmes in the Humanities. More importantly, European and American Institutes of Advanced Studies which have been collaborating in thematic research projects since 1992 under the name Some Institutes for Advanced Studies (SIAS) are now embracing the need for issue-based research, while they maintain their important function as centres for the promotion of scholarship. An off-shoot of this collaborative grouping is the SIAS summer institute programme coordinated in by the Wissenschaftskolleg zu Berlin which, for example, has recently advertised a 2007 programme on Citizenship and Migration.

International trends reflect an erosion of the traditional barriers between university-based humanities researchers and public spheres of discourse. These developments follow, in part, the disappearance of barriers between the traditional content areas of university study and the provision for greater discretionary content in the training and study of multiple and interrelated humanities disciplines.

(5) FP7 research paradigm

The position of humanities research in the 7th Framework Programme, with its emphasis on the need to address issues related to societal change, the challenge of economic growth and increasing globalisation while focusing on the requirements of policy formulation, should not suggest that the European Commission has exercised a negative value judgement in relation to traditional humanities research. On the contrary, the Programme has established Themes and Topics that seek to draw increased and much needed benefit from humanities research input.

Recognising that humanities research and the cognitive disciplines with all their diversity, national and cultural traditions, linguistic range and richness have the capacity to add value to

the specific Themes of the 7th Framework Programme, the European Commission has come to the conclusion that the humanities must be targeted as a heretofore underutilised and significantly underdeveloped resource. This fact was already recognised and resulted in the exploratory and developmentally-focused inclusion of humanities in the formulation of the 6th Framework Programme. It has also been promoted through the creation of HERA (Appendix 2).

It has been recognised that societal and economic change is so pervasive currently that significant creativity utilising humanities research content is required in order to inform policy formulation. It has also been recognised that this innovation and critical capacity will require collaboration and development in targeted research content and the development of research methods. Increasing speed and quality of digital information exchange enhances the potential for mould-breaking collaboration and effective issue-based research. Novel forms of interdisciplinary research collaboration are now invited and encouraged while the creation pan-European research teams will have unprecedented EC support. This does not mean, however, that continued development within disciplines is not considered necessary: it is, of course, essential.

Nonetheless, the extension and increase in range already created within humanities disciplines has created greater potential for linkages between the humanities, socio-economic sciences and towards the 'hard' sciences. . Linkages of this nature, which have already been created and encouraged, have been greatly assisted by the work of the European Science Foundation (ESF), and their creation and development is actively promoted within the European Research Area (ERA)

The provision of generous funds, however, does mean that, as in business, significant competition is now a reality for humanities research. In that context, differentiation now has a place within disciplines and within humanities research generally, especially in relation to the nature of its research 'product' and output. Expansion and development of disciplines should be entirely beneficial in this context, but need not be an exclusive development for humanities research. The value of traditional humanities research and the merits of 'blue sky' research and the promotion and development of scholarship are still fundamental to the ESF and are very unlikely to be diminished in a European research context (Appendix 2). .

There is a tacit understanding that conventional humanities research, that is thematically and curiosity-driven, will continue and must continue to develop and be supported at a European level (notably by the ERC), as development within disciplines will also be supported to ensure in-discipline excellence, diversity and increasing range.

However, the development of EC Framework Programme funding for humanities research in modern Europe will increasingly depend on the merit of the knowledge 'products' achieved and their potential for application to policy formulation. This need not be regarded at a retrograde step, as that 'product' can - and will - demonstrate the value of the great historical depth of humanities topics and research areas. Its content, even from most ancient times reaching back to ancient Greece, China and India, is understood to have a universality and capacity to inform globally at a myriad of levels and to cross modern national boundaries. Theme 8 Cooperation provides significant potential for capacity-building in collaborative research with critical humanities input.

Conventional humanities research as an underutilised resource

It is clear that a new 'vision' for humanities research is being forged in a number of European states in tandem with developments at a European level. The Framework Programmes and the European Research Area, which are now inviting significant creative input from the humanities, have recognised that humanities research has been underutilised and that it has the potential to make a significant contribution...

In order to respond to the challenge and opportunity presented by the 7th Framework Programme, what is needed is not so much a new kind of researcher, but a greater number of researchers from the humanities disciplines who can engage in and develop a wider range of research activity and in a far broader collaborative and interdisciplinary context.

The barriers to development of research teams at university and institute level are generally linked to lack of funding provision. The primacy of funding for research in the sciences and technology and a failure to appreciate the value of humanities research during the 1990s at both national and international level had the significant impact of placing humanities for some years at the 'bottom' of conceptual research priority at a policy level.

The result, in many instances, has been that humanities disciplines failed to adequately consider the potential for development outside of their traditional themes and structures (with some notable exceptions, of course). However, changes in funding availability in many instances has forced university departments to look towards external sources of funding and to the potential benefit of increased cross-profession and interdisciplinary interaction at a time of important social and economic change across Europe.

Invitation to engage in novel forms of interdisciplinary research and with international teams

With its Themes, Activities and Areas already clearly defined for humanities attention, notably in Theme 8 "Cooperation", the 7th Framework Programme opens up a variety of new

pathways towards the development of successful interdisciplinary and international collaborative research for humanities disciplines.

The flexibility inherent in the Provisional Programme 2007 has been specifically in-built to encourage research project submissions at a variety of scales with different types of collaborative projects. Project responses to topics can be small-medium scale projects, with a requested EC contribution of €500K - €1.5m or can be very much larger scale research projects, where the EC contribution can be up to €4m. The Guidelines for these projects are as inviting as they are flexible. The participation of 'civil society organisations' is also encouraged.

The wide range of topics set out in the Provisional Programme 2007 for Theme 8 "Co-operation" is notable. As outlined above, these topics have been devised in order to constitute a specific invitation to the humanities community to engage in novel forms of research that do not just require creative humanities input in an interdisciplinary context, but that will encourage development '*beyond their specific areas of expertise*' and the creation of '*trans-national consortia*', in which humanities can *'bring to bear their particular insights and expertise'.* This is an unequivocal statement about the creation and support of international research teams and the opportunity to create new avenues of research for these teams for the purposes of research within the 7th Framework Programme, the Activities / Areas / Topics of which require interdisciplinary international collaboration and participation.

(6) A new type of research in and for the Humanities

New research issues and topics

Participation in issue-focused and policy-orientated research represents a new type of research for the humanities. An effective response from humanities disciplines will require creative interdisciplinary and issue-focused development together with a broader range of intellectual engagement, greater mobility and increased research and management capacity. It will also present challenges to conventional research by introducing new research objectives, new challenges of the use of language in a European setting, and will demand a focus on application and end use.

In modern democratic society humanities traditions support the centrality and integrity of diversity in heterogeneous philosophical, political and societal discourse. Globalisation, the need for rapid information exchange across national boundaries, the pervasive presence of digital media and entertainment and the growing homogeneity of European society creates immense challenges for the preservation of linguistic integrity and diversity. On the other hand, the challenge can be met as an opportunity for significant research development in the area of language composition and language mediation. Concerns relating to increasing trans-national language use and the potential for loss of meaning and critical depth in language will also require analysis. Societal concerns in relation to migration, cultural diversity and linguistic colonization, together with fears of the loss of national and regional cultural identities will also need to be addressed.

Greater integration and collaboration with the socio-economic sciences will provide a range of new research themes and topics. For example:
- history may be focused on the development of public policy in Europe;
- political sciences may analyse issues arising in the enlarged EU;
- cultural studies will extend into studies of youth culture, minorities,- and the place of religion in society;
- literature and linguistics will contribute vitally to information studies;
- cultural studies and cultural heritage will be linked to environment and quality of life;
- research on the impact of societal change and physical development (urbanisation, changes in EU agriculture, rapid demographic change, critical infrastructure development etc.) will be linked to socio-economic policy.

New partnership with society

With its focus on innovation and society, the 7th Framework Programme is seeking to address the requirement for research at all levels to contribute to societal gain and well-being and sustainable, confident economic development while supporting the foundations of Europe's

diverse and rich cultural heritage and identity and the changing character of that identity in the modern world.

In effect, humanities research needs to engage in a new 'contract' with society, both at national and European level. Important aspects of humanities research with its immense intellectual range have fallen outside the 'reach' of society and political discourse. Greater integration is required and a new partnership approach to applied humanities research for societal benefit is now being fostered at a national level in many EU Member States. This vision for partnership with society will give rise to the development of applied humanities research extending into 'border disciplines' such as media studies, visual art, design, and information studies.

Innovative research methods and methodologies

A dual benefit to this partnership approach with society can be envisaged as it will be required on one hand to support humanities disciplines with their diverse intellectual history and range while encouraging humanities disciplines to define how best to extend, develop and enhance these disciplines in an applied way in a European context.

A parallel development is required in the development of new research methods and methodologies to ensure effective intellectual engagement within an increasingly wide range of interdisciplinary research and new research areas with an outcome focused on knowledge return to society and the intellectual requirements of strategic policy formulation at a variety of levels.

Examples of the formation of international interdisciplinary research networks / partnerships / consortia

Although several humanities disciplines were already involved in FP4 and FP5 socio-economic projects, a drastic change occurred in FP6 with the funding of specific projects targeting humanities research related to issues such as language, history or anthropology. The most prominent humanities projects are the Networks of Excellence *"Creating Links and Innovative Overviews for a New History Research Agenda for the Citizens of a Growing Europe – CLIOHRES.net"* (duration: 60 months, budget: 4,5 MEuro, see http://www.cliohres.net/), *"Languages in a Network of European Excellence – LINEE"* (duration: 48 months, budget: 5 MEuro, see http://www.linee.info/) and *"Réseau d'excellence des centres de recherche en sciences humaines sur la Méditerranée – Ramses2"* (duration: 48 months, budget: 3,4 MEuro, see http://ramses2.mmsh.univ-aix.fr/), the Integrated Project *"Language dynamics and management of diversity – DYLAN"* (duration: 60 months, budget: 5 MEuro, see http://www.dylan-project.org/) and the Specific Targeted research Project

"Society and Lifestyles: Towards Enhancing Social Harmonisation through Knowledge of Subcultural Communities - SAL" (duration: 36 months, budget: 1,4 MEuro, see http://sal.vdu.lt/).

III AN ASSESSMENT OF THE ROLE OF THE HUMANITIES IN THEME 8

The new position for humanities within the Framework Programmes is mainly the result of specific research policy recommendations emanating from the EU Member States, the Associated Countries and the Candidate Countries. In the words of the Provisional Programme 2007:

"*Particular attention has been given to the contribution of Humanities scholars who could be involved in all activities of this Work Programme.*"

"*The humanities community is expected to play an important and innovative role in the implementation of the Work Programme. Throughout its preparation, contacts have been made between the Commission services and humanities scholars aiming to define and better integrate the knowledge and experience of humanities communities across Europe……*

"*Humanities researchers are invited to actively contribute to all Activities / Areas /Topics of this Work programme, eve beyond their specific areas of expertise*".

The Expert Group was specifically engaged to assist in the final formulation of the Work Programme during 2006. The remit of the group incorporated responsibility for advising the Commission, DG RTD on the content and potential humanities contribution to Topics during its draft preparation, advising the Commission during the Web-based consultation period and to assist in making ensuring that the language of the programme is humanities friendly. Much of the advice of the Expert Group was noted and used in the drafting of the Provisional Programme 2007.

The work and recommendations of the Expert Group on Humanities during the preparation of the Draft Programme

In late spring 2006 the Expert Group analysed the draft programme of research topics under Theme 8 with a specific focus on the use of language and the potential for more "humanities-friendly terminology". It also sought to acquire a clear understanding of the role of humanities in FP7. In doing so, the EGH members collectively at its second meeting in April, and individually thereafter, examined the research topics of the draft programme and very quickly two activity areas, Activity 3: *Major trends in society and their implications* and Activity 5: *Citizens in the European Union*, were identified as targeting significant humanities contribution while Activities 1, 2 and 4, 6 and 7 also had topics that were considered not just relevant but possessing the potential for development. The language used, even in Activities 3 and 5, however, gave significant cause for concern among the EGH members as it was considered to be too opaque and therefore unlikely to elicit the response desired by the Commission. The Group and its individual members then set about drafting alternative texts

for these Activity Areas and Topics (Appendix 4). This exercise facilitated the EHG's understanding of Theme 8, its Topics and the nature of its policy-orientation, while the exercise commenced the formulation of specific advisory responses back to DG RTD. This involved the presentation to DG RTD of both the individual and the collectively drafted examples of adjusted and more "humanities friendly" text which facilitated the drafting of the Web-based consultation document and the eventual drafting of the Provisional Work Programme in December 2006. It also formed the basis for the formulation of the EGH's thinking and the advice to the Commission that is contained within this report. As a consequence the language of the Provisional Work Programme has vastly improved. Furthermore, the texts prepared by the EGH and its members involved a detailed assessment of Activity Areas 3 and 5 in particular and can be used to open up potential avenues for Topic extension and development as the Programme is developed in forthcoming calls.

As the work on the Web-based consultation document progressed and the Topics of particular relevance to humanities, or that would benefit from humanities research contribution were identified, these were further commented on and analysed. Within Theme 8, Activity 3: *Major trends in society and their implications,* and Activity 5: *Citizens in the European Union* remained targeted as those that provide significant scope for humanities research and that most obviously require significant humanities input, while Activities 1, 2 and 4, 6 were found to have topics that have aspects that were considered relevant to the humanities and that possess the potential for development that would encourage humanities participation. However, the language of many of the topics was found to be addressed more to the social sciences than to the humanities and required adjustment in order to encourage essential elements of historical, political, philosophical and conceptual content, notably in Activity Areas 2,3 and 5. The need to enhance the profile of the potential for an examination of the role/s of education was highlighted. It was also suggested a requirement for alternative text formulation in a number of key areas in all Activities, Areas and Topics, questioning, for example, terms used in the draft texts at the time such as 'settlement policy' and 'behavioural and institutional changes for transition management towards sustainability' (Area 3 Topic 3). Some experts felt that the wording of the first draft programme specification reviewed by the EGH and many of the Topics were drawn from political science perspective and would accommodate a social sciences research response more readily than a response from humanities. In effect, the entire EGH felt that opportunities to invite humanities participation could be significantly constrained if the language used in the first call was not altered, but also advised that it would not have to change much to capitalise on conceptual and critical content.

During its 3rd meeting in June 2006, the EGH members, many of whom had responded unilaterally to the Web-based consultation process on the EU draft research agenda for the SESH (Appendix 5), pooled their thinking and responses to the Web-based Consultation process and summarised their collective findings in a Table of graded priority topics, which

sought to rank the research topics within the Theme 8 of the then Draft Work Programme. This priority rating identified three categories of Topics within each Activity area, which were ranked in a simple 3-scale grid of ranking for humanities participation, as follows:

A   Topics of direct relevance to the humanities

Topics that lent themselves to being led by humanities researchers and had a distinct humanities 'slant'.

B   Topics to which humanities could make a significant contribution

These topics were felt to be of primary interest to project leaders outside the humanities, but had the capacity to incorporate substantial humanities contribution.

C   Topics of little direct relevance to humanities

These topics were felt to be of great importance to Europe's future and to EU policy formulation but required little direct humanities input.

By working through the draft documents, devising model topics for Activities 3, 4 and 5 (Appendix 4), and advised by Dr. Pascal Dissard and other Commission personnel, the EGH managed to achieve an understanding of the context and the ambitions for this specific programme and its targets for the Commission. The EGH was placed in a position to advise on both the content and language of the draft programme, and this was achieved through the work described above and a process of dialogue steered by the Commission. Following the EGH evaluation of the draft programme using the ranking above, and further draft programme development within the Commission, several Topics were dropped from the working draft Programme and from the final Provisional Work Programme 2007 while the range and content of others were adjusted.

In a significant development of the draft Work Programme, new additional Topics and project types were added. The adjustments in the scope and language of some Topics within the Provisional Work Programme 2007, designed to encourage and cater for and encourage priority humanities participation, had significant regard for the advice of the EGH, which was summarised in a Memo to the Commission in October 2006 (Appendix 1).

Following the publication of the Provisional Work Programme 2007, which individual member of the EGH again evaluated the Activities, Areas and Topics of Theme 8 from a humanities perspective, using the method and three-part rating matrix (described above) devised for the draft programme in June 2006.

Assessment of Topics from a humanities perspective

Using the same method applied by the EGH to assess the Activity Areas and Topics presented in the first draft and web-based consultation document, a similar assessment of the Topics in Theme 8 of the Provisional Work Programme 2007 is presented below. This programme has introduced a number of new Topics while many other topics were adjusted in their content and particularly their language.

It will be noted that Activity Areas 3 and 5 remains those that are most 'humanities friendly' while many others are found to have essential humanities content as follows.

- A   Topics of direct relevance to the humanities
- B   Topics to which humanities could make a significant contribution
- C   Topics of little direct relevance to humanities

Provisional Work Programme 2007, Theme 8 Cooperation: Socio-economic Sciences and Humanities

	A	B	C
ACTIVITY 8.1 Growth, employment and competitiveness in a knowledge society			
Activity 8.1 / Area 1 **Changing role of knowledge throughout the economy**	**Topic 1.1.2 Intangible investments and innovation in Europe (new)** Facilitate understanding and valorisation of intangible investments related to types of knowledge their contribution to innovation, economic growth, and competitive advantage. The influence of external factors, such as environment, the role of quality management, regulation, social environment and ICT for these assets. Measuring the impact of policies aimed at the promotion of intangible assets.	**Topic 1.1.1 Interactions between knowledge, economic growth and social well-being.** Prospective analysis on interactions between different forms of knowledge, addressing its social and economic value and its role in innovation and for the development of policy on promotion of knowledge and information exchange and use	**Topic 1.1.3The impact of internationalisation on Europe's research and innovation systems**. Assess the impact of increasing engagement of commercial activity with global knowledge, technology and production networks including "off-shoring" R&D and internationalisation of innovation activities (trade and foreign direct investment)
Project type	Collaborative (focused, small or medium-scale)	Collaborative (large-scale integrated)	Collaborative (focused small-medium scale)
Activity 8.1 / Area 8.1.2 **Structural changes in European knowledge economy and society**		**Topic 1.2.2 Implication of developments in the service economy for the European economy and society.** Aim to understand the implications of	**Topic 1.2.1 Globalisation and its interaction with the European economy.** Assess, measure and forecast the effect of globalisation on

	A	B	C
		developments in the service economy and assess its future evolution in Europe relative to growth, competitiveness, productivity, employment and welfare. Interactions between dissemination of knowledge, service innovation, technical and organisational change in the public and private sectors. International trade in services of all kinds and evolving consumer/customer behaviours.	competitiveness, economic growth and employment. Establish and measure determinants and patterns of changing international specialisation and the micro and macro effects of relocation of production and other activities. Also the emergence and drivers of dynamic growth regions and their impact on the EU and international economic relations
Project type		Collaborative (focused small-medium scale)	Collaborative (large scale, integrated)
Activity 8.1 / Area 8.1.2 Structural changes in European knowledge economy and society			**Topic 1.2.3 The role of finance in growth, employment and competitiveness in Europe. (new)** Assess the evolving relationship between developments in world finance and growth, competitiveness and employment, including policy formulation. Assess changing relations at macro-, meso- and micro-economic levels with an emphasis on Europe and the impact of these on research, innovation and production systems
Project type			Collaborative (focused small-medium scale)
Activity 8.1 / Area 8.1.3 Strengthening policy coherence and coordination in Europe		**Topic 1.3.1 Macroeconomic policy, its interaction and coordination with other policies. (new)** Assess their impact on growth employment and competitiveness, especially in the context of European integration, through the single market, enlargement and the Lisbon strategy. Development of tools for policy analysis. Macro-	

	A	B	C
		micro policy coordination issues and impact on European social models	
Project type		Collaborative (focused small-medium scale)	
ACTIVITY 8.2 Combining economic, social and environmental objectives in a European perspective: paths towards sustainable development			
Activity 8.2 / Area 8.2.1 Socio-economic development trajectories	**Topic 2.1.1 Analysing, comparing and evaluating the various societal models in a medium- to long-term perspective. (new)** Assess different approaches across countries and regions and local communities to combining economic, social and environmental objectives and their degree of success and ability to confront new challenges. The degree of coherence and typological range within models and the differences between small and large countries. Role of different socio-economic groups and their influence on policy. Gender issues as well as issues of culture to be included	**Topic 2.1.2 Trade-offs and synergies between the different aspects of sustainable development. (new)** Conditions under which these exist between the different objectives and aspects of sustainable development: (i) economic and social; (ii) economic and environmental; (iii) Social and environmental and a combination of all three in relation to poverty reduction, environmental protection, new markets, improving quality of living environment. Research should demonstrate the effectiveness of achieving combined objectives	**Topic 2.1.3 Development and applications of tools for the assessment of policies and socio-economic forecasting.(new)** Development of databases, accounting frameworks, analytical tools, models and systems covering European countries and the global context based on common international classifications. Projections to include socio-economic and environmental issues. Integration of methodological development using cross sector involvement with issues including environment and land use.
Project type	Collaborative (focused, small-medium scale); Coordination and Support Actions; CSO partnership with research performers	Collaborative (focused, small-medium scale) Coordination and Support Actions	Collaborative (large scale)
Activity 8.2 / Area 8.2.1 Socio-economic development trajectories		**Topic 2.1.4 Socio-economic factors and actors that shape the "post carbon" society. (new)** With reference to the 2006 Green Paper on energy, research should focus on the socio-economic, cultural and political factors that shape energy demand and use (transport, agri-food, materials, housing, consumer behaviour) and on the necessary changes	

	A	B	C
		to European policy on socially acceptable, environmentally friendly energy provision.	
Project type		Collaborative (focused small-medium projects)	
Activity 8.2 / Area 8.2.2 Regional, territorial and social cohesion		**Topic 2.2.1 Regional development challenges in an evolving international context. (new)** Provide and understanding of the key regional development challenges - in different regions of Europe - in the light of major economic, social, political and cultural changes and the impact of globalisation, to include regional capacity for development, uneven development, different sectors (manufacturing to services), regional policies and different governance systems	
Project Type		Collaborative (focused small-medium) projects. Coordination and Support Actions.	
Activity 8.2 / Area 8.2.2 Regional, territorial and social cohesion		**Topic 2.2.2 The impact of CAP reforms on Europe's rural economy. (new)** Research on sustainable development and the impact of CAP reform, leading to aspects of integrated rural development and adjustment, local governance methods, land use and spatial planning and the management of natural resources, inter-relationship between multi-functional agriculture, forestry and related industries, and the service economy in rural areas.	
Project Type		Collaborative (focused small-medium) projects.	

	A	B	C
Activity 8.2 / Area 8.2.2 Regional, territorial and social cohesion		**Topic 2.2.3 Social platform on cities and social cohesion.** Develop a focused research agenda which addresses the role of cities in social cohesion, for future development within FP7. A wide range of view encouraged with launch of the social platform supported by the Commission.	
		Coordinating and Support Actions	
ACTIVITY 8.3 Major trends in society and their implications			
Area 8.3.1 Demographic changes	**Topic 3.1.2 Determinants of birth rates across the European Union.** Study birth rate over time to identify determinants and attitudes, to address economic social, cultural and psychological factors, work patterns, quality of life, family formation, housing, gender roles and attitudes to birth control and late maternity decisions. To analyse the position of formal and informal family in policy. Comparison with countries outside Europe.	**Topic 3.1.1 The impact of demographic changes in Europe.** Analyse the socio-political, economic and cultural dimensions of demographic change, increased life expectancy and low birth rates and their impact on economic growth, employment and competitiveness in the light of European capacity to innovate and develop economically under the conditions of an ageing society. Issues for employment, pensions, health care, and social integration of the elderly. Comparison with countries outside Europe.	**Topic 3.1.3 Migration**. (+HUM?) Factors determining migration flows and the diverse experiences of migrants. International comparative research including non-European countries. Changing migration flows and their causes, new host countries, new migrant populations and their experience. Specific issues, including unaccompanied minors, repatriation, brain-drain/gain. Migration managements techniques and policy at local regional and European levels
	Collaborative (focused small-medium) projects. Coordinating and Support Actions	Collaborative (focused small-medium) projects.	Collaborative (focused small-medium) projects.
Area 8.3.2 Societal trends and lifestyles	**Topic 3.2.1 Youth and social exclusion.(new)** To address the need for policy recommendations, research should examine trends, causes, processes, changes and prospects, availability of employment, education and training, access to public and private services together with economic factors. To include identity development, deviance and drug use.		

	A	B	C
	Collaborative (focused small-medium) projects. Coordinating and Support Actions		
Area 8.3.3 Cultural interactions in an international perspective	**Topic 3.3.1 Cultural interactions and multiculturalism in European societies.** Analyse how European societies are addressing issues of multiculturalism, diversity and traditions to lead to policy for peaceful, positive societies. Research is needed on cultural, historical, political, social, psychological, educational and economic factors that have had positive and negative influence. To include issues of cultural/religious dominance, intolerance, racism, xenophobia and violence in both host societies and between migrant groups.		
	Collaborative (focused small-medium) projects.		
ACTIVITY 8.4 Europe and the World			
Area 8.4.1 Interactions and interdependences between world regions and their implications	**Topic 4.1.2 Development paths in a historical and comparative perspective and their impact on Europe.** Understanding how development processes are being affected by relations between world regions and countries and ways in which this is changing comparatively and historically. Specific themes to include the influence of economic, political, technological and cultural factors; the extent to which historical relations (colonial and post-colonial) affect development paths; the role of urbanisation; and the impact of development aid and national policy.		
	Collaborative (focused small-medium) projects. Coordinating and Support Actions		

	A	**B**	**C**
Area 8.4.2 Conflicts, peace and human rights	**Topic 4.2.1 Conflicts and peace (new)** Consolidate and advance knowledge on factors that trigger conflicts, or facilitate peace and foster human security. To include: the role of nationalism, religion, education, gender; early warning and other factors in conflict prevention; the role of local and external actors including 3rd party mediation and international organisations; justice and human rights issues; civilian populations as targets of war; relations between civilian and military organisations. To use historical and comparative research.	**Topic 4.2.2 Articulation of rule of law and protection of human rights at national European and international levels.** Development of criminal justice and human rights law. Historical perspectives on civil/military relations and related accountability issues. National and international courts; rights of victims; appeal systems; the role of women and other civil society actors.	
	Collaborative (focused small-medium) projects. CSOs and Specific Groups	Collaborative (focused smal medium) projects. CSOs and Specific Groups	
Area 8.4.3 Europe's changing role in the world	**Topic 4.3.1 Europe seen from outside.** Develop a non-Eurocentric analysis and awareness of the role of Europe in the world and how this is reported in Europe. How Europe and the EU are seen from outside: people, elites, governments, media, literature, popular culture. The influence of specific forms of cooperation (bilateral, multilateral, economic, diplomatic and scientific).		
	Collaborative (focused small-medium) projects.		
		Topic 4.3.2 Multilateralism and the new external relations of the European Union. Research on multilateralism (concepts and practice) in relation to unilateralism, hegemony and multi-polarism and their relationship to international law. How this relates to the changing	

	A	**B**	**C**
		role of the EU and its member states in international affairs. Internal and external EU policies and their effects. Citizen's perceptions of the EU role in world affairs.	
Project type		Collaborative (focused small-medium) projects	

ACTIVITY 8.5 The Citizen in the European Union

	A	**B**	**C**
Area 8.5.1 Participation and Citizenship in Europe	**Topic 5.1.2 Reassessing Citizenship within the European Union.** Reassess definitions, perceptions and democratic practices of citizenship in the EU. Democratic institutions and relations between them, including consultative bodies, social partners, NGOs, executives and citizens. Lessons for the EU Constitutional Treaty, such as the role of referenda.	**Topic 5.1.1 Democratic "ownership" and participation.** Analyse trends that encourage and discourage participation and "ownership". Role of civil society, social partners, non-government organisations, political parties; the role of education; different forms of representative participation in policy formulation, including the role of 'think tanks', economic resources and social elites, particularly in relation to multilevel governance	
Project type	Collaborative (focused small-medium) projects	Collaborative (focused small-medium) projects	
Area 8.5.2 Diversities and Commonalities in Europe	**Topic 5.2.1 Histories and identities – articulating national and European identities.** Relationship between national and European identities, traditions, convictions and languages. Impact of EU on daily life, ways of living, social environment, education and behaviours. The relationship between history and cultural heritage, including how cultural landscapes and imaginary and real geographies in literature and the arts contribute to strengthening or modifying regional, national or European identities and the effects of enlargement.		

	A	B	C
Project type	Collaborative (focused small-medium) projects		
Area 8.5.2 Diversities and Commonalities in Europe	**Topic 5.2.2 Creativity, Culture and Democracy (new)** Exploration of the origins, role and societal impact of creativity in literature and the Arts. Research into economic historical and political conditions under which creativity can best flourish to include anthropological and historical perspectives. The role of literature, philosophy, visual and performing arts in Europe in relation to issues of discrimination, human rights, social conflicts and influencing democratic debate.		
	Collaborative (focused small-medium) projects		
ACTIVITY 8.6 Socio-economic and scientific indicators			
Area 8.6.1 How indicators are used in policy		**Topic 6.1.1. Current use and emerging needs for indicators in policy. (new)** Research into methods of establishing indicators and the relevance of techniques used for analysing them to identify where problems arise (choice, quality, methodology) at micro, meso and macro levels. Mapping if current use in the monitoring and development of policy including R&D and innovation within the ERA.	
		Collaborative (focused small-medium) projects	
Area 8.6.2 Developing better indicators for policy		**Topic 6.2.1 Improved ways of measuring both the potential for and the impact of policy. (new)** Impact of EU and national policy, including research policy and the ERA. Use of relevant indicators, development of appropriate methods. Assessing the impact of	

	A	B	C
		policies and factors that influence these including economic, social, technological, institutional, historical, geographical, ethical, gender-related cultural or sector-specific	
		Collaborative (focused small-medium) projects	
Area 8.6.3 Provision of underlying official statistics			**Topic 6.3.1 Specific statistical issues.** Analysis of key statistical policy areas such as: improvement of data quality, data integration, statistical production processes, indicators (including sub-threshold rare events) and methods of data delivery. Focus on resolving the issue of gaps in statistics, the need for streamlining, building on the work of national statistical institutes and organisations.
Type of project			Collaborative (focused small-medium) projects Coordination and Support Actions
Area 8.6.4 Development of methods for the evaluation of research policies and programmes			**Topic 6.4.1. Ex post and ex ante impact analysis of research policies and programmes. (new)** Develop methods and approaches to the evaluation of research policies and programmes at a national and European level, including improvement of data and mathematic models. Focus on improvement and development for the analysis of policy generation on macro-economic impacts, on research, employment and R&D and the impact of present policies.
Project type			Collaborative (focused small-medium)

	A	B	C
ACTIVITY 8.7 Foresight activities			
Area 8.7.1 Forward Visions on the European Research Area		**Topic 7.1.1.1 Mapping the past in view of the future development of the European Research Area.** Assess and map the ERA, its drivers (policy instruments, actor strategies, inter-disciplinary and external trends) to provide background information for the elaboration and future development of the ERA	
Project type		Public procurement: Budget c. €1000,000	
		Topic 7.1.1.2 Scale and Scope of Drivers of the European Research Area. (new) Analysis of the concept of economies of scale and scope, as applied in economics, to gain insight into how these might be applied to research within the ERA	
		Public Procurement.: Budget c. €150,000	
		Topic 7.1.1.3. ERA towards 2020: Scenarios and Options for the Future. (changed) Provide new vision and perspectives for ERA. Identify challenges to be addressed and take account of policy indications emerging from recent Commission communications and action plans	
Project Type		Expert Group: Budget c. €500,000	
Area 8.7.1.2 Outside the European Research Area			**Topic 7.1.2.1 The Joint Exploration of S&T issues with other research-intensive economies. (new)** Like Europe other major research-intensive economies, whether emerging or

	A	**B**	**C**
			developed, are facing issues for development in relation to globalisation. Analysis of where these major science and technology powers are heading as a crucial input to ERA and emerging trends with potential for international cooperation.
Project type			Expert Group through public procurement: Budget: c. €1,000,000
Area 8.7.2 Research, research policy and interrelations with other policy areas (including joined-up policies)			**Topic 7.2.1 Lead markets and S&T specialisation in Europe. (new)** Research to explore the relation between lead markets and the ERA and how lead markets can support European S&T initiatives and specialisation
Project type			Expert Group through Public Procurement. Budget: c. €900.000
Area 8.7.3 The future dynamics of key S&T Actors in Europe	**Topic 7.3.1 The future of Universities.** As key players in the knowledge-based economy, universities are challenged by increasing competition and assessment based on research output and quality. Having regard to Foresight Studies conducted in the 6th Framework Programme, key issues to be addressed include changing demographics, the growing demand for research innovation and the greater integration of the cognitive sciences.		
Project type	Expert Group: Budget c. €800,000		
Area 8.7.4 Blue Sky Research on Emerging Issues affecting European S&T		**Topic 7.4.1 Blue Sky research on emerging issues affecting European S&T. (new)** Issues to be identified. Could relate to dynamics within disciplines, within	

	A	B	C
		and between industries and developments in other societal areas with associated implications for European S&T. Innovative approach required in order to produce S&T foresight studies with a long-term policy perspective.	
Project type		Collaborative: focused, small-medium scale	
Area 8.7.5 Mutual Learning and Cooperation		**Topic 7.5.1 Mutual Learning and Cooperation.** Leading from FP6 research, continue foresight monitoring, mapping and analysis such as EFMN and through ERA-NET to reduce fragmentation, identify gaps and validate foresight methodologies.	
Project type		Public procurement: Budget c. €1,000,000.	

ACTIVITY 8.8. Strategic Activities All of these Topics can be tackled from a Humanities perspective.

Topic 8.8.1 Emerging needs
Small, highly innovative, collaborative research projects (min. 3 teams/ 3 Member States) invited to address the challenges facing Europe – and the world that are important for Europe. Can address the challenges in the Specific Programme and Activities but in different combinations or using any combination of social sciences and humanities disciplines? PD to check.

Project type
Collaborative (focused small-medium scale)

Topic 8.8.2 Horizontal measures to support international cooperation
Development of research partnerships, institutions and agencies in the EU and associated ones in the FP – and others. Focus on common challenges and opportunities including research capacities and priorities. To include horizontal measures, strategic studies, joint workshops and summer-schools to support current and future collaborative work.

Project type
Coordinating and Support Actions: policy and research activities

Topic 8.8.3 Measures to support dissemination of research
Specific dissemination actions targeted at particular groups and the general public to be taken, including workshops and conferences for researchers to discuss with policy-makers and other stakeholders and the diffusion of results using various media.

Project type
Coordinating and Support Actions: research activities

Topic 8.8.4 Trans-national co-operation among National Contact Points (NCPs) for socio-economic sciences and Humanities
Reinforcing the network of all official National Contact Points (NCP) for the 7th Framework Programme under socio-economic sciences and humanities by promoting trans-national cooperation and sharing good practice. Special attention given to assisting less experienced NCPs. May also involve official FP7 contacts from international cooperation partner countries.

	A	B	C
Project type Coordinating and Support Actions: research activities			
Topic 8.8.5 Impact Assessment Studies Detailed assessment of the impact of research actions funded at European level in Social Sciences and Humanities on Policy and Science (450 collaborative research projects funded in the last decade and more recently NoEs which have created new links and strengthened the ERA). Analysis aimed at improving future performance of collaborative projects in the area of Social Sciences and Humanities			
Project Type Public Procurement. Budget c. €1,000,000			
Topic 8.8.6 ERA-NET and ERA-NET Plus Use of ERA-NET and ERA-NET plus to strengthen the coordination of national and regional research activities by providing: 1) a framework for coordination and partnership extension in public research programmes including support for ERA-NET and 2) additional funding to participants of joint national and regional programme calls (ERA-NET PLUS). Limited number.			
Project type Coordinating and Support Actions research and policies			
Topic 8.8.7 Monitoring European Trends in Research in the Socio-economic Sciences and Humanities (METRIS) Establish the status of Socio-economic Sciences and Humanities in Europe at national and European levels to 1) inform policy, 2) increase visibility across Europe, 3) increase visibility in European policy and society. To include consultation with public and private research funding bodies as well as associations of researchers. METRIS will build on established national monitoring programmes and support national efforts. Advice from key personnel will be sought by the Commission on the content and data gathering exercises.			
Project type: Expert Group. Public procurement			

IV   RECOMMENDATIONS

1)   Further efforts should be made to make the descriptions of topics more humanities friendly. The policy adopted for the Provisional Work Programme, whereby "pointers" to specific humanities disciplines are included should be applied more consistently.

2)   In view of the fact that many humanities researchers regard the preparation of FP grant applications as a major hurdle or hold the view that FP research is "not for them", DG Research should showcase successful applications submitted by humanities-led consortia.

3)   In order to dispel the impression widely held among the humanities research community that FP research is not "scientific", DG Research should see to it that in the dissemination of project outcomes the link between innovative research and policy-relevant outcomes is clearly demonstrated.

4)   Theme 8 should be implemented as a dynamic, developing process. Small-scale projects pursuing similar objectives should be encouraged to seek opportunities for cooperation with a view to forming larger consortia.

5)   DG Research should take note of new research proposals originating from the field of education to the extent that these are relevant to the Lisbon Agenda.

6)   In view of the fact that Member States and individual institutions are seeking to stimulate collaboration between the humanities and the hard sciences, DG Research should make a stronger effort to arouse the interest of humanities researchers in other Themes of FP7.

7)   DG Research should reconsider the funding levels for humanities research in order to make sure that high-calibre researchers are attracted to the programme.

8)   Consideration should be given to the creation of opportunities designed to train young researchers in collaborative, policy-oriented research in international contexts.

9)   Specific institutes should be created across Europe designed to encourage international, policy-oriented humanities research; these institutes should also run dedicated third-cycle programmes.

10)   In order to raise awareness among young humanities researchers of the importance of the participation of the humanities in policy-oriented research, dedicated paid internships should be created in the European Institutions.

11)   In view of the fact that the work undertaken by the EGH had considerable impact on the wording of the Provisional Work Programme, DG Research should convene a more permanent expert group for the humanities to accompany the further development of Theme 8.

12)   In order to improve contacts with humanities researchers, DG Research should strengthen and coordinate its outreach activities.

13)   DG Research should see to it that humanities disciplines are represented on all the evaluation panels to be convened in connection with Theme 8.

Appendices

APPENDIX 1
Expert Group on the Humanities (EGH)
MEMO from the Chairman
Summary of activities, deliberations and outcomes
(13 October 2006)

The Expert Group (EGH) welcomed the explicit inclusion of humanities research in the specific programme "Cooperation" of FP7 and acknowledged the opportunity to engage in discussion on the place of humanities research in the programme.

The EGH has appreciated the requirements for problem-orientated research in the humanities and agreed that it is important to create an interdisciplinary European knowledge base informed by the humanities.

The EGH studied and discussed the following three documents in detail:
- ■ Theme 8 in the specific programme;
- ■ the Draft research agenda for Theme 8 (Web consultation);
- ■ the Draft Work Programme (version July 2006).

The humanities have much to say regarding core issues of European integration.
Humanities research has the capacity to add value and contribute to issues that are at the very heart of the Lisbon Agenda: economic growth and social cohesion.

The EGH acknowledged the fact that in Activities 3 and 5 of the Web consultation there were a substantial number of areas and topics that called for the participation of a variety of humanities disciplines. Moreover the EGH reached the conclusion that in Activities 1, 2 and 4 there was potential for significant contribution from the humanities.

The Role of the humanities in policy-orientated research
The EGH were unanimous in the opinion that the humanities should not be exclusively related to the arts, literature and culture, but rather that the various humanities disciplines provide content, critical and conceptual thinking, and self-reflection in relation to political, social, and cultural change in general.

- ■ Humanities research within the FP must be focused on the aims of the FP and its strategic policy orientation and objectives. Humanities research can add a focus on the cultural and historical dimensions of European integration and current developments in society (e.g. all the challenges raised by the enlargement process, such as multilingualism, coexistence of different cultures and religions, migrations, mobility of citizens, perception and representation of Europe by European citizens and by non-European countries, the role of history in the establishment of new relationships between countries, the role of national identities and of cultural heritage, standardization of the educational systems…)

- ■ The humanities can offer a significant contribution by providing conceptual and critical thinking in FP research.

- ■ For the EGH, multi- and interdisciplinarity not only means co-operation between researchers from a variety of humanities disciplines but also co-operation and integration between humanities and non-humanities disciplines (e.g. development of links between humanities and the business sector; a number of other potential examples of integration will be developed in the final report of the EGH).

Specific comments on Activities in Theme 8

The EGH identified significant elements in Activities 3 and 5 and their Topics that are directly and primarily addressed to the humanities community and require research input from a wide range of humanities disciplines. The EGH prioritised the Topics listed under these Activities in the Web consultation document, and was disappointed to note that its advice had not been acted upon in the preparation of the draft Work Programme (Version July 2006).

The EGH also prioritised topics in Activities 1, 2 and 4 that call for the participation and input from a variety of humanities disciplines. It regrets that the topic descriptions in the draft Work Programme (version July 2006) to a large extent do not accommodate or invite participation of humanities disciplines, thereby losing the potential for critical input from this research sector.

Language

The EGH felt that much of the language used in the three documents studied reflects the terminology and problem formulation used in socio-economic disciplines and that as a result of this the first Work Programme may fail to trigger project proposals involving researchers from more conventional humanities disciplines.

If FP7 is to attract the interest of a wide range of researchers from the humanities community, work programmes have to be phrased in a language that describes the issues at stake in a more transparent manner, formulating clear questions rather than presenting strings of terms and leaving it to individual readers to formulate questions themselves. More generally, greater care should be taken with formulating the descriptions. (There are some examples of good topic descriptions in Priority 7 of the 2004-2006 Work Programme.)

Funding

The EGH discussed at length the funding envisaged in the draft Work Programme for individual projects (500,000 to 1 million EUR for a period of three years). While appreciating that the sum originally earmarked for Theme 8 had been severely cut, the Group felt it necessary to make the following points:
- the question of the optimal size of research consortia should be seen in relation to specific research topics;
- there should be opportunities for small-size consortia (i.e. up to 5 partners) designed to undertake targeted research;
- there is a danger that the funding level for some "small collaborative research projects" in the Draft Work Programme will not be attractive for researchers in participating countries that have well-endowed national research funding programmes (e.g. France, Germany, United Kingdom).

Professor Wolfgang Mackiewicz (*Chairman, EGH*), Freie Universität Berlin, Germany

APPENDIX 2
Summaries of presentations made by external experts to the Expert Group on the Humanities given in Brussels on 2 June 2006

The Humanities at the European Science Foundation (ESF) by Dr. Rüdiger Klein (ESF, Humanities Unit)

The European Science Foundation (ESF) is the European umbrella organization for 78 research funding agencies, research performing organizations, and many Academies. The Standing Committee for the Humanities (SCH) has been, since 1977, a forum for research funders, and a funder for researchers seeking Europe-wide networking of research and research agendas in the humanities.

SCH supports the principle of curiosity-driven, basic ("blue sky") research
- in traditional core disciplines of the humanities (anthropology, archaeology, art and art history, classical studies, history, history and philosophy of science, literary studies, linguistics, Oriental & African Studies, paedagogical and educational research, musicology, philosophy, psychology and religious studies and theology);
- in newly-structured, broad fields of study, such as "area studies", "cultural and media studies", "gender studies", "heritage studies"; "humanities computing";
- in emerging, trans-disciplinary research areas, such as "cognitive science", "development, environmental and landscape studies", "health and welfare research", "migration studies", or studies into culture and technology, and humans and machines.

In its well-established role as a broker between research communities and national research funders, SCH
- promotes debates on and funding for emerging areas of enquiry (but also prepares structured interventions in strategic fields of interest);
- fosters excellence in trans-national and - where appropriate – trans-disciplinary fields of knowledge (also through the development of benchmarking systems);
- creates European added value by building links between historically and linguistically fragmented research communities (also through support for trans-national training and research infrastructure facilities).
- responds to societal needs by tackling complex issues in the relationships between human individuals, groups, cultures and societies.

SCH-sponsored humanities research explores the origins, development and products of the human capacity for creativity and communication; it focuses on the "human element" in the physical, biological, mental, social and cultural aspects of life; it acknowledges self-reflection as a core element of its enquiries. In dealing with culture, its contents and manifestations, its time-bound and cognitive structures and constraints, humanities naturally interact with neighbouring fields of sciences and art.

SCH and the humanities under FP7
Against this background SCH welcomes the integration of "humanities" into the portfolio of the European Commission FP7 across all funding streams. The long term aim of the SCH's engagement with stakeholders in the FP7 process (policy makers; researchers; etc.) is to heighten the awareness of the contributions humanities research can make to the analysis and solution of societal issues.

Examples of fields calling for empirical and theoretical research in the humanities are "demographic change" (incl. ageing, birth rates, migration); "lifestyles" (incl. family, work, consumption, health, youth, disabilities); "cultural interactions" (incl. traditions; diversity; discrimination); "gender"; "learning". Issues such as criminality and crime perception will

equally attract humanities researchers, and philosophers will study issues related to corporate social responsibility such as trust in the public realm.

Joint activities between SCH and FP7, such as the envisaged "New humanities" conferences, as well as through the ERA-Net project HERA ("Humanities in the European Research Area") will further strengthen the existing collaboration. ESF's mission focus on coordination, cooperation, and foresight is consonant with the HERA aims to stimulate trans-national cooperation in the humanities and developing collaborative research agendas, thereby overcoming the historic fragmentation in the field. As partner in HERA, SCH contribute to ensure that the European Research Area benefits from the relevance and dynamism of humanities research (preparation, coordination and implementation of Joint Research Programmes).

The creation of the European Research Council will have a major impact on European humanities research. SCH will continue to work towards keeping humanities figure prominently on the ERC agenda, notably through efforts such as the reference tool "European Reference Index for the Humanities" (ERIH).
On the other hand, SCH will cultivate its distinct profile by developing new forms for strategic and innovative cooperation and coordination between national funding agencies. For the emergence and establishment of more and more European doctoral schools will lead to a new breed of junior scholar, ready for trans-national research collaboration to an extent never seen before.

An important change in humanities research dynamics is concerned with the development of new methodologies and the creation of new knowledge through the use of advanced technologies. The term "research infrastructure for the humanities" now stretches far beyond the traditional fields of archives, libraries and museums.

SCH contributes to the EC surveys of research infrastructures for the humanities (by providing typologies and constant quality control), supports the HERA recommendations on the further development of RIs, as well as the efforts made in the ESFRI process, as they will all provide enhanced opportunities for innovative and collaborative research in Europe.
SCH's own research infrastructure project - the "European Reference Index for the Humanities" (ERIH) – aims at capturing Europe's rich and lively linguistic and intellectual traditions in humanities research which all find their expression in scholarly publications. The new trans-national mobility of researchers and the often trans-disciplinary nature of contemporary science require that humanities researchers position themselves in changing international contexts. Researchers and institutions need a tool helping them to evenly access and assess the scientific quality of humanities research output, irrespective of disciplinary and linguistic boundaries. The exercise will eventually be extended to include emerging fields of humanities research (e.g.: media studies) and to include, beyond journals, also book-form publications and non-traditional formats. ERIH may become a backbone for a fully-fledged research information system for the humanities.

In its role as ESF's strategic foresight body for the humanities SCH will be able to work with FP7 in identifying new research questions ("emerging needs"). SCH "Forward Looks" will identify emerging scientific topics, arising from internal scientific debates and/or driven by societal needs ("big new questions"). In dealing with such new research questions, the aim will always be to help structure the relevant field[s] at a European scale (for example: complex systems research in research domains of the humanities). Outcomes should allow better informed decision-making by research funders for their medium- and long-term resource allocation.

Alongside the development of many possible synergies that will arise between the SCH and FP7 activities, SCH's wider-ranging objective will be to contribute constructively to the way in which "humanities" can aspire to receive strong support also under FP8.

Reflections on Humanities Research: The CLIOHRES.net Network of Excellence
By Professor Ann Katherine Issacs, University of Pisa, Modern Renaissance History, Pan-European Research (abbreviated)

The presentation was made by Ann Katherine Isaacs, Coordinator of CLIOHRES. The topics touched on -- as requested by the Chair of the Expert group -- were: I) Aims and activities; II) Structure; III) Disciplines involved; IV) Policy orientation; V) Added value of EU-funded research. *More specifically, the guiding idea of the presentation was to show how such a Network as CLIOHRES has been built up over time, on the basis of many years of experience; that it is 'product-oriented'; depends on group of committed and knowledgeable people; and that it is structured in such a way as to have maximum 'impact', in the sense that it is designed to change the way people actually do things and think about them. This very ambitious goal is realistic because of CLIOHRES' functional links with other Networks and projects that directly affect educational policy in many European countries and even in other continents. Naturally, the necessary condition for that 'impact' is that the research carried out by the NoE be truly 'excellent' and truly innovative. The NoE must be able to use the opportunity of its special structure to deal with issues that are relevant for European citizens in a way that national or even macro-regional research projects cannot do.*

The first part of the presentation was devoted to describing CLIOHRES. Its name is an acronym for "Creating Links and Overviews for a New History Research Agenda for the Citizens of a Growing Europe". Each word in the full title has an important meaning. The 'links' are to be established between the existing national historiographies; the 'overviews' result from that process; the objective is to build up a willingness to undertake new kinds of research in all European countries (hence the 'agenda'); this research is to be relevant to the citizens of the Europe of today and of tomorrow, and take fully on board the challenges and the benefits of working with all countries of the European Union.

Furthermore, there is an allusion to 'Clioh', Clio with an 'h', that is the acronym of CLIOHnet, the Erasmus Thematic Network that is the immediate ancestor of CLIOHRES. The logo is based on Vermeer's depiction of the muse of History with a background of scientific glassware, as a widely recognised symbol for 'research'.

The main objectives of the NoE and its organisation are described. The salient points are that there are 45 partner Universities; each participates with an official team of four persons, two of whom are senior staff and two doctoral students (there are also 'back-up' teams in each University). The four persons are not necessarily all historians: persons coming from other disciplines (Art History, Sociology, Philology, Geography, Archaeology and so forth are welcomed). These are divided into six Thematic Work Groups, each of which has a Leader and a Reference Person. The Network has a Coordinator and a Co-coordinator, in order to ensure constant backup. The Co-coordinators, the group Leaders and the Reference persons form the Coordinating Committee; the Reference persons with the Co-coordinators form the Management.

Each of the six research groups has a broad area of endeavour [1) States, Institutions, Legislation; 2) Power and Culture; 3) Religion and Philosophy; 4) Work, society and Gender; 5) Frontiers and Identity; 6) Europe and the World.] Each year, each group carries out a research programme relative to its field, according to a general progression which is valid for all six groups, and publishes its results in book form. Furthermore, all groups collaborate in

working on a 'transversal theme' each year. These are: 1. Citizenship; 2. Migration; 3. Discrimination and Tolerance; 4. Gender; 5. Citizenship and Identity. These results too are published in book form.

Hence the NoE publishes 7 volumes per year, plus the doctoral dissertations of those students whose research is demonstrably connected with their experience in the Network. The publications are to be disseminated as broadly as possible, in book form and on-line for free download.

As stated above, the central part of the presentation had the objective of exploring how such a Network can be set up, and how the 'European dimension' is central to its existence and modus operandi.

The challenge is to take the present situation, in which research agendas are almost entirely set by each nation states' academic and intellectual community, and utilise it in a positive way to increase knowledge and understanding. The present 'national' agendas are tightly linked to 'national narratives' which have been established in the political and cultural milieu of each country, and which are consolidated in the country's Universities (which, aside from their international links, have a historically important role in forming the national cultural identity). The Network of Excellence has the objective of placing researchers from the various European countries in an organised and coordinated structure which allows them to become aware of this fact, investigate it, and in the process, to achieve a higher level of critical awareness which can be transferred to other citizens, particularly but not exclusively through higher education.

CLIOHRES is the result of the experience of European diversity which has developed since 1989-90, basically thanks to various projects accompanying the expansion and integration of the European Union. This process really began when the European Commission chose History as one of the five disciplines to be included in the ECTS Pilot Project (which designed the workload based credit transfer system used in Erasmus and now a basic feature of the national Higher Education systems in the more than 45 countries adhering to the Bologna Process). On the research side, the experience of the European Science Foundation project on the Origins of the Modern state in which the CLIOHRES coordinator and many key CLIOHRES members took part in the early 1990s was also fundamental because, in it, historians were brought together from most European countries, and -- organised in thematic groups -- wrote and published 7 volumes. The successors of the ECTS History Subject Area group represent progressive steps in experience and understanding of European diversity and of the way History is actually researched, written and taught in each country. These were a Curriculum development project on the 'Idea and Reality' of Europe, and then, from 1999, the first CLIOH; subsequently the Erasmus Thematic Network CLIOHnet; two Culture 2000 projects (Clioh's Workshop I and II), and eight Erasmus Intensive Programmes, where it was possible to discover - in the field, so to speak - how in each country History treated.
Other projects including Tuning (a large scale project now active or soon to be active in all European countries, in 18 Latin American countries, in Russia, Georgia, India and Pakistan) in which History is one of the pilot subject areas also derive from the ECTS Subject Area Group, and CLIOH, CLIOHnet and CLIOHRES quite naturally work very closely with them.

To draw some general conclusions from our experience, which we think can prove valuable for other disciplinary areas as well, we can say that:
- Research agendas and mentalities are largely defined in the national arena. Even if 'foreign' scholars are read and revered, the way their works are used are determined by what is perceived as important in the national or regional context;
- Most activities and debates which take place in national (or disciplinary) research communities are self contained and have difficulty in understanding how they need to be reformulated and rethought in the present European context;
- It is possible to study how these ways of looking at reality have formed and in what political and cultural context;
- The way that results of the international research community are taken up, distorted or ignored in each country is determined by the national agenda;

■ Networking at the pan-European level provides the appropriate platform for creating critical awareness and understanding of the process through which the present situation has developed and for modifying it.

The last question considered in the presentation was what we have already learned now that CLIOHRES is one year old (the presentation was given on 2 June 2006; CLIOHRES is a five year project which started on 1 June 2005). Reflecting on our experience we can say that:

■ The trans-national and trans-generational structure of our Network is very inspiring, instructive and productive;

■ It takes some time for those who have not participated personally in the previous experiences that led to designing the present NoE to understand how such trans-national Networks work and what they can accomplish;

■ 'Quality' of humanistic (or probably any) research is not a simple trait; the criteria used to judge 'quality' of research need to be redefined to take into account the new dimension of research;

■ We believe we will be able to contribute to this necessary process in the meaningful way;

■ A good example is that of 'peer review'; the experts on such kinds of pan-European research are rare, and are today necessarily largely members of our Network.

To sum up, we can say that our Network is all about "the European dimension": it is based on a critical and active experience of exchange and re-elaboration of widely held certitudes. It allows us to create a remarkable learning and research experience for a new generation of doctoral students and for ourselves as academic research staff. Without such an instrument as the Network of Excellence, none of this would be possible, and we are grateful to the European Commission and to DG Research for making it possible.

Relevant websites:

■ www.cliohres.net

■ www.clioh.net

■ www.archhumannets.net

■ www.unideusto.org/tuning

■ www.bolognakg.net

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APPENDIX 3
Newsletter on EU Research in Social Science and Humanities
Issue Six, 2nd Quarter 2006

Theme: Humanities *and collaborative research? Can they stand together?*
Interview with Professor Wolfgang Mackiewicz

Earlier this year the European Commission set up an Expert Group on the Humanities to help it reach out to the humanities research community and facilitate the participation of humanities researchers in the various FP7programmes. Chair of the 11-strong group is Wolfgang Mackiewicz, Professor of English Philology at the Freie Universität Berlin (FUB). Prof. Mackiewicz is a busy man; in addition to teaching and carrying out research on European language policy and language education policy, he is head of his university's language centre, where he is currently helping to introduce the Bologna structure, and is advisor to the FUB's Praesidium. He is involved in a number of EU education projects, and was recently appointed to the EU's High Level Group on Multilingualism, which was set up by Ján Figel', the European Commissioner for Education, Training, Culture and Multilingualism.

He took time out from his busy schedule to talk passionately to the SSH Newsletter about how he thinks the humanities can contribute to FP7, and explain what the expert group is doing to help bring humanities researchers into the EU research fold.

Before the launch of the Sixth Framework Programme, prominent humanities researchers could be heard complaining about the fact that humanities research was inadequately represented under the framework programmes. Now it is, but the criticism has not stopped altogether. What are the reasons for this?

The humanities are highlighted in Theme 8 of the specific programme 'Cooperation' of the 7th Framework Programme. There is mention of education and cultural issues there, but the main emphasis is on socio-economic issues. Secondly, the issue of research to be undertaken to provide a knowledge base for policies must sound strange to the ears of many members of the humanities research community, who believe that the strength of the humanities is their freedom from the need to produce results that can be applied to social or political issues. People like this do not necessarily think of any application of the results that they may produce; they operate within their own disciplines, they set for themselves their own goals and they are not used to working towards goals set by others, let alone political or social goals.

Given that many humanities researchers do not regard it as their job to contribute to the successful implementation of policies, or even argue that humanities research can or should do so, can you give a concrete example of humanities research relevant to economic progress or social cohesion?

I can reflect on one of the projects in which I am involved - the DYLAN project on Language Dynamics and Management of Diversity. The aim of this project is to establish whether and, if so, how a European knowledge based society designed to ensure economic competitiveness and social cohesion can be created in a European Union that is linguistically more diverse than ever. The overarching objective is to demonstrate that the linguistic diversity in Europe is potentially an asset, rather than an obstacle. Through our research, we will be able to make recommendations to political decision-makers and civil servants within European institutions and state administrations with responsibilities as regards to language policy. We also hope that we can give some interesting information to people in industry, foreign language teachers and also researchers. Very often people shout 'ideology' when they hear about the EU's language policy. Now here is a project that will attempt to show that it is not ideology, but there is some very solid ground underneath it.

Research conducted under the framework programmes has to be collaborative in nature, involving researchers from across Europe and even from outside Europe. And yet especially in the humanities, research traditions in specific disciplines can be

diverse. Is it realistic to expect researchers coming from considerably different backgrounds to engage in collaborative projects? What do you think is the added value of such research?

I think that is the greatest challenge of all. I am personally convinced that the diversity of our disciplines, both in research and education, is one of Europe's strengths. The first European project I had the privilege to chair was the SIGMA scientific committee on languages. The group was comprised of some 17 experts from across Europe with greatly different backgrounds. But they were united in the one goal that they wanted to bring the multi-faceted field of higher education language studies more in line with changing needs in the social, economic and political environments. In spite of, or perhaps because of, our different backgrounds we were able to reach a common understanding of what, from a European point of view, constitutes the higher education area of languages. And in doing so we abandoned narrow disciplinary orientations that may have blocked much needed innovation, and developed a common research methodology and a common approach to curriculum innovation.

OK, that was in education. But my experience in the development of the DYLAN project has fully confirmed my SIGMA experience. I am convinced that provided they can identify with a common objective, researchers from different backgrounds can collaborate, and together, they will find answers to issues that they could not find if they had stayed within their own narrow, disciplinary orientations.

Multidisciplinarity is an important feature of EU research in SSH. How can humanities researchers put together multidisciplinary partnerships?

This is a big challenge and I know that some people find it too daunting. It is certainly the case though that in a number of EU Member States and individual universities interdisciplinary research is now being actively promoted. It stands to reason that many of the researchers engaged in institutional, regional or national multidisciplinary research initiatives also belong to European or international disciplinary associations or networks. So through their international affiliations they should able to encourage colleagues in other countries to join European interdisciplinary, multidisciplinary research projects. In other words, projects under the 7th Framework may well originate from an institutional or regional multi- or interdisciplinary research initiative.

The EU places heavy emphasis on the training of young researchers. In the humanities, the systematic training of researchers was practically unknown until fairly recently. In what way could training programmes influence the future course of the humanities in Europe?

I think it's not quite fair to say that in the humanities systematic training of researchers was practically unknown until recently. What is true is that due to the fragmentation and specialisation of the humanities, research training hardly included aspects such as collaboration and interdisciplinarity. This is why in the DYLAN project the training of young researchers has an important place.

Your own University, the Freie Universität Berlin, has always prided itself on the strength of its humanities research. Have there been any changes in humanities research at your institution – in other words, is there now more collaboration, multidisciplinarity and policy relevance?

Since its foundation in 1948, the Freie Universität has had quite a number of prominent researchers in humanities in its ranks. Needless to say, interdisciplinarity was really not part of their research agenda. One of the first initiatives taken by FUB's current president was the transformation of the traditional university structure into a cluster university, bringing university researchers from a variety of disciplines together with extra-university partners in common research projects. It may not surprise you when I say that colleagues in the social sciences are finding it easier to collaborate across disciplinary boundaries than colleagues in the humanities. However, there are encouraging developments, such as the foundation of an

interdisciplinary research centre for European languages, and the introduction of research-driven Master courses that transcend disciplinary boundaries. It is a difficult process, I can't deny it. But it is happening.

One of the criticisms frequently heard these days is that the language used in the work programmes relevant to humanities research is nearly incomprehensible to humanities researchers. Is this inevitable or are there ways of improving the situation?

Yes, I think this is a real crux. In the Expert Group on the Humanities, we have taken a critical look at the language used in Theme 8 and in the research agenda. Some of us have been more critical than others. I must admit that I am particularly allergic to sloppy language; in a number of cases I was unable even to figure out what things meant. I suspect that many of the descriptions were drafted by people with backgrounds in the social sciences, and they will simply have to be shown in concrete terms how the language can and should be improved.

The European Commission seems to be aware of the difficulties involved in winning over the humanities community – hence the Expert Group on the Humanities. In what ways do you think the Group can help to make the framework programme more attractive to the humanities community?

I've just mentioned the issue of the language used for the programme. The Expert Group will continue to suggest changes to the wording of the research agenda. More importantly, the group will make proposals as to how the topics targeted at the humanities research community can be phrased in such a way that they include key expressions that will demonstrate the relevance of these topics to a wider range of humanities disciplines. In a similar way we hope to be able to show that even some of those topics that seem to be exclusively targeted at the socio-economic sciences have a humanities side to them. I think my group's been very good at pointing this out and I'm glad to say that the Commission has listened carefully. A third thing that we've been trying to do is tell the Commission which topics they should prioritise in the first and second call. If we really want to achieve a breakthrough, then we have to make sure that the humanities recognise themselves in the work programmes of the first two calls; otherwise I think we may well have a terrible problem.

Ultimately of course we want to show to the humanities research community that the Framework presents a unique opportunity. The methods and the instruments developed in traditional research lend themselves magnificently to the kind of research that we are expected to do under the Seventh Framework. The Framework invites the humanities researchers to recognise that they have the responsibility and the capacity to make their own specific contribution to the future development of Europe.

Returning to the issue of social and political relevance, how would you describe the specific role of the humanities in this respect? In what way is it different from that of the social sciences?

I think in general terms the humanities have an important role in supporting conceptual and critical thinking. I think one of the principal differences between humanities and the social sciences has to do with the humanities' concern with history. In this respect it is interesting that one of the Networks of Excellence created within the Sixth Framework is devoted to 'links and innovative overviews for a new history research agenda for the citizens of a growing Europe'. When you look at the topics in the research agenda, you will find that almost every topic has a historical dimension; I think this is something which can only be dealt with by the humanities.

And do you really think that humanities research can have an impact on policy development and implementation?

These are early days, but I can tell you that in my other European life, languages and education, I've been able to influence policy making quite considerably, and I think that has to do with visibility. I think we, the humanities researchers, have to make it our business to

present our research outcomes to potential target groups in a language they can understand. In other words we have to make ourselves more comprehensible.

I firmly believe that at institutional, regional and national level, the humanities will be increasingly expected to use their own specific methods and instruments to help explain current phenomena and developments and to attempt to predict future developments. Of course the results of this kind of research are not likely to be directly applicable, nor are they meant to be. However the humanities can produce knowledge that will allow policymakers and decision-makers to obtain a clearer understanding of the world around them.

APPENDIX 4
Model topics on Activities 3, 4 and 5 of FP7 Specific Programme (Theme 8) Expert Group on the Humanities – DG RTD/K 30/05/06

Activity 3: Major trends in society and their implications

The aim is to understand and assess the implications of particular key trends in European society that have major consequences for citizens, their quality of life and for policies, and thus to provide an underpinning for many policy areas. Empirical and theoretical research will address initially three major trends:

- *Demographic change including ageing, births and migration.*

- *Changes in the related aspects of lifestyles, families, work, consumption, health and quality of life including child, youth and disabilities issues.*

- *Cultural interactions in an international perspective including traditions from different societies, diversity of populations, discrimination, racism, xenophobia and intolerance.*

Gender issues and changing values will be included. In addition, changes in criminality and crime perception will be examined, as will changes in corporate social responsibility.

Cultural Interactions and Diversity
A key strength and also a source of conflict is the rich variety of peoples who compose the European Union. This variety combined with the mobility inside Europe afforded by European integration has lead to new challenges and opportunities. These challenges and opportunities require that we better understand the nature and policy implications of cultural and linguistic diversity. A research focus could be the history, nature, and mechanisms of cultural interactions that enhance integration and more inclusive participation among diverse populations. Within that focus, one objective is to better describe and understand different cultural, historical, linguistic, educational and artistic traditions. Consideration can be given to the way they discourage, allow, portray, or communicate discrimination, racism, xenophobia and intolerance. Special attention should be paid to the issues of gender that characterize different traditions. Research is also encouraged to understand criminality and the perception of criminality associated with different groups in society. Conceptual and practical analysis could define and examine ethical issues relevant to corporate social responsibility. The analysis could focus on, but need not be limited to, issues arising from mobility within the EU, migration into the EU, diversity, employment and economic growth.

Change in Lifestyles and Quality of Life
European lifestyles accommodate the historical change from a manufacturing base to a knowledge base. Consequences include mobility between jobs, geographical mobility, cultural change and other broad and narrow aspects of change due to European integration and globalization of the world economy. The objective is to acquire a clearer understanding of these and other dimensions of change, their origins, and the ways they are embedded in the changing structures of societal and cultural dynamics. A closely related objective is to understand the implications of such changes for families, work, health, consumption and opportunities for consumption. Research is encouraged at the scale of an integrated European Union but also at scales of regional concerns and the interests of different European populations. Research could also examine cultural differentiation and expression consequent or communicative of these changes. Another issue to be addressed is the effect of change in domains that pertain to children and adolescents and populations with special needs.

Major trends in society and their implications

International crisis due to war and terrorism and economic globalization have shown a substantial lack of effectiveness and representativeness of EU action. Internal crisis due to the refusal of two of the major countries within EU boundaries to endorse the European Constitution have highlighted a need for re-thinking EU form and self-representation, which are still challenged by a national state institutional and political framework and by an interaction among regional macro-areas.

European researchers ought to focus on political theory and political philosophy issues, in order to re-discuss the very concept of a union of states, both comparing it to similar institutions already historically established and re-assessing the paradigms of sovereignty and representation in the present era of post-statual globalization.

The research will further address:
(i)   the political role of Europe in a world setting under the threat of war and terrorism, with special attention to the emergence of non-statist political actors, the redefinition of the enemy and the new spatial dimension of international politics;
(j)   the political paradigm of a union as opposed to the national state model;
(k)   increasing the effectiveness of representation within the EU and of the EU within the international community;
(l)   an interdisciplinary approach toward a re-definition of the EU in both constitutional and cultural terms;
(m)   the historical roots of the democratic form of government - which characterizes the EU and unites its members - and the possibility of making it more effective by a more active participation of the citizens in the deliberative process;
(n)   the cultural and historical interaction in the fields of classics, archaeology, philosophy and art, in which Europe has the excellence;
(o)   the growing power of life and medical sciences on human life (birth, illness, death and reproduction);
(p)   an historical and theoretical exploration of the notion of human rights, which has been challenged both in theory and in practice.

Activity 4: Europe in the world

The aim is to understand changing interactions and interdependencies between world regions and their implications for the regions concerned, especially for Europe, and the related issue of addressing emerging threats and risks in a world context and their connection to human rights, freedoms and well-being. The research will involve two related tracks:

   ■ *Flows of trade, finance, investment, migration and their impact; uneven development, poverty and sustainability; economic and political relations and global governance. This will explore cultural interactions including media and religions and distinctive non-European approaches.*

   ■ *Conflicts, their causes and resolution; the relation between security and destabilising factors such as poverty, crime, environmental degradation and resource scarcity; terrorism, its causes and consequences; security-related policies and perceptions of insecurity and civil-military relations.*

In both, Europe's role in the world, the development of multilateralism and international law, the promotion of democracy and fundamental rights including different notions of these, and Europe as seen from outside, will be addressed.

Cross-cultural interactions, tensions and communication across world regions
The past fifteen years have seen major changes in communication and interaction between individuals and organisations around the globe, many of them due to rapid developments in information and communication technologies. While these changes have in many cases led to heightened awareness and appreciation of different attitudes and values entertained in other

world regions, they have also resulted in new tensions and the emergence of new prejudices, and of various types of religious fundamentalism. The objective is to identify and analyse the principal differences in attitudes and values perceived on a global scale and the tensions resulting from them, and to examine their origins and their impact on the EU and its Member States. Special attention should be paid to the role of media in constructing images of the other. Successful forms of dialogue between exponents of different value systems should be identified and examined with a view to assessing their relevance to policy development at different levels aimed at improved cross-cultural interaction and communication. The relevance of economic developments to the rise of religious fanaticism and to initiating and conducting successful dialogue could be considered.

Threats, conflicts and human rights
Globalisation is resulting in innovative but differential social and political interactions resulting in conflicts and threats. The objective is to enhance Europe's role in conflict resolution and management of potential threats and this is premised on an enhanced understanding of their origins and consequences. The root cause of intra-state and inter-state conflict is based of state failure, history of hegemonic control over religious and linguistic minorities and political opposition exacerbated by issues of governance, corruption, crime and resource allocation. It is in this context that terrorism and political violence become issue of domestic as well as trans-national concern. Research should address the factors that generate violence, both national and international documenting their evolution, the cultural and political context that this takes place in as well the consequences of terrorism. Also considering why some forms of violence become trans-national while other remains domestic. There is special interest in considering the why some forms of violence may become threat to Europe.

Interactions between world regions and Europe
The objective is to gain an increasing understanding of the threats, risks but also benefits of the increasing interaction and interdependencies between world regions and Europe. The impact of international trade flows, migration, international mobility and tourism on inequality, security, poverty, crime, environmental degradation and resource scarcity but also on economic growth, development of new professions, regeneration of old towns, buildings and landscapes. A major purpose is to explore contemporary interactions in historical context and the historical processes that drive interactions and interdependencies. This explores also the influence of absorption, assimilation, or exclusion policies, educational and exchange programmes and interaction networks in causing or resolving conflicts. It is also relevant to study the varieties of cultural and verbal interactions in different contexts: at the work place, at educational institutions, at the court, so as to gain insight into more or less conflictive scenarios. Attention should be paid to the perception of people of the threats and benefits of the interaction and on the way Europe is viewed from the outside.

Trade and Governance
Growing interdependence between nations, both economically and politically, raises new possibilities and concerns never before faced. Research is necessary to keep apace of the consequences and to situate them culturally and within historical precedent. For instance research is needed that may anticipate and characterize emerging threats or opportunities in a world context. Of special interest are those that impact flows of trade, finance and investment and that pertain to governance and international law, the promotion of democracy and fundamental rights -- and how these are differently understood. As part of such research efforts, critical and conceptual analyses are encouraged to better explain and examine policies related to uneven development and poverty. Cultural studies could be included that focus on cultural interactions. Another potentially important research strategy is innovative content analysis of non- European media and religions and other non-European public discourse.

Europe in the world

The process of globalization challenges not only Europe in the World but also the World in Europe. The European political, economical, social, cultural and religious systems are already under strain from the effects of changing interactions and interdependencies between world regions including flows of trade, finance, investment, migration into Europe and from Europe.

The objective of research is to understand the content of globalization from various approaches that should help to transform this phenomenon from abstraction into concept explaining nowadays reality in a worldwide context.

The research will address identification of the mechanisms that secure an efficient use of the advantages of the global system through emerging of global governance, civil society, culture of democracy and fundamental human rights, development of multilateralism and international law. Further it should show ways to prevent emerging threats and risks due to globalization such as uneven development, poverty, environmental degradation and resource scarcity.

A closely related issue of addressing is examination of causes and resolution of local, regional, transnational conflicts; causes and consequences of transnational crime and terrorism; security-related policies and public perceptions of insecurity and civil-military relations inside and outside of Europe.

Research shall also examine the perception gap between Europeans and non-Europeans in relation to Europe and Europe's role in the world.

Activity 5: The citizen in the European Union

In the context of the future development of the EU, the aim is to improve understanding of, first, the issues involved in achieving a sense of democratic "ownership" and active participation by citizens as well as effective and democratic governance, and, second, Europe's diversities and commonalities in terms of culture, institutions, law, history, languages and values. The research will address:

- *Participation (including of youth), representation, accountability and legitimacy; the European public sphere, media and democracy; various forms of governance in the EU and policy processes; the role of civil society; citizenship and rights; and related values of the population.*

- *European diversities and commonalities, including their historical origins and evolution; differences in institutions (including norms, practices, laws); cultural heritage; various visions and perspectives for European integration including the views of the populations; identities; approaches to multiple coexisting cultures; the role of language, the arts and religions; attitudes and values.*

Participation, representation, legitimacy

The process of European integration raises the problem of the transition from the nation-state to a supra-national political entity. Tensions between European citizenship and national identities and the EU's democratic deficit require a better understanding of the mechanisms that (a) underpin the construction of collective identities and promote common values, and (b) increase the opportunities for people to participate to decision-making, or help to improve the European democratic quality. The public sphere is crucial in this nexus. Research should address the emergence of a European public sphere, the agents and processes of building public opinion and the role of media in this process, in its historical perspective. Another objective is to understand the plurality of political traditions and values but also the formation of a common, "European" political thinking, the trans-national transmission of political ideas and institutions, the development of the very concept of citizenship and its various meanings along different national contexts and frames of reference.

Research can also examine different processes of state formation and legal systems in comparative perspective, different practices of citizenship as related to the issue of multiculturalism, as well as new forms of non-institutional political participation. Historical examples of multiethnic empires or multicultural states and the patterns of their citizen's pre-national or supra-national identities could also be explored.

European diversities and commonalities

Coexistence of different cultural groups and languages is a characteristic feature of European countries, due to the very processes of European integration as well as to the increasing importance of global migration. In order to better understand the dynamics of cultural development and cultural change in this context, research should examine the formation of cultural identities, the processes of exchange and communication between multiple coexisting cultures as well as the mechanisms that produce or reproduce segregation, isolation and conflict. Research is encouraged to detect existing diversities, their historical origins related to religion and national traditions, and the role of cultural heritage as material evocation of the past in the shaping of national or regional identities, but also to study the formation of new cultural groups or particular sub-cultures and networks in relation to social status, age (cohort groups), particular values, new technologies etc. A particular attention should be given to multilingualism, its influence on conflicts and social integration, its impact on competitiveness, safety and social relations, as well as on the functioning of the learning environment. Research could also examine the different images of Europe and the expectations from European integration along these cultural groups in a comparative perspective.

The citizen in the European Union

There is a gap between European citizenship and national identity. While national identities have been shaped historically and culturally by complex processes, European citizenship can not yet rely on a settled tradition that involves shared communalities and mutual recognition, though in the second half of the XX century EU has recognized a common public sphere and a set of governmental rules.

European researchers ought to focus on political theory and political philosophy issues, in order to develop a new set of conceptual and technical tools, meant to improve the level of identity awareness and of European democratic consciousness among EU citizens and to strengthen major positive trends of today, which in time may help fill the gap. Comparison with non European political traditions is strongly recommended.

The research will address: (a) national identities intertwining with European identity, (b) the making process of cultural integration; (c) the common understanding of the concept of an EU based on multiple yet converging historical traditions; (d) the historical origins and the evolution of the idea of Europe through literary, philosophical and arts and crafts narratives; (e) the increasing importance of immigration in the shaping of a European citizenship (multicultural citizenship in a comparative perspective) and the challenges posited by the complex relation between citizenship, borders and migration movements; f) new forms and methods of non-institutional political participation; g) forms and methods of political representation; (h) the role of international or supranational institutions in implementing European awareness in citizens of different nations and regions.

European diversities and commonalities

Europe is characterised by political, legal, cultural and linguist diversity through history. The future development of the EU will increase its diversities. The objective is to improve understanding of the historical origins and evolution of the diversities as well as of the sources and development of commonalities in the realms of political thinking, law, educational perspectives, language and literature, the arts, approaches to health and, the media. This will explore both how diversities and commonalities are formed and influenced by these realms (political thinking, law, educational perspectives, language and literature, the arts, approaches to health and the media.) Research should address the multiple factors (for example migration, mobility) that affect diversities and commonalities in the different realms and

attempt to identify sources of tension and conflicts. It is of special interest to consider people's views on diversities and commonalities, on the way they think diversities and commonalities affect European integration, their own identities and their personal participation.

Cultural Heritage and European Identities
Europe is characterised by its political and cultural diversity through history. The objective of research is to understand the historical origins of this diversity, its evolution and the extent to which this informs current issues for the sustained development of the European Union.
The research will address: identification of the mechanisms that preserve diversity but also support the formation of European transnational/supranational identity and its action on both institutional (laws and policy practices) and public/everyday levels (views, attitudes, values and practices of the population); elaboration of the new perspectives on how different and changing concepts of citizenship relate to local, regional and national identity, issues of social mobility, transnational and multiple coexisting cultures in united Europe.
In addition, examination of the multiple factors (for example: national and transnational/supranational media, arts, language and literature etc.) that affect cultural diversity and intercultural commonalities as well the impact of migration and social mobility on the establishment of modern Europe will be included.

Cultural Heritage and European Identities
Europe is characterised by its political and cultural diversity through history. The objective of research is to create a greater understanding of the historical origins, character, movement and drivers of this diversity, to chart its evolution and its political and cultural impacts over time and establish the extent to which this can inform current issues for the sustained future political development, security and economic success of the European Union. Research should address the identification of mechanisms, such as language, cultural heritage and changing political structures that have, in equal measure, both preserved cultural diversity and encouraged unity in Europe. It should also seek to identify the drivers of cultural, political and economic development while seeking to identify the political and societal conditions that have supported the formation of European trans-national/super-national identity - and that currently sustain it. Research can focus on institutional models of political theory, legislation and policy but can also examine models of public engagement, education and economic participation that affect cultural diversity and intercultural commonalities at European, regional and local political and cultural level.

APPENDIX 5 Expert Group on the Humanities: Selected texts from individual comments made on the research agenda for FP7. Theme 8, May 2006

Note: These working texts demonstrate how the EGH members responded individually to a selection of topics. All experts' comments on all topics, but not all responses are presented here.

Reminder (by the chairman) of the task

A – Legend of the columns (prioritisation of the research topics)

Column (1): topics of direct relevance to the Humanities; in other words, it can be expected that projects proposed for these topics will be led by Humanities researchers and will have a distinct Humanities slant (>80% of a given project to be carried out by researchers from the Humanities) (abbr. HUM)

Column (2): topics to which the Humanities could well make a contribution; in other words, while these topics are felt to be of prime interest to researchers outside the Humanities, the Expert Group holds that the Humanities could make a substantial contribution to them (abbr. +HUM)

B – Tasks to be carried out by Group members in regard to the prioritised topics

1. Group members undertook to make topics in **columns 1 and 2 more Humanities friendly** by adding specific aspects reflecting Humanities disciplines.

2. Group members **are free to select specific topics** for this kind of additional comments.

3. Group members **cannot re-write the miniature topics** listed in the Web research agenda; however, they can make critical comments on them.

4. Group members should preferably concern themselves with **prioritised topics**, so as to exercise influence on the wording of the first work programme.

5. *Potential comments on the texts introducing the various Activities and Areas*:
   The **texts headlined "Specific Programme" cannot be changed**, as they are taken from Theme 8 of the Specific Programme. However, it is legitimate to comment on the sections headlined "Rationale" and on the brief texts introducing the various Areas. That said, it stands to reason that it would not be useful - in fact, be counterproductive – to propose any changes that are highly critical of the aims set out in the Specific Programme. Any comments made on these texts should, therefore, be designed to expand the original aims rather than to challenge their validity

EXPERT 1

COLUMN 1

Activity One, Area 1, Topic 6: Education and training systems and their reforms in Europe:	
Web text	Knowledge creation, including social capital, transfer and absorption of knowledge as well as competences and skills; alternative funding models in higher education systems; education systems facilitating life long learning, creativity and entrepreneurship; causes of drop outs and early school leavers and the consequences for policies including youth policy.
Expert's comments on Web text	This is the only topic in which higher education is explicitly mentioned (except in activity 7); it should call for research concerning the evolution of science and formal knowledge.
Expert's suggestion for including additional elements in Web text	Restructuring scientific fields and academic disciplines over time. The evolution of academic institutions.

Activity Five, Area 2, Topic 1: Histories and approaches to multiple coexisting cultures:	
Web text	Histories of European cultures; critical assessment of multiculturalism; visions and perspectives for European integration including the views of the citizens/non-citizens.
Expert's comments on Web text	Very vague formulation. Is the history of the different cultures aimed at, or the way in which the cultural plurality of Europe is perceived today? And then, approaches by whom?
Expert's suggestion for including additional elements in Web text	Perceptions of European cultural plurality and its role in European integration.

AND

Activity Five, Area 2, Topic 2: Culture heritage in the context of European diversities and commonalities:	
Web text	The role of European cultural heritage in European integration, including the events, symbols, values and collective or individual actors that have played a role in this context.
Expert's comments on Web text	
Expert's suggestion for including additional elements in Web text	The origins of the heritage-protection movements in Europe and their agents.

Activity Five, Area 2, Topic 5: Language, the arts and religions - bridging gaps between people:	
Web text	Societal, political and historical role and specificity of contemporary arts, literature, philosophy, history, religion and language in bridging gaps between people.
Expert's comments on Web text	
Expert's suggestion for including additional elements in Web text	The role of translation and translators in intercultural communication over time.

Activity Five, Area 2, Topic 3: Institutions:	
Web text	Differences and commonalities in institutions within Europe, (including norms, practices, and laws), and their role in European integration as well as the nature of this integration; the development of European values and their incorporation in institutions; perspectives for future integration in this context.
Expert's comments on Web text	
Expert's suggestion for including additional elements in Web text	Transmission of political ideas, institutions and values and their interpretation/assimilation along different political traditions.

Activity Five, Area 2, Topic 4: Definitions and perceptions of identities:	
Web text	Reassessing conceptualisations of identity; identity as an inclusive and/or exclusive notion; gender, ethnicity and identity; space, borders and identity.
Expert's comments on Web text	
Expert's suggestion for including additional elements in Web text	Europe and the others: changing perceptions of Europeanness. Identity shifts from local to regional, national and supra-national level.

Activity Five, Area 2, Topic 6: Differences and commonalities in attitudes, values, knowledge and practices in European cultures:	
Web text	Including particular sections of society such as young people, minorities and socially excluded groups.
Expert's comments on Web text	
Expert's suggestion for including additional elements in Web text	Local interest, intellectual and/or other groups and the interpretation of European values.

COLUMN 2

Activity One, Area 2, Topic 1: Structural change in Europe and its relation to growth, competitiveness and employment:	
Web text	Factors determining structural changes in manufacturing and service industries and future perspectives; entrepreneurial, industrial and structural policies; adjustment mechanisms in manufacturing and service industries such as creation of new firms, company and organisational learning; and adjustment patterns across industries; the role of demand.
Expert's comments on Web text	All these issues should attract economic historians.
Expert's suggestion for including additional elements in Web text	

Activity One, Area 3, Topic 4: Effect of labour market policies:	
Web text	Organisations and institutions in work places facilitating learning; effectiveness of labour market institutions and policies in reducing unemployment or in increasing the rate of employment; wages, migration and labour market access in Europe; effectiveness of labour market instruments in reducing unemployment rates and increasing employment rates; labour market policies, income distribution and growth.
Expert's comments on Web text	Important topic, not to be treated by econometric methods…
Expert's suggestion for including additional elements in Web text	Labour market institutions and unemployment in 20th century Europe

EXPERT 2

COLUMN 1

Activity One, Area 1, Topic 6: Education and training systems and their reforms in Europe:	
Web text	Knowledge creation, including social capital, transfer and absorption of knowledge as well as competences and skills; alternative funding models in higher education systems; education systems facilitating life long learning, creativity and entrepreneurship; causes of drop outs and early school leavers and the consequences for policies including youth policy.
Expert's comments on Web text	Interdisciplinary investigations on a knowledge society's historical and philosophical roots and cultural and political traditions shall give a fundamental contribution.
Expert's suggestion for including additional elements in Web text	Historical and philosophical development and evolution of different models of competition in the fields of knowledge production and communication.

Activity One, Area 3, Topic 5: Alternative models of social policies and growth, employment and competitiveness:	
Web text	Integration of socially weak groups; experiences concerning social policies aiming to improve the capacity to adjust and perform in the changing environment; sustainability of alternative social models; implications of changing labour market institutions and rules for social and economic institutions and relations.
Expert's comments on Web text	Perspectives involving History and Political Theory shall give a fundamental contribution to the question of sustainability of alternative social models.
Expert's suggestion for including additional elements in Web text	The historical and cultural construction of identities in the dynamics of integrations and exclusion.

Activity Two, Area 1, Topic 1: The different approaches taken to combining the objectives:	
Web text	(Whether explicitly or implicitly) in different countries or regions, how these are embodied in the various socio-economic models, and their degree of success. The usefulness of typologies of national models in this context and the degree of coherence or consistency of the models.
Expert's comments on Web text	A wider interdisciplinary approach, involving history and the history of political concepts, shall give a fundamental contribution.
Expert's suggestion for including additional elements in Web text	A comparative and historical perspective on the making and re-making of European social models (historical processes, social challenges and political concepts) and the changes which have occurred in economic, structures and social relationships, in ways of life and in cultural models, including history of settlement and productions in the ancient world

Activity Two, Area 3, Topic 2: Effect of changes in world conditions on combining the objectives:	
Web text	Key changes in world conditions that affect the ways in which the objectives can be combined, compared to the past, and the outlook; how changes affect the ability to combine the objectives and what strategies can be adopted to deal with them. Whether or not relevant world conditions can be modified to improve the possibility of combining objectives.
Expert's comments on Web text	Perspectives focused on historical processes, philosophical issues, psycho-pedagogical and anthropological dynamics and cultural, communicative and linguistic aspects shall give a fundamental contribution.
Expert's suggestion for including additional elements in Web text	How history, philosophy, political theory, anthropology, literary, semiotic and socio-linguistic studies provide effective methodological tools for understanding the process and effects of changes in world condition.

Activity Three, Area 2, Topic 5: New patterns of social life and socialisation:	
Web text	Understanding new patterns of social life and forms of socialisation, especially of children, adolescents, youth and people living alone, in relation to changes in the organisation of society, in values, attitudes, beliefs and meanings, as well as in the use of technologies and in the spatial organisation of urban areas.
Expert's comments on Web text	A special focus on gender, involving interdisciplinary perspectives, shall provide a fundamental contribution.
Expert's suggestion for including additional elements in Web text	How discursive and mass-mediatic construction and circulation of gender stereotypes and the image of women (as girl, mother, wife, senior etc.) interfere with the impact of values, beliefs and meaning in the process of socialization.

Activity Three, Area 3, Topic 3: Changing perceptions of cultural differences in European societies:	
Web text	The relation of the mixing of cultures, religions, values, beliefs and norms of behaviour to changes in phenomena such as racism, intolerance, xenophobia, use of violence and affirmation of exclusive cultural traditions.
Expert's comments on Web text	A critical reflection of the history of Europe and its conceptual self-representations shall provide a fundamental contribution.
Expert's suggestion for including additional elements in Web text	How colonial and post-colonial Europe, while constructing its political, economical and cultural hegemony in the modern world, produces and spreads patterns and ideologies of racism, xenophobia and exclusion.

Activity Three, Area 3, Topic 4: Coexistence of different cultural identities:	
Web text	Cultural, historical, political, social, educational and economic factors which facilitate or inhibit the peaceful coexistence of different cultures.
Expert's comments on Web text	Perspectives focused on historical processes, political theory and philosophical issues shall give a fundamental contribution.

Expert's suggestion for including additional elements in Web text	Historical and philosophical reconstruction of political and cultural issues concerning coexistence between different cultures; a philosophical perspective on the concepts of ethnocentrism vs. cosmopolitism, freedom, rights, law, political justice; literature as a powerful instrument of civilisation to disseminate basic principles of coexistence such as tolerance and the respect of minorities.

Activity Five, Area 1, Topic 4: Reassessing citizenship within the context of the European Union:

Web text	'European' citizenship; the "European social model" and citizenship; and citizens' perceptions and positions, especially young people, women and minorities.
Expert's comments on Web text	A focus on the political history of Europe in all of its roots and evolution shall provide a fundamental contribution.
Expert's suggestion for including additional elements in Web text	Historical and philosophical perspective (ancient, medieval and contemporary history) on the notion of European political models, including economic and social dimension and considering the role of the individual in ancient and medieval societies, the origins of democratic forms of government, the shared Christian roots, and the role played by language in the creation of a shared political awareness.

Activity Five, Area 2, Topic 1: Histories and approaches to multiple coexisting cultures:

Web text	Histories of European cultures; critical assessment of multiculturalism; visions and perspectives for European integration including the views of the citizens/non-citizens.
Expert's comments on Web text	A focus on the histories of European cultures, including the philosophical basis of the very notion of culture and multiculturalism shall give a fundamental contribution.
Expert's suggestion for including additional elements in Web text	Conceptual reconstruction and critical assessment of the notion of culture and multiculturalism – local and plural - in the political and historical process of defining European citizenship.

COLUMN 2

Activity Four, Area 2, Topic 6: Role of the EU and others in promoting democracy and human rights:

Web text	Consistency between internal and external standards, e.g. binding or non binding status of human rights; security and fundamental rights aspects of tackling trafficking, terrorism and other crimes; 'promoting' vs. 'exporting' democracy.
Expert's comments on Web text	A critical focus on the concepts of democracy and civilization within the process of European political and cultural history shall provide a fundamental contribution.
Expert's suggestion for including additional elements in Web text	Understanding the processes of evolution and of manipulation of values and concepts, including a critical reflection on the concept of Europe as synonym of democracy, human rights and "Western Civilization".

EXPERT 3

COLUMN 1

Activity Two, Area 2, Topic 9: Migration, ethnicity and integration:	
Web text	Including intergenerational difference in the integration of migrants, gender and family formation issues, access to labour markets, education, cultural issues in integration including language; patterns of discrimination and segregation; settlement and integration policy and its relation to social and human rights, citizenship, political participation, media treatment; management capability of integration systems; trafficking of migrants.
Expert's comments on Web text	The introduction of trafficking of migrants into this Topic seems to be a last minute thought?
Expert's suggestion	Criminal activity of this nature and emerging international criminal activity might need a separate topic?

Activity Three, Area 3, Topic 1: Cultural interaction:	
Web text	Historical migration of peoples into Europe, and related transport of language, traditions and religion practices, values and beliefs.
Expert's comments on Web text	No mention of art and culture……….
Expert's suggestion for including additional elements in Web text	I would like to see art and cultural heritage included here.

Activity Five, Area 1, Topic 4: Reassessing citizenship within the context of the European Union:	
Web text	'European' citizenship; the "European social model" and citizenship; and citizens' perceptions and positions, especially young people, women and minorities.
Expert's comments on Web text	Why especially "young people, women and minorities"? The historical/cultural perspective is missing here.
Expert's suggestion for including additional elements in Web text	

EXPERT 4

COLUMN 1

Activity Two, Area 1, Topic 5: Institutions and institutional change and combining objectives:	
Web text	In the context of new challenges, the ability of institutions that were

	developed over the years (including norms, practices and laws) to address such challenges, how institutional change took place, and the success in combining objectives. The process of setting international rules in relevant domains and Europe's influence on them. Role of public and private actors.
Expert's comments on Web text	Social Science-heavy again, it seems to me.
Expert's suggestion for including additional elements in Web text	Possible addition: The effects of the changing structures could be mentioned. The understanding of the notion 'institution' could be slightly modernized by including institutions like NGOs, etc.

Activity Three, Area 2, Topic 6: Changes in consumption:	
Web text	Changes in consumption patterns and cultures of contemporary societies, how they have developed, and their impact on society; outlook for the future.
Expert's comments on Web text	'Consumer Studies' have, over the last decade or so, developed to an important field of study in the UK and other English-speaking countries.
Expert's suggestion for including additional elements in Web text	This could be an interesting area of research also for the humanities; In stressing the historical elements (and questions of Gender with reference to consumption) this topic could be made even more HUM-friendly.

Activity Three, Area 2, Topic 5: New patterns of social life and socialisation:	
Web text	Understanding new patterns of social life and forms of socialisation, especially of children, adolescents, youth and people living alone, in relation to changes in the organisation of society, in values, attitudes, beliefs and meanings, as well as in the use of technologies and in the spatial organisation of urban areas.
Expert's comments on Web text	Soc-heavy again but: by putting a special emphasis on the notions of values, beliefs, meanings, attitudes this could become more HUM
Expert's suggestion for including additional elements in Web text	The explicit inclusion of the expressions of culture in the arts could be added – see: values, etc.

Activity Three, Area 3, Topic 4: Coexistence of different cultural identities:	
Web text	Cultural, historical, political, social, educational and economic factors which facilitate or inhibit the peaceful coexistence of different cultures.
Expert's comments on Web text	'Cultural identities' are mentioned in this topics headline yet it remains rather unclear what is meant by this.
Expert's suggestion for including additional elements in Web text	The formation of (cultural) identities should be mentioned.

Activity Four, Area 1, Topic 6: Cross-cultural interactions, tensions and communication across world regions:	
Web text	Different attitudes and values in relation to role of state, gender relations, work, nature; emergence of religious fundamentalism and dialogue; construction of images of 'the other'.
Expert's comments on Web text	Covers a wide range of HUM disciplines like Philosophy, Political Theory etc. The phrase 'construction of images of "the other"' seems to be quite appropriate to attract HUMs
Expert's suggestion for including additional elements in Web text	

Activity Four, Area 1, Topic 4: Uneven development and its causes in historical and comparative perspective:	
Web text	Influence of investment, trade, financial relations, international aid; influence of colonial, post-colonial and other relations.
Expert's comments on Web text	Soc-heavy but the mentioning of the term 'postcolonial' opens this on up for HUMs.
Expert's suggestion for including additional elements in Web text	A discussion of the concept of 'post-colonialism' could well be added.

Activity Five, Area 2, Topic 1: Histories and approaches to multiple coexisting cultures:	
Web text	Histories of European cultures; critical assessment of multiculturalism; visions and perspectives for European integration including the views of the citizens/non-citizens.
Expert's comments on Web text	Quite important and HUM-friendly but as WM has rightly pointed out – sloppy language. "Histories of and approaches to multiple cultures" would be a bit clearer.
Expert's suggestion for including additional elements in Web text	What should be made clear is whose approaches we are talking about. E.g. the concept of citizenship(s) should be discussed. And again: multiculturalism a) as a way of describing societies and b) as conceptual notion, or c) as an expression of a certain political agenda must be differentiated.

COLUMN 2

Activity Two, Area 2, Topic 3: Urban development:	
Web text	How this is changing, how it varies across Europe, and the outlook, including for cities of various sizes and city-regions; the role of economic, social and cultural factors in urban development, in quality of life and in environmental issues. Particular urbanisation challenges for developing countries.
Expert's comments on Web text	Urban studies art becoming more and more important – rather SOC-heavy!
Expert's suggestion for	Stressing the cultural factors (the importance of the arts!) could give this topic the necessary HUM-touch.

including additional elements in Web text	

EXPERT 5

COLUMN 1

Activity One, Area 1, Topic 5: Internationalisation and networking of European research and innovation activities and systems:

Web text	Characteristics and the impact of the internationalisation of research and innovation systems on research, science, education, and innovation policies, including regional R&D policies.
Expert's comments on Web text	
Expert's suggestion for including additional elements in Web text	As we discussed, the problem of language use might be mentioned here – this would really open up the theme for humanities.

Activity One, Area 3, Topic 5: Alternative models of social policies and growth, employment and competitiveness:

Web text	integration of socially weak groups; experiences concerning social policies aiming to improve the capacity to adjust and perform in the changing environment; sustainability of alternative social models; implications of changing labour market institutions and rules for social and economic institutions and relations.
Expert's comments on Web text	I would avoid the awkward and clumsy formulation 'socially weak groups'. I would write instead: "minorities, endangered, excluded or marginalized groups and cultures".
Expert's suggestion	

Activity Two, Area 1, Topic 1: The different approaches taken to combining the objectives:

Web text	(Whether explicitly or implicitly) in different countries or regions, how these are embodied in the various socio-economic models, and their degree of success. The usefulness of typologies of national models in this context and the degree of coherence or consistency of the models.
Expert's comments on Web text	
Expert's suggestion for including additional elements in Web text	I would add "**regional**" after "national" – entities sometimes smaller, sometimes bigger than a nation and crucial for Europe.

AND

Activity Two, Area 1, Topic 2: The historical development of socio-economic models:	
Web text	In Europe and elsewhere, how their combination of the objectives evolved over the years, their degree of success, and the circumstances under which change took place.
Expert's comments on Web text	The yellow part understates the historical dimension. I would replace it : "**in short- and long-term historical perspective**".
Expert's suggestion for including additional elements in Web text	After "circumstances" I would add: "**and how the different political philosophies contributed to and reflected upon the changes**" – this would open the door for a new style political history and philosophy.

Activity Two, Area 1, Topic 5: Institutions and institutional change and combining objectives:	
Web text	In the context of new challenges, the ability of institutions that were developed over the years (including norms, practices and laws) to address such challenges, how institutional change took place, and the success in combining objectives. The process of setting international rules in relevant domains and Europe's influence on them. Role of public and private actors.
Expert's comments on Web text	This is a topic requiring comparative, cross-cultural, anthropological reflection - this should somehow come in to the wording
Expert's suggestion for including additional elements in Web text	As a last sentence: "**Case studies within Europe compared to examples from elsewhere."**

Activity Two, Area 2, Topic 11: Education, training and social cohesion:	
Web text	Life chances, social mobility, impact of education systems compared to social and cultural advantage, education objectives and their impact on social cohesion, education methods for social cohesion, differential access to education systems of varying resources and quality, dropping out, impact of different education policies and education systems on social cohesion.
Expert's comments on Web text	Education also maintains inequalities (cf. Bourdieu - Passeron), I suggest to bring this into the wording very bad, repetitive formulations: -I suggest to drop "training" from the title, education contains its meaning - too much repetition of "impact" – calling into mind the worst routine qualifications of culture by its managers; - I could not decipher what is meant by the parts in yellow - instead of "education systems" I would put "education**al** systems"
Expert's suggestion for including additional elements in Web text	After "social mobility" I would completely rephrase: "**the influence of different educational systems in maintaining or eliminating social and cultural inequalities; the experiences of different educational policies in supporting mechanisms of social cohesion; differences in the chances of getting access to quality institutions within the different educational systems, the problem of dropping out."** (I suggest to omit the last phrase since it is a repetition) I would add: "**a comparative assessment of the persistence of different European historical models of educational systems, and their confrontation with non-European systems"**

Activity Two, Area 3, Topic 2: Effect of changes in world conditions on combining the objectives:	
Web text	Key changes in world conditions that affect the ways in which the objectives can be combined, compared to the past, and the outlook; how changes affect the ability to combine the objectives and what strategies can be adopted to deal with them. Whether or not relevant world conditions can be modified to improve the possibility of combining objectives.
Expert's comments on Web text	Horrible language! Did we really choose this? Actually I cannot decipher what it means, I only see it as a clumsy, circular and meaningless repetition of commonplaces – I suggest now to drop this from our priorities or rephrase it completely.
Expert's suggestion for including additional elements in Web text	

Activity Three, Area 2, Topic 2: Combining private and working life:	
Web text	Impact of the changing patterns of time use (including work and leisure), work organisation and flexible working hours on quality of life, including of the most vulnerable groups.
Expert's comments on Web text	Poor English, imprecise formulations, I suggest to rephrase: "**Influence** of the changing patterns of time-use **in the organisation of** work and leisure (flexible working hours) **upon the** quality of life, **with a special attention to** the most vulnerable groups"
Expert's suggestion for including additional elements in Web text	I would add: "and the question of gender"

Activity Three, Area 3, Topic 1: Cultural interaction:	
Web text	Historical migration of peoples into Europe, and related transport of language, traditions and religion practices, values and beliefs.
Expert's comments on Web text	- The other documents say "interaction**s**" - What is meant by "historical" here? The quantitative weight of the present phenomenon or history proper (going back to when?) - You do not "transport" language, traditions and religion practices, values and beliefs I suggest to rephrase: "**The long-term historical trends and the contemporary phenomenon of the** migration of peoples into Europe, **and the resulting cultural mixture** of language**s**, traditions and religion practices, values and beliefs.
Expert's suggestion for including additional elements in Web text	I would add after "cultural mixture" **(hybridity)**"

Activity Four, Area 1, Topic 3: Impacts of changing globalisation:	
Web text	On the role of different regions and countries in the world, on degrees of freedom for policy, on poverty, "brain gain" and "brain drain", cultural heritage, gender relations.

Expert's comments on Web text	What does this title mean? I would rephrase it in function of a more precise content: "**Changing effects of globalisation**" The wording is clumsy, awkward and imprecise (what kind of "role"? what is "freedom for policy"?)
Expert's suggestion for including additional elements in Web text	I suggest to rephrase and complete it "**the comparison** of different regions and countries in the world **concerning the** degrees of freedom **for their citizens**, **the globalisation of the problem of** poverty, "brain gain" and "brain drain", **world-wide rivalry in** cultural heritage, **the challenge to local and religious traditions in the field of** gender relations. I propose to add: "**the effect of new power relations emerging from the international organisations**"

Activity Four, Area 2, Topic 1: Root causes of violent conflicts across and within countries:	
Web text	The role of state failure, hegemonic politics over minorities and opposition groups, corruption, organised crime, resource scarcity.
Expert's comments on Web text	"root cause" is very awkward – I would put "**The** root **of the** causes" I would reformulate the yellow part: "**the failure of state-control, the adverse effect of oppressive politics towards**"
Expert's suggestion for including additional elements in Web text	

Activity Four, Area 2, Topic 3: Perceptions of insecurity and fears and their relations to conflicts:	
Web text	Definition of threats across countries, policy areas and over time; relation with response options.
Expert's comments on Web text	the title is awkward, I suggest "insecurity, **persisting fears**" instead of "definition" I would put "**different types of**"
Expert's suggestion for including additional elements in Web text	the last yellow part simply makes no sense at all (not even grammatically), I suggest instead "**possible political and policy bound responses to these threats, the lesson of historical patterns of dealing with insecurity, panic and scapegoats**"

Activity Five, Area 2, Topic 2: Culture heritage in the context of European diversities and commonalities:	
Web text	The role of European cultural heritage in European integration, including the events, symbols, values and collective or individual actors that have played a role in this context.
Expert's comments on Web text	I suggest "**cultural heritage**" in the title.
Expert's suggestion for including additional elements in Web text	add: "**and the new strategies and technologies of documentation and preservation**"

Activity Five, Area 2, Topic 6: Differences and commonalities in attitudes, values, knowledge and practices in European cultures:	
Web text	Including particular sections of society such as young people, minorities and socially excluded groups.

Expert's comments on Web text	The whole description is one-sided: **hegemonic or dominant groups and their attitudes, values, knowledge and practices** also have to be examined, not only the subordinated ones. I suggest including this. Instead of "sections of society" I would put "**social categories".**
Expert's suggestion for including additional elements in Web text	

Activity Five, Area 2, Topic 7: Role of media and popular culture in Europe:	
Web text	Contemporary cultural critique in this context; media convergence; media ethics; journalism issues; the role of popular culture as well as that of the creative industries.
Expert's comments on Web text	What is media convergence? What are the creative industries?
Expert's suggestion for including additional elements in Web text	I would add after popular culture "**subcultures".**

Activity Seven, Area 3, Topic 4: Universities:	
Web text	e.g., identification of their role and functions in training and research in the knowledge society, the value of certification, universalism/specialisations in a growing service economy, the forms of operation, management and ownership/control.
Expert's comments on Web text	instead of training I suggest **education,** instead of "the knowledge society" "**knowledge based society"** What is "certification" in this context? – I suggest to drop instead of "the forms" "**their** forms"
Expert's suggestion for including additional elements in Web text	It would be crucial, again, to add "**the different historical and national models of university education and the evaluation of recent reforms to make these systems compatible with each other (the so-called Bologna process)".**

Activity Seven, Area 3, Topic 1: The future of the European Research Area (ERA):	
Web text	e.g., dynamics and barriers for emergence of ERA between European and national research funding, dynamics of new European funding instruments and the role of multinational firms and philanthropic funding, optimal synergies with innovation and education.
Expert's comments on Web text	Instead of "with" I would put **between.**
Expert's suggestion for including additional elements in Web text	I propose to add to the end "**the innovative role of international and interdisciplinary research institutes and institutes for advanced studies".**

COLUMN 2

Activity Three, Area 1, Topic 1: Ageing society:	
Web text	Economic, social, political and cultural impact and potential of an ageing society, as well as aspirations of ageing people.
Expert's comments on Web text	I would also include "**potential**" to my "to-be-avoided-terminology" list. The research problem is important but the formulation is empty and commonplace.
Expert's suggestion for including additional elements in Web text	Maybe it could be improved by some precision, such as: "**conflicts and problems related to age in academic hierarchies**" or "**the new cultural and educational market created by the ageing people**"

Activity Three, Area 2, Topic 4: Societal dimensions of lifestyles:	
Web text	Identification of the main features which characterise current lifestyles and analysis of their impact on quality of life and health, including of the most vulnerable groups in society.
Expert's comments on Web text	- Why not simply "**social**"? - "**influence**" instead of impact - delete "of" On the whole, I would use more prepositions than the web text does (i.e. influence on **the** quality of life).
Expert's suggestion for including additional elements in Web text	a possible opening for the humanities: "**the role of religions in defining lifestyles – in the history and in the present**"

Activity Four, Area 1, Topic 2: Changing interactions between regions of the world and their causes:	
Web text	Including changes in flows of trade, finance, direct investment, natural resources, migration and their interrelations; how globalisation is developing in various fields; the role of multinational companies.
Expert's comments on Web text	The causes of the "interactions" or the "changes"?
Expert's suggestion for including additional elements in Web text	possible openings for the humanities: "**world languages in competition with each other; the industry of tourism; worldwide interactions in fashion and popular culture**"

EXPERT 6

COLUMN 1

Activity One, Area 1, Topic 6: Education and training systems and their reforms in Europe:	
Web text	Knowledge creation, including social capital, transfer and absorption of knowledge as well as competences and skills; alternative funding models in higher education systems; education systems facilitating life long.

	learning, creativity and entrepreneurship; causes of drop outs and early school leavers and the consequences for policies including youth policy.
Expert's comments on Web text	Humanities are central to the process of knowledge creation.
Expert's suggestion for including additional elements in Web text	Knowledge creation, including social capital, transfer through cultural and linguistic competency and absorption of knowledge as well as ….

Activity Two, Area 2, Topic 9: Migration, ethnicity and integration:	
Web text	including intergenerational difference in the integration of migrants, gender and family formation issues, access to labour markets, education, cultural issues in integration including language; patterns of discrimination and segregation; settlement and integration policy and its relation to social and human rights, citizenship, political participation, media treatment; management capability of integration systems; trafficking of migrants.
Expert's comments on Web text	Very wide range of topics which raises issue of coherency and written in the langue of migration specialist from the social sciences. It is also not clear what terms like integration and segregation mean across Europe.
Expert's suggestion for including additional elements in Web text	What does concepts such as integration and segregation mean across Europe and how does culture play in informing the understanding of these concepts in relation to intergenerational difference in the integration of migrants, gender and family formation issues, access to labour markets, education, and language and linguistic change; historical and contemporary patterns of discrimination and segregation; settlement and integration policy and its relation to social and human rights, citizenship, political participation, media treatment; management capability of integration systems; trafficking of migrants

Activity Two, Area 2, Topic 5: Social inequalities and their relation to cohesion:	
Web text	Including inequalities in income and wealth, life chances, social mobility, inheritance of inequalities, cultural issues, poverty and their consequences, including any relation to crime and drug addiction.
Expert's comments on Web text	Seems to be written by economists and it is not clear what do we mean by cohesion.
Expert's suggestion for including additional elements in Web text	Historical trajectories of inequalities in income and wealth, life chances, social mobility, inheritance of inequalities, cultural issues and subjectivity, poverty and their consequences, including any relation to crime and drug addiction.

Activity Two, Area 2, Topic 11: Education, training and social cohesion:	
Web text	life chances, social mobility, impact of education systems compared to social and cultural advantage, education objectives and their impact on social cohesion, education methods for social cohesion, differential access to education systems of varying resources and quality, dropping out, impact of different education policies and education systems on social cohesion.
Expert's comments on Web text	The term "social cohesion" is highly problematic; it was originally used by economists and then adopted by policy makers who have imposed this category on the social sciences. Neither policy makers nor social scientist have a consensus of what this term means and what social cohesion should look like. The structure makes the paragraph very unclear.
Expert's	life chances, social mobility, impact of education systems compared to

suggestion for including additional elements in Web text	social, historical and cultural advantage, education objectives and their impact on social cohesion, differing interpretation of this concept, education methods for social cohesion, differential access and cultural capital to education systems of varying resources and quality, dropping out, impact of different education policies and education systems on social cohesion.

Activity Three, Area 3, Topic 1: Cultural interaction:	
Web text	Historical migration of peoples into Europe, and related transport of language, traditions and religion practices, values and beliefs.
Expert's comments on Web text	A lot of potential for the humanities but needs some key word to open it up.
Expert's suggestion for including additional elements in Web text	Historical migration of peoples into Europe, and related transport of language and linguistic change, traditions, philosophical and religious practices, beliefs, values and laws.

Activity Four, Area 2, Topic 1: Root causes of violent conflicts across and within countries:	
Web text	The role of state failure, hegemonic politics over minorities and opposition groups, corruption, organised crime, resource scarcity.
Expert's comments on Web text	A few choice words can open this up to the humanities.
Expert's suggestion for including additional elements in Web text	The history of state failure, philosophical and cultural understanding of hegemonic politics and state power over minorities and opposition groups, corruption, organised crime, resource scarcity.

COLUMN 2

Activity Two, Area 1, Topic 6: The outlook for the future for the various models:	
Web text	As well as for supra-national efforts at combining the objectives, whether at international or regional (e.g. EU) levels.
Expert's comments on Web text	To understand where you are going you need to know from where you started.
Expert's suggestion for including additional elements in Web text	Drawing out historical trajectory of supra-national efforts at combining the objectives, whether at international or regional (e.g. EU) levels.

COLUMN 1

Activity One, Area 1, Topic 6: Education and training systems and their reforms in Europe:	
Web text	knowledge creation, including social capital, transfer and absorption of knowledge as well as competences and skills; alternative funding models in higher education systems; education systems facilitating life long learning, creativity and entrepreneurship; causes of drop outs and early school leavers and the consequences for policies including youth policy.
Expert's comments on Web text	Area 1 explicit aim is "to link knowledge creation and dissemination to economic performance and social well-being" The first part of Topic 6 (knowledge creation, including social capital, transfer and absorption of knowledge as well as competences and skills) invites an interdisciplinary reflection on three constructs: (1) knowledge creation, transfer and absorption; (2) competence and skills transfer and absorption and (3) social capital including a reflection on the economic, psychological, sociologic, historical and epistemological aspects of these constructs. This interdisciplinary reflection may be useful because both the main goal of the Lisbon strategy ("the most competitive and dynamic knowledge-driven economy by 2010") and in the document "Working together for growth and jobs. The new start for the Lisbon agenda (2005) Knowledge is considered as a critical factor to ensure competitiveness "a key driver in productivity and growth" but it is less related to social well-being.
	The second part of Topic 6 (alternative funding models in higher education systems; education systems facilitating life long learning, creativity and entrepreneurship) offers the possibility to investigate the extent to which institutional settings) establish links between knowledge dissemination, economic performance and social well being. From the text it seems that *models of funding*; *life long learning, creativity* and *entrepreneurship* are considered important factors that influence the success of higher education systems and education systems for contributing to economic performance and social well-being and therefore it might be useful to study the features of those education systems that facilitate the development of these factors (learn from best practice?)
	Life long learning can be viewed as a key for "a more mobile work force" but other benefits of *Life long learning* can also be emphasized in relation to social inclusion and personal realisation.
	As for the last part (causes of drop outs and early school leavers and the consequences for policies including youth policy) This is a crucial problem. Numerous studies have shown that immigration, differences between school –culture and family –culture in general and differences in language and literacy practices, in particular, are involved in failure at school. An interdisciplinary approach to this issue and its consequences for social exclusion are imperative. It requires not just a statistical appreciation of causes but a deep ethnographic approach as to the discourse practices, the cultural dissonances, issues of identity, teachers' conceptions and practices, the relation between students previous knowledge and the conditions of learning, in an attempt to explain causes but also hint at solutions.
Expert's suggestion for including additional elements in	Creation, transfer and application of knowledge relevant for *economic growth and competitiveness*, *social inclusion* and *environmental concerns*, development of skills and competencies needed to succeed in school and in the workplace; alternative funding models in higher education systems; analysis of education systems that facilitate lifelong learning and develop

Web text	creativity, personal growth. And entrepreneurship in their students, proposals for reforms. Causes of failure at school, dropouts and early school leaving. Consequences of educational failure for youth. Preventive and treatment policy, including youth policy

Activity One, Area 3, Topic 2: Role of institutions, including international institutions for growth, employment and competitiveness:	
Web text	at the Member State, regional and the EU level, in the short and long run; issues such as intellectual property rights, legal systems, corporate governance and the role and effectiveness of regulations, rules, norms, conventions and values.
Expert's comments on Web text	There is place for the humanities to look at institutions and institutional productions (e.g., regulations) from its perspective (from an historical perspective, a discursive analysis perspective, political perspective, etc). In this case, a reflection on the quality, the level of acceptance and effectiveness of legal systems and other kind of regulations to enhance or hinder growth, employment and competitiveness is in order. It might be of interest to explore the extent to which regulations may serve to conciliate growth with other goals in the Lisbon agenda like those related to environmental concerns. A comparative analysis of the level of acceptance and observance in different regions and countries.
Expert's suggestion for including additional elements in Web text	Role of institutions, including international institutions for growth, employment and competitiveness: Historical and prospective views at the Member State, regional and the EU level. It is of interest to study the level of acceptance, observance and effectiveness of issues such as intellectual property rights, legal systems, corporate governance, rules, norms, conventions and values. In particular

Activity Two, Area 1, Topic 1: The different approaches taken to combining the objectives:	
Web text	(Whether explicitly or implicitly) in different countries or regions, how these are embodied in the various socio-economic models, and their degree of success. The usefulness of typologies of national models in this context and the degree of coherence or consistency of the models.
Expert's comments on Web text	The objectives are again "the three pillars" in the re-launched Lisbon agenda: *economic growth and competitiveness*, *social inclusion* and *environmental concerns.* This topic seems to require a characterisation of the way in which specific socio-economic models take care of these objectives. The view of the humanities should focus on the extent to which historical, cultural factors may influence the characteristics of the model and the degree of success. Are there national and regional typologies of models? Are there possibilities to transfer models?
Expert's suggestion for including additional elements in Web text	Key feature of the socio-economic models that aimed at combining economic growth and competitiveness, social inclusion and environmental concerns. Degree of success of specific models in the context of national and regional experiences. Influence of historical and cultural factors in the design, implementation and success of specific models. Factors that may facilitate or hinder transfer of socioeconomic models to other countries of regions

Activity Two, Area 2, Topic 11: Education, training and social cohesion:	
Web text	life chances, social mobility, impact of education systems compared to social and cultural advantage, education objectives and their impact on social cohesion, education methods for social cohesion, differential access to education systems of varying resources and quality, dropping out, impact of different education policies and education systems on social cohesion.
Expert's	This is an important topic very much related to topic 6 in area 2, Activity 1,

comments on Web text	although this one seems to be more focused on social mobility and cohesion than on economic growth whenever causes of dropout are analysed issues of social inequality and cultural differences emerge. I do not really understand the first sentence of the topic *impact of education systems compared to social and cultural advantage*??) Does it mean whether education as any effect on social mobility to overcome social and/ or cultural origin? This can be a nice place to develop issues of "educational futures" –the futures of education in relation the questions of globalisation, social cohesion and knowledge economy.
Expert's suggestion for including additional elements in Web text	Education, training and social cohesion: influence of educational systems on social mobility and social cohesion, relative influence of education as compared to social and cultural origin; differential access to education systems of varying resources and quality of provision, dropouts. The impact of education policies, educational objectives and different pedagogical approaches on social cohesion. Educational futures.

Activity Two, Area 3, Topic 2: Effect of changes in world conditions on combining the objectives:	
Web text	Key changes in world conditions that affect the ways in which the objectives can be combined, compared to the past, and the outlook; how changes affect the ability to combine the objectives and what strategies can be adopted to deal with them. Whether or not relevant world conditions can be modified to improve the possibility of combining objectives.
Expert's comments on Web text	A reflection on the "key changes in world conditions" that affect the way in which economic, social and environmental objectives can be combined is crucial. There is an important role to humanities in this reflection because some of the changes can be neutrally described in terms of immigration, social exclusion, educational opportunities, etc. But most of them are related to strong cultural differences, to increasing fanaticism, conflicting group identity, irruption of violence and fear in daily life that are attempting against freedom and security, conceptions that are foreign to the idea of building a scientific, technological and united Europe. These changes that occurred mostly after the launching of the Lisbon agenda (2000) were only timidly related to at the re-launching of the Lisbon agenda (2004). Besides historical, political, philosophical views on these changes it might be needed a psychological perspective to understand how people are affected by these changes.
Expert's suggestion for including additional elements in Web text	Effect of changes in world conditions on combining economic, social and environmental objectives: key changes in world conditions that affect the ways in which objectives can be combined. Historical, political, philosophical and psychological views on how these changes affect the ability to combine the objectives at different scales (national, regional). Intervention developments and strategies that can be adopted to gain a better understanding of these changes; to understand how to deal with the effects of these changes and whether or not world conditions can be modified to improve the possibility of combining objectives

Activity Three, Area 1, Topic 2: Low fertility rates:	
Web text	Economic, social, psychological and cultural factors influencing current low birth rates and the individual and collective change in attitudes and in public policies, needed to modify these rates.
Expert's comments on Web text	This topic, which is very specific, calls, for an interdisciplinary work with a strong role for the humanities. Historical vies on the many factors influencing birth rates and the extent to which the different factors may interact is of great interest and has many implications for education, for intergenerational relations. Gender studies may also have an important contribution to this issue
Expert's	Economic, social, psychological, historical and cultural factors influencing

suggestion for including additional elements in Web text	birth rates and particularly current low birth rates and the individual and collective change in attitudes and in public policies, including changes in education needed to modify these rates.

Activity Three, Area 2, Topic 6: Changes in consumption:

Web text	Changes in consumption patterns and cultures of contemporary societies, how they have developed, and their impact on society; outlook for the future.
Expert's comments on Web text	Again this is a very attractive topic to explore and to contribute for HUM. Historical changes in the patterns of consumption including ethical and philosophical considerations on the relation between work, saving and expenditure. Cultural factors in consumption patterns. The role of media in consumption patterns. The impact of consumption patterns on social inclusion/exclusion. Future trends at national and regional scale
Expert's suggestion for including additional elements in Web text	Again this is a very attractive topic to explore and to contribute for HUM. Historical changes in the patterns of consumption including ethical and philosophical considerations on the relation between work, saving and expenditure. Cultural factors in consumption patterns. The role of media in consumption patterns. The impact of consumption patterns on social inclusion/exclusion. Future trends at national and regional scale

Activity Three, Area 2, Topic 2: Combining private and working life:

Web text	Impact of the changing patterns of time-use (including work and leisure), work organisation and flexible working hours on quality of life, including of the most vulnerable groups.
Expert's comments on Web text	This is also a very attractive topic (very much related to other topics in Activity 3) Among the changing pattern I would add mobility –as it was already suggested- and new technologies for facilitating different forms of work and leisure independently from place of work; home work. And, the use of technologies for leisure and affective communication. These changing patterns of communication and use of time must be understood in the light of cultural differences and cultural interaction. In this context, which are the most vulnerable groups? Children? Handicapped? Socially excluded? Elderly?
Expert's suggestion for including additional elements in Web text	Impact of the changing patterns of time-use -- including the distribution of work and leisure, work organisation and flexible working hours; work mobility and work at home, the use of technology for leisure and affective communication -- on quality of life. How these changing patterns of work organization, communication and use of time affect different cultural and social groups, including of the most vulnerable groups.

Activity Three, Area 2, Topic 1: Family life:

Web text	Current trends in family formation and dissolution, their causes and consequences, e.g. for children's development and socialisation, the well-being of the partners and the care and social integration of the elderly and disabled (physically or mentally)
Expert's comments on Web text	Gaining and understanding of the causes and effect of current trends in family formation and dissolution must be very attractive to psychologists, educationists, gender and cultural studies. A critical analysis on the different discursive constructions on family life and the extent to which they are affected by cultural differences is in order. The patterns of communication in family life are an important factor for children success alt school and for language and literacy acquisition. Thus the potential interest for this interdisciplinary HUM oriented approach.
Expert's suggestion for	Current trends in family formation and dissolution, their causes and consequences, e.g. for children's development and socialisation, form

including additional elements in Web text	language and literacy acquisition, the well-being of the partners and the care and social integration of the elderly and disabled (physically or mentally). A critical analysis on the different discursive constructions on family life and on patterns of communication in different cultural groups to acquire a clearer understanding of causes and consequences.

Activity Three, Area 3, Topic 3: Changing perceptions of cultural differences in European societies:	
Web text	The relation of the mixing of cultures, religions, values, beliefs and norms of behaviour to changes in phenomena such as racism, intolerance, xenophobia, use of violence and affirmation of exclusive cultural traditions.
Expert's comments on Web text	This is indeed an essential issue for European societies and as long as issues such as use of violence or xenophobia are not treated as a deep level, they will probably remain unsolved. It is crucial to investigate the influence of educational discourse (hidden and explicit curriculum) on the perception of cultural differences.
Expert's suggestion for including additional elements in Web text	Changing perceptions of cultural differences in European societies: The relation of the mixture of cultures, religions, values, beliefs and norms of behaviour to increasing racism, intolerance, xenophobia, use of violence and affirmation of exclusive cultural traditions. The role of mass media on generation and transmission of representations of cultural differences. Critical Analysis of the representations transmitted through literature, the performing arts, and of the influence of education discourse.

Activity Four, Area 2, Topic 2: Causes and consequences of terrorism:	
Web text	Terrorism and other forms of political violence in the context of inter- and intra-state conflicts; home-grown terrorism and trans-national networks.
Expert's comments on Web text	This topic is very relevant for European societies. There is place here for a deep interdisciplinary approach to understand causes and consequences of terrorism (take not for example of the debate Bush –Schüssel- Barroso with the news in Vienna). What is meant by terrorism? Historical perspectives are essential to understand the changing definition of terrorism as well as the evolution of terrorism in different contexts. Critical analyses are also fundamental to bring about the internal contradictions of the definition of terrorism and the extent to which they are related to cultural differences. The interaction between cultural studies and pedagogy might be particular useful to understand the evolution of terrorism as well as the effect of social, political and education factors on this evolution. As said by other group members, the development of "new conceptual tools in order to recognize analyse and define terrorism by investigation its language and modality of representation and communication" will be very useful for policy makers and for the public in general
Expert's suggestion for including additional elements in Web text	

Activity Four, Area 3, Topic 3: Europe seen from outside:	
Web text	How Europe and the EU are seen by people, elites, governments, media and popular culture from outside Europe; implications for policy and inter-cultural dialogue.
Expert's comments on Web text	
Expert's	how Europe and the EU are seen by people, elites, governments, media

suggestion for including additional elements in Web text	and popular culture from outside Europe; how educational and exchange programmes as well as interaction networks influence the way in which Europe is seen from the outside; implications for policy and inter-cultural dialogue.

Activity Five, Area 2, Topic 2: Culture heritage in the context of European diversities and commonalities:	
Web text	The role of European cultural heritage in European integration, including the events, symbols, values and collective or individual actors that have played a role in this context.
Expert's comments on Web text	This is a real "humanities friendly" topic. I will not elaborate further. I have got a contribution from people from the Archaeology department which I have found very relevant in the sense of including Cultural landscapes as a human heritage as a human heritage because they are expression of regional long-term history of land management as well as cultural identity and diversity in Europe. Promotion of Cultural landscapes is closer related to the conservation of traditional way of live in rural areas. This target contributes to the sustainable economies and the economical promotion of rural areas (green tourism, local food productions, etc) and, in consequence, it can contribute to avoid depopulation of rural/marginal areas.
Expert's suggestion for including additional elements in Web text	The role of European cultural heritage in European integration, including the events, symbols, values and collective or individual actors that have played a role in this context. Cultural landscapes as a human heritage.

Activity Five, Area 2, Topic 3: Institutions:	
Web text	Differences and commonalities in institutions within Europe, (including norms, practices, and laws), and their role in European integration as well as the nature of this integration; the development of European values and their incorporation in institutions; perspectives for future integration in this context.
Expert's comments on Web text	This is a very attractive topic inviting different HUM researchers to contribute their expertise
Expert's suggestion for including additional elements in Web text	See p. 3 on 30.05.06 document for issues of wording (including the doubts.)

Activity Five, Area 2, Topic 4: Definitions and perceptions of identities:	
Web text	Reassessing conceptualisations of identity; identity as an inclusive and/or exclusive notion; gender, ethnicity and identity; space, borders and identity.
Expert's comments on Web text	This is place for a deep analysis on "identity" including the historical, philosophical, psychological perspective on this crucial issue A critical analysis of discourse construction of identity and the extent to which political, and other factors play a role in these constructions.
Expert's suggestion for including additional	Reassessing conceptualisations of identity form historical, philosophical and psychological perspectives. Analyses of discourse construction of identity; representations of identity as an inclusive and/or exclusive notion: Issues of gender, ethnicity; space and borders in relations to identity

elements in Web text	

Activity Seven, Area 3, Topic 4: Universities:	
Web text	e.g., identification of their role and functions in training and research in the knowledge society, the value of certification, universalism/specialisations in a growing service economy, the forms of operation, management and ownership/control.
Expert's comments on Web text	In the light of the Bologna agreement (EU), which sets up single and commonly European educational standards this topic, is very important. Two dimensions are of concern. A descriptive dimension on the current situation in the links universities, the work market and the development of research for creation of knowledge. Including the contribution of humanities in fulfilling demands of universalism and flexibility. Also the role and degree of success of public and private higher education in fulfilling the needs of work market and basic research. There is also the need to deal with another dimension, that of the educational futures. That is the future of higher education in relation to the tensions arising from the process of globalisation and the knowledge economies toward which the EU is moving.
Expert's suggestion for including additional elements in Web text	Identification of their current role and functions in training and research in the knowledge society, the value of certification. The relative usefulness of universalism or specialisations in knowledge economies that demand a continuing ability to learn and to innovate. The role of humanities in fulfilling these demands. Current forms of operation, management and ownership/control and their degree of success in training and research. Educational futures of Universities in relation to the process of globalisation and the requirements of knowledge economies but also to the social and environmental problems created by these processes.

EXPERT 8

COLUMN 1

Activity One, Area 1, Topic 5: Internationalisation and networking of European research and innovation activities and systems:	
Web text	Characteristics and the impact of the internationalisation of research and innovation systems on research, science, education, and innovation policies, including regional R&D policies.
Expert's comments on Web text	This could perhaps benefit from content analysis of the discourse that I'm guessing exists about national and international research agendas. Are there competing frames about the nature or purpose of research and innovation for example? Are the same models or frames invoked in newer versus older EU member states for instance?
Expert's suggestion for including additional elements in Web text	…including regional R&D policies **and discourse analysis of how research and innovation are described and rationalized in national and international contexts.**

Activity Two, Area 3, Topic 2: Effect of changes in world conditions on combining the objectives:	
Web text	Key changes in world conditions that affect the ways in which the objectives can be combined, compared to the past, and the outlook; how

	changes affect the ability to combine the objectives and what strategies can be adopted to deal with them. Whether or not relevant world conditions can be modified to improve the possibility of combining objectives.
Expert's comments on Web text	
Expert's suggestion for including additional elements in Web text	…on combining the objectives: **including historical and cultural studies of** key changes in world… Whether or not relevant world conditions can be modified to improve the possibility of combining objectives, **and how public discourse represents and influences these potential outcomes**.

Activity Five, Area 1, Topic 3: Democracy, the European public sphere and the media:	
Web text	Conditions for their interrelated development in contemporary Europe.
Expert's comments on Web text	Again Content analysis of public discourse on every topic aspect of Citizenship in the European Union is something Humanities researchers can readily offer based on established research methods.
Expert's suggestion for including additional elements in Web text	Conditions for their interrelated development in contemporary Europe, **especially how respective media frame democracy and what metaphorical entailments underlie stakeholder discourse about citizenship and participatory governance.**

Activity Five, Area 2, Topic 1: Histories and approaches to multiple coexisting cultures:	
Web text	Histories of European cultures; critical assessment of multiculturalism; visions and perspectives for European integration including the views of the citizens/non-citizens.
Expert's comments on Web text	I've tried to combine the two and lose some of the redundancy.
Expert's suggestion for including additional elements in Web text	Multiple coexisting cultures: historical analysis and cultural heritage in the context of European diversities and commonalities; critical assessment of multiculturalism and how it is viewed by stakeholders including citizens and non-citizens; and historical analysis and/or contemporary content analysis of events, symbols, values and collective or individual actors in cultural heritage.

Activity Five, Area 2, Topic 5: Language, the arts and religions - bridging gaps between people:	
Web text	Societal, political and historical role and specificity of contemporary arts, literature, philosophy, history, religion and language in bridging gaps between people.
Expert's comments on Web text	I don't know what the word SPECIFICITY means in this context, could it be replaced by the word CONTENT? Otherwise this topic is already written to attract Humanities researchers.
Expert's suggestion for including additional elements in Web text	

Activity Seven, Area 3, Topic 4: Universities:

Web text	e.g., identification of their role and functions in training and research in the knowledge society, the value of certification, universalism/specialisations in a growing service economy, the forms of operation, management and ownership/control.
Expert's comments on Web text	General Comments on Activity Seven: Well before there are outcome data or known stakeholder positions, at times when foresight activities are most crucially needed, there is stakeholder discourse on potential outcomes, preferred outcomes, feared outcomes, and so on. Humanities researchers are uniquely positioned to evaluate and interpret the content of such discourse, including but not limited to stakeholder meetings, journalist sources, political rhetoric, and other discourse that realizes, communicates and influences opinion. Such analysis can elucidate the contradictory frames, models, and assumptions that such discourse will entail and can clarify for policy makers the barriers and facilitators for various potential activities and outcomes. Therefore it would be helpful if the Rationale could include phrases like such "…will study subjects relevant at European-wide or world-wide scale by prospective studies **and content analysis of discourse concerning** science, technology, and innovation related themes…"
Expert's suggestion for including additional elements in Web text	Analysis of lay, specialty and policy discourse on universities role in a knowledge society

Activity Seven, Area 3, Topic 1: The future of the European Research Area (ERA):

Web text	e.g., dynamics and barriers for emergence of ERA between European and national research funding, dynamics of new European funding instruments and the role of multinational firms and philanthropic funding, optimal synergies with innovation and education.
Expert's comments on Web text	
Expert's suggestion for including additional elements in Web text	Discourse and Cultural analysis of the respective funding cultures and dialogues to explicate the respective frames and models of funding that contribute to dynamics and barriers for cooperation in national, European, and philanthropic funding communities.

EXPERT 9

Activity Three, Area 1, Topic 2: Low fertility rates:

Web text	Economic, social, psychological and cultural factors influencing current low birth rates and the individual and collective change in attitudes and in public policies, needed to modify these rates.
Expert's comments on Web text	This title is very narrow and actually excludes such related issues as reproductive rights (abortion, methods of contraception, in vitro fertilisation, etc). I would suggest exclude the word *low* from the title because it supposes a similar reproductive behaviour in various social and cultural groups. Moreover the *low* suggests that functionaries (society) are interested in quantitative reproduction rather than in qualitative. Does it the task? The web text does not reflect a legal aspect of population control as well.

Expert's suggestion for including additional elements in Web text	**Fertility rates and reproductive rights:** Economic, social, psychological and cultural factors influencing current low birth rates and the individual and collective change in attitudes and in public policies, needed to modify these rates; reproductive rights, birth-control legislation including religious norms and public services.

Activity Seven, Area 3, Topic 4: Universities:	
Web text	e.g., identification of their role and functions in training and research in the knowledge society, the value of certification, universalism/specialisations in a growing service economy, the forms of operation, management and ownership/control.
Expert's comments on Web text	Mention of only Universities excludes Research Institutes and/or Institutes for advanced studies. There are training (doctoral studies) and research institutions besides Universities at least in East Europe. Most of them belonged to the National Academy of Sciences and after restructuralisation in 1990s continue its activity. I suggest just expand a title of the topic.
Expert's suggestion for including additional elements in Web text	Universities and other scientific institutions

APPENDIX 6 Bibliographical notes

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http://cordis.europa.eu/fp7/**cooperation**/socio-economic_en.html;

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APPENDIX 7 Acknowledgements

The writer and *Rapporteur* for the Expert Group on Humanities (EGH) would like to acknowledge that this report reflects a year of open-handed, wide ranging, and sometimes fervent discussion and correspondence, co-ordinated and chaired with great equanimity and skill by Prof. Wolfgang Mackiewicz. This was matched by the immensely helpful, informative and active dialogue between the EGH and the Commission DG RTD/K personnel charged with overseeing the progress of the work. The process of discussion also was assisted and informed by two external experts who presented to the EGH (Appendix 2, above). The report compilation was aided by text contributed from all the individual experts, and the writer was especially helped by the advice and input of the EGH's Chairman, Prof. Wolfgang Mackiewicz and of Dr. Pascal Dissard, who also assisted with editing the text.

European Commission DG/RTD

- Jean-Michel Baer (EC DG/RTD, Director, Directorate L "Science, economy and society")
- Theodius Lennon (EC DG/RTD, Director, Directorate T "Implementation of activities to outsource")
- Johannes Klumpers (EC DG/RTD, Directorate L "Science, economy and society", Head of Unit L4 "Scientific culture and gender issues")
- Dimitri Corpakis (EC DG/RTD, Directorate L "Science, economy and society", Head of Unit L1 "Horizontal aspects and coordination")
- Andrew Sors (EC DG/RTD, Delegation of New-Delhi, India)
- Pascal Dissard, Scientific Officer in charge of the EGH (EC DG/RTD, Directorate L "Science, economy and society", Unit L4 "Scientific culture and gender issues)
- Silvia Dürmeier (EC DG/RTD, Scientific Officer, Directorate T "Implementation of activities to outsource")
- Danielle Epis (EC DG/RTD, Secretary, Directorate T "Implementation of activities to outsource")

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- Dr. Rüdiger Klein, European Science Foundation (Humanities Unit)
- Prof. Ann Katherine Issacs, University of Pisa, Coordinator of CLIOHRES.net (Network of Excellence in History) and of ARCHIPELAGO (Humanistic Thematic Network)

Others

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APPENDIX 8 CVs of the members of the Expert Group

Professor Wolfgang Mackiewicz *(Chairperson)* is Director of the Language Centre and Honorary Professor of English Philology at the Freie Universität Berlin. He is the president of the Conseil Européen pour les Langues / European Language Council (CEL/ELC). He was chair of the SIGMA Scientific Committee on Languages (1994-5) and has been coordinator of successive Thematic Network projects in the area of languages since 1996. He was coordinator of the DIALANG and ENLU projects. He has been advisor to both the European Commission and the Council of Europe in a number of capacities, and is currently *Rapporteur* of the Commission's High Level Group on Multilingualism.
His research focuses on European language policy and language education policy. He has published numerous articles and chapters in books. He holds three honorary doctorates.

Margaret Gowen *(Rapporteur)* is vice-President of the European Association of Archaeologists, vice-chair of the Institute of Archaeologist of Ireland and a former President of the ICOMOS Irish Committee. A 'college scholar' during her post-graduate studies in University College, Cork, she established a commercial company in 1990 which is now one of the largest in Ireland, operating in a (licenced) heritage management and archaeology market. She has energetically promoted quality research in commercial-sector activity, published her own work and overseen the management and publication of a number of her company's collaborative research projects, many of which have had an interdisciplinary content. A former member of the Irish Heritage Council's Standing Committee on Archaeology, she is serving a second term on the Directorate of the Discovery Programme and is actively participating in current professional debate on the future of archaeological practice and research in Ireland.

Professor Christine Agriantoni is Professor of Economic History at the University of Thessaly (Volos, Greece) since 2002. She has worked before as researcher at the Centre for Neohellenic Research of the National Hellenic Research Foundation. Her fields of research are industrial history, urban history and business history of Greece and Europe in the 19th and 20th centuries. She is member of the Comité Scientifique of the Maison Méditerranéenne des Sciences de l'Homme (Aix-en-Provence, France).

Dr. Anna M. T. Bosman is currently associate professor at the department of special education and the Behavioural Science Institute of the Radboud University Nijmegen (the Netherlands). She obtained her PhD in Cognitive Psychology (phonology and reading) in 1994 from the University of Amsterdam in the Netherlands and subsequently worked as a research fellow (post-doc NATO-Talent stipend) at Arizona State University, USA (1995). In 1996, she became a post-doc at the University of Nijmegen and soon moved to a permanent position. Her research interests comprise cognitive processes in reading and spelling, reading and spelling difficulties in different population (e.g., children with impaired vision and children with a mild mental retardation), effective instruction, body language, and communication in children with mild mental retardation and behavioural problems.

Professor Adriana Cavarero is Professor of Political Philosophy at the University of Verona (Italy). She has been Regular Visiting Professor at NYU (New York University) from 1999-2002, she was appointed of the "Chair of Italian Culture" at UCB (Berkeley) in 2004 and of the "De Bosis Visiting Lectureship" at Harvard University in 2006. She is a member of the Editorial Board of the following journals: "Filosofia Politica", "Iride", "Redescriptions.Yearbook of Political Thought and Conceptual History", "International Dialogue". She is also member of the following Research Institutions: "Centro per il lessico politico europeo", "Diotima", "Wellness Foundation".
Her research focuses on ancient and modern political philosophy, gender studies, literary theory and classics. She has published ten books and many essays and articles.

Prof. Roman Horak is Head of Sociology of Art and Cultural Sociology at the Institute of Aesthetics and Cultural Studies/Art Pedagogy, University of Applied Arts Vienna. He was a founding member and co-director (1985 - 1992) of the 'Institut fuer Kulturstudien'(IKUS)/ 'Institute for Cultural Studies' in Vienna. From October 1988 to March 1989 he was Honorary Visiting Fellow at the Department of Sociology, University of Leicester, and since 1998 he is member of the Editorial Board of 'Cultural Studies'. His research focuses on the politics of the popular. He has published 13 books (among others: 'Die Praxis der Cultural Studies', Vienna 2002, and (Ed. with Wolfgang Reiter und Tanil Bora), Futbol ve Kültürü, Takimlar, Taraftalar, Indüstri, Efsaneler, Istanbul 2004, 4th edition) and about 100 articles and chapters in books.

Professor Gabor Klaniczay is Head of the Department of Medieval Studies at the Central European University, Budapest; Permanent Fellow at Collegium Budapest, Institute for Advanced Study. Graduated in History, Medieval Studies, and English Philology in 1974 at Eötvös Loránd University (ELTE), Budapest. 1976 postgraduate studies in Paris with Jacques Le Goff (École des Hautes Études en Sciences Sociales) and Michel Mollat (Sorbonne). 1983 Dr. Phil. at ELTE. 1978-84 Assistant Research Fellow at the Institute for Historical Research of the Hungarian Academy of Sciences. 1985-90 Secretary of the National Committee of Hungarian Historians. 1984-90 Assistant Professor, 1990-94 Associate Professor, 1994-97 Head of the Department of Medieval European History, ELTE. 1990-91 Fellow of the Wissenschaftskolleg zu Berlin. 1992 Getty Scholar at the Getty Center for Arts and the Humanities, Santa Monica. 1992-97 Head of the Department of Medieval Studies at the Central European University, Budapest. 1997-2002 Rector of Collegium Budapest. 2003/2004 Fellow at the Center for Advanced Studies in the Behavioral Sciences, Stanford. 2002- Permanent Fellow at Collegium Budapest, 2004- Head of the Department of Medieval Studies at CEU. Principal academic interests: historical anthropology of medieval and early modern European popular religion (sainthood, miracle beliefs, healing, magic, witchcraft); medieval dynastic sainthood in Central Europe; judicial context within the formulation of the images on the supernatural, in the middle ages and the early modern times, from the canonization trial to the witch-trial; visions and apparitions; comparative approach to religious and cultural history of medieval Hungary and Central Europe in an all-European context. He is the author of five books, editor of twelve books and the author of more than 120 articles and chapters in books.

Dr Yunas Samad is a Senior Lecturer in Sociology and Director of the Ethnicity Social Policy Research Centre at Bradford University, and Deputy-Director for the Centre for South Asian Studies, Geneva. He obtained his doctorate in history from St Antony's College Oxford University and he worked as an Associate Fellow of the Cecil Rhodes Chair of Race Relations, Oxford University and then as a Research Fellow at the Centre for Research on Ethnic Relations, Warwick University. He has also taught at Oxford and Sussex University. He was the Vice-chairman of the British Association for South Asian Studies (BASAS) and member of the Executive Committee of the European Association for South Asian Studies (EASAS). His research interest covers the South Asian diaspora and South Asia, ranging from nationalism, ethnicity, multiculturalism, Islam, gender, identity politics, youth and trans-nationalism. He has published four books and has numerous articles and chapters.

Professor Liliana Tolchinsky is a Professor of Linguistics at the University of Barcelona and a Research fellow in the Institute of Educational Sciences. She heads a Postgraduate Program for Education in Multilingual Contexts at the same university. The main focus of her research has been on later language development, developing literacy and its role in linguistic development. Besides publications in Spanish, her work has appeared in Cognitive Development, Journal of Child Language, Journal of Pragmatics and Written Language and Literacy. Her last book The Cradle of Culture and What Children Know about Writing and Numbers before Being Taught published by Lawrence Erlbaum Hillsdale, NJ appeared in 2003. A new edited book with H. Teubal and J. Dockrell Developmental and Historical Perspectives on Notational Knowledge London: Sense is forthcoming.

Professor Guy Van Orden received his PhD in Psychology from University of California San Diego in 1984. Following postdoctoral positions at AT&T Bell Laboratories (1983-1984) and

University of Colorado Health Sciences Center (1985-1987) he joined the Department of Psychology at Arizona State University where he directed the Graduate Program in Cognitive Systems and Behavioural Neuroscience (1992-1996). Since then, Dr. Van Orden has held visiting positions at the University of Amsterdam, University of Connecticut, and Catholic University, Eichstätt, Germany. He served as guest editor for *Ecological Psychology* and currently serves on the editorial boards of *Philosophical Psychology* and *The Mental Lexicon*. From 2001-2005 he served as the Director of the program in Perception, Action & Cognition at the National Science Foundation. He has also served on review and advisory panels for the U.S. National Science Foundation, U.S. Department of Defense, European Science Foundation, and European Commission; and he is a Fellow of the American Psychological Association.   Dr. Van Orden is currently a professor of psychology at the University of Cincinnati.

Dr. habil. Alina Zvinkliene is a senior researcher at the Institute for Social Research in Vilnius, Lithuania. She obtained her PhD (candidate of philosophical sciences) in sociology from the Institute of Philosophy, Sociology and Law of the Lithuanian Academy of Sciences in 1988 and passed the habilitation procedure in social sciences at the Institute for Social Research in 2006. She was a visiting fellow at the University of Oslo (1991), at the University of Wolverhampton (1994), at the Institute for Human Science in Vienna (1996) and at the Central European University in Budapest (1998-1999). Her main research fields are gender studies and democratisation in post-socialist societies, and citizenship in multicultural societies from a gender perspective. In this context, she has been invited to participate as a consultant in fieldwork research for postgraduate students, organised by the Institute of Social Anthropology of the University of Fribourg (Switzerland), in Morocco (1997), Romania (1999), Sicily (2001), Mauritius (2003), and Malaysia (2006). She was a member of the Editorial Board of the Res Publika, A Journal of Legal and Social Philosophy, Deborah Charles Publishers in 1995 – 1998; since 2005 she has been a member of the Editorial Board of Sociologija. Mintis ir Veiksmas, (a journal of Vilnius University, Klaipeda University). From 2002-2003 she was a member of the ENWISE Expert Group (DG Science and Society - Women and Science). Since 1984 she has published two books (co-editor) and more than 40 articles and chapters in books.