



**The European Union international  
research cooperation with countries of Eastern Europe and  
Central Asia in the social sciences and humanities:  
barriers and opportunities**

**Working paper**

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## Introduction

Through the history of the EU framework programmes for research and technological development (RTD), support to the international cooperation with third countries was expanding. In the Sixth Framework Programme of the European Community for research and technological development (FP6) (2002 – 2006) researchers from the third countries could participate in the EU research projects as equal partners and receive EU funding. However, as implementation of the FP6 have shown, participation of scientists from third countries in the framework programme, especially in social sciences and humanities, has been low; the opportunities for the international research cooperation offered by the EU were underused. That was also the case for participation of scientists from countries of Eastern Europe and Central Asia (EECA); the region that encompasses countries of Russia, Belarus, Moldova, Ukraine, countries of the Southern Caucasus and Central Asia.

This working paper's objective is to discuss possible reasons for the EECA countries scientists' low involvement in FP6 and formulate recommendations for possible measures that could be adopted to increase their participation in FP7 and in the future FPs activities. In the paper under the EU international research cooperation is considered only the pan-European cooperation implemented within the EU framework RTD programmes and no international cooperation activities by the EU member states are addressed.

The issue of the EECA countries scientists' participation in the EU RTD activities was discussed during 2002-2005 at a series of workshops organised by INTAS, the *International Association for the Promotion of Cooperation with Scientists from the New Independent States of the former Soviet Union*. The workshops brought together scientists and science administrators from both the East and the West. The discussions started at the INTAS Workshop for Economic, Social and Human Sciences in Brussels on 13-14 June 2002 and continued at a follow-up workshop organised in cooperation with the European Commission in Brussels on 9-10 November 2004 and several more events organized during 2005 by INTAS in cooperation with the European Commission and FP6 project coordinators. This paper therefore presents views of the researchers both from Europe and the EECA countries on the topic addressed.

The discussion at the INTAS workshops were focused on the following major questions:

- What is the state of the involvement of EECA countries researchers in FP6 activities?
- What kinds of interests do European researchers have to involve scientists from EECA countries?
- What should be done to promote involvement of EECA countries scientists in FP6 and FP7 projects?

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The report reflects personal points of view of the participants of INTAS workshops and report editors and does not reflect an official position of INTAS as an organisation.

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# 1. Social sciences and humanities in the EECA countries in relations to possibilities of the development of the international research cooperation with Europe

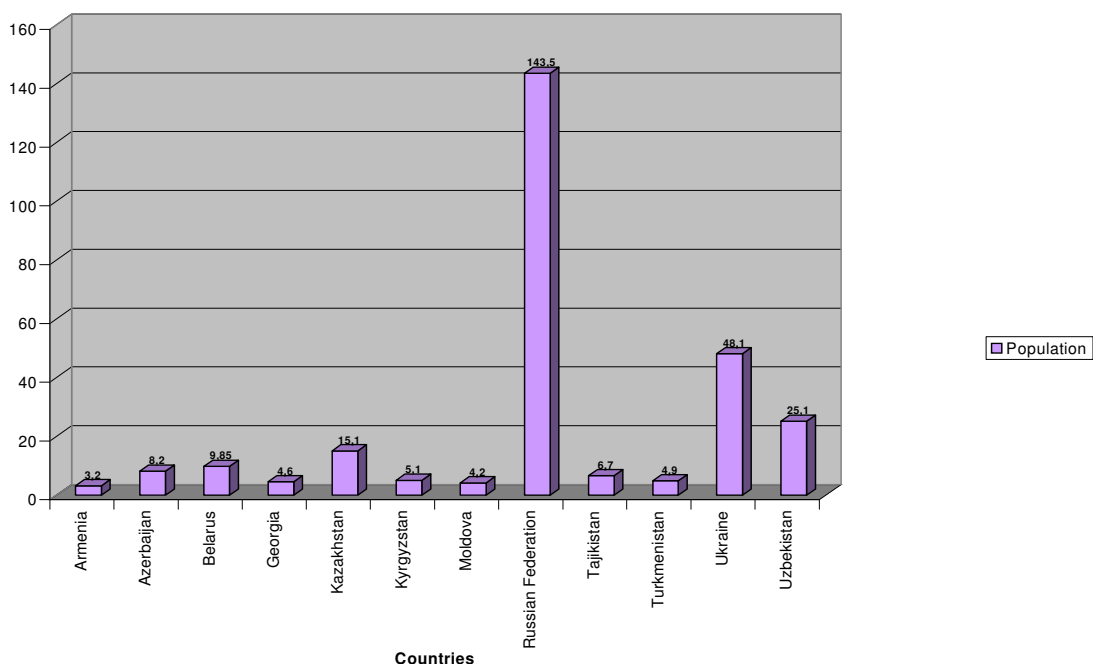
Overall, the EECA countries (Figure 1) possess large scientific and technological potential and advanced positions in basic science and in a number of priority directions of applied research and in humanities. Humanities, including disciplines such as philosophy, philology, linguistics, history, ethnology, archaeology, in the EECA countries, especially in Russia, are traditionally strong. They were weakened at the period of the economic transition in the region in 1980s - 1990s when all the research in the EECA countries was severely underfunded.

**Figure 1. The twelve EECA countries**

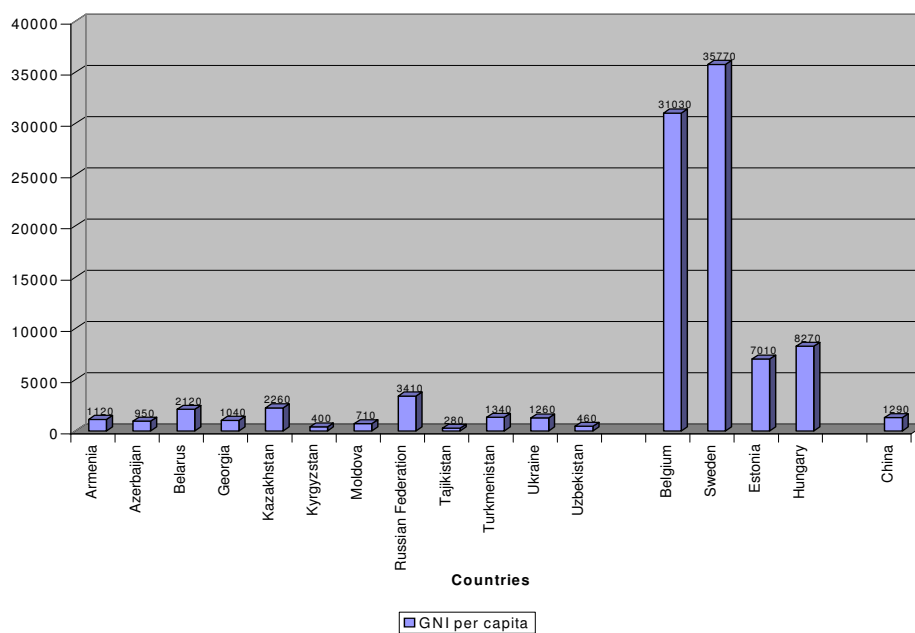


The twelve countries differ from each other in terms of the economic development and the population (Figures 2 and 3).

**Figure 2. Population of NIS, mln people, 2004**  
 Source: The World Bank, <http://devdata.worldbank.org/data-query/>



**Figure 3. Gross National Income Per Capita of NIS states to compare to selected EU member states and China (Atlas method), 2004, US dollars. Source: The World Bank, <http://devdata.worldbank.org/data-query/>**



Today the situation with the support of the SSH varies considerably from one country to another. Most of the scientific centres in the former Soviet Union were established and maintained in Russia, in its main scientific centres, such as Moscow, St. Petersburg and a few others (see more information in *Mindeli, Chromov, 2003*). About 70% of funding of the INTAS of the research cooperation with the EECA countries went to Russia. Ukraine and Belarus account for about 16% of the funded research teams and the number of teams funded by INTAS from other countries is relatively small. There are different fields of scientific expertise in the twelve former Soviet states.

What concerns the development of social sciences in the EECA region, for instance, of sociology and political science, those disciplines (methodologies, use of research methods) are in overall less developed than in the West. The reason for that is that in the Soviet Union period the social sciences were interpreted from the point of view of Marxist ideology, and did not receive the same support for their development as natural sciences or those disciplines in humanities that did not present a threat to the Soviet ideology. Development of the named social science disciplines was discouraged by authorities who did not allow social scientists to use and analyze the data on the social, economic and political issues in their countries, not speaking about possibilities to provide policy advice to the political elites who were making all decisions in the former Soviet Union. The disciplines such as mathematical modelling in the social, economic and human sciences (such as game theory and quantitative economic methods) because of their “pure” non-ideological character were able to thrive despite the ideological structures imposed on social science research during Soviet times.

During the period after the dissolution of the former Soviet Union, there was a consistent support to the social sciences from international funders, first of all, by the US private foundations and the US government, EU member states such as UK, Finland; and to a much less extend through the EU RTD framework programmes (for instance, Young Scientists Fellowships programme of INTAS). Many mostly young researchers received possibilities to study and conduct research mostly in the US and cooperate with American as well as European social scientists while working in their home countries. Thanks to this support, there are individual researchers and research groups in the EECA region who work today using “Western” research paradigms and methods and Western scientists would find easy to cooperate with those scientists; however, those EECA countries researchers with the Western education sometimes find difficulties in attempts to integrate into the state research and educational institutions in the EECA countries. – Therefore, it is not easy to find contacts for Western researchers with those scientists conducting Western-type social and human science.

In overall, in the West there is little information on the state of SSH in the EECA region. There are few publications of EECA countries research works in English and other European languages since the EECA countries region has a very large population speaking Russian language and therefore a sufficient “market” for the scientific knowledge expressed in Russian language. Russian language is still used as a language of intercultural communication in the region; the situation is slowly changing as young generations in Central Asia or Southern Caucasus pick up English and other languages (for instance, Chinese in states bordering China) as a new language for the international communication. As for now most of the scientific publishing is done in the region in Russian.

Not less important than the scientific language barrier is the fact that SSH scientific concepts and research methods historically developed and used widely in the EECA countries are different from the ones in Europe. Those quite dramatic differences in research methods between East, specifically the EECA countries, and the West occurred due to the fact that the EECA countries social and human scientists were isolated for a long period of time from European social and human sciences by the walls of the Cold War. Until recently there was very little exchange of scientific ideas and discussions between scientists in the East and West and therefore humanities in the EECA region developed in their own direction, without taking into account the developments in social and human sciences in Europe. As Prof. Peter Wagner summarised this situation in his presentation at INTAS Uppsala workshop (July 2005), *“a historically and politically constituted territorial divide in the reproduction of social knowledge between West and East still exists and although borders of this divide nowadays are becoming more blurred, there are still differences in social and human sciences methodologies and research agendas”*.

## 2. European Union cooperation with EECA countries in the social sciences and humanities: status, difficulties and positive examples

Although the twelve EECA countries are very different politically and economically; in science management and funding the situation in all those states remains also today more or less comparable – the countries lost quite a lot of their scientific human capital after the dissolution of the Soviet Union due to the drastic cuts of funding to science; due to the overall lack of funding in those countries structures of state universities and research institutes remain even now inefficient; social sciences and humanities struggle to overcome the heritage of the Soviet time ideological pressure.

The EECA countries demonstrated low participation in the EU RTD programmes. Only one project with EECA countries participation was funded under the 4th Framework Programme – FP4 (1995-1999) under the thematic priority on socio-economic sciences. Two projects received support under the 5th Framework Programme (1998 – 2002) - FP5. In the Sixth (2002 – 2006) Framework Programme - FP6 thematic area “Citizens and governance in a knowledge-based society” Calls CITIZENS-1, CITIZENS-2 and CITIZENS-3 a total of five research projects were supported that involved six Russian (Moscow and St. Petersburg based) universities and research institutes and one university from Moldova (see Table 1).

**Table 1. EECA countries partners in Social Sciences and Humanities Research Programmes – FPs 4, 5, and 6**

FP nr.	Call	Instrument	Acronym	Project title	Partner in EECA countries
FP4	TSER-3	RP	EXCLUSION ET DIALOGUE	Exclusion et Dialogue Former au Dialogue les Professionnels de l'Insertion: Une Solution Possible au Chomage	University of Moscow Institute of Psychology, Russia
FP5	KA-1	TN	The Social Problem of Men	The Social Problem and Societal Problematisation of Men and Masculines	European University in St. Petersburg, Russia
FP5	KA-2	RP	Democratic Values	Values' Systems of the Citizens and Socio-Economic Conditions – Challenges from Democratisation for the EU Enlargement	Russian Center for Public Opinion and Market Research, Russia
FP6	Cit-1	NoE	CONNEX	Efficient and Democratic Governance in a Multilevel Europe	Institute of World Economy and International Relations, Russian Academy of Sciences
FP6	Cit-2	STP	EUREK	European Universities for Entrepreneurship – Their Role in the Europe of Knowledge	Higher School of Economy, Russia, and Moldova State University, Moldova

FP6	Cit-2	STP	KASS	Kinship and Social Security	St. Petersburg State University and  Moscow School of Social and Economic Sciences, Russia
FP6	Cit-3	IP	LLL2010	Towards a Life-long Learning Society in Europe: the Contribution of the Education System	St. Petersburg State University
FP6	Cit-3	NoE	CLIOHRES.net	Creating Links and Overviews for a New Research Agenda for a Growing Europe and its History	Moscow State Regional University

The FP6 statistics showed that even when the EECA countries organisations were involved in projects applications to the EU RTD framework programme under the thematic priorities, a success rate of those applications with the participation of EECA countries institutions was much lower and the overall call success rates. In proposals submitted to FP6 CITIZENS-3 Call, out of applications involving 31 organisations from EECA countries only 3% were accepted for funding while the overall success rate for proposal in the Call was 10%<sup>1</sup>.

The success rate was considerably higher in funding programmes of INTAS - the *International Association for the promotion of co-operation with scientists from the New Independent States (EECA countries) of the former Soviet Union*, [www.intas.be](http://www.intas.be). INTAS was founded as an independent international association was by the European Community, the European Union member states and like-minded countries in 1993 with a goal to promote scientific co-operation between researchers in its member states and in the New Independent States of the former Soviet Union (EECA countries) in all fields of science. INTAS is therefore, until now, on the pan-European level one of the very few international mechanisms that supported cooperation in the social and human sciences with EECA countries since the time of its establishment in 1992. By the beginning of 2004, it had provided support to about 200 research projects and networks in the social sciences and the humanities, with a total budget of about 10 million EURO.

### **Positive East-West cooperation experiences**

Although the transnational research cooperation between European and EECA countries' social and human scientists within the EU RTD framework programmes was so far limited, those cooperative projects that received support from the EU FPs were, as a rule, quite successful and Western project partners had good experiences cooperating with scientists from the EECA region. The INTAS November 2005 workshop participants shared the following positive experiences.

According to Prof. Clair Wallace of the Institute for Advanced Studies, Vienna, Austria, coordinator of INTAS project "*TRENDS - Social and Political Trends for CIS Countries, Key-Indicators and Social Measurements of Transition*" the cooperation with EECA countries scientists gave the project an opportunity "*to get involved into studies of extremely interesting research fields such as consequences of societal transition. It also allowed cooperation between highly professional EECA countries' sociologists in quantitative surveys and data processing*". -

<sup>1</sup> Source: presentation by Peter Fisch from the European Commission Directorate K at INTAS November 2003 workshop.

The research project objective was to create a better understanding of the course and path of transition in different EECA countries. In Prof. Wallace's opinion, there are many competent senior researchers/professors and many bright young English-speaking researchers in EECA countries who are developing their skills in new EECA countries research areas such as qualitative methods amongst others. She also mentioned an atmosphere of a high level of conviviality present in the cooperative activities, which promotes enthusiasm and motivates the whole team to continue working together.

The coordinator of another INTAS project "*Democratic Opposition as a Consolidation Factor in Transitional Regimes: Comparative Analysis of Armenia, Kyrgyzstan, Russia, and Tajikistan*" where scientists from Russia, Kyrgyzstan and Tajikistan participated, Ms. Romana Careja, considered the experiences of cooperation with EECA countries scientists as enriching both personally and institutionally: they bring new ideas for new cooperative research projects, there is an atmosphere of enthusiasm in the project team work and there is willingness from the side of EECA countries scientists to accumulate as much as possible from experiences of European partners. She also mentioned that it was important to identify a right partner in EECA countries for the cooperation.

### ***Difficulties of involving EECA countries scientists into the European research cooperation***

The INTAS November 2004 Brussels workshop devoted special attention to the discussion on possible reasons for the low participation of EECA countries' scientists in the Framework Programmes' projects.

**Prof. Clair Wallace** mentioned the following difficulties in cooperation with EECA countries' scientists: language differences, different styles of academic work, especially reflected in publishing, economic problems of EECA countries social scientists where those scientists receive very small salaries and get involved in other activities, such as consulting or small business to make the ends meet, which does not allow these scientists to concentrate on science. Among other challenges, Prof. Clair Wallace also considered difficulties with access to/from remote locations (e.g. Asia or Caucasus countries) as well as problems of involvement - how to ensure that this would be an equal cooperation and not academic neo-colonialism.

The presentation by **Prof. Gabriele Griffin** at the workshop was devoted to interdisciplinary research methods in social sciences and humanities and relative to the FP6 Project "*Research Integration*", aimed at overcoming the detrimental impact of the fragmentation of the social sciences and the humanities on achieving a broad knowledge base, enhancement of employability and competitiveness in Europe. The project provides for broadly based comparative studies of the situation in various European countries in this regard (e.g. national regulations, which hinder interdisciplinary research are analysed) (and presents an opportunity to further the Bologna process all over Europe).

Prof. G. Griffin drew attention to a certain "black hole" on what is done in the Eastern European countries in the social sciences and the humanities, as well as to different academic traditions and cultures in research in the EU and EECA countries. She indicated also that there are very few participants from EECA countries in the ERA-NET Programme (collaboration of national research programmes). She called on a wider participation of EECA countries' scientists in the Marie Curie actions. Prof. Griffin mentioned the difficulties with working with EECA countries researchers, especially with regard to their minimal experience in managing projects and reporting on them, providing deliverables, etc, as well as the difficulties connected with the complexity and long duration of the Commission's procedures for considering, evaluation and negotiating projects.

According to European partners and coordinators in FP6 projects, among the reasons for low participation of scientists from EECA countries in the EU FP6 are, first, the fact that there are no incentives for European consortia to especially involve EECA countries (or, more generally, third-country) partners in EU FP6 projects (unless, of course, the projects specifically deal with EECA countries -relevant issues or issues for which specific EECA countries -expertise is of importance); second, there are insufficient links and contacts between researchers in the EU member states and the EECA countries that could lead to joint research projects; third, many EECA countries' institutions are not prepared to conduct research, especially research administration in the same way as European research institutes, with emphasis on project reporting.

Scientists from the EECA countries considered in turn that there is still not sufficient information in EECA countries about opportunities to participate in FPs' activities and, additionally, preparation of project applications to FPs Programmes is quite difficult and bureaucratic, especially when compared to project applications that they prepare to national or US funding agencies and organisations.

Importantly, it seems what presents the most difficulty for EECA countries' scientists in preparation of the applications is a lack of knowledge and understanding of the political framework of the Framework Programmes and the EU as a supranational organisation in general. Without this knowledge it is impossible to prepare a successful application as any FP6 application has its part that should reflect the proposed project's European added value as well as EU policies' relevance.

In fact, the EU Framework Programme Calls workprogrammes' content is difficult to understand not only to Eastern but also to Western scientists. In (Kuhn, p. 20) a process of preparation of a FP4 TSER Programme Workprogramme was described; as our observations show, this process of preparation has not changed since that time. *"In short, it seems true to say that this process was highly politicized... The first version of Workprogrammes are written usually by experienced experts in the Commission, then during the Commission consultations a bottom-up process takes place where a large number of ideas and agendas of research are being added to Workprogramme. Finally the workprogrammes are revised and polished by administrators who make those Workprogrammes adoptable by the political decision-making bodies who actually make decisions on funding of research programmes. ... The final result is unavoidable complex and the workprogrammes are a "sandwich list" that is difficult to understand for the research community"*.

It seems that scientists, both from Europe and the EECA countries, need to invest considerable efforts into learning about the political framework of the EU research programmes and technical requirements to their preparation and implementation in order to be able to get involved. However, it is also true that the scientists need to invest their time to become involved in the EU RTD Framework Programme activities but as soon as they are already involved, it is much easier for them to take part in next projects within the EU RTD Framework Programmes<sup>2</sup>.

Prof. Gabrielle Griffins outlined very helpful, practical and concrete recommendations on how to promote more active participation of EECA countries' researchers in FP6 projects:

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<sup>2</sup> Comment by Dr. Andrew Sors, Head of European Commission Research Directorate – Generale Unit K1 "Strategies and Policies" at INTAS St. Petersburg social and human sciences workshop (St. Petersburg, Russia, 23 – 24 June 2005).

- Show your competence in the scientific field; mention your publications. Not only major research institutions get involved, also smaller ones do participate in FP projects, if they have expertise.
- Check the CORDIS website regularly for new calls information, for partner search (through the partner search board or by checking the projects database for potential partners, which have been involved already in the FP).
- Try to get involved in a project. Integrated projects and Networks of Excellence are open for participation during the run of the project; try to get involved in already funded IP's and NoE's – check also Cordis for these opportunities.
- Register as evaluators; being an evaluator for the FP allows getting an insight on how proposals should be prepared for being successful.
- Try small-scale Specific Support Actions (SSA) projects to prepare for the submission of a more comprehensive proposal (for STREP's, etc) and to explore the potential of possible partners. If you are not successful with a proposal, try it again.
- Recycle proposals also for applications to other research funding organisations. But be aware that proposals have to be written in a “different style” for different research funding organisations.
- Make yourself known; participate in meetings and pursue active networking. This should be facilitated through brokerage events organized by the Commission or by INTAS.
- Project partners should be aware that there are different cultures and academic traditions, which can cause problems.

Difficulties with involving EECA countries' scientists into EU research programmes reflect the overall difficulties in the development of social sciences and humanities in those countries, which are discussed in the next chapter.

### 3. Difficulties in the development of social sciences and humanities in the EECA countries

In 1999, the Kennan Institute and Woodrow Wilson Center conducted a study of the situation and needs of the Humanities and the Social Sciences in the former Soviet Union (The Kennan Institute, 1999). The conclusion of the study was that after the collapse of the Soviet Union, the system of scholarship that had created and maintained scholars during the Soviet times significantly deteriorated and the subsequent economic crises eroded salaries and state investment in higher education, impoverishing both scholars and institutions. According to this study, the problems confronting the social sciences and humanities in the former Soviet Union (FSU) could be divided in the following broad categories:

- Structural problems: poor institutional structures for supporting human and social sciences research, including lack of financial support to scientists (salaries, transport and communication costs) as well as to libraries and archives;
- Intellectual: general devaluation of the academic enterprise through the region and decline of especially humanities as scholars and institutions struggle for the survival and lose the capacity to respond to the intellectual agenda of a lifetime in general and specifically to the changing disciplinary foci and methodologies;
- Personal: as individual scholars face impoverishment and decline in status, a decrease in professional interaction between scholars takes place;
- Political: domestic and international politics in the FSU pose obstacles that sometimes threaten intellectual pursuits in the EECA countries and Western efforts to provide support; nationalistic tendencies which have politicized the study of history, political sciences and many other disciplines.

Although the above-mentioned report was written in 1999, many of the problems identified in it remain to this day. In 2005, Jurevich listed the following *sources of the difficulties that modern Russian science* faced; this list in our opinion is applicable to all the EECA countries.

- Low funding of scientific research;
- Poor science infrastructure at research and higher education organisations;
- Deterioration of the material base of science, destruction of the national (All-Russian) system of scientific communications due to the decrease of a number of scientific conferences and meetings as there is no money at universities to pay for missions;
- Poor provision of information and literature at libraries as purchases of books and journals decreased seven times compared to the level of 1990; and Russian scientists enjoy very limited access to scientific literature compared to their Western colleagues;
- Internal and external brain drain of scientists. For instance, according to [...] every year 5,000 Russian scientists leave the country to work in the West; and about 30,000 Russian scientists residing in Russia do in fact not work for Russian institutions but for foreign (US or European) research organisations;
- High unemployment level among scientists – it is 15% higher compared to other professions and the “hidden” unemployment among scientists is up to 50%;
- Multiple employment of scientists – three times higher compared to other professional groups; 75% of scientists have second (and sometimes third) employment that allow to preserve a reasonable income while staying in science;
- Low salaries in science – although somewhat increased during the last years but on average – five times lower than in the business sector;
- Crisis of the science renewal system – only 2% of students express their interest in pursuing scientific carrier;

- Rapid increase of the number of old scientists – the average age of scientists in Russia is over 50 years; the average age of Candidates of Sciences is 52 and of “Doctors of Science” – 60;
- Decrease of respect to science as a profession – as the sociological surveys show, 90% of Russian population considers support to science unnecessary, only 15% consider fundamental science important; only 5% of scientists would like their children to also become scientists;
- Conflicts between scientific institutions such as between Ministry of Science and Education and Russian Academy of Sciences.

Participants of the INTAS Brussels workshop (2004) **summarised common difficulties of social sciences and humanities in EECA countries** as follows:

- Lack of funding for networking and qualification advancement (doctoral and post-doctoral training);
- Lack of funding for basic research (theoretical studies, methodological discussions, academic publications, data collection, data processing and storage);
- Lack of qualifications of teaching staff in universities (“the critical mass” of highly qualified instructors is still not reached in many schools and departments, especially in provinces, despite the emerging centres of excellence in individual schools and universities);
- Lack of access to modern international information flows in SSH (books, magazines and articles, data bases and data collections, etc.);
- Lack of communication means (first and foremost, the knowledge of foreign languages, especially English);
- The danger of academic “neo-colonialism” when in international projects EECA countries scientific organisations are used for collecting “raw materials” rather than for working on the “final product”.

According to EECA countries scientists who participated in the same INTAS November 2004 workshop, the social and human sciences remain also today under the influence of the ideological pressures inherited from the Soviet past; there is a large “track dependency” from the past in research and especially in teaching. Many of the researchers at traditional universities and research institutes resist reforms of the curricula and continue to teach the same courses they taught in prior years. Those researchers and instructors, who have demonstrated desire to reform and adopt modern methods of teaching social and human sciences, remain in isolation from the global developments in research. This isolation is caused in part by their education, which precludes them from understanding modern literature, and in part by lack of access to modern textbooks and academic journals. The access they gain is in most cases sporadic and irregular, which allows them to acquire only a vague picture of the field. At the same time, when young and capable researchers who were trained in the US or Europe and return to their countries, they often are not accepted or are not able to work for the state research in higher educational institutions for different reasons, such as lack of funding, a lack of preparedness by the institutions to accept young people with new ideas, etc.

One of the difficulties of social and human sciences in the EECA countries is the fact that although EECA countries’ scientists are more active today in participating in international research activities, this is not always accompanied by a corresponding rise in the quality of research. For example, more than 90% of sociological research centres established since the beginning of 1990s are engaged in surveys which, as a rule, do not go beyond the limits of collecting and processing initial data. Overall, EECA countries research organizations are often involved in international projects as suppliers of initial scientific “raw material” (data of surveys, results of expeditions, new archival materials and so forth), while the production of scientific “product” itself is carried out somewhere in America or Western Europe. Like in the economy, the export potential of the social sciences and humanities in EECA countries has a strongly

pronounced raw character. That turns the domestic social and human sciences into a mechanism of translating knowledge acquired by foreign science into domestic social practice where researchers are mainly engaged in application of foreign concepts to local social and political problems without taking into account the cultural framework of the place of their development.

Social sciences research in the EECA countries is often dispersed and conducted in small private organisations due to the fact that when, at the end of the 1980s, support to social and human science research became available from American governmental and private foundations, it was primarily directed to individual researchers, private “think-tanks” and non-profit organizations. Another factor that contributed to this situation is that in many cases young and capable researchers were trained with US or European support and, upon their return to their countries, were often not accepted or were not able to work for different reasons, such as a lack of funding, etc., at state research and educational institutions. According to data provided by Russian Centre for Science Research and Statistics (CSRS), in Russia alone there are more than 300 political science centres with an average budget of about 300 thousand US dollars per year. Another problem associated with the dispersion of the social science performance in the EECA countries is connected to the fact that it is more difficult to get information about those small organisations and involve them into scientific networking necessary for scientific capacity building on the national as well as international level.

#### **4. Transformation of social and human sciences in the EECA countries**

As economies in the EECA region and support to science in those countries grow, it is expected the social and human sciences also will become more competitive on the European and global level and EECA countries' scientists will be more actively involved in the EU cooperative research programmes. Nowadays in the societies of the EECA countries there is a large demand for economists, lawyers, experts in international relations, etc.; there is also a growing interest among young people to study these disciplines. As a result, for the last five years the number of post-graduate students and persons working on their doctor's degree, for instance, in Russia has increased 3 times in political science and 2.5 times in economics, the number of theses being defended has also proportionally increased. 75% of new higher education courses relate to the area of management, economics and law. Surveys of students show that they consider as most promising disciplines economics, law, business and management studies, political science, international relations, sociology and psychology. Only few mention the natural sciences, such as physics or chemistry.

The social sciences and humanities in the EECA region have undergone a deep transformation since the late 1980s, along with the social, political and economic changes in post-Soviet societies themselves. The main directions of these transformations are:

- De-ideologization of social sciences, which are becoming “multi-paradigmatic” disciplines;
- Rise of qualifications for social researchers and teaching staff in social sciences and humanities;
- Extension and intensification of international contacts and networking;
- Improvement of methods of social research;
- Updating existing and creation of new data collections.

A characteristic feature of the modern state of SSH in those countries is their practical orientation: the combination of scientific research and teaching, of education and practice.

According to Jurevich (2005), positive tendencies in modern Russian social and human sciences include:

- Increase of non-state budget funding for research, including private investments and international funding;
- Support of international and national funding agencies to social and human sciences;
- Increase of private organisations involved in research;
- Increase in the number of scientific establishments;
- Growing tendency of Russian business to support science;
- The ongoing process of integration of Russian science into the world science;
- An increase of use of information technologies among scientists;
- Return of Russian scientists from the West – a change of the pattern of migration from the traditional once-for-all migration to a back-and forth migration (“mayatnikovaya migratsiya”).

There were a number of initiatives aimed to raise the capacity of the social sciences and humanities in the region. One of the examples is the initiative of the Economics Education and Research Consortium – EERC ([www.eerc.ru](http://www.eerc.ru)) that was created in 1995 to strengthen economics education and research capabilities in the EECA. Managed by a Moscow-based secretariat and an office in Kiev, Ukraine, EERC's Research Network supports original policy-relevant studies, organizes training seminars and research workshops, links academics and policymakers, and invests in the virtual research infrastructure – access to scholarly literature, data and peers. EERC's

mission is to support the renewal of the economics profession in the EECA countries, to foster a culture of peer review and open scientific exchange, to encourage individual economists to work at the frontiers of their discipline and subject research to international standards of excellence, and, last but not least, engage academic economists in the public policy debate process, at the national and local levels. While trying to foster high-quality research in economics, we emphasize the incubation of innovative research ideas, and of young scholars, and the formation of the EECA countries - wide professional network of economists. The mission of EERC-Kiyv has been “to create a new generation of economists.”

EERC delivers funding for original policy-relevant research through a cycle of semi-annual grant competitions and ad hoc research tenders on specific topics. In addition to funding, network members are provided with ample opportunities for professional growth through participation in international research workshops and conferences. A special "Focus on Policy" program was launched in 2000 to support the policy dialogue between network members and policymakers (especially at the regional level), and to develop the capacity of young scholars to extract and deliver policy-relevant messages. In addition, EERC offers an extensive menu of training programs for younger scholars from the Russian periphery and other CIS countries. These programs form a yearlong cycle of summer schools, research workshops and internships at the leading academic institutes in the region. To foster professional exchange and to engage policymakers and the general public in the discussion of the most important research findings we publish and disseminate research through EERC's working papers series, newsletter and website (in English and Russian).

Among successful research institutes in the region is, for instance, the European University in St. Petersburg (EUSP). It is one of the leading research and higher education institutions in political science and sociology in the region: according to a recent rating in political science compiled by the London School of Economics, it is one of only three East European universities in the top 100 in Europe: Central European University - number 78, University of Tartu - 87, and EUSP - 88 (see <http://www.essex.ac.uk/ecpr/publications/eps/onlineissues/spring2004/profession/hix.htm> or <http://www.eu.spb.ru/socio/2004.htm>).

The School of Management of St. Petersburg State University in St. Petersburg is another successful institution that has made significant steps towards building modern education in social sciences, specifically in management, in Russia.

In political science and international relations research, other major centres of science and education remain the academic institutes such as the Institute of United States and Canadian Studies, Institute of Europe, Institute for International Economic and Political Studies of the Russian Academy of Science; and Moscow State Institute for International Relations (MGIMO-University).

A success story in economics research in the EECA countries is the New Economic School (NES), which, together with the Center for Economic and Financial Research (CEFIR at NES), has become the first research and educational institutions in the country to hire faculty from the international job market on a regular basis. The mission of these institutions is to raise the level of both the professional and public debate in economics, produce a new generation of Russian economists and integrate Russian economics into the global economics profession. Researchers at NES/CEFIR have actively collaborated with foreign economists, primarily from the U.S. but also including many from Western Europe. Besides NES/CEFIR, other organizations in Russia have similar aspirations. The founder of NES, the Central Economic Mathematical Institute (CEMI) of the Russian Academy of Sciences, built a strong research program in mathematical economics

already in Soviet times. The scientific achievements of researchers affiliated with CEMI have been recognized internationally. Given the traditional strength of Russian mathematics, mathematical methods of economic theory remain a comparative advantage of Russian economists in all of these organizations. Russian economists are also competitive on the international level in analyzing issues related to economic transition and development, and economic institutions. The country itself presents a large field for work in the area of political and institutional economics, which are research areas that have become very popular within the economic profession around the world during the last decade.

Another vivid example of a recently established and internationally competitive social science research and educational institution is the CASE (Centers for Advanced Studies and Education) Program implemented by the ISE-Center (Information, Scholarship, Education) in the Russian regions. This Program was initiated in 2000 and receives support from the Russian Ministry of Education, the Kennan Institute, the Carnegie Corporation of New York, the John D. and Catherine T. MacArthur Foundation, and the Open Society Institute (Soros Foundation). The Program is aimed at expanding the sphere of academic research in social sciences and humanities; enhancing the quality of fundamental and applied research; developing existing academic schools and promoting emergent research teams in the area of social sciences and humanities; and achieving closer cooperation of Russian scholars with their counterparts in the EECA countries and other countries. The core component of the Program are the nine Centers for Advanced Studies and Education (CASE) hosted by the Voronezh, Vladivostok, Irkutsk, Kaliningrad, Novgorod, Saratov, Rostov, Tomsk and Yekaterinburg State Universities. The network is currently being expanded to include EECA countries other than Russia.

There are a number of programmes in the EECA region that support young social and human scientists. This includes the Academic Educational Forum on International Relations (AEFIR), International Higher Education Support program (HESP) of the Open Society Institute (<http://www.soros.org/initiatives/hesp/>) which provided support to multiple summer schools in social and human sciences in the EECA countries and Central and Eastern Europe. Another Open Society Institute's program is Special and Extension Programme that supports (<http://www.ceu.hu/sep/>) curricular development in higher education institutions in EECA countries. INTAS has provided support to young scientists through its Young Scientists Fellowships scheme and Summer Schools Programme.

Among regional social and human science research support institutions it is important to mention Caucasus Research Resource Centres (CRRC) network, [www.crrc.org](http://www.crrc.org), which provides training and other support to researchers dealing with public policy analysis in the three Southern Caucasus republics; as well as the Center for Economic Research in Uzbekistan, [www.cer.uz](http://www.cer.uz), supported by the UNDP within its capacity building programme of economics research in the EECA.

## Conclusions and recommendations

The overall trend in the development of economics, social and human sciences in EECA countries is positive. Since the dissolution of the Soviet Union, the landscape of social and human sciences in EECA countries has changed. Thanks to in large measure to Western support, research in public policy analysis, economics, and sociology has developed considerably. Some of the historically developed studies in humanities in EECA countries deteriorated due to the limited funding of researchers' salaries, lack of access to modern publications and equipment; but some of them, especially those considered politically important to support the development of new ideologies and to review the historiographies of the New Independent States, to support the development of national languages and culture, have received considerable support from national governments. A more detailed account of scientific capacities in the EECA countries should be performed in the future.

Although the former "Soviet" model of science and higher education organization and management still prevails in many state research and education institutions, positive changes in social and human sciences in the EECA countries have taken place during the last decade. There are several examples of research and higher education institutions in Russia and some other EECA countries which can very well hold their own on the European and the global level.

There are a number of programmes supported mostly by foreign, primarily American state and private funds, which have helped to develop high-quality higher education programmes in EECA countries which may be expected to result in some years in a larger number of internationally competitive research and higher education institutions in the region.

The state of science, science capacities and possibilities for international scientific cooperation in the region depend primarily on the national policies of the EECA countries themselves. In Russia, for instance, a growing support to social and human science through Russian state foundations such as Russian Foundation for Fundamental Research and the Russian Humanities Foundation could be observed; as well as through other government organisations, including regional and local governments, and the private sector.

However, the involvement of EECA countries' researchers in the EU RTD Framework Programmes' activities remains very low; the cooperation between European and EECA countries' researchers is still limited. What may still prevent EECA countries institutions from actively participating in EU programmes is differences between European and EECA countries researchers in research agendas and methods due to the *historically and politically constituted territorial divide in the reproduction of social knowledge between West and East* (Peter Wagner). This points out to a need for more communication, networking and cooperative research opportunities to be created for Western and Eastern scientists.

There is a need for a proactive EU strategy for the international scientific cooperation. Hopefully implementation of the EU more focused international S&T cooperation policy as outlined in the 2005 report "*Reinforcing European Research Policy. The International Dimension – 'Towards effective partnership through international S&T cooperation activities'*" will generate encourage more interest from European and EECA countries' researchers for cooperation within the EU RTD Framework Programmes.

### **Recommendations**

To promote information about EECA countries' scientific capacities, a promising approach seems to be to encourage European scientists to travel to third countries, including EECA countries, such as outgoing Marie Curie fellowships programme. It is recommended to provide fellowships for

European researchers to teach and conduct research in the EECA countries, conference grants for Western scientists to attend conferences in those countries. On an institutional level, positive experiences in this field do exist. There is a positive experience in this field of *the CEU Civic Education Project – CEP*<sup>3</sup> that offered grants to Western scientists to teach in the EECA countries' universities.

*Networking between scientists in East and West in economics, social sciences and humanities* could also be promoted by means of:

- An increase in the support to international, national and regional “networking, information and brokerage centres” and “centres of excellence” and open for all social researches, social science instructors and research centres from EECA countries countries.
- Regular updates of FP and INTAS partner search databases (easier accessible, more user-friendly, and extending beyond INTAS so as to include potential partners from all EECA countries).
- Support to EECA countries scientists in obtaining memberships in professional associations such as International Science Association, European Sociological Association, etc.;
- Targeted support from these professional associations (training, information, help with publications, etc.) to promote more active involvement in those associations of EECA countries scientists;
- A newsletter on the issues of scientific cooperation with the EECA countries.

To promote effectiveness of the existing European support to the international scientific cooperation, this support should *be more structured and coordinated*. For instance, there should be more cooperation with foundations in the EECA countries that have their own networks of scientists and could top-up by their funding the international funding; there should also be a better information exchange and when possible a targeted cooperation in supporting social and human science by different European funding organisations (e.g. INTAS, ESF, ESF COST, general programmes of FP6 and FP7, support from individual European countries). In this area there are a few positive examples of initiatives such as joint workshops organised by INTAS and the European Commission DG Research Directorate K in 2004 – 2005 and SAFE – a joint initiative of ESF, INTAS and NATO aimed to support security related research which also helps to promote participation of EECA countries' scientists in not only INTAS but also ESF and NATO social and human support programmes.

EECA countries scientists who participated in INTAS workshops stressed that the funding and donor organizations should address in the cooperation policies development *the issues of institutional sustainability of funded projects*, namely the status collision between researcher versus host institutes or department, the issue of overheads, etc.

There is also *a need in flexible instruments for the cooperation, tailored to the needs of scientists in the EECA countries*. From the FP6 experiences it is clear that the involvement in large instruments such as Networks of Excellence is very difficult for EECA countries' organisations, while it is much easier in small-scale instruments such as SSA or INTAS-supported projects. - Targeted funding programmes, using bottom-up approaches to the development of research topics to be supported, such as programmes of organisations such as INTAS, should be developed. In overall, it is recommended to apply funding programmes that play a role of “stairs

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<sup>3</sup> Source: a presentation of Prof. Laszlo Bruzst, a former rector of Central European University, at INTAS Uppsala 2005 workshop.

to scientific excellence” that involve EECA countries’ scientists through small and simple instruments into the ERA, assist researchers from the EECA countries to develop their research capacities as well as partnerships with European countries’ researchers and eventually become breeding grounds for large scale FP projects, for instance NoE.

There is a need for additional measures to support the development of scientific capacities in EECA countries. For instance, there is a need in *better access to professional information sources in European Social Sciences and Humanities* as well as for scientific advice from European colleagues in the following fields to EECA countries’ scientists. The scientific advice could be provided through:

- Facilitation of access to modern international information flows in SSH (books, journals and articles, data bases and data collections, etc.). It should be noted there are electronic library projects, for example, an E-library Programme supported by INTAS in EECA countries (except Russia, which has its own electronic library programme);
- Support in data exchange, verification of data and data collections as well as quality of social data (directions “East-West”, “West-East”, “East-East”). Good examples for that exist such as the data collection initiative implemented by Caucasus Resource Research Support Center, see [www.crrc.org](http://www.crrc.org);
- Providing advice to EECA countries’ scientists on path-breaking interdisciplinary research;
- Structured advice to national authorities in EECA countries (facilitation of social science contributions to the cross-sectoral dialogue).

The EECA countries’ scientists also listed the following specific measures for possible actions that could help to promote the EU and EECA countries scientific cooperation in economics, social and human sciences.

- To disseminate more actively information about the FP6, including in local languages, and to organise training on writing proposals and project management. In disseminating information about the grants offered, European organisations should rely more on stakeholders in the region. Along with the state organizations, also on non-governmental entities involved in supporting research and education in Russia and the CIS, could help in disseminating the information. Such NGOs often maintain flexible and open networks of scholars and educators from all over the EECA countries, information about which is not always accessible to established state institutions. Because such networks are based primarily on extensive information exchanges among participants who are bound by common interests, they can in most cases easily generate efficient working groups to apply for and implement INTAS-funded projects.
- To conduct mapping of existing research potential and competencies of Russia and the EECA countries in the social sciences and humanities, experts within academic centres and enterprises willing to co-operate, etc.
- To create a meta-database of EECA countries’ scientists by acquiring contact lists from INTAS project co-ordinators and voluntary contributors, and to make e-mail advertising campaign reaching researchers with calls for proposals and other possible information up-dates (Note: such a contact list has been already created by INTAS in 2005). Such database can also be enlarged by appeal for information exchange to other research/education funding organisations or organisations actively involved in conducting conferences, summer schools etc.
- To support joint publications in English between European and EECA countries’ scientists by covering translation costs.

- To provide better links between research and higher education in INTAS programmes, to encourage INTAS Young Scientists' Fellowship alumni to prepare courses of lectures based on their completed research supported by INTAS. Cooperation with EU programmes supporting higher education, such as TEMPUS, should be explored.
- To provide training of experts from Russian research institutions with special emphasis on young scientists to facilitate generation of common project and joint work within FP6 international projects.
- To organize regional brokerage events as networking and dissemination of research activities. The brokerage events could help to define long-term common research agendas between European and the EECA countries.

### **Suggested research themes in social and human sciences for FP7 for cooperation with the EECA countries' social and human scientists**

Taking into consideration the challenges and prospects related to the management and perceptions of EU new external borders and of policies and visions of proximity and neighbourhood, active participation of scientists from EECA countries should be encouraged. Involvement of EECA countries scientists is of great importance in order to bring, on the one hand, expert opinions and regional knowledge and, on the other hand, reliable data and information on the political, social and economic situation in EECA countries countries.

Policy-oriented social science research gains a special position in the framework of East-West cooperation. As an outcome of the workshop discussions the following list of proposals for topics of common research interest was elaborated:

- Promotion of comparative studies "East-West" and "East-East" (as a matter of observation of social and economic transition in Europe);
- Development of new models and comparison of existing modes of modernisation and civil society building;
- Research of threats: security issues, human trafficking, terrorism, drugs, etc.
- Social, political and economic transformation in societies;
- Growth studies;
- Policy-oriented research aimed at overcoming the gap between research and education
- Migration issues and its potential aspects destabilising the transitional process
- Dialogue of cultures between Europe and EECA countries countries
- Mapping of the research potential in SSH in the EECA countries countries

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## **Annex 1. INTAS social and human sciences workshops information**

### **Conclusions of the INTAS Workshop for Economic, Social and Human Sciences, Brussels, 13-14 June, 2002**

*Päivi Karhunen & Richard Burger, INTAS*

The workshop brought together scientists and science administrators from both West and East: INTAS member states and INTAS partner countries – New Independent States. In INTAS' view, the workshop was very successful. Judging by the great interest and enthusiastic resonance with which the workshop met among scientists and funding organisations, it is clear that the event filled an urgent need of the respective scientific communities, namely by providing information about funding opportunities offered by INTAS and other funders and, at the same time, serving as a networking event for researchers from different countries and disciplines, and by offering them an opportunity to contribute to the further development of this strand of INTAS' activities. Several suggestions for the future were made in the presentations and panel discussions. We believe that the ideas raised and comments made in the workshop are useful not only for the future development of INTAS, but also for other funding organisations engaged in the domain of the workshop. The main outcomes of the workshop can be summarised as follows.

#### ***The needs of the scientific community***

- In order to encourage the development of east-west co-operation, funding should be directed not only to NIS scientists, but also to their Western counterparts. Moreover, when considering the level of grants, it should be taken into account that although the costs for equipment are in general low in social sciences, the implementation of comprehensive, comparative east-west studies often requires costly collection of field data (polls).
- In the NIS, funding is still needed for improving research infrastructure, such as access to literature and the Internet, and for international conference participation.
- A funding scheme requiring a project consortium of 2+2 teams as a minimum, as demanded by INTAS, is often very difficult to meet, as the research done in many domains of economic, social and human sciences is more of an individual nature or requires fewer participants than research in the natural or technical sciences.
- Furthermore, there is frequently a lack of tradition of cooperative research and thus few international contacts, which additionally impede the creation of international 2+2 consortia. Therefore, more initial networking opportunities should be offered.
- Unlike in many natural sciences, the scientific potential of some economic, social and human sciences in several NIS nations is not yet on an international level. Therefore, capacity-building and knowledge transfer should be taken into account when planning funding activities. This should include support for better integration of higher education and research sectors in the NIS. Also, "reverse brain-drain" could be encouraged by providing incentives to NIS scientists who have obtained their degree abroad and would be prepared to return to their home countries despite the often vastly better salary offers abroad. For instance, "return fellowships" that would enable them to top up their basic NIS salary and to kick-start academically attractive initiatives, such as weekly seminars with periodic top-level visiting speakers from abroad, would help to build a critical mass of young talent in the NIS.
- The INTAS principle of supporting both fundamental and applied research was considered very important. Especially in the economic and social sciences there appear to be relatively many funding opportunities for policy-oriented research, whereas funding for fundamental research is virtually non-existent. The problem of funding is especially acute in the purely human sciences, whose research often has no direct policy-relevance.

- Some of the remarks and recommendations apply to *all* scientific fields, not only the economic, social, and human sciences. For instance, the workshop participants discussed the dilemma whether international financing should be directed only to high quality research meeting international criteria, or whether also less-developed sectors of science, and in the case of INTAS less developed NIS countries, should be supported. In order to better contribute to the capacity building in NIS science, it was proposed to consider applying the "scientific quality" criterion in relative terms, i.e. assessing submitted proposals vis-à-vis each other rather than vis-à-vis an imaginary 100% mark.
- Another general point concerned INTAS' efforts to help potential applicants for YS fellowships to find host organisations in the INTAS member states. Proceeding from INTAS' initiative towards the EIROForum, it was noted that merely advertising certain research organisations in the member states as potentially interested to host NIS YS might, after a certain period of time, impose too high costs on the interested organisations. The reason is that there is no guarantee that the NIS YS applicants, to whom they have – sometimes after lengthy correspondence - confirmed a place in case a fellowship is awarded, will actually be successful in the selection process. Therefore, modelled on INTAS' approach to its Summer School Support Programme, it was suggested to include a few high-quality organisations, interested in hosting NIS YS, in the YS fellowship programme, and announcing the availability of one or two places in each of them together with the call. This could be done on a rotating basis, allowing different interested organisations to participate, while reducing the potential "transaction costs" that may prevent them from offering themselves as host organisations in the first place.

### ***Future scientific priority areas***

- Due to the rather low level of development of some of the respective scientific domains in several NIS nations, encouragement of multi- and inter-disciplinary research is a challenging task. Also, intra-disciplinary contacts and communication need to be supported.
- In economics, the focus of research has largely shifted from macro-level reforms to institutional and structural reforms. However, these efforts are not limited to economic aspects and impacts, but require a more comprehensive approach, which combines elements also from the social, legal, and political sciences.
- To link INTAS with the FP6 and its thematic priorities in a complementary way, a thematic call on “Cultural diversity and its impact on integration in Europe” was proposed. This kind of topic would allow participation of scientists from various social sciences and humanities in east and west. In order to conform to the mission of INTAS, i.e. inclusion also of NIS countries other than the European ones, the scope of the call should be extended to Euro-Asian integration.
- Another thematic call has been proposed, with high relevance to the ongoing transformation and integration processes in the "wider Europe", namely a call on "Transforming Societies: East and West". The objectives of the call would include the mobilisation of intellectual capital to address social, economic, and political issues of Europe-wide concern, building stronger partnerships between the research communities in the social, economic, and human sciences in east and west, and contributing to an improved dialogue between the relevant scientific and policy-making communities.

### **Co-operation perspectives with other funding organizations**

- There are several INTAS member states which have bilateral funding programmes with Russia and other NIS countries (of which Finland, Norway and the Netherlands participated in the workshop). The priority areas of these programmes often include the social sciences and

humanities. To date, however, there has been no co-ordination between these national initiatives and/or with INTAS. To improve this situation in the future, and so as to stimulate scientists to use multiple funding sources, it was agreed to improve the communication and information exchange about such aspects as application deadlines and thematic scope of calls.

- Initial interest was expressed by some other organisations in co-funding initiatives with INTAS in the economic, social, and human sciences. The INTAS Secretariat agreed to follow this up on a bilateral basis, and also welcomes new initiatives from potential co-funding partners.

### **Conclusion**

The results of the workshop supported the fact that due to their special nature, the economic, social and human sciences should not be treated uniformly with the natural and technical sciences. This is true for the capacity of the scientific communities and for the very nature of the research. The INTAS Secretariat has taken note of the recommendations made in the workshop and intends to use them when revising its funding instruments for the period of the EU's 6th Framework Program for Research.

## INTAS Brussels November 2004 Workshop Programme and List of Participants

TRANSFORMING SOCIETIES: EAST AND WEST

Strategic Workshop on Social and Human Sciences – II

### The workshop dates and place

**Dates:** 9 – 10 November 2004, starting at 15.00 on 9th November

**Place:** Hotel «CARREFOUR de l'Europe» Conference Hall,  
Rue du Marche aux Herbes 110, Brussels

**Language:** English

### Introduction and goals

The strategic workshop on social and human sciences is organised on an initiative of INTAS and by INTAS in a close collaboration with the EC DG Research Directorate K “Social sciences and humanities; foresight”. The workshop is a follow-up event to the INTAS planning workshop for the economic, social and human sciences that was held at INTAS in Brussels in June 2002.

### The goals of the workshop are three-fold:

1. The workshop will provide a forum for discussions between scientists from the FP6 associated countries and NIS countries about the role of the social sciences and humanities in European Research Area in FP6 and with a view towards FP7.
2. Proceeding from the INTAS strategic priorities for supporting East – West scientific cooperation, the workshop will address issues of participation of NIS countries’ institutions in European Research Area. This will include the discussion of preliminary results of the NIS countries’ involvement in the FP6 and the role of INTAS in promoting NIS countries’ participation in ERA today and in the future.
3. Last but not least, the meeting will promote further networking between the FP6 associated countries’ and NIS countries’ scientists.

### Background

The EU FP6<sup>4</sup> supports under its priority 7 “Citizens and governance in a knowledge – based society” activities that are “*intended to mobilize in a coherent effort, in all their wealth and diversity, European research in economic, political, social sciences and humanities that are necessary to develop an understanding of, and to address issues related to, the emergence of a knowledge - based society and new forms of relationships between its citizens, on the one hand and between its citizens and institutions, on the other*” (Source: CORDIS FP6 website). The Programme supports projects under the following two thematic areas – “*Knowledge-based society and social cohesion*” and “*Citizenship, democracy and new forms of governance*”.

The content of the EU FP6 Priority 7 research area and ideas for the support of the social sciences and humanities within the future FP7 are intensively discussed within the social and human sciences research community. As a part of this discussion, the

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<sup>4</sup> FP6 = European Community’s 6<sup>th</sup> Framework Programme for Research and Technological Development, 2002 – 2006.

European Research Advisory Board (EURAB) formulated its recommendations on the European Research Area (ERA) and the social sciences and humanities and stressed that *“Social Science and Humanities research activities “in their own right” should command a more prominent place in future Framework Programmes in addressing social, economic and political issues and challenges facing the further construction of the European Union and its relations with the rest of the world. ... A greater focus is required on the working of modern democracies in Europe and the central issue of the degree to which national laws and institutions were becoming inadequate to deal with cross-national social, economic and political problems, and the implications of this”* (European Research, 2004<sup>5</sup>). The EURAB also recommended focusing European research on the “deficit” of democratic accountability in the EU’s governance and on ways to manage the growing and diversified multi-ethnic societies in Europe. All these issues require further discussion in the context of the changing political, economic and social environment in Europe and its fringes.

Research aimed to address the political, economic and social challenges in Europe is especially important in the context of the EU’s enlargement, as a result of which the EU now has 25 members with a combined population of more than 450 million. The enlargement is changing the shape of the EU’s political and economic relations with other parts of the world, including the expansion of its borders much to the east and south – to the borders with Russia, the western NIS and southern Mediterranean. In a view of the dramatic political and economic changes in Europe and its fringes, research on the changing political and economic situation in the enlarged Europe and the NIS countries through the involvement of NIS scientists into the European research consortiums on social sciences and humanities is very important.

Preliminary results of the EU FP6 Call 2003 have demonstrated a low participation of NIS countries’ institutions in the FP6 social science and humanities RTD projects, where less than one percent of the approved budget was allocated to institutions in NIS countries. The reasons for this low participation will have to be analysed in depth. However, it should be noticed that, first, there are no incentives for consortiums to especially involve NIS partners; second, many NIS countries’ institutions are not prepared to conduct research and especially research administration in the same way as European research institutes, especially as regard the project reporting; and, third, there are insufficient links and contacts between researchers in the member states and the NIS countries.

### **Expected workshop results**

The INTAS strategic workshop on social and human sciences will discuss the role of the social sciences and humanities in the European Research Area, the FP6 and in the future FP7 as well as INTAS activities. The workshop will also develop proposals for possible measures to increase participation of NIS countries’ institutions in the European Research Area, the FP6 and in the future FP7. In a longer term, the workshop will contribute to a more active involvement of NIS countries’ scientists in the European social science and humanities networks and the establishment of the East–West cooperation with scientists in Europe.

## **Workshop Programme**

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<sup>5</sup> European Research Advisory Board (EURAB) Recommendations on the European Research Area (ERA) and the Social Sciences and Humanities. EURAB 03.076 Final. January 2004

**9 November, Tuesday**

**15.00 – 16.30 Session 1. Introduction**

*Chair - Mr. Richard Burger, INTAS Deputy Executive Secretary*

15.00 – 15.20 Introduction: goals and expected results of the workshop –  
*Dr. Alain Gérard, INTAS Executive Secretary*

15.20 – 15.40 Introduction from the European Commission DG Research Directorate  
K “Social Sciences and Humanities; foresight” - *Dr. Th. Lennon, Director,  
Directorate K “Social Sciences and Humanities; foresight”*

15.40 – 16.10 EU FP6 Priority 7 “Citizens and governance in KBS”, including  
information on the situation with the involvement of NIS countries in  
the FP6 priority 7 projects – *Dr. Peter Fisch, Acting Head of Unit  
“Research in the Social Sciences and Humanities”, Directorate K,  
European Commission DG Research*

16.10 – 16.30 Questions

16.30 – 17.00 Coffee break

**17.00 – 18.40 Session 2. Introduction on the situation in social sciences and  
humanities in Europe**

*Chair - Dr. Peter Fisch, Acting Head of Unit “Research in the Social  
Sciences and  
Humanities”, Directorate K, European Commission DG Research*

17.00 – 17.20 Introduction on the situation in social sciences and humanities in Europe  
–  
*Prof. Björn Wittrock, Principal and Permanent Fellow, Swedish  
Collegium for Advanced Study in the Social Sciences (SCASSS), Uppsala, Sweden*

17.20 – 17.40 European Social Survey – *Prof. Roger Jowell, European Social Survey,  
London, Great Britain*

17.40 – 18.00 Social and Political Trends for NIS Countries: Key-Indicators and  
Social  
Measurements of Transition – *Prof. Claire Wallace, Institute for  
Advanced Studies,  
Vienna, Austria*

18.00 – 18.30 Questions and discussion

18.30 – 18.40 Introduction into the group discussion – *Dr. Gulnara Roll, Scientific  
Officer for  
Economics, Social and Human Sciences, INTAS*

**19.00 – Workshop reception and dinner**

**10 November, Wednesday**

**9.00 – 12.30 Group discussions. FP6 social and human sciences projects and their role in addressing social, economic and political issues and challenges facing the EU and its relations with the rest of the world**

The discussion will continue in three thematic groups:

1. Economic growth, transformation and social issues in transition countries.
2. Security, peace, conflict resolution; governance, citizenship, and migration.
3. Integrative research methods social sciences and humanities.  
Connecting research and university education.

In the course of the group discussions participants will formulate draft workshop recommendations (on issues as outlined above in “Expected Results” section).

Coffee will be served at 10.30 – 11.00

12.30 – 13.30 Sandwich lunch

**13.30 – 17.00 Concluding Session**

*Chair – Dr. Andrew Sors, Head of Unit „Strategy and policy”,  
Directorate K, European Commission DG Research*

13.30 – 14.30 Rapporteurs of the working groups will present the groups’ discussions and

recommendations – *Dr. Alexander Chvorostov, Dr. Indra Overland and  
Dr. Vladimir Zavarukhin*

14.30 – 15.30 Discussion

15.30 – 16.00 Coffee break

16.00 – 17.00 INTAS ININ project presentation – *Mr. Richard Burger, INTAS*

Feedback from other international organizations than INTAS and  
the European Commission

European Science Foundation

NATO

General discussion

Conclusions by the European Commission and INTAS

## INTAS SOCIAL AND HUMAN SCIENCES WORKSHOP

*July 10-11, 2005, Uppsala, Sweden*

### **Background**

INTAS is planning to launch a thematic call in the Social and Human Sciences in the autumn of 2005, to be funded in 2006. This science policy workshop aims to discuss the possible Call content as well as to inform major social and human science stakeholders about the coming INTAS thematic call. Along with the mentioned thematic priorities, issues of methodology and theoretical advances in social and human sciences will also be discussed. The workshop is organised in connection with the 37<sup>th</sup> World Congress of the International Institute of Sociology (IIS) that will take place in Stockholm, Sweden, on July 5 – 9, 2005 (see [www.scass.uu.se/iis2005](http://www.scass.uu.se/iis2005)).

The following thematic priorities were preliminarily selected for the 2005 INTAS Thematic Call and will be discussed at the workshop.

1. *Human development and dilemmas for cooperation in the NIS region*
  - Economic transformation, human values and societal capacity
  - Concepts and visions of cooperation in NIS and on its borders on interstate and interregional levels.
2. *Security, peace and conflict resolution*
  - Regional strategies for common security and conflict resolution
  - Understanding “no war no peace” societies
  - Rethinking histories beyond constraints of ethnic narratives; connectedness in the past and present.
3. *The interaction of cultures in modern society*
  - Cultural diversity and interaction of cultures in modern society
  - Language contacts, language policies: anthropological and linguistic perspectives
  - Archaeology, cultural & historical studies.

### **Organizing Committee**

Prof. Björn Wittrock, Swedish Collegium for Advanced Study in the Social Sciences

Dr. Peter Hallberg, Swedish Collegium for Advanced Study in the Social Sciences

Dr. Gulnara Roll, INTAS Scientific Officer for Economics, Social and Human Sciences

For information about the workshop, please contact

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## WORKSHOP SCHEDULE

Sunday, 10 July. Venue: The Orangery, Linnaeus' Garden

11:00-11:30 WELCOME AND INTRODUCTION

11:00-11:30 Björn Wittrock, The Swedish Collegium for Advanced Study in the Social Sciences, Uppsala, Sweden  
Gulnara Roll, INTAS, Brussels, Belgium

Silvia Dürmeier, European Commission, Brussels, Belgium

11:30-14:30 OPENING SESSION

Chair: Björn Wittrock, SCASSS

11:30-12:10 Peter Wagner, European University Institute, Florence, Italy  
*The Twentieth Century as the Century of Social Sciences: A European Perspective*

12:10-12:50 Gabriele Griffin, University of Hull, UK  
*The Theory and Practice of Transnational European Social Science*

12:50-13:50 Lunch at the First Hotel Linné

13:50-14:30 Comments by Dietrich Rueschemeyer, Brown University, USA  
Open Discussion

14:30-16:00 THEMATIC SESSION 1. HUMAN DEVELOPMENT AND DILEMMAS FOR COOPERATION

Chair: Marilyn Rueschemeyer, Brown University and Rhode Island School of Design

14:30-15:00 Laszlo Bruszt, European University Institute, Florence  
*Conditions of Institutional Experimentation and Societal Learning*

15:00-16:00 Comments and Discussion (*15 min. interventions*):  
15:00-15:15 Oleg Kharhordin, European University in St. Petersburg, Russia  
15:15-15:30 Vladimir Magun, Institute of Sociology, Russia  
15:30-15:45 Andrey Makarychev, Nizhnyi Novgorod University, Russia  
15:45-16:00 Questions and conclusions

16:00-16:30 Coffee & Tea at the Orangery

16.30-18.00 THEMATIC SESSION 2. THE INTERACTION OF CULTURES IN MODERN SOCIETY

**Chair: Daniel Tarschys, Stockholm University, Sweden**

**16:30-17:15 Ulf Hannerz, Stockholm University, Sweden**

*Cosmopolitanism and Transnational Connections*

17:15-18:00 Comments and Discussion

17:15-17:30 Anti Randviir, Tartu University, Estonia  
17:30-17:45 Juldyz Smagulova, Institute of Linguistics, Kazakhstan  
17:45-18:00 Karl Baibakov, Kazakhstan Institute of Archeology, Kazakhstan

19:00 Departure by bus from First Hotel Linné to SCASSS

**19:15 Workshop reception and dinner SCASSS, Götavägen 4**

**Monday 11 July**

Venue: Linnésalen, First Hotel Linné

10.00-11.45 THEMATIC SESSION 3. SECURITY, PEACE AND CONFLICT RESOLUTION  
Chair: Tatiana Zhdanova, John D. and Catherine T. MacArthur Foundation

10:00-10:45 Hans Joas, Max Weber Kolleg Erfurt and the University of Chicago  
*War and Modernity*

10:45-11:00 Comments and discussion

10:45-11:00 Maxim Homyakov, Ural State University, Russia

11:00-11:15 Daniel Tarschys, Stockholm University, Sweden

11:15-11:30 Ludmila Harutynyan, Center for Regional Integration & Conflict Resolution

11:30-11:45 Questions and conclusions by the session chair

**11:45-15:00 PLENARY SESSION ON METHODOLOGICAL AND THEORETICAL  
ADVANCES AND CROSSROADS**

Chair: Barbro Klein, SCASSS

11:45-12:15 Peter Hedström, University of Oxford, UK  
*Social Mechanisms and Explanatory Theory*

12:15-13:15 Lunch at First Hotel Linné

13:15-13:45 Christofer Edling, Wissenschaftskolleg zu Berlin and Stockholm University, Sweden  
*Estimating the Small World Effect*

13:45-14:15 Viktor Sergeev, Moscow State Institute for International Relations, Russia  
*Methodological Principles of the Studies of Societies in Transition*

14:15-15:00 Comments and Discussion:

14:15-14:30 Wolfgang Hofkirchner, Austria

14:30-15:00 Questions, discussion and conclusions by the chair

15:00-15:30 Coffee & Tea outside the conference room (Linnésalen)

15:30–17:00 PARALLEL PANEL SESSIONS

Venue: Group Rooms (to be communicated during the workshop)

(See next page for a detailed schedule of the panels)

17:00–18:00 CONCLUDING PLENARY SESSION – REPORTS FROM THE PANEL DISCUSSIONS

Venue: Linnésalen, First Hotel Linné

Chair: Björn Wittrock, SCASSS

**19:00 Workshop dinner at Domtrappkällaren, S:t Eriks gränd 15**

11 July 2005, 15:15 – 17:00 Schedule of parallel panel discussion

**Panel 1**

**Human development and dilemmas for cooperation in the NIS region**

**Chair:** Larissa Titarenko, Belarus

**Rapporteur:** Valery Nicolaevsky, Ukraine;

**Topics:** Economic transformation, human values and societal capacity; concepts and visions  
Of cooperation in NIS and on its borders on interstate and interregional levels

**Discussants:** Gevorg Poghosyan, Armenia; Valery Nicolaevsky, Ukraine;  
Sagandyk Saturbaldin, Kazakhstan

**Panel 2**

**Interaction of Cultures in Modern Society. Security, peace and conflict resolution**

**Chair:** Ludmila Harutynyan, Armenia

**Rapporteur:** Maxim Homyakov, Russia

**Topics:** Regional strategies for common security and conflict resolution;  
Understanding “no war no peace” societies; rethinking histories beyond  
constraints of ethnic narratives; connectedness in the past and present

**Discussants:** Igor Torbakov, Ukraine; Ludmila Harutynyan, Armenia;  
other discussants are to be confirmed

**Panel 3**

**Methodological and Theoretical Advances and Crossroads in SSH**

**Chair:** Gabriele Griffin, University of Hull, UK

**Rapporteur:** Igor Egorov, National Academy of Ukraine

**Topics:** Issues of methodology and theoretical advances in social and human sciences

**Discussants:** Victor Sergeev, Russia; Igor Egorov, Ukraine; David Chkheidze, Georgia