MAPPING REPORT:
EUROPEAN SURVEY OF RESEARCH PRIORITIES
IN THE HUMANITIES

HERA Deliverable 6.1.1

22 November 2005
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1 INTRODUCTION

This is the report for Task 6.1, Thematic reports, within the ERA-NET project HERA. The first section briefly describes the background and objectives of the whole project, followed by the aims of this particular Task.

1.1 Background

HERA (Humanities in the European Research Area) is a network and partnership between national funding agencies for the Humanities. The Consortium has 14 partners and two sponsoring partners, all of which are intertwined with their own national research communities. In addition, the European Science Foundation offers a forum of 31 research councils and acts as a pan-European member in HERA.

The HERA Consortium benefits from the networking experience gained over many years through the ESF Standing Committee for the Humanities (SCH). The European Network of the Research Councils in the Humanities (ERCH) established in 2002 brought the partners to closer and more extensive collaboration. The aims of ERCH networking were to promote strategic cooperation and exchange of information between the research councils in the Humanities. This collaboration in turn led to the establishment of HERA. The main needs of the partner countries during the period preceding HERA have been very different and thus, it has been very difficult to set priorities. However, the overall strategic objective shared by the organisations is the promotion of research of the highest quality.

An outline of HERA and its objectives can be found on the project website, and the project work involved is fully described in the Description of Work section. The objectives of HERA are:

- To stimulate transnational research cooperation within the humanities
- To enable the humanities to play an appropriate and dynamic role in the ERA and within EU Framework Programmes
- To overcome fragmentation of research in the humanities
- To advance new and innovative collaborative research agendas
- To improve cooperation between a large number of research funding agencies in Europe
- To attract more funding to research in the humanities by raising the profile of the humanities

1.2 Scope and Aims of Task 6.1

In the field of the humanities, lack of shared knowledge of national priorities and plans is one of the most obvious obstacles to planning transnational research activities. Within the framework of HERA, the overall aim of Work Package 6 is to provide and analyse information on current national research interests and priorities within the humanities and thus develop a solid knowledge base for future decision-making.

The objective of Task 6.1 is to map research priorities in the humanities. The mapping exercise will focus on the strengths and the cutting edge of presently funded research within the humanities as well as on new and emerging fields of research. The mapping exercise does not only cover HERA partner countries, but through ESF also aims at ensuring wider coverage in Europe.
The Mapping report: European Survey of Research Priorities in the Humanities will form the basis for the HERA Network Board’s decision-making on the further investigation of 4–5 research themes.

2 CONTEXT OF THE STUDY

2.1 Data Collection

The letter containing a data request was sent to HERA partner and sponsoring organisations on 30 June 2005. In the letter, the partner organisations were asked to respond to the following question:

Which do you consider as the most actual, innovative and relevant research topics within the humanities at the moment and in the future?

The task leader was aware of the fact that the partner organisations had different starting points in giving responses. Thus it seemed most plausible to give broad frames rather than a detailed definition of the scope and nature of the data input in advance. Attention has also been paid to the time span in defining the themes. Since it might take several years to establish cooperation in, for example, research funding, the themes covered should not only be of current interest, but also forward-looking. Furthermore, the task leader did not expect the partner organisations to conduct extensive surveys during the data collection, but rather benefit from surveys or considerations made previously (e.g. with regard to FP 7). The original data request can be found in Annex III of this report.

As a HERA partner, ESF disseminated the data request through SCH members (ESF Standing Committee for the Humanities) to achieve wider European coverage through its member organisations.

The deadline for the responses was 14 October 2005. By the deadline, the task leader received responses from 16 organisations containing in all 96 suggestions with varying degrees of detail. The responses given can briefly be described as follows:

- Most partners gave at least a short explanation of the reasons for the choice of theme with bullet points and also suggested sub-themes
- Some partners only indicated a theme without any further explanation of the choice
- Many themes were seen as already being topical, but were foreseen to be even more relevant in the future
- Some themes were rather broad in scope while some were more specific
- Some of the topical themes are relevant only at national level
- Some themes were interdisciplinary in nature while, some referred more to distinct disciplines
- Many partners indicated similar themes

All except five HERA partner or sponsoring organisations responded. No formal response regarding the research topics was received from Belgium, Iceland, and Switzerland, although most of these countries commented on the design of the report and the descriptions of the respective funding
organisations, which can be found in Annex II of this report. Furthermore, responses were received through the ESF Standing Committee for the Humanities (SCH) from 13 non-HERA members (Croatia, Cyprus, France, Germany, Greece, Hungary, Italy, Lithuania, Poland, Portugal, Slovakia, Spain, Turkey). Most of these responses fell into the category of thematic suggestions without explanations. Such responses can be found in Annex I.

A comprehensive list of the submitted suggestions as well as the original data request are attached to this report.

A draft of the report was sent for comments to HERA partner organisations. The report was finalised thereafter.

2.2 Data Analysis

The mere number of the suggested themes stressed the need and importance of data classification. Furthermore, as the themes often were highly interdisciplinary in nature, it was evident that classification according to the traditional fields of study was not the appropriate method. The task leader also found it important to aim at identifying large clusters rather than at bringing individual countries or fields of study to the forefront. Therefore, the most challenging task in analysing the data collected was to find a sound basis for data classification and processing.

In this report, themes have been classified under twelve theme groups. The suggested classification offers one – but certainly not the only possible – method for further data processing. Each theme group aims at being problem-oriented rather than based on the division between disciplines. This type of classification is mainly due to the apparent need for an interrelated approach. Each theme suggested has been categorised under one theme group. However, many themes are relevant in terms of two or more theme groups and these cross-cuttings with other theme groups have been identified.

The task leader wants to emphasise that the theme groups have not been prioritised or presented in any particular order, nor does the order of themes within groups reflect any value judgements. The lines of argument related to the suggested themes have been left untouched. Suggestions without explanation have been left out of the theme groups and have been listed under Annex I.

It should also be emphasised that it was not possible to include all suggestions into the theme groups. The theme groups do not include suggestions that have a pronounced national bias. The rationale underlying this decision is a conviction that national themes can best be studied by comparative methods within this context.

A comprehensive list of suggestions received from HERA partners and from non-HERA partners (through the ESF Standing Committee for the Humanities) can be found in Annex I.

3 RESEARCH PRIORITIES IN THE HUMANITIES

3.1 Themes Related to Art Research, Aesthetics, Design
• Creativity, Reproduction and Technology, AHRC (United Kingdom)
• Aesthetics Unbound, DRA (Denmark)
• Changing Bodies, AHRC (United Kingdom)
• The Relation between Art and Trade. The Material History of Artistic Objects, their Use, Aesthetic Value and Evolution, (CSIC, Spain: Prof. Carme Picallo Soler, SCH)

Description:
This group of themes and topics can be seen as phenomena related to the modern way of life, characterised to a considerable extent by global and virtually unleashed market share competition and overwhelming commercialisation, where virtually all forms of human activities and artefacts – even the human being itself – can be seen as commodities. These phenomena are too important to be left to social scientists and economists, as they radically affect the culture and self-understanding of man, they should also be studied within the humanities.

Cross-cutting topics: Theme Group 3.2.

Creativity, Reproduction and Technology, AHRC
Current and potential technologies are raising urgent questions about the origin, nature and processes of human creativity and reproduction, in both artistic and biological terms. Advances in digital technologies – which have transformed the practice, transmission and reception of the visual and performing arts, and the written and spoken word – are challenging our assumptions of originality, ownership, meaning and aesthetic value. In parallel, the development of reproductive technologies is raising conceptual and ethical questions about the genesis, nature and uniqueness of the individual and the relationship between individuality, subjectivity and creativity.

Aesthetics Unbound, DRA
In the era of information and globalisation, aesthetics has transgressed the narrow domains of visual and verbal art forms and design. Aesthetic perception penetrates our life experiences through the objects we use and produce, the predominant role of sensuality in our approach to our surroundings, and the rapid changes of ways of living based on immediate experience, individual contracts, projects and ad hoc social structures. Even politics, economy and warfare are aestheticised.

In consumption-driven societies, where an important competition factor is desirability, the formative role of the arts is significant, both for the aesthetic practices in design, industry, marketing etc., and for the basic reflection and theorisation of the nature of the aesthetics. Parallel to this development, a historical study of the relation between aesthetics, economy, mass media, literature, performative art and other art forms will offer a necessary reflection on an aestheticized society and strengthen our understanding of its mechanisms. A theoretical and experimental study of the structure and use of the senses articulating a mutual interdependence between nature and culture can provide profound insights of vast importance into both artists and planners. And in this context, cross-overs between art forms and media structures, the role of body culture in everyday culture, entertainment and sports, the relation between health and aesthetics are important fields of research, both for individuals seeking to understand their conditions and for policy-makers at large, who seek to plan ahead in an open and indeterminate future.
Changing Bodies, AHRC
Research on the body is not new in the arts and humanities; it could, indeed, be argued that the question of the body has been one of the key issues for philosophers, psychologists and critical theorists for the last hundred years. But the field continues to be a crucial one for understanding how human beings live in their material and social world. This proposed programme seeks to develop our understanding of how bodies, and the ways we understand, experience and perceive them, are changing in the twenty-first century. Much of the work produced hitherto has been that of lone researchers; this programme will develop new opportunities for collaborative and interdisciplinary endeavours driven by a systematic focus. Questions approached from distinctive angles will benefit from open debate and the examination of presumptions. ‘Changing Bodies’ presents a key interdisciplinary theme for the arts and humanities.

The Relation between Art and Trade. The Material History of Artistic Objects, their Use, Aesthetic Valuation and Evolution, CSIC, Spain
This is an extensive topic suitable for interdisciplinary research. It includes, among other general lines: the production, trade and conditions of consumption of artistic objects; their influence as models; characterisation of the types of patrons and clients who commission them; the forms and the organisation of the artists’ work including strategies to obtain orders or sell products; the role of art dealers and the spaces where artistic objects are exhibited and sold (fairs, salons, markets); and the study of art collections through inventories, catalogues, auctions, etc. Specific examples of the many venues to pursue within this general topic abound. One example could be the production and commerce of engravings and imprints. Their role in the transmission and renovation of figurative models in Europe (XV-XVIII centuries) has not been studied to the depth that their historical importance deserves. Their dissemination and circulation in different European regions determined the evolution and transformation of the objects produced in local workshops (paintings, reliefs, images, ornaments, etc). The transformation of local artistic productions has a close relationship with the rhythms of commerce and suggests a constant connection between a large number of European regions through a general network of artistic and trade relations.

3.2 Themes Related to Social, Cultural and Economic Dynamics

- The Dynamics of Trust, AHRC (United Kingdom)
- Religion, Culture and Democracy in a Globalized World, DRA (Denmark)
- The Changing Religious Scene in Europe, AKA (Finland)
- Change, Vulnerability and Challenges of Human Adaptation in the Border Areas of Europe, AKA (Finland)
- Cultural Research, RCN (Norway)
- Transnational Flows of Culture, RCN (Norway)
- Pluralism of Religious Traditions and Texts in Contemporary Societies, EstSF (Estonia)
- Profound Changes of the Modern Society, VR (Sweden)

Description:
There is an abundance of societal, cultural and economic challenges in contemporary Europe. Many of these challenges have been caused by the emergence and maturing of real-time global capital markets in which capital and commodity flows are no longer unified. To boot, not only money and commodities but also human capital are movable. Since encounters of people from different parts of the world have become more frequent than ever before, it is
obvious that different cultures, religions and customs merge and sometimes clash with each other. There are a number of suggestions in which the problems regarding cultural encounters are depicted in the same vein. Again, the understanding of these present-day phenomena will greatly benefit from the contribution of the humanities.

Cross-cutting topics: Cultural Dynamics, The Dynamics of Trust (Theme group 3.5); Profound changes of the modern society (Theme groups 3.5, 3.8, 3.11).

The Dynamics of Trust, AHRC
Trust is one of the most important and controversial themes of the modern world. Peace-keeping, creating social stability, ‘winning hearts and minds’, generating the confidence to stimulate economic growth – these are all daily preoccupations of politicians and the societies they govern, and they all involve trust. Without an understanding of the dynamics of trust and its role in bringing about social cohesion, we risk misunderstanding modern social processes. We all know that power structures have undergone many changes throughout history. The nature of trust can also change, and change quite rapidly. We need now to supplement our account of power structures with an account of trust structures.

Religion, Culture and Democracy in a Globalized World, DRA
One of the most actual, innovative and relevant research topics within the humanities at the moment and in the foreseeable future is the relationship between religion, culture and democracy in the wake of globalisation. Religion is both a push and a pull factor in relation to globalisation. Globalisation does not only mean movement of goods and services but also movement of people. When people move, their culture and religion are moved as well; and when religions travel, they change. New transnational networks have a major impact on the development of cultures, religions and political organisations and discourses.

In Europe, modernisation was followed by secularisation. Instead of a sacred public square we got a secular public square. But in the wake of globalisation the religions have come back also to the public square. This raises the burning question for the European societies born out of the enlightenment and committed to democracy: How can the relationship between religion, culture and politics be developed so that it allows for a legitimate place for religion in a civic public square?

Religion and religious culture have assumed a place in the public debate and political discourse, which makes it of vital importance for the development of a sustainable democratic political culture to get a profound insight into this development. Here, interdisciplinary cooperation within the humanities and the social sciences among such disciplines as religious studies, theology, anthropology and political science can contribute to a fuller understanding of this development. It will be a major challenge for this research

- to map the religious development in the wake of current demographic changes;
- to analyse the processes of cultural change and diversification within concrete religious communities; and
- to develop analytical tools and theory that best can interpret the empirical observations.

Visionary research in the humanities within this area can contribute to greater awareness of the mutual relationship between religion, culture and politics, and give a deeper understanding of the problems and challenges confronting modern societies, where religion is back in both firmer and looser forms. This cannot just be done by providing an up-to-date survey of the field; also by
putting it in a historical perspective and making global comparisons can it, in addition, initiate necessary critical reflections and thus stimulate public debate and political discourse.

The Changing Religious Scene in Europe, AKA
Europe has throughout its history been the scene of religious changes. What has caused the changes and how they have been felt at the private and public sphere have varied throughout the centuries. In today’s Europe, religion has become an entity whose public role cannot be left unobserved. Migration brings people with different cultural and religious traditions together. The enlargement of Europe brings together various religious orientations and religious policies. Modern means of communication make it possible for religious influences to travel fast. Transnational networks transmit and maintain religious views and practises. Even though in many European countries people seem to have lost interest in institutionalised religions, there is ample evidence that this does not equate with the lack of interest in religion. Europe has become a new kind of religious market place where people may find their cultural inspiration in religion, a means to interpret the present, or a guide for future orientation and decision-making. Such development also influences politics and even economics. There is need for a broad, holistic approach to the study of religion within the humanities.

Change, Vulnerability and Challenges of Human Adaptation in the Border Areas of Europe, AKA
As a result of the enlargement of the European Union and changes in governance, economics, demographics and even the environment and climate, Europe is undergoing rapid social, cultural and mental changes. This is especially evident in Europe’s Eastern and Northern border areas, where old boundaries have been deconstructed and new boundaries reconstructed between nations, communities and mentalities – and even inside them as well. Cumulative effects of such changes are felt across most parts of Europe. The rapidity and pervasiveness of the current changes have already posed and are likely to pose new and different challenges. These processes of change and their cumulative effects, especially in terms of culture, society and everyday life, are not well understood, but it is likely that multiple stress factors have an effect on adaptive capacity and vulnerability. Although adaptation is local in scale and comes true in people’s everyday life, it cannot accurately be studied without institutional contexts. The current changes may overwhelm the adaptive capacity of local, national and regional institutions and lead to more vulnerable and less resilient societies in Europe.

Transnational Flows of Culture, RCN
- Themes for research: International migration and its consequences on transnational communities
- Ethnic relations (including cultural aspects)

Cultural Research, RCN
The Research Council of Norway has the Cultural Research Programme as one of the thematic priorities within humanities. Research on these themes will most likely be continued in some way, although the content of future programmes is yet to be defined.

Pluralism of Religious Traditions and Texts in Contemporary Societies, EstSF
In this field, reassessments have to be carried out: For example, can the Qur’an be a sacred text for Christians, or can the Muslims accept the separation of the state and religion? Can all world-religions learn to live as minorities in the European context? How to speak of God in the pluralist Europe (and the world)?
Profound Changes of the Modern Society, VR
Profound changes of the modern society are likely to provoke new kinds of basic research. As an example, there is a growing interest among linguists in what happens to the different national languages, when a growing portion of (immigrated) citizens speaks the national language as a second language. Further, one may question the concept of a knowledge society. That is, do we actually live in a knowledge society, where almost every citizen needs to be well/highly-educated in order to fit in, or are we experiencing a growing gap between a shrinking group of high-level experts providing short cuts to a growing majority of increasingly ignorant people? Further, the possible mismatch between the expansion of the educational system and the demands of the labour market is related to the change of modern society.

3.3 Themes Related to Cultural Heritage in the Changing Europe

- Cultural Dynamics, NWO (The Netherlands)
- Creating our European Cultural Heritage, AKA (Finland)
- Cultural Heritage, FWF (Austria)
- Finding the Roots of Europe, MHEST/SASA (Slovenia)
- Artefacts in Cultural and Social Contexts, VR (Sweden)
- Cultural Processes of the Past, VR (Sweden)
- Civilization Theory as a General Theory of the Humanities and the Social Sciences, Lithuania: Prof. Leonidas Donskis, SCH)

Description:
These themes relate to the fundamental question the humanities has always been interested in: What does it mean to be a human being? If there is a branch of human action the humanities should particularly be concerned about, it is certainly the study of the origin, development and nature of culture. Moreover, what gives the humanities its relevance is, however, the contemporary viewpoint to these fundamental questions.

Cultural Dynamics, NWO
A major problem in modern society is the lack of social and cultural cohesion, as has been made clear by recent developments, not only in the Netherlands. This has all to do with questions of the identity of individuals, groups and nations, with problems of inclusion and exclusion, with questions of shared (or unshared) values, with historical backgrounds, and with culture. Cultural heritage as formative to the identity of the future forms the key to a possible solution to these problems. Cultural heritage is not seen as a fixed concept or a given amount of canonized material or immaterial culture inherited from the past, but as a dynamic process of continuous production, selection, transmission, reception and appropriation of culture.

The urgency of fundamental scientific research into the role of cultural heritage and the past in processes of cultural dynamics is very high. A better insight into different cultural processes and their historical roots will greatly enhance our understanding of current issues in society. Here, research in humanities can really make a difference. An international comparative approach will be of immense value. Moreover, most disciplines within humanities can contribute to a possible programme in this field.

Next to reflection on concepts, theory and methodology, research in this field can be carried out in various directions or sub-themes. We discern five of these, all dominant in recent scientific
literature and all of central relevance to the public debate:

- processes of inclusion and exclusion (‘citizenship’)
- processes of certification of enduring values (‘canonization’)
- processes of creative production (‘innovation’)
- forms of migration of heritage between (old and new) media (‘intermediality’)
- participation in and consumption of culture (‘popular culture’)

Creating our European Cultural Heritage, AKA
Cultural heritage is usually understood as being something of the past. How its relevance for the present is assessed, rejected or appreciated depends on the prevailing cultural, political, social and economic policies and emphases. However, focusing only on the past gives a rather narrow picture of what cultural heritage is all about, since today’s values and practises are tomorrow’s heritage. Increasing transcultural interaction and communication between individuals and nations, the flow of information, new common legislated systems, practices and policies both facilitate and create a setting and means not only for cultural encounters but also for emerging new cultural innovations. Since globalisation and localisation are the two sides of the coin, such developments do not exclude the persistence of old cultural forms. A more open and dynamic approach to cultural heritage opens possibilities to choose interesting research projects for a wide variety of disciplines and for interdisciplinary approaches both within the humanities and within other relevant disciplines.

A stance held with regard to the cultural encounters or even clashes could refer to questions within Europe or between Europe and the wider world.

Cultural Heritage, FWF
Though the Austrian Science Fund does not run thematic research funding instruments, due to the bottom-up funding principle, it sees cultural heritage as an area of importance for European research cooperation in the future.

Finding the Roots of Europe, SASA
All of the branches of the humanities should study the origin, evolution and mutual connections of their respective science from a European perspective. History, the history of different sciences in humanities and the history of science in general, should be emphasised. The second step should be a comparative study of the first step results, to identify common roots from a real European perspective. Results could considerably contribute to the knowledge of common European roots as well as to the identification and understanding of their differences and causes. This knowledge could be of great help in planning the steps towards a better mutual knowledge, understanding and cohabitation within the frame of the EU, as well as towards the neighbouring nations. All countries and all humanity sciences in the respective countries could be involved in the project.

Artefacts in Cultural and Social Contexts, VR
It is suggested that there is an ongoing transition from research focusing on literature, art and other aesthetic or material expressions as such, to efforts of placing artistic forms into wider cultural, social and other contexts. This change of focus will presumably continue in the foreseeable future. Probably, this means that intertextuality is gradually going to be downgraded in favour of other contexts. The theme involves several fields: literature, fine arts, history, archaeology, sociology, psychology, etc.

Cultural Processes of the Past, VR
In the near future, it is suggested that studies of the past will have to focus on evolutionary processes of cultural change and continuity, on the historical mapping of cultural traits, on the interplay between natural and cultural processes, as well as on the relation between innovation and learning for the understanding of how culture is built. This can only be carried out in collaboration between historians, archaeologists (including laboratory archaeology), anthropologists, geographers, scholars of religion, etc. Presumably, innovative research in the study of the past, will apply comparative approaches, regional and global, as well as synthetic approaches based on empiric material.

3.4 Themes Related to Integration and Enlargement of Europe

- Parallel History of the New Member Countries and their Integration into European history, ASCR (Czech Republic)
- The Role of National Languages, Literature and Cultures in the Unified Knowledge Based Europe, ASCR (Czech Republic)
- Moral and Political Philosophy and Culture for Future Europe, ASCR (Czech Republic)
- The origins and nature of the visible cultural and political split of our continent, PAN, Poland: Prof. Przemyslaw Urbanczyk, SCH)
- Statehood in Estonia and Europe in the 20th Century: Comparative Analysis, EstSF (Estonia)

Description:
A distinction between east and west, as unwelcoming as it seems, appears to be one of the main concerns behind the suggestions from the new EU member countries, not to mention the tensions revealed by the negotiations for the EU membership of Turkey. These themes deal with the problems associated with the recent and future expansion of the EU. The work carried out within the humanities could help us bridge the gaps – misunderstandings, interruptions and alienation – sudden economic, political and social changes bring about.

All of these topics have cross-cutting themes with theme groups 3.2, 3.3 and 3.11.

Parallel History of the New Member Countries and their Integration into European history/A Study of the Role of National Languages, Literature and Cultures in the Unified Knowledge Based Europe/Studying of Moral and Political Philosophy and Culture for Future Europe, ASCR

The Academy of Science in the Czech Republic suggests three specific topics that are acute in the humanities in present-day Europe. Firstly, these include the writing of a parallel history of the new member countries and its integration into European history; secondly, they include a study of the role of national languages, literature and cultures in the unified knowledge-based Europe; and thirdly, they involve the studying of Moral and political philosophy and culture for future Europe.

The Origins and Nature of the Visible Cultural and Political Split of Our Continent, PAN

It seems that there is no substantial knowledge among the European political elites on the nature of this split, which questions reliability of future continental strategies. Changing attention from the East to the Southeast, i.e. Turkey, will have a short-perspective effect, but it does not change the reality. Without serious long-term and interdisciplinary studies aimed at “investigation” of the last thousand years, recent and future geopolitical tensions will not be understood. To redirect the process of unavoidable crisis the humanities should launch a complex project that would involve
several disciplines: archaeology, history, linguistics, history of art, theology, psychology, history of literature, cultural anthropology, etc.

Here, the humanities may offer their expertise that could serve to overcome problems that are apparently not sufficiently understood. The deep time perspective and multi-facial description of the current situation will broaden our knowledge on the specificity of Europe and, at the same time, be a “tool” for any decision-making bodies. This way “we” may prove practicality of the humanities in solving current problems that are important for the whole Europe.

**Statehood in Estonia and Europe in the 20th Century: Comparative Analysis, EstSF**

The aim of the study is to analyse Estonian state building, by applying mainly comparative methods in a European context. Objects of comparison are European nation states that established independence in the 20th century. The independence of new states occurred during two short periods after World War I and at the end of the Cold War. The analysis presupposes that there is a possibility to analyse and compare developments and ideologies influencing the processes of state building in similar surroundings. The aim of the study lies in the replacement of historically developed national and regional understandings and myths of statehood by internationally accepted concepts of the state, state building and the establishment of stable governance. The research concentrates on central issues of state building: the development of political and social institutions of authority, the evolution of political economy and its concepts, and the understanding and ideology of foreign policy and minorities policy of newly independent states.

### 3.5 Themes Related to Contribution of the Humanities to Innovation and Creativity

- Ethical and social aspects of research and innovation, NWO (The Netherlands)
- Ethical and bioethical research, (Croatian Standing Committee in the Humanities/ Croatian National Scientific Council: Prof. Milena Žic-Fuchs, SCH

**Description:**

If we consider economic competition over resources and markets as the driving force of globalisation, and this competition gives rise to innovations with unprecedented intellectual and social consequences, then the humanities will have a double role within this process. Since creativity is at the very core of human culture, the humanities has a paramount role in understanding and fostering creativity. But it also has a say in soothing the possible negative effects – or, at a minimum – in helping to come to grips with the changes these innovations give rise to.

Cross-cutting topics: Theme group 3.2 (Cultural Dynamics, The Dynamics of Trust).

**Ethical and societal aspects of research and innovation, NWO**

The embedding of new scientific and technological knowledge in society is a major challenge in research, to which humanities can make a big contribution. Groundbreaking research and the development of new technology are seen as very important motors of social and economic growth. Science and technology offer huge possibilities for solving or at least diminishing global problems in food supply, health, safety, housing, transport, etc., and hold out prospects of a better quality of life for individuals, groups and societies. At the same time, science and technology can give rise to heated public debate, sometimes even social unrest, on issues such as genomics, food safety, information and communication technology, and nuclear energy. People are worried about their
privacy, health, safety and responsibilities and governance arrangements. Therefore, reflection on and a deeper knowledge of the societal aspects of science and technology are asked for. The contribution of the humanities will mainly be in the field of ethics, philosophy and history.

The interaction and cooperation between scientists in the physical and technical sciences on the one hand, and researchers in ethics, humanities and social sciences on the other hand, is still lacking or incidental. In order to have socially sound innovation it is essential for both sides to interact more closely together. Just as important is to affect this interaction at the earliest stage. Until now, ethical and societal issues often come in at the end of a technological project, not so much in the development and design phase of the project. If these two aspects, more interaction and timeliness, are addressed, a more societal sound innovation will be possible.

There is a need to carry out more research into ethical and societal aspects related to specific new technological developments (for instance nanotechnology, neurosciences) or major changes in existing technological systems (energy, health), as well as a need to conduct research into more general questions related to the embedding of science and technology. These general questions could include questions of best practice, questions of governance, responsibility, legal impediments, privacy, safety and self-determination. Important added value can be generated by an international approach to these questions.

### 3.6 Themes Related to Communication and Media

- Mediatization of Reality, DRA (Denmark)
- Barriers of Understanding in Intercultural Communication, AKA (Finland)
- Non-Textual Cultures, AHRC (United Kingdom)

**Description:**
These themes relate to the increasing visualisation of our culture, characterised by all-embracing mass media. On the one hand, the world seems to be getting borderless – but on the other hand, new barriers and parameters have been created and discovered.

Cross-cutting topics: Mediatization of Reality (Theme groups 3.1 and 3.2).

**Mediatization of Reality, DRA**
Some of the most prevalent names for contemporary society are ‘information society’, ‘experience society’, ‘knowledge society’, and ‘network society’. Irrespective of terminology, these names indicate that the handling of information, experience and knowledge is key to an understanding of wider societal formations. Moreover, today’s formation, organisation and preservation of information, experience and knowledge are increasingly dependent on digital media and ICTs which span the globe and impact on local cultures and communities to unprecedented degrees.

This technological convergence of media and ICTs has far-reaching implications for the ways in which groups and larger cultures may interact, learn and understand themselves and each other; and the domestication of the internet, satellite television and mobile platforms in many parts of the world serve to shift our attention away from a technological towards a more socio-cultural perspective on contents and uses.

Taken together, the convergence, globalisation and domestication of mediatized information, experience and knowledge place humanities scholarship at the centre, if we want to analyse and
understand this mediatization of reality. Since there is every reason to believe that these developments will intensify in future, intensified humanities research in these areas represents a sound intellectual investment.

In many respects, European humanities scholars in the respective fields of media and ICT studies are well qualified to meet these tasks: they have a strong theoretical and methodological international reputation in studying media and ICT contents and uses, as may be seen from the number of top-ranked international journals, international conferences and societies. Still, European scholars also face decisive challenges in order to keep up and develop this position. Primarily, synergies need to be created and sustained interaction needs to be formed between media and ICT research. Also, the transborder character of media and ICT trends must be met by comparative dimensions of research that today are poorly developed.

By creating financial and organisational frameworks to meet these challenges European humanities scholars are in a position to not only deepen our analytical understanding of seminal socio-cultural trends, but also to impact on the future direction of these trends.

**Barriers of Understanding in Intercultural Communication, AKA**

The verb 'to understand' and the concept of understanding can be used in two meanings. If we say that John understood what Mary said, we are dealing with a concrete situation of communication and a message transferred during it. If we say John understands modern art, physics or American foreign policy, we have in mind a deeper concept of understanding: John comprehends the essence or the basic features of these things. In this latter meaning, to reach a certain level understanding is a long process; you can experience some eureka moments during it, but as a whole it takes time and mental exertion to realise the essence of a new phenomenon. Such a deeper understanding of the values and attitudes of one’s partner in communication, whether a nation, social group or an individual, is a prerequisite for a successful mutual understanding also in concrete situations of intercultural conversations. ‘Intercultural’ means in this connection not only communication between representatives of different ethnic groups, religions or nations, but also different social groups including such dichotomic pairs as parents~children, elite~mass, bosses~workers.

As a matter of fact, scholars in various disciplines in the human and social sciences have produced a great amount of information related to this problem, but in most cases it is based on a rather narrow research approach. Indeed, these phenomena can be studied from different points of view in cognitive psychology, philosophy, anthropology, linguistic pragmatics, sociology, religion studies and other fields of science. In order to gain a deeper understanding of the obstacles of understanding we need more communication and cooperation between scholars from different fields. Such a multidisciplinary approach makes research of that kind especially demanding and challenging. On the other hand, representatives of different scientific disciplines create cultural sub-groups that have great difficulties in understanding each other’s language.

**Non-Textual Cultures, AHRC**

With the increased movement of peoples between countries and cultures, and with the advancement of communications technologies, sounds and images can be transmitted more rapidly, more widely and more profoundly than ever before. This has enhanced the uses of non-textual modes of communication and the impact of non-textual cultures, stimulating intellectual and instrumental interest in their characteristics, embodied meanings and potential uses.

**3.7 Themes Related to Cognition, Mind, Thinking (Philosophy, Religion)**
Brain and Cognition, NWO (The Netherlands)
The Interactive Mind, AHRC (United Kingdom)
Religion, Belief and Non-Belief, AHRC (United Kingdom)
Methodological Pluralism in the Study of Religion and Theology, EstSF (Estonia)
A Strive for Integration of Cognitive and Cultural Perspectives, EstSF (Estonia)
Cognitive Research, VR (Sweden)

Description:
This group of themes offer new perspectives to areas of study that traditionally have lacked holistic approaches, such as mind and thinking, questions of belief, as well as culture and cognition.

Cross-cutting topics: Theme Groups 3.3 and 3.9.

Brain and Cognition, NWO
The development of non-invasive methods, such as (f)MRI, PET, ERP, for studying the human brain, has opened up an enormous potential for gaining fundamental insight into how humans function, in particular with respect to various cognitive aspects such as visual perception and language comprehension tasks. The humanities are involved in these developments in two ways: firstly, as disciplines that provide important contributions to and stand to profit from the availability of new methods, and secondly, as critical interpreters of the results of those methods.

Language is one of the most important and distinctively human cognitive functions, and linguistics will therefore be affected by these developments most directly. Traditionally, patholinguistics, psycholinguistics and some areas of language acquisition studies have cooperated with researchers in, for example, the medical disciplines. As the latter are evolving due to the new potential that brain science offers, so are the former. Various aspects of theories in syntax, semantics, pragmatics can also be tested using results from brain studies, and conversely, the study of brain processes involving linguistic communication needs the theoretical underpinnings that linguistics can provide.

Other disciplines in the humanities can also profit from interaction with brain science. What is involved in terms of (visual and/or auditory) perception, memory, linguistic and non-linguistic clues in the nature of aesthetic experience may prove relevant for research in (philosophical) aesthetics, art history and literary studies. For philosophy, especially in areas such as philosophy of mind, epistemology, and philosophy of language, the study of the brain is directly relevant, since the topics studied in these areas are often directly related to various human cognitive functions.

As for the second type of involvement, the rapid progress in the study of the human brain also raises some fundamental questions regarding identity and individuality, often also of a moral nature. In the eyes of some people, the study of the human brain holds the promise of a thorough reductionism: all human potential resides in the brain, and can be studied in that way. The challenges for our understanding of and coping with problems of community, responsibility, of establishing and maintaining common values, are real and direct. Here, all disciplines of the humanities, not just philosophy and theology, are involved.

The Interactive Mind, AHRC
Recent work in many disciplines is united by a rejection of the conventional assumption that thinking goes on entirely within our minds. The alternative is to view human intelligence as emerging from an interaction between the mind and the environment. According to this alternative,
intelligent activities such as reasoning, imagination and even creativity are not simply a matter of processing information internally, but of manipulating and responding to external structures, sometimes in ways that involve bodily skills as much as mental ones. A simple but effective illustration is provided by mathematical calculations such as long multiplication: most of us do not multiply in our heads, but rather have mastered a technique for interacting with pencil and paper.

Religion, Belief and Non-Belief, AHRC
Some of the most exciting intellectual developments in the art and humanities currently revolve around questions of knowledge, belief, human culture and religion. Yet despite the practical urgency of these challenges, and the intellectual excitement that they generate in various academic disciplines, there has been no concerted effort to bring researchers from the full range of arts and humanities disciplines to bear on these themes. A programme on religion, belief and non-belief would involve researchers from across the spectrum of the arts and humanities and stimulate new interactions between disciplines and beyond academia. The programme would not be restrictive in the scope of the belief systems and practices it investigated. It would embrace a wide variety of world-views, past and present, including political ideologies, paganism, atheism, new-age spirituality, vegetarianism (to name but a few), alongside the major world religions.

Methodological Pluralism in the Study of Religion and Theology, EstSF
Over the last century or so, the academic study of religion has developed a variety of approaches, from historical-critical to recent feminist, Lacanian, postmodern and deconstructivist, etc. In all these approaches, religion is viewed solely as a cultural phenomenon. It is now time to relate religion both to the evolutionary process and to human physiology, especially consciousness studies, artificial intelligence, artificial life, neuropsychology and other disciplines. Some examples can already be cited (Gregory Peterson, Andrew Newberg, Eugene d’Aquili, Anne Runehov, et al.). But several interdisciplinary studies are still needed and this also requires theological reflection.

A related, but distinguishable area is the more general field of conceptualisation of the ideas of nature, culture and religion in secular society and theology, and the ongoing traffic between theology and secular thinking. Is secular necessarily materialistic? Does science/technology require an antireligious stance?

A Strive for Integration of Cognitive and Cultural Perspectives, EstSF
This is an example of interdisciplinary endeavours. It contributes to situating the study of language in a contemporary interdisciplinary dialogue, and to promote a better integration of cognitive and cultural perspectives in empirical and theoretical studies of language. Estonia has lot of activities related to this theme (Please see the website of the Second Language, Culture and Mind Conference http://www.lcm2006.net for the main goals of the current activities).

Cognitive research, VR
The theme comprises research directed towards the understanding of the human mind, especially its higher cognitive functions. In the foreseeable future, we expect a gradual transition of focus from brain-imaging of various cognitive functions to more interdisciplinary research on emotions and the interplay of emotions and cognition.

3.8 Themes Related to Language and Language and Technology

- Language and Technology, DRA (Denmark)
- Language Acquisition and Multilingualism, NWO (The Netherlands)
Description:
Language is not only the main means of communication for all of us – it is the key to culture. The increasing cultural diversity challenges every European citizen also in terms of language skills. It is a fact that most of us have to learn several languages during our lives. There are important technological advantages to be gained through collaborative research in the field of languages. Similarly, there is much to be done in understanding how we actually learn languages. Properly understood, all these efforts will help us to understand and respect the European map of languages.

Language and Technology, DRA
Speaking, listening, reading and writing via digitized linguistic interfaces in many natural languages would mean a big step towards free exchange of knowledge and information between people with differing mother tongues and cultural backgrounds.

In the last three decades, the advances in the many disciplines of language technology have been remarkable. Notably English has benefited from these results, making many language based IT tools available for English-speaking people. In most of the other European languages, the situation is far from satisfactory. With the present methodologies, a large effort is needed for each separate language. The linguistic multiplicity in Europe and the high level of expertise in language processing research for speech and text in many European countries call for a collaborative effort. Bringing together European researchers from the many disciplines underlying language technology could affect a major breakthrough in the application of information technology for communicative purposes – in education, in the work place and in the family.

The main areas for collaboration are:

- speech recognition and speech synthesis
- question answering
- linguistic data mining
- construction and use of text and speech corpora
- the maintenance of the textual cultural heritage in digital formats
- natural language parsing
- machine translation

A visionary merging of results and methods from all these disciplines, relying on the combined skills and learning of European researchers representing different languages and approaches to the challenges, would make it possible for Europe to take the lead in language communication technology development.

Language Acquisition, NWO
Modern society is constantly confronted with issues relating to multilingualism and the acquisition of a second language. Every European citizen has to deal with one or more foreign languages, either at school or elsewhere. The European Union officially adopts the policy that European citizens need to acquire a working knowledge of minimally two foreign languages. With the influx of large numbers of migrant workers and asylum seekers over the last thirty years, the societies of virtually all member states of the European Union have truly become multilingual. Furthermore, as a consequence of globalisation and the transnational job market, more and more people feel the need to be fluent in languages other than their native language.

Fundamental research on multilingualism is needed to provide new knowledge about language acquisition and language behaviour in a variety of language contact contexts. The many old languages and the many new ones brought by the influx of newcomers make Europe the area par excellence for research on multilingualism and acquisition. The different countries need to provide research outcomes and data resources and they need to combine forces in multilateral research projects in order to attain an integrated, informed approach to multilingualism and language acquisition that may constitute a basis for solutions to a variety of social and educational problems surrounding multilingualism. Moreover, Europe plays a worldwide, prominent role in the research field of multilingualism and many European researchers are of international top level.

Research under this theme could include: Simultaneous and consecutive bilingualism in young children; Fossilisation and language attrition; Second-language learners with specific physical or mental deficits; Second-language acquisition as an interaction between language as cognition and language as social behaviour; Assessment of language proficiency in the Common European Framework for Languages.

Language Technology, RCN
The Research Council of Norway has a Language Technology Programme as one of the thematic priorities. One of the main aims of the Language Technology Programme is to strengthen basic research and competence within disciplines with relevance to language technology (computer linguistics, speech technology), informatics/information science, phonetics and formal linguistics. Research on these themes will most likely be continued in some way, although the content of future programmes is yet to be defined.

Language technology, EstSF
Language technology is one of those integrative fields, where the students of language and informatics cooperate in order to model the human language and communication on computers. For example, as stated on the web page for the Second Baltic Conference of Human Language Technologies http://ioc.ee/hlt2005/, the main aim is to provide a forum for sharing new ideas and recent advances in human language processing and to promote interdisciplinary cooperation between the research communities of computer science and linguistics from the Baltic countries and the rest of the world.

Manner in Language, Culture and Mind, AKA
In linguistics, ‘manner’ is a commonly used category that can be found in grammar books and semantic descriptions. However, in order to understand what manner is, linguists need help from other branches of the humanities. At the same time, as manner is part of the meaning of many everyday words and concepts, linguistic analysis can help us understand the human mind and tacit cultural knowledge.
What do we mean by ‘manner’? For instance, verbs of motion are often said to differ from each other with respect to the manner of motion: the verbs ‘jog’, ‘sprint’, ‘walk’, ‘run’, ‘shuffle’, etc. refer to motion by moving the legs. The verbs are not synonymous, as the manner of motion is different. Manner in this case may refer to different speed, intensity and a different way of lifting the feet from the ground. The category needs, thus, to be broken into features that can be described formally. In order to have a proper linguistic account of these semantic differences, a psychologically valid theory of spatial understanding is required.

Not only verbs but also adjectives (‘polite’, ‘rude’, ‘harsh’, ‘typical’, etc.), adverbs (‘beautifully’, ‘correctly’, ‘cleverly’, etc.) refer to the manner of doing things. Even some nouns may involve manner in their lexical meaning, e.g. ‘leadership’ (behaving the way a real leader is supposed to), ‘friend’ (who behaves the way a real friend is supposed to), ‘jerk’ (who behaves in a manner one is not supposed to), etc. To describe the semantic properties of these words, one needs to understand what manner is and be able to give it a formal description.

Many of the manner verbs, adjectives, adverbs and nouns can only be understood in a cultural context: ‘to behave politely’, ‘rudely’, or ‘as a jerk’ mean different behaviour in different cultural contexts. Saying that ‘someone has (no) manners’ indicates that there is a set of – mostly unwritten – behavioural rules in the society which people are supposed to obey. In order to give semantic descriptions to the words that describe social interaction, one needs to have a theory of the rules of social behaviour. The interpretation of manner is a central part of theoretical description and comparison of cultures and their differences and similarities. Manner is, thus, an important theme for cultural studies in general.

Understanding and describing manner requires cooperation between disciplines of the humanities. Manner is a basic topic for linguists, psychologists and cultural scientists. In addition, as manner lies in the core of culture and the human mind, scientific accounts of it may be applied to ease interaction between people within and across cultural boundaries.

Research of national languages, Research of language with the usage of digital language sources, MHEST/SASA
This is an interdisciplinary study that opens the opportunity to experience the intellectual and personal enrichment that comes with learning new languages and encountering the diverse cultures they represent in new dimension in the close collaboration with other scientific disciplines (technical sciences, computer sciences). The research combines the scientific excellence from the field of humanities, social sciences and computer engineering to create breakthroughs in the fields of automatic speech processing, machine translation, and information retrieval.

3.9 Themes Related to Brain Research, Psychology

- Linguistics, neurology and cognitive science: the neuronal bases of grammatical operations (CSIC, Spain: Prof. Carme Picallo Soler, SCH)

- Theoretical research, especially in linguistics which entails interdisciplinary collaboration with the medical sciences, psychology and other related disciplines (Croatian Standing Committee in the Humanities/ Croatian National Scientific Council: Prof. Milena Žic-Fuchs, SCH)

Description:
Virtually all branches of the humanities benefit from advances in brain research, but the humanities may also play an important role in so far as questions about identity and individuality come to the forefront – not only because of the ethical questions brain research may raise.

Cross-cutting topics: Theme Groups 3.7, 3.8, 3.11.

**Linguistics, neurology and cognitive science, Consejo Superior de Investigaciones Cientificas (CSIC)**
This theme includes: the neuronal bases of grammatical operations; dilucidation of why apparently distinct grammatical operations are located in different brain areas; study of the meaning of such a disposition in the brain and its theoretical relevance; and grammatical variation and its representation in the brain.

### 3.10 Themes Related to Role and Relevance of the Humanities for European Societies

- Humanistic Knowledge in a Knowledge Society, DRA (Denmark)
- The Globalisation of Knowledge, AHRC (United Kingdom)
- Creativity – Chances and Barriers, AKA (Finland)
- Knowledge Society and the Cultural Dimension: Identity, language, history and Values, RCN (Norway)
- The mapping of human knowledge in the internet generation (CNR, Italy: Prof. Luca Codignola, SCH)

**Description:**
All questions relevant to the humanities refer, in one way or another, to their context, i.e. the time and society which have given rise to them. That being said, the cumulative process of knowledge creation characteristic of any scientific activity affects the humanities, too. It is for the benefit of the humanities that many of these questions have broader intellectual and societal relevance. There is no doubt that this discussion stimulates the methodological discussion within the branches of the humanities.

Cross-cutting topics: Theme Groups 3.3, 3.5.

**Humanistic knowledge in a knowledge society, DRA**
If it is true that our society can increasingly be characterised as a knowledge society, it must give rise to renewed consideration about what knowledge is, and what forms of knowledge are needed in such a society. There is a special need for a coordinated research effort to update our understanding of all that is peculiar to research in the humanities; not to have the humanities close in on themselves in navel-gazing fashion, but to precisely promote the ongoing development of humanistic research traditions as obviously relevant contributors to society’s collective fund of knowledge. Such a research endeavour might be collected under the heading of “Humanistic Knowledge in a Knowledge Society”.

What is special about the humanistic knowledge today? What comprises the differences and the similarities between the humanities and the other key academic areas? Does the humanities have a special subject area? Are there special humanistic methods? These questions are still often answered on the basis of some sharply defined oppositions between culture and nature, subject and object,
understanding and explanation, quality and quantity, empathy and experimentation, communication and control, soft science and hard science, which to all intents and purposes go back to the opposition between the natural sciences and the arts/humanities, as formulated in German philosophy at the end of the 1800s. Here it is asserted that natural science and the humanities have completely different subject areas and altogether different methods. They may complement each other, but it is hard to imagine collaboration as such between them. These views are patently out-of-date but repeatedly assert themselves both among the general public and among researchers and politicians. It is, therefore, important that they be reviewed, given recent developments that already have taken place in the humanities and the desirability of much more in-depth inter-faculty collaboration. Just as we humans are natural beings and social beings, so too are we cultural beings. There must, therefore, be some intensification of research in the theory of the humanistic sciences, in a new and wider sense, that marries philosophical, historical, anthropological, sociological and discourse-analytical approaches with the study of humanistic knowledge as it occurs in research, education, dissemination and commercial practice. The study of Humanistic Knowledge in a Knowledge Society should include an effort to systematically highlight the role that the humanities has played and continues to play in the evolution of society, and humanities researchers should actively empower themselves to constantly improve their engagement in collaboration with other subjects on an equal footing. It is important, therefore, that studies in the humanities take place in collaboration between researchers from many humanities subjects who marry an in-depth knowledge of their own subject with an interest in the fundamental and social aspects of the subject and an open mind to what is happening in the natural and social sciences.

The Globalisation of Knowledge, AHRC
The development of institutions such as GATT and WTO in the mid-twentieth century and the expansion of free trade and direct foreign investment have accelerated the integration of economies and the movement of peoples, and strengthened the interdependence of nation states. These in turn have challenged indigenous values, brought about cultural exchanges and adaptations to cultures at many levels – for instance, languages, the arts, media, social customs and practices, religious practices and the law. A particularly important aspect of these developments is the way in which knowledge and ways of knowing have been transformed by new cultural interactions and the velocity of cultural change. The intellectual traffic facilitated by these processes frequently involves two-way or multiple interactions, not a flow from one powerful source. As the conduits for these ideas and ways of knowing, language and linguistic practice also undergo rapid and radical transformations.

Creativity – Chances and Barriers, AKA
Creativity can act as a catalyst of cultural change. Traditionally, creativity has been combined with the identity of artists and the results of the artists’ creative work. Creativity is also a process. Creativity has traditionally been combined with individuals and their special characteristic features. It has not been considered as communality, attitude and part of everyday acts. Environments where creativity can come through are needed in order to make creativity possible. These environments are both immaterial/spiritual and physical. Attitudes either support creativity or prevent it from being realised. The problem also involves the issues of emancipation and tolerance in the communality. Communality can support creativity, whereby individuals’ emotional states of fear and prejudices related to barriers are eliminated. Tolerance, which is a key element in a multicultural environment, releases creativity. The atmosphere of discussion either supports or limits creativity. Mentality can also prevent creativity from coming through. Creatively reached solutions to a problem are not necessarily always new, they can also derive from previously experienced solutions.
Creativity is nowadays also a value within industry. New creative solutions are needed when requirements of increased effectiveness no longer can be met by reproducing standard solutions. Creative industry has taken its place, and creative solutions are essential for innovations. Innovations have been considered as part of technological environments, but for example new media has made it easier to understand creativity and innovation. The decision-making process needs creativity, and creativity is key also within education. Furthermore, creativity is a key element within communities that produce new knowledge and learning as schools, universities and working environments. A creative urban environment accentuates crucial features of creativity such as aesthetics, visualisation as well as tolerance and an atmosphere that eliminates the barriers to creativity. Creativity is an issue that requires a multidisciplinary approach.

Knowledge Society and the cultural dimension: Identity, language, history and values, RCN
Research in the humanities has a long tradition in shaping and contributing to the European knowledge base. Philosophy, history, language and education represent the roots of ideas, ideals and culture, having shaped modern democracies, identities and to a large extent the European Knowledge System. However, new technologies and multidisciplinary research have created arenas for cooperation. Research related to language technologies or the new software development called creative industries are recent examples.

The future development of the EU as a community is difficult to understand unless research in the humanities is included as a priority. Important contributions from the humanities to the European project can be made along a wide range of research questions, including:

- How are the basic democratic values maintained as a commonly accepted basis for national and international societies?
- Is there a common cultural platform in the EU when including a diversity of cultures, religions and languages within a single European institutional framework?
- The enlargement of the EU and the future of European languages
- New research arenas linking the humanities, new technology and other disciplines

The Mapping of Human Knowledge in the Internet Generation, Italy
The advantages of Internet searching for the improvement of human knowledge are evident to all and need no further commentary. What has not been discussed is the way young people tend to appropriate knowledge through the Internet. The easy and instant access to data has at least two drawbacks. The first, and more obvious, is the fact that whatever does not exist on the Internet is deemed non-existent in the minds of young people. The second drawback is less obvious, though by far more significant. It is directly linked to the rapidity through which data are accessible. Such rapidity does not allow any time for knowledge sedimentation and growth. The process of consciousness growing is missing. Inner knowledge, formerly acquired through hours of page thumbing or document leafing, while slowly moving from A to B, is no longer an option.

The mapping of human knowledge more and more resembles the map of an urban subway. Students (such as subway passengers) rapidly surface in a physical space, but have no knowledge of what lies in between. They are not able to connect the overall physical space, nor to walk alone in between. However, in order to function and to appropriate its environment, the human brain requires not only data, but also time. Infinite data, without time to digest it and to give it overall meaning, narrows human knowledge, instead of enlarging it.

The human sciences are useful to better comprehend and make good use of the results that come to us via the sciences and their applications. History, within the human sciences, is the key to
understanding the relationship between human beings and their environment, at present and in the past, in a comparative fashion. Young human beings, who for the first time in history grow up using the Internet to appropriate whatever reality is not immediately within their physical reach, run the risk of lessening human knowledge, instead of improving it.

3.10 Transparent Demarcation Lines: Themes Related to the Interplay between the Humanities and Other Fields of Research

- Learning, Knowledge and Subjectivity, DRA (Denmark)
- Arts, Humanities and Medicine, AHRC (United Kingdom)
- Stages of Life, AHRC (United Kingdom)
- Health, Body, and Culture, DRA (Denmark)
- Research Based on Infrastructures, VR (Sweden)
- Gaps and bridges between the humanities and the social sciences (Lithuania: Prof. Leonidas Donskis, SCH)

Description:
Interdisciplinarity refers not only to contacts within the branches of the humanities, but also and with increasing acuteness – to the contacts between the traditional disciplines.

Cross-cutting topics: Theme Group 3.4 (all), Theme groups 3.2, 3.3 (Research based on infrastructures).

a) Themes Cross-cutting with the Social Sciences

Learning, Knowledge and Subjectivity, DRA
Changing political and economic structures in the European nation states call for a renewed agenda for research on education and learning. Culture, in the sense of embodied individual and collective memory, must be the foundation for all new competencies that individuals develop in the ‘European learning economies’. Knowledge and competence play new, central roles at individual as well as on societal levels. Values and identities are challenged when the ‘earning society’, the ‘knowledge society’ and the ‘learning economy’ take on historical functions along with traditional schooling and curricula.

Individuals face this challenge in two contradictory manners: People must learn more and must learn to learn. And, increasingly, people must individually look after the development of their individual knowledge base in each phase of their lives. The self-government of learning is an ancient pedagogical theme; becoming a member of society was never a harmonious process, so the humanities comprise a rich theoretical and methodological heritage to understand and develop understanding. Knowledge is currently available as never before, which sharpens the challenge to individuals and institution: How to select, how to manage, how to be future-oriented? Against this backdrop, European research can identify a number of interrelated themes, equally relevant for national and cross-national comparative exploration:

Categories of Knowledge:
Knowledge is traditionally recognized as corpora of formalised wisdom, academic disciplines and subjects, situated in research settings and universities. Currently, Mode 2 knowledge, i.e. pragmatic, but still generally valid knowledge, developed in the private or public sector, is becoming
recognized. Scientific and pragmatic knowledge, Mode 1 or Mode 2 knowledge, are in principle available for learning and education. Realistically, however, this is not the case. Different traditions and trends in knowledge are available to different segments of populations, generations, professions, social genders, etc. So the development of the corpora of knowledge, the interplay between different forms of knowledge as material for learning – in traditional terms: curriculum – is one field of research.

Formal and Non-Formal Learning:
Socialisation is founded in families, schools and education. But people also learn and even create knowledge in everyday life and during their lives. Learning in everyday life draws on media, technology, work and work place organisation. The educational systems provide qualification, but other settings also produce competencies. The synergies of learning should be investigated with a view to cultural, ethnic, generational and gendered motivations.

Professions and Competence Development:
Classical professions as well as the modern service professions face challenges; they possess unique knowledge bases and they serve their societies in specific, indispensable manners. Accordingly, they are recognized – but decreasingly so. Specialised knowledge has become accessible to ‘everyman’ and professions must renegotiate their societal contract in light of their new roles in the public sector. Depending on the state models and the public sector service traditions, the roles of the professional and the expert change. Professional identities and value standards vary accordingly, and the comparative study of knowledge distribution and public service in Europe, the consequent demands for education and lifelong learning, etc. are imminent and central issues for national and comparative research.

Institutionalized Knowledge – Knowledge Institutions – and Innovation:
Schools, libraries and universities, the traditional institutions of knowledge, remain, but do not stand unquestioned and their roles change. As sketched above, new technologies, new modes of knowledge and new ways of public learning demand more complex strategies of knowledge distribution. Educational methods, curricula and educational authorities (e.g. teacher authority) must absorb current cultural changes, yet maintain their stabilising societal role. Focus is on ICT, design and media, but also popular self-organisation, local learning and education projects are active producers of the learning societies.

These four themes can each be developed scientifically, drawing on the interdisciplinary innovations in the sociology of knowledge, learning theory and the study of professions. The mediating research issue is the subjective dimension, which is an essential constituent of all themes. The themes are not traditionally educational inasmuch as their exploration would change educational studies significantly:

- the concept of subjectivity, theorizing the merging of traditional and historically new preconditions, and the consequent differentiations of experience and learning
- the concept of life long learning, which must be developed and qualified in light of the new everyday lives, the break up of normal biographies and the transformed labour markets
- the concept of identity, national identities, work and gendered identities

The four themes each comprise a potential contribution to the development of a democratic Europe, founded in self-regulated, conscious, responsible and autonomous learning in all individuals. The perspective is not least a transformation of public sector institutions of knowledge and learning. The
themes are rooted in solid humanist research traditions, but shaped to face the challenges of the “European learning economies”.

b) Themes Cross-cutting with Health Research

**Arts, Humanities and Medicine, AHRC**
There are currently burgeoning and significant intellectual opportunities at the interfaces between the arts, humanities and medicine. The interdisciplinary nature of professional development in medical careers, the existence of a specialist journal and association for the medical humanities, the strength of the discipline in the US and the growing interest in continental Europe, and the need to justify large-scale investments in the NHS by reference to patient experience and satisfaction, all point to the timeliness of a dedicated funding stream to place the UK firmly on the map in this area.

**Stages of Life, AHRC**
We live – always – in an age of change. However, the combination of rapid technological, medical, social and economic change over the second half of the twentieth century has meant that the way in which stages of life are experienced, perceived and identified is very different from that of just a generation ago. For instance, childhood is now a period of contradictory pressures – with children simultaneously surrounded by social and parental anxieties and protection to an unprecedented degree and also exposed to economic and social demands previously unimaginable. Age boundaries are shifting. As people live longer, terms such as ‘young’ and ‘old’ are used more flexibly than in the past, and ‘middle age’ has shifted significantly up the age scale. At the same time, for a whole range of economic and social reasons, behaviour patterns previously the preserve of the young are now associated with what in the past was middle age. Life is also speeding up, with people having multiple careers and multiple families. Globalisation has accelerated the pace of influence and interaction between cultures and this has had consequences for both the experience and the perception of the stages of life.

**Health, Body and Culture, DRA**
Over the past 10–15 years, it has become increasingly clear that it is necessary to understand the cultural aspects of body, health and disease if health services and health are to meet the needs of the future. Simultaneously, many disciplines within the humanities have come to realise that disease and health are significant social and cultural phenomena that need to be treated on a par with other major areas such as politics, economics, science and art. This has translated into tremendous development in both the theory and the methodology of disciplines as well as in the health and body-related topics within these disciplines.

Although much important humanities-based research has already been conducted in body, health and culture, the list of fields in which research has only just begun or is entirely nonexistent is even longer. Below follows ten suggestions of such fields that either have not been developed yet or offer a wealth of untapped potential for fertile future research. But the subject of body, health and culture is so rich that many more sub-fields could be mentioned as fruitful a point of departure for future research:

- Health promotion and health education
- Disease and identity
- Evidence and ethics
3.12 Themes Related to Research Based on Infrastructures

- Research Based on Infrastructures, VR (Sweden)

Description:
This theme is interdisciplinary in nature and will benefit from the work carried out within HERA.

Cross-cutting topics: Theme Groups 3.2, 3.3, 3.11.

Research Based on Infrastructures, VR
It is foreseen that research topics that involve the use and construction of research infrastructures will gain in importance. With regard to the humanities, surveys and system modelling of data of individuals, collectives, etc., present and past, are likely to become important in the future. Research topics may include ageing, cultural aspects on health, moral actions, values, etc. As an example, one may mention the development of surveys such as the European values survey.
HERA WP 6
Task 6.1

A Comprehensive List of Suggested Research Themes

AUSTRIA, The Austrian Science Fund

• Cultural Heritage

CZECH REPUBLIC, The Academy of Sciences of the Czech Republic

• Parallel history of the new member countries and its integration into European history
• The role of national languages, literature and cultures in the unified knowledge-based Europe
• Moral and political philosophy and culture for future Europe

DENMARK, The Danish Research Agency

• Aesthetics unbound
• Language and Technology
• Humanistic knowledge in a knowledge society
• Health, Body, and Culture
• Learning, Knowledge and Subjectivity
• Religion, culture and democracy in a globalized world
• Mediatization of reality

ESTONIA, The Estonian Science Foundation

• Statehood in Estonia and Europe in the 20th century: comparative analysis
• Methodological Pluralism in the Study of Religion and Theology
• Pluralism of Religious Traditions and Texts in Contemporary Societies
• Social and administrative-territorial structures in prehistory and at transition to the Middle Ages
• Language technology
• A strive for integration of cognitive and cultural perspectives

EUROPEAN SCIENCE FOUNDATION
Standing Committee for the Humanities (feedback from non-HERA members)

CROATIA, Croatian Standing Committee in the Humanities/ Croatian National Scientific Council (Prof. Milena Žic-Fuchs)

Future topics (suggestion):
• Ethical and bioethical research
• Language technologies
• Theoretical research, especially in linguistics which entails interdisciplinary collaboration with the medical sciences, psychology and other related disciplines

Current topics:
• Ethical and bioethical research: interdisciplinary research connected with other research areas (e.g. research in medicine, the natural sciences, the technical sciences etc.)
• Collecting, documenting and digitalizing Croatian literary, scholarly, philosophical, theological etc. material as well as research and publication of these documents
• Collecting, researching and documentation of Croatian archaeological, historical, art history, anthropological and ethnological material with the aim of preserving the Croatian national identity
• Theoretical and applied research in the philologies
• Further work on compiling the corpus of the Croatian language as well as research ensuing from it
• Language technologies for the Croatian language
• Research on cultures, literatures as well as historical and art history of other world cultures

CYPRUS (Prof. Kostas Gouliamos)
• Contemporary ideologies and belief systems; consensual ideology
• Patterns of (conspicuous) consumption
• The growth of neocolonial practices
• Knowledge control
• Microcultures, marginal/minority and deviant groups
• Reporting values; news culture. The transference and understanding of meaning
• Class, gender and race
• Socio-cultural responsibility; ethics
• Availability heuristic

FRANCE, CNRS (Prof. Jacques Dubucs)
• Cognitive sciences
• Logic and philosophy of sciences
• Fiction (Aesthetics and cognition, simulation, virtual reality)
• Digital Humanities
• Strategic rationality, emergence of norms
• Themes cross-cutting with computer science (learning, modelling social phenomena)

GERMANY (Prof. Christoph Markschies)
• Life sciences seen from a Humanities perspective (mind/brain/body, free will controversy, ethics of molecular biology)
• Secularisation and de-secularisation in different parts of the world (e.g. comparison between different Islamic countries also in Asia, Europe, Near East etc.)
• reinvention of a “Universal (or: Global) History” after her end in the 1960s and 1970s

GREECE, NHRF (Prof. Miltiades Hatzopoulos)
• Saving disappearing worlds

HUNGARY, MTA / Hungarian Academy of Sciences (Prof. Péter Dávidházi)
• The common neo-latin heritage of Europe
• The cultural history of translation in Europe

ITALY, CNR (Prof. Luca Codignola)
• The mapping of human knowledge in the internet generation

LITHUANIA (Prof. Leonidas Donskis)
• Historical memory and moral imagination
• The way we rethink and retell history: counter history and the new historicism
• Civilization theory as a general theory of the humanities and the social sciences
• Gaps and bridges between the humanities and the social sciences
• The canon and its reinterpretation: the new orthodoxies and revisionisms in the humanities
• The personal and the political in the humanities
• Boundary disciplines and sub-disciplines in the humanities
• The political and moral sensibilities of Europe in the 20th century
• Self-Comprehension and the new identity building process in present Europe
• Politics and Literature in 20th century Europe
• The decline of the art of academic writing
• Humanities as a framework for social and cultural criticism
• Will the liberal arts education survive in the 21st century?
• Democracy vs. technocracy: new threats for freedom

POLAND, PAN / Polish Academy of Sciences (Division of Social Sciences, covering also humanities)
• Civilisation of Central Europe: origin, current problems and perspectives
• Interdisciplinary studies on the origins and nature of the visible cultural and political split of our continent into two very distinct parts, i.e. west and east (Prof. Przemyslaw Urbanczyk)

PORTUGAL, FCT (Prof. Luis Adão da Fonseca)
• Theoretical foundations and practical ethics
• Heritage, memory and identity
• Digital Humanities
• Pain and suffering
• Europe and the other continents
• Family Studies
• Urban Studies
• **Transversal topics:**
• Social, Cultural and Economic Dynamics
• Cultural Heritage Related to Integration of Europe
• Contribution of the Humanities, Mind and Thinking to Innovation, Creativity, Communication and Media

**SLOVAK REPUBLIC**, Slovak Academy of Sciences,
• Section of Humanities and Social Sciences (Prof. Ján Bakoš)
• Art between Museum and Market
• Collective Identities in Contemporary Europe
• Music and Visual Art in the Age of Digital Media
• Intellect and Creativity

**SPAIN**, CSIC et al. (Prof. Carmen Picallo Soler)
• The relation between art and trade. The material history of artistic objects, their use, aesthetic valuation and evolution
• Transition Homo Neanderthal - Homo Sapiens
• Origins of agriculture in the Near East and European countries
• Interdisciplinary studies within the general theme of “historical memory”
• Linguistics, neurology and cognitive science: the neuronal bases of grammatical operations
• Relations between the literary and other artistic discourses (theatre, cinema, television, video, etc)
• Analysis of the theme of “the other” in its multiple literary forms and implications
• Philosophy of Sciences (physics; biology; communication and new technologies; causality)

**TURKEY**, Turkish Academy of Sciences (Prof. Gürol Irzik)
(recent Foresight studies)
• Cultural Inventory in Archaeology, Urban and Rural Architecture, Paleobotany, Ethnography, Ethno-archaeology, Geo-archaeology, Epigraphy
• Comparative Archaeological on the Pre-pottery Neolithic Period
• Multidisciplinary Archeometric Research
• New Cultural Categories
• New Forms of Relationships between Culture and Technology
• New Forms of Governance and Law
• Constructions of Gender and Sexuality in Discursive and non-Discursive Practices
• European and Non-European Humanities: Interactions, Receptions, and Appropriations
• Reconsidering the Boundaries between History and the Social Sciences: From Narrative to Structure
• A Comparative Historical Analysis of Material Cultures and Mentalities
• Science, Technology, and Changing Regimes of Intellectual Property
• The Reception and Appropriation of Science and Technology in Center-Periphery Relationships
• The Cognitive Basis of Language: Acquisition and Speech Disorder
• Theoretical Constructs in the Human Computational System
• Language and Social Interaction: Gender and Multilingualism
• National and Post national Literatures and Literary Canons
• Supranational Public Spheres: Conceptualizations and Institutional Mechanisms
• The Interaction of Print and Visual Cultures
• Changing Boundaries Between Art and Popular Culture
• Universalism vs. Culturalism
• Law and Ethics in a Globalized World
• Commodification of Knowledge
• Neuroscience: Neurobiology of Learning, Neurobiological Underpinnings of Mental Disorders, Autobiographical Memory
• The Influence of Cultural Differences on Psychological Processes: Development of the Self within Family and Culture
• Implications of Psychological Research for Policy-Making
• Post-Disaster Traumas and Preventive Measures
• The Emergence of Psychotherapy in New Geographies

FINLAND, The Academy of Finland

• The Changing Religious Scene in Europe
• Change, vulnerability and challenges of human adaptation in the border areas of Europe
• Creating our European Cultural Heritage
• Barriers of understanding in intercultural communication
• Manner in language, culture and mind
• Creativity – chances and barriers

THE NETHERLANDS, The Netherlands Organization for Scientific Research

Future topics (suggestion):
• Cultural dynamics
• Ethical and societal aspects of research and innovation
• Brain and cognition
• Language acquisition

Current topics:
• Future of the Religious Past
• Transformations in Art and Culture
• Endangered Languages
• Language and Speech Technology (Corpus of Spoken Dutch, Interactive Multimodal Information Extraction, Flemish-Dutch program in Language and Speech Technology)
• Language Acquisition and Multilingualism
• Cognition
• Ethics, Research and Management
• Dutch Archaeological Historical Landscape
• Urbanization and Urban Culture
• Cultural Change and the Foundations of the Humanities
• Contested Democracy

NORWAY, The Research Council of Norway

Future topics (suggestion):
• Knowledge Society and the cultural dimension: Identity, language, history and values
• Transnational flows of culture

Current topics:
• Cultural research
• Language technology
• Gender research
• Sami Research

SLOVENIA, The Slovenian Ministry of Education, Science and Sport/The Slovenian Academy of Sciences and Arts

Future topics (proposal):
• Research of national languages
• Research of language with the usage of digital language sources
• Humanities and new information technologies
• Humanities and other disciplinary studies (bio-technical sciences, technical sciences, natural sciences) – interdisciplinary involvement of humanities
• Archaeology research
• Ethnology research
• Humanities and security research studies: Globalization and world peace

Current topics:
• Slovenian language in synchronic and diachronic development
• Archaeology research
• Karst research
• Ethnological and folklore research in Slovenia and European cultural space
• Geography of Slovenia
• Problems of modern philosophy
• Anthropological and regional research

SWEDEN, The Swedish Research Council

• Cognitive research
• Artefacts in cultural and social contexts
• Research based on infrastructures
• Profound changes of the modern society
• Cultural processes of the past

UNITED KINGDOM, The Arts and Humanities Research Council
• Arts, Humanities and Medicine
• The Interactive Mind
• Religion, Belief and Non-Belief
• Changing Bodies
• Non-Textual Cultures
• The Globalisation of Knowledge
• The Dynamics of Trust
• Creativity, Reproduction and Technology
• Stages of Life
A Description of Partners and Sponsoring Organisations

General Description

The Academy of Finland (AKA)
The Academy of Finland is an expert organisation on research funding and science policy. The Academy’s objective is to promote high-level scientific research through:

- long-term quality-based research funding;
- science and science policy expertise; and
- efforts to strengthen the position of science and scientific research.

AKA is a governmentally funded organisation. It funds targeted/thematic programmes, responsive-mode research projects, Centres of Excellence, Academy Professors, Research Fellows, Postdoctoral Fellows and Senior Fellows. There has been a conscious effort over a number of years to increase the degree of international collaboration.

AKA comprises four Research Councils and an administrative office. The Research Council for Culture and Society is responsible for the funding of the humanities and social sciences. It also annually receives initiatives from the research community for new research programmes. The proposal development process normally takes 1–2 years.

Conflict of Interest

The issue of conflict of interest has been addressed by delegating to evaluators and Council and Board members the signing of a declaration of impartiality and confidentiality.

The Research Council of Norway (RCN)
The Research Council of Norway plays an important role in developing and implementing the country’s national research strategy. It acts as:

- a government adviser, identifying present and future needs for knowledge and research;
- a funding agency for independent research programmes and projects, strategic programmes at research institutes, and Norwegian participation in international research programmes; and
- a coordinator, initiating networks and promoting cooperation between R&D institutions, ministries, business and industry, public agencies and enterprises, other sources of funding and users of research.

The Department for the Humanities has strategic responsibility for the development of research in the humanities as well as recruiting young researchers in this field. The main instrument is the financing of independent research-initiated projects and targeted projects initiated by higher education institutions. Additionally, the Department initiates basic research programmes of its own, including interdisciplinary programmes in cooperation with the Department for Social Sciences.
Furthermore, the Department for the Humanities is working on reinforcing humanities within policy-oriented research programmes financed by sector ministries, organised by the Division for Strategic Priorities. Internationalisation of research in the humanities has a high priority for the Department, with special reference to Nordic and European cooperation.

The RCN funds targeted/thematic programmes, responsive-mode research projects, grants to Excellent Young Researchers (age limit 40 years), Centres of Excellence and Doctoral and Postdoctoral Fellowships. Funding comes partly from the Ministry of Education and Research, but almost all the 17 Norwegian ministries contribute to funding of policy-oriented programmes. In the case of targeted programmes, the budget is fixed by the Council, but funding comes in the form of earmarked money from one or more ministries via the Division for Strategic Priorities. Initiatives for programmes come both from academia, ministries and the research council, and are worked out in cooperation between these agents. The time lapse from programme initiative to funding decision would typically be about 2 years.

**Conflict of Interest**
All research proposals submitted to the RCN are to be checked against the Research Ethics Checklist. The Guidelines on Impartiality and Confidence at the Research Council of Norway give guidelines for RCN employees, experts and members of the Council’s collegial bodies on matters relating to impartiality. These guidelines have been based on the Norwegian Public Administration Act, the recommendation on impartiality and confidentiality in the Research Council of Norway (1993) and the Council’s report on ensuring legitimacy through impartiality and quality in application processing (February 2004). According to these Guidelines, Council members in question leaves the meeting while such items are being treated and shall not take part in decisions if impartiality can be questioned.

**The Swedish Research Council (VR)**
The Swedish Research Council has national responsibility for developing the country’s basic research towards the attainment of a strong international position.

The Council has three main tasks: research funding, science communication and research policy. Research is the foundation for the development of knowledge in society, and the basis of high-quality education. Research is also crucial as a means of enhancing welfare through economic, social and cultural development.

The Council of Humanities and Social Sciences’ main objective is to support research within the humanities and social sciences. With the assistance of other elected researchers the Council is responsible for reviewing funding applications. Funds are primarily given to research projects or programmes and to pay for temporary employment of researchers (grants). The bulk of recipients are researchers at universities and higher education institutions. As a funding organisation, the Swedish Research Council works according to a bottom-up principle. Applications for research funding are assessed and evaluated by a body of elected researchers, and grants are decided upon on the basis of scientific quality and innovation. This guarantees the quality and diversity of basic research. The themes here formulated are based on discussions within the Council of the Humanities and Social Sciences, as well as on observations of and reports from the scientific community itself concerning already established as well new and emerging fields of research. Thus, they do not represent official priorities stated by the Council.
There is, in principle, no formal obstacle to the Swedish Research Council funding targeted programmes in the Humanities, but there is de facto a preference for responsive-mode research projects. Some exceptions do occur in the form of assignments from one or more Ministries, but this is unusual and recent programmes have been initiated for political reasons. Another exception was a jointly funded Finnish-Swedish research programme during the years 2001–2003.

Ideas for research projects are almost all initiated by individual researchers or research groups from academia.

Conflict of Interest
The issue of conflict of interest is clearly handled in guidelines for staff, members of panels and scientific councils. In practice, the issue is dealt with both in evaluation panels and scientific councils by the member in question leaving the meeting while such items are being treated.

The Arts and Humanities Research Council (AHRC), United Kingdom
The Arts and Humanities Research Council supports research within a huge subject domain from traditional humanities subjects, such as history, modern languages and English literature, to the creative and performing arts.

The AHRC funds research and postgraduate study within the UK’s higher education institutions. In addition, on behalf of the Higher Education Funding Council for England, it provides funding for museums, galleries and collections that are based in, or attached to, higher education institutions in England.

The AHRC was established on 1 April 2005, and replaced the Arts and Humanities Research Board. The decision to create an AHRC underlines the importance of high-quality research in the arts and humanities for the cultural, creative and economic life of the nation. As with the other research councils the AHRC is an independent Non-Departmental Public Body (NDPB), established by Royal Charter and accountable to Parliament through the DTI’s Office of Science and Technology.

The AHRC funds research (Responsive-mode Schemes and Strategic Initiatives) post-graduate study (students undertaking Masters-level courses and doctoral research in the arts and humanities) within the UK’s higher education institutions. The AHRC supports targeted research programmes, responsive research projects and fellowships.

Conflict of Interest
Members must disclose any personal or business interests which may conflict with their role as a member of an AHRC decision-making bodies. The AHRC keeps a register of interests, updated annually, in which the business and personal interests of Council, Committee, and Panel members are recorded. The register of interests is available to the public and will be published on the AHRC’s website. It ensures that the AHRC’s members are open about their interests. Virtually all members will have personal or business interests which might be seen to conflict with their responsibilities as members (for instance, their primary employment, or the employment of family members) - these must be declared on appointment and updated as and when changes occur.

The Danish Research Agency (DRA/DRCH)
The Danish Research Agency coordinates funding of responsive-mode research projects, centres and Doctoral and Postdoctoral Fellowships. The Danish Research Council for the Humanities
(DRCH) provides funding and gives advice to the Danish Parliament and the Minister for Science, Technology and Innovation in matters concerning research in the Humanities. Furthermore, the Council is represented in many public and semi-public institutions within the research and education sectors and on a number of councils and boards. The Council gives financial support to Danish humanistic research in order to promote significant research activities and researcher education. The purpose of the financial support is to strengthen quality, efficiency, mobility and international cooperation, and to ensure that important research results are disseminated and applied.

The Council supports PhD fellowships, post-doc. fellowships, research networks, general grants for research projects, research residences abroad, publications, and conferences.

Conflict of Interest
There are strict guidelines for when a member of the council is deemed to have a conflict of interest and, consequently, is disqualified from taking part in the review of that application. The issue is clearly handled in guidelines for staff and research councils. The council member in question leaves the meeting while such items are being processed.

RANNÍS, Iceland
Rannís is an integrated research funding agency serving the Icelandic science community across all areas of science and the humanities. Rannís reports to the Ministry of Education, Science and Culture with the purpose of providing professional assistance in the preparation and implementation of science and technology policy in Iceland. Its main functions are:

- Operating the financial support system for research and technological development.
- Providing services and information to the Council for Science and Technology Policy and its subcommittees.
- Coordinating and promoting Icelandic participation in collaborative international projects in science and technology.
- Monitoring resources and performance in R&D, evaluating the results of scientific research, technological development and innovation.
- Promoting public awareness of research and innovation in Iceland.

Almost all research funding by RANNÍS goes to responsive-mode research projects in three categories: Project Grants, Postdoctoral Fellowships and Grants of Excellence.

Conflict of Interest
Experts conducting peer review of proposals must disclose any involvement in the project or with persons partaking in the application. The same applies to evaluation panels and boards of the funds. “Negative” involvement, i.e. known hostility towards the proposed research or persons participating, is regarded as being more serious than “positive” involvement.

The Irish Research Council for the Humanities and Social Sciences (IRCHSS)
The Irish Research Council for the Humanities and Social Sciences was established in 2000 by the Minister for Education and Science in response to the need to develop Ireland’s research capacity and skills base. The 11 members of the Council are researchers representing different fields within humanities and social sciences. With the support of the National Development Plan, IRCHSS funds
research in the humanities, social sciences, business and law with the objective of creating new knowledge and expertise beneficial to Ireland’s economic, social and cultural development.

The Research Council operates six interlinked research schemes: The Research Council operates three schemes which offer research opportunities for members of the academic staff of recognised third-level institutions to undertake stated projects. Furthermore, IRCHSS funds postgraduate scholarships and post-doctoral fellowships. A sixth scheme operated by the Research Council, known as Projects Grants, funds world-class innovative research undertaken on an extended or group project basis. Most funding from the IRCHSS is of responsive-mode research projects (~80% of budget from 2005) and takes place within one of five schemes for Scholarships and Fellowships of various kinds.

A sixth scheme approaching the targeted programme concept has been launched in 2004 for funding in 2005 and is termed Thematic Project Research Grants. This scheme has a thematic approach in that the projects, funded for a maximum of three years, must at present fall within four thematic priority areas:

- Research infrastructures in the humanities and social sciences
- Identity, culture and society in Europe
- Innovation and society
- Public policy and social change

Conflict of Interest
An advisory note containing details of the code of conduct is sent to the International Assessment Board prior to the Board meeting. Board Members verbally agree not to contribute to the discussion of an application where there is a personal, professional, or other conflict of interest and, if a conflict of interest arises, the members of the Board should remove themselves voluntarily from the discussion.

The Austrian Science Fund (FWF)
The Austrian Science Fund is Austria’s central body for the promotion of basic research. It invests in new ideas that contribute to an advance in knowledge and thereby to further developments. The FWF’s object is promotion of:

- High-quality scientific research, which represents a significant contribution to society, culture and the economy.
- Education and training through research, because support for young scientists represents one of the most important investments in the future.
- Knowledge transfer and the establishment of a science-friendly culture via an exchange between science and other areas of society.

The funding of projects in the field of the humanities is allocated to the Division of Humanities and Social Sciences. The Division of Humanities and Social Sciences is divided into three areas: (1) Archaeology, Classical Studies and Language Studies; (2) History, Arts and Cultural Studies; (3) Social Sciences (incl. Philosophy).

About 70 per cent of FWF’s budget is spent for individual research grants (usual funding period 3 years) and 20 per cent for Research Networks (Special Research Programs and Joint Research
Programs). The rest is attributed to Mobility Fellowship and to the Promotion of Women (special support programs). Additionally the FWF administers programs for outstanding researchers (START Program, Wittgenstein Award) for the Ministry of Science.

**Conflict of Interest**

Applicants may request that up to three persons be excluded from the review process (because of competition or of a difference in scientific opinion) and may also include a list of (at least five) suggested referees. In selecting referees attention is paid to ensure that there are neither negative nor positive conflicts of interest.

**The National Fund for Scientific Research (FNRS), Belgium**

The National Fund for Scientific Research has been founded in 1928 as the integrated research funding Agency for the promotion and development of basic research in the French-speaking Community of Belgium. This publicly-oriented non-profit organisation’s primary objective is twofold and consists in funding researchers-initiated curiosity-driven projects and in encouraging researcher training through individual support. It favours the production and expansion of knowledge in all scientific areas. The FNRS also awards scientific prizes, offers mobility grants and runs the assessment of science quality every five years in the French-speaking Community of Belgium.

The annual budget of approximately 90 millions euros enables the FNRS to support 1500 researchers and 550 programmes undertaken at the French-speaking universities laboratories and institutes level.

The Funds structure encompasses a rather small administration core implementing the Governing Council decisions which are based on the work of 33 scientific commissions. These commissions are review panels covering all scientific areas and gather a large number of Belgian as well as international scientific experts qualified for the application review process which is based on the sole scientific excellence criterion. The Division for Humanities and Social Sciences includes eight Scientific Commissions, out of which four are exclusively dedicated to Humanities. The scientific areas covered are philosophy, theology, philology, history and arts.

**Conflicts of interest**

Several measures have been taken in order to avoid as much as possible any kind of conflict of interest in the frame of the FNRS peer review process.

Firstly, the composition of the scientific commissions has been thought in such a way as to ensure a balance between national and non-national experts – a scientific commission is composed of 10 experts, out of which 5 are from the French-speaking Community, 3 from the Flemish Community and 2 from abroad – in order to avoid any national bias in the selection.

Furthermore, an informal tradition currently in force in all Scientific Commission prevents any scientific commission member to participate in the review process of an application that is directly, or indirectly, linked to him.

Finally, all scientific commission deliberations are subject to a strict clause of confidentiality whose violation may lead to account to the FNRS Governing Council.
The National Fund for Scientific Research FWO, Belgium

The National Fund for Scientific Research was founded in 1928 as an “Institution of Public Interest” in support of scientific research, at the initiative of King Albert I. It is an integrated research funding agency supporting research in Belgium’s Flemish community.

FWO’s activities are aimed at pushing back the frontiers of knowledge in all disciplines, stimulating and funding fundamental academic research at universities in the Flemish community and at scientific research institutes. FWO is Flanders’ instrument for supporting and stimulating fundamental research and advancing scientific quality on the basis of academic, inter-university competition. It is the basis for new knowledge and its associated human capital opens avenues for goal-oriented, applied, technological, strategic research.

Conflict of Interest

The composition of the Referee Boards must guarantee objective evaluation in which sectionalism is very much restricted and which is carried out at greater than local level: a numerical majority of members from Flanders is not allowed. For this purpose, all necessary measures are taken to ensure the presence of the non-Flemish members. The non-Flemish members have the same rights as the Flemish ones and they all take part in the deliberations on a footing of complete equality. The composition also guarantees an adequate Belgian basis for anticipating specific problems without leaving the entire initiative to foreign expertise. A Board member shall not take part in the selection or evaluation of his own files. A member of the Board who is the PhD supervisor/head of department of an applicant for a fellowship shall take part in the discussion on the ranking of the applications, but may be barred from speaking when his own candidate is involved. All deliberations and proposals of the Boards of Referees are strictly confidential. Board members in breach of this may be called to account by the Board of Trustees.

The Academy of Sciences of the Czech Republic (ASCR)

The Academy of Sciences of the Czech Republic was established in 1992 by the Czech National Council as the Czech successor to the former Czechoslovak Academy of Sciences. ASCR is the leading non-university basic research public institution in the Czech Republic. It conducts both fundamental and strategic applied research to create scientific knowledge that will contribute to strengthening the nation’s position in key areas of science and to finding up-to-date solutions to contemporary problems of society.

The Division of Humanities and Social Sciences includes 17 institutes and is divided into three sections. The mission of the cluster of 17 research institutes is to promote basic research in the humanities and social sciences and also to perform related activities. These comprise higher education, public relations, dissemination and application of research results in meeting national needs, and preservation of national heritage.

The Estonian Science Foundation (EstSF)

The Estonian Science Foundation, established by the Estonian government in July 1990, is an expert research-funding organisation. Its main goal is to support research initiatives in all fields of basic and applied research. The EstSF uses state budget appropriations to award peer-reviewed research grants to individuals and research groups on a competitive basis. Its object is:
• to foster the development of basic and applied research in principal areas of scientific strength and in fields of special importance to the Estonian economy and social sphere
• to support the most qualified and successful researchers and research groups
• to involve postgraduate and doctoral students as well as undergraduates in active research
• to support international cooperation and mobility of researchers.

The Netherlands Organization for Scientific Research (NWO)
NWO has the following statutory mission. The Netherlands Organization for Scientific Research:

• is responsible for enhancing the quality and innovative nature of scientific research as equally initiating and stimulating new developments in scientific research
• mainly fulfils its task by allocating resources
• facilitates, for the benefit of society, the dissemination of knowledge from the results of research that it has initiated and stimulated
• mainly focuses on university research in performing its task.

In fulfilling its responsibilities NWO pays due attention to the aspect of coordination and facilitates this where necessary. NWO wants to ensure that Dutch science continues to be amongst the best in the world and that the currently strong position is further strengthened. NWO would also like to see a more intensive use of the results from scientific research by society, so that the contribution of scientific research to prosperity and welfare can be further increased.

In 2001, NWO published its strategic memorandum *Themes plus Talent* for the period 2002–2005. In *Themes plus Talent*, NWO has analysed several important scientific and societal developments and has translated this into a new strategy. The most important developments that NWO has noticed are: a) the increasingly faster succession of scientific trends; b) the growing significance attached to scientific knowledge by society; c) the increasing international competition and cooperation within science; d) the limited attractiveness of science as a career and its increasingly capital-intensive nature

Based on these developments NWO has chosen the following key policy targets to realise its ambitions:

• Talent (funding of talented researchers)
• Themes (funding of large-scale thematic research programmes)
• Internationalisation
• Infrastructure
• Cooperation
• Communication and knowledge transfer

In the beginning of 2006 the new strategic plan for the period 2007–2010 will be published.

The Research Council for the Humanities is responsible for research policy and the allocation of financial resources in the field of the humanities. It is one of the eight research councils of NWO. It allocates resources to research projects and research programmes of very high quality. In addition, the Research Council develops and funds research programmes bearing on themes that have been determined beforehand.
The Research Council for the Humanities has nine members. It has a broad composition in terms of disciplines and university background. The Research Council is accountable for its policy to the Governing Board of NWO, which also appoints the members of the Research Council. The Council is assisted by a number of multidisciplinary assessment committees. The assessment and ranking of applications takes place per type of grant, so that applications of a similar type but originating from different fields within the humanities compete with one another. Expert advisers are consulted in connection with the assessment. Furthermore, several programme committees, councils and steering committees operate in the field of the humanities for the development and management of large-scale thematic research programmes.

Researchers can apply for funding within research programmes as defined by NWO or as a part of an Open Competition (research object is put forward by the researcher). Personal grants (like the well-known Vernieuwingsimpuls) stimulate individual researchers. Other subsidies facilitate (international) cooperation, finance the use of large-scale facilities including digital data collection and enable (the translation of) publications.

**Conflict of Interest**

NWO has adopted a formal conflict of interest policy which states that NOW’s very right to exist as a funding agency is inextricably tied up with the objectivity of the organisation’s decision-making processes and the transparency of the assessment procedures it operates. The only way to maximise this objectivity and transparency is to apply strict controls on them at each and every stage of the assessment and decision-making process. The organisation’s reputation for objectivity and transparency depends heavily on the prevention of all potential conflicts of interest (and even the suspicion of them). It is the responsibility of the NWO office to eliminate the potential for all such conflicts of interest. This Code of Conduct describes the different forms that such potential conflicts of interest may take and how NWO should deal with each of them. It must never be forgotten, however, that real-life situations will not always conform to the categories of potential conflicts of interest identified in this document. Ultimately, NWO must decide on a case-by-case basis whether an individual’s personal involvement in a proposal is such as to disqualify him/her from membership of an assessment committee.

**The Swiss National Science Foundation (SNSF)**

The SNSF, which was founded in 1952 as a foundation under private law, is Switzerland’s foremost institution in the promotion of scientific research.

The SNSF has at its disposal a wide range of research promotion opportunities: Project Funding, Funding of Individual Scientists, Publication Grants, Conference Grants, Promotion of International Co-operation and Special Programmes.

The promotion of research projects is the focal point of the promotion activities of the SNSF. Project promotion includes both independent scientific research without a predefined theme (bottom-up) and targeted research and extends to all scientific disciplines and specialists areas. Any researcher working in Switzerland is entitled to participate. Applications for support for research projects are submitted by the researchers themselves and then assessed by the National Research Council. Each grant proposal is subjected to an initial peer review by predominantly non-Swiss experts. Grants are awarded on a competitive basis.

In its fellowships and grants activities, the SNSF promotes young scientists by providing financial support during the stage of their career between doctoral thesis and assistant professorship.
Targeted Research: The National Research Programme (NRP) address current social, environmental, political and economic problems in response to mandates by the Swiss Federal Government. The NRP projects require an interdisciplinary approach to research, aiming at integration between theory and practice. The National Centres of Competence in Research (NCCR) contribute to a more effective structure for research and strengthen its competitiveness. The NCCRs are based at universities and offer a centre of excellence along with national and international networks.

As the governing body of the SNSF the Foundation Council is responsible for the strategic decision-making of the organisation. The National Research Council, which is divided into four Divisions (Humanities and Social Sciences, Mathematics, Natural and Engineering Sciences, Biology and Medicine, Target Research) evaluates research projects and makes decisions about awarding grants. The Research Council is composed of scientists, most of whom work at Swiss universities. It comprises a maximum of 100 members.

The Division of Humanities and Social Sciences has 21 members, who are nominated by the Foundation Council for a four-year period of office and can carry out their activities for a maximum of ten years.

Conflict of Interest
The composition of the council assures gender, local and language balance. There are guidelines for when a member of the council is deemed to have a conflict of interest. If a conflict of interest arises, the members should remove themselves voluntarily from the discussion. Applicants may request that persons be excluded from the review process (because of competition) and may also include a list of suggested experts. Experts conducting peer review of proposal are asked for disclose any involvement in the project or with persons of the application.

The Slovenian Academy of Sciences and Arts (SASA)/ The Slovenian Ministry of Education, Science and Sport (MHEST)
The Slovenian Academy of Sciences and Arts, founded in 1938, is the supreme national institution for the arts and sciences. It brings together scientists and artists elected as members for their outstanding achievements within the arts and sciences.

SASA cultivates, encourages and promotes the arts and sciences through its activities and contributes to the development of scientific thought and creativity in the arts, particularly by:

- addressing basic issues in the arts and sciences;
- participating in creating policies for research activities and creativity in the arts;
- giving appraisals, proposals and opinions on the position, development and promotion of the arts and sciences, and on the organisation of research activities and creativity in the arts;
- organising research work, also in cooperation with universities and other research institutions, particularly in fields of importance to gaining awareness and insight into the natural and cultural heritage of the Slovenian nation and developing its language and culture, and
- developing international cooperation in the field of the arts and sciences.
SASA is divided into five sections, each representing a scientific field with its own council of researchers. Two sections are related to the humanities: Section of History and Social Science and Section of Arts.

The information on funding is valid for the Scientific Research Council for the Humanities within the framework of the Slovenian Ministry of Education, Science and Sport.

*The Ministry of Higher Education, Science and Technology* performs tasks in the field of higher education, research, technology, metrology and promotion of the information society.

Department of Science that is involved into HERA project, defines the expert bases for the adoption of political documents in the field of research policy. It drafts laws and implementing regulations on research activities. It establishes and enhances the system of comprehensive analyses and monitoring of the situation and development research, develops new tools for attaining research policy goals, and plans the required financial resources for research. The Ministry represents Slovenia and participates on its behalf in the work of the European Commission committees. It is actively involved in the 5th, 6th and 7th EU Framework Programmes. It also covers the activities of Slovenia in the R&D field of South Eastern Europe.

Conflict of Interest

Evaluation procedures are co-ordinated by the Slovenian Research Agency together with the Scientific council. The Agency carries out its legally determined duties the tasks in the public interest, providing permanent, professional and independent decision-making on the selection of programmes and projects that are financed from the state budget and other financial sources. The Agency carries out its legally determined duties the tasks in the public interest, providing permanent, professional and independent decision-making on the selection of programmes and projects that are financed from the state budget and other financial sources. The contents of the proposal is evaluated by the domestic and foreign reviewers which are obliged to carry out their duties (independent and professional) in accordance to the regulations about “Organization and competence of expert bodies for the field of science and research”.

**European Science Foundation (ESF)**

The European Science Foundation (ESF) is the European association of 78 major national research funding agencies from 30 countries. ESF acts as a catalyst for the development of research in Europe,

- by networking researchers, research programmes and funding agencies,
- by generating science policy briefings and foresight reports and
- by managing joint research funding initiatives at a European scale.

The ESF provides a common platform for its Member Organisations in order to advance European research and to explore new directions for research at the European level. Through its activities, the ESF aims at serving the needs of the European research communities in a global context.
ESF’s mission is guided by respect for a set of core values:

- Excellence: gatekeeper criterion for all scientific activities which drives the management philosophy and operations;
- Openness to all scientists and disciplines: no barriers between disciplines; open sharing of results; transparency to stakeholders and partners;
- Responsiveness: in its procedures and structure;
- Pan European approach: rising above national interests to the benefit of research in the whole of Europe;
- Ethical awareness and human values: sensitive to societal and ethical Considerations, including gender aspects, in all its activities.

49 funding agencies specifically supporting research in the Humanities are represented on the “Standing Committee for the Humanities” (SCH), which also acts as a European voice for the diverse scientific communities that make up the 15 large fields of Humanities research in Europe.

Through the ESF Standing Committee for the Humanities are funded “Exploratory Workshops” (ca.€15.000), “Research networking Programmes” (ca.€150.000 p.a.), “Forward Looks” (ca. €200.000 p.a.) “EUROCORES Programmes” (ca. €10Mio. per programme), as well as a variety of smaller, strategic activities to promote the interaction between scientific communities and research funding agencies in cutting-edge areas of research in need of coordination at European level.

Conflict of Interest
All participants in assessment and evaluation activities are introduced to and must subscribe to a declaration of interest policy. Scientific staff at ESF verify compliance.

The “declaration of interest” is most elaborate in the context of EUROCORES Programmes, where “Conflict of interest (incl. competing interest)” is defined as follows: a person involved in the assessment or evaluation of a proposal may benefit professionally or personally by the success, or failure, of that proposal. For that reason, researchers involved in the assessment process must not be applicants, must not be based at applicants’ institution (institute), and must not be close scientific collaborators of applicants (incl. joint publications in the last 3 years).

Information has been provided by the following ESF Standing Committee for the Humanities member organization:

The Polish Academy of Sciences (PAN)
The Polish Academy of Sciences is a state scientific institution founded in 1952. From the very beginning, it has functioned as a learned society acting through an elected corporation of top scholars and research organisations, via its numerous scientific establishments. It has also become a major scientific advisory body through its scientific committees.

PAN as a research centre is currently comprised of 79 research establishments (institutes and research centres, research stations, botanical gardens and other research units) and auxiliary scientific units (archives, libraries, museums, and foreign PAN stations) (Article 35). The research activity of the Academy is financed mainly from the State budget via the Ministry of Scientific Research and Information Technology.

Division I embraces a wide range of social sciences and the humanities, including archaeology (within which Mediterranean), ethnology, history (especially the history of science), literature theory and its history, philosophy and sociology, organisation and management, Polish language
linguistics, legal sciences, economical sciences, psychology, socio-economical rural and agricultural issues, political sciences, art theory and its history, development issues of non-European countries, and studies of nationalities. The Division periodically bestows academic awards.

**Parameters Relevant to Research Cooperation**

The following is a description of the organisations in terms of the main parameters selected. More detailed data on any specific parameter and/or organisation can be found on the website of the organization in question.

There are considerable differences in the formal, organisational structure of the partner councils owing to history, size and priorities. These factors have almost certainly governed the fact as to whether the social sciences and the humanities are merged or separate.

**Research**

The single statement common to almost all organisations with regard to science policy is to support research of the highest quality. There is variation, however, in the statements as to whether this is to be rated on an international scale or not.

There are also clear differences as to whether research, be it in targeted programme or responsive research project form, is to serve the national society and/or its users.

**Ethics**

As far as ethics in research administration is concerned, nearly all partners have a set of written, ethical guidelines for researchers covering confidentiality and impartiality. Several partners also place the onus on the researcher to take ethical issues into consideration and to actively describe how any such issues are to be handled.

Several councils are at present reviewing their ethical policies. It is not felt that ethics would be an issue for HERA with the present partners.

**Gender**

There is some variation among the partners on gender policy and practice, both within the councils and towards funding applicants.

Within the councils, AKA, FWF, NWO, RCN and VR all have written gender policies and action plans for gender equality. In practice, a 40/60 rule is applied, i.e. women or men must represent at least 40 per cent of the members on all boards, committees, panels, etc. DRA has a written gender policy, but no action plan. RANNIS and IRCHSS do not have written gender policies, but both are committed to gender balance on boards etc. Most organisations monitor gender balance among applicants for the awards they grant.

**Language**

There are no written language policies, but the following rules apply for grant applications for the humanities:

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Language(s)</th>
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<tbody>
<tr>
<td>AKA</td>
<td>English, Finnish, Swedish</td>
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<tr>
<td>RCN</td>
<td>Norwegian, English</td>
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<tr>
<td>Organisation</td>
<td>Language(s)</td>
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<td>VR</td>
<td>Swedish, English</td>
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<td>RANNIS</td>
<td>Icelandic, English</td>
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<td>IRCHSS</td>
<td>English, Irish</td>
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<td>NWO</td>
<td>Dutch, English</td>
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<td>DRA</td>
<td>Danish, English</td>
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<td>ASCR</td>
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<td>Estonian, English</td>
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<td>SASA/MHEST</td>
<td>Slovenian, English</td>
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<td>FNRS</td>
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<td>FWO</td>
<td>Dutch, English, French</td>
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<tr>
<td>SNSF</td>
<td>German, French, English</td>
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</table>

**International Collaboration**

Basically, all of the partner councils accept the trend towards greater internationalisation, and therefore have official, stated policies supporting international collaboration.

Emphasis also varies somewhat among the partners as to whether collaboration is to include business enterprises and/or users.

**Strategic Objectives**

Nearly all of the partner organisations have overall strategic objectives for their operations. There is, however, considerable variation as to how far these have been developed. Even though some partners are in a state of flux regarding their strategic objectives, it is not felt that any conceivable differences will become a barrier to collaboration.

**International Engagement**

All partners are engaged internationally in various ways and most of the partners are involved in bilateral and multilateral collaborative projects with other councils, within Europe, in Africa, Asia and North America.

**Location of International Decisions**

In all councils, decisions on international engagement which include legal responsibilities and/or funding from the organisations central budget are taken at the executive level and generally based on recommendations from the research councils. In some of the larger organisations, i.e. AKA, NWO, RCN and VR, there is an international team or department to support and coordinate international activities at the level of the entire organisation.

**Relations with Partner Organisations and Researches**

There is a long tradition of collaboration between the organisations. There is conscious effort from several of the organisations to communicate via seminars, workshops, road shows and, of course, websites.
Council Funding Mechanisms and Funding of Non-nationals

In practice, the organisations fund, to varying degrees, four main types of research activities – responsive-mode research projects, targeted research programmes, responsive-mode fellowships and Research Centre/Centre of Excellence programmes. Table 1 summarizes the engagement of the councils in the various activities. Table 2 shows whether funded researchers can be non-nationals. Table 3 gives an outline of the fields of research funded.

Table 1: Research Funding in the Humanities

<table>
<thead>
<tr>
<th></th>
<th>Responsive-mode research projects</th>
<th>Targeted research programmes</th>
<th>Fellowships</th>
<th>Centres of Excellence</th>
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Table 2: Funding of Non-national Researchers

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Table 3: Fields of Research Funded by Partner and Sponsoring Organisations

It should be noted that this Table is designed solely for the purpose of the HERA WP 6 Mapping Report and it should be considered only as a concise overview. In the table, many specific disciplines are classified under larger groupings. In addition, it has not been possible to reflect the organisational structure of partner and sponsoring organisations.

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<tr>
<th></th>
<th>Aesthetics and Arts Research</th>
<th>Communication and Information</th>
<th>Cultures Research</th>
<th>Economics</th>
<th>Education</th>
<th>History and Archaeology</th>
<th>Law</th>
<th>Philology and Linguistics</th>
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Dear HERA Partners,

The objective of the HERA Work Package 6 is to develop a firm knowledge base for joint research activities within the humanities in Europe. The aim is to identify relevant, innovative and strategically important areas for future European research cooperation. Eventually, the Work Package will provide information for decision-making on thematic choices of joint research initiatives at European level.

The Academy of Finland (AKA) is the task leader of WP 6; however, all partners will take part in its implementation. European-wide coverage will be ensured through the Standing Committee for the Humanities at the ESF. The objective is twofold. The first task involves the mapping of research priorities in the humanities, which, eventually, form the basis for the second task, i.e., analysing thematic areas for future cooperation. As discussed at the kick-off meeting, the implementation of WP 6 will be started as a data request to national funding agencies concerning the following question:

*Which do you consider as the most actual, innovative and relevant research topics within the humanities at the moment and in the future?*

We know only too well that defining such priorities is particularly challenging within the humanities. Even so, we should be up to such an attempt, as without clearly defined priorities there is a danger that the humanities will be thrown into the role of a minor player in the European science policy.

It is obvious that we are mainly interested in research topics in which the humanities are in the forefront. We are fully aware of the fact that these topics may be difficult to come to grips with because of their highly interdisciplinary nature. That being said, we hope that you are able to reflect the data request from the viewpoint of distinct disciplines. As it is known that not all funding organisations have explicit research priorities, let us make it clear that any insights you are able to provide will make a valuable contribution to future considerations.

In our understanding, the mapping exercise should take place between the HERA partners, and the suggested themes may reflect the considerations that have taken place at your organisation. Therefore, it is not our intention to ask you to conduct extensive questionnaires within the research community in your country. Should your feedback include this kind of elements due to, for example, previous surveys, we invite you to specify the nature of the data provided. At any rate, we leave it to your consideration to determine the scope of your data input. We also leave it to you to determine the number of research topics. However, as this mapping exercise is concerned about research priorities, no more than seven topics can be taken into consideration. Each theme should be accompanied by a short description of its content and importance.
As the themes suggested by HERA partners and other funding organisations form the basis for future considerations, your organisation will have an opportunity to comment on these themes before the final report will be submitted. The report will form a basis for the HERA Network Board’s recommendation on 4–5 thematic areas for further investigation by groups of researchers. Their work will eventually lead to recommendations on themes for common research initiatives.

As the mapping report will be deliverable in November 2005 we hope to receive your suggestions on the above themes by **14 October 2005** at the latest. We would also be very grateful if you are able to provide us with the names of contact persons concerning this issue in your organisation.

We would greatly appreciate all comments and are willing to discuss any questions that may arise with regard to WP 6.

Kind regards,

Dr. Liisa Savunen  
Director,  
Culture and Society Research Unit

Dr. Kustaa Multamäki  
Science Adviser,  
Culture and Society Research Unit

Please send your suggestions to:

Dr. Kustaa Multamäki  
Culture and Society Research Unit  
Academy of Finland  
Vilhonvuorenkatu 6  
POB 99, FI-00501 Helsinki, Finland

E-mail: kustaa.multamaki@aka.fi  
Tel. +358 9 7748 8349  
Fax +358 9 7748 8388