



DG Research and Innovation

Researchers' Report 2013

A selection of good practices



Deloitte.

Table of Contents

Table of Contents 2

Table of tables 3

Introduction 5

1. The stock of researchers in Europe 6

2. Women in the research profession 8

3. Open, transparent and merit-based recruitment 13

4. Education and training 15

5. Working conditions in the research profession 22

6. Collaboration between academia and industry 25

7. Mobility and international attractiveness 28

Table of tables

Table 1: Government measures to promote science throughout the education system - Ireland	6
Table 2: Raising the attractiveness of PhD studies by granting employee status – Norway	6
Table 3: Tax reductions – Belgium	7
Table 4: Girls of the Future - in the footsteps of Maria Skłodowska-Curie - Poland	8
Table 5: The Athena SWAN Charter for Women in Science – United Kingdom	8
Table 6: FEMtech – Women in Research and Technology - Austria	10
Table 7: The Milada Paulová Award - Czech Republic	10
Table 8: Gender-balanced recruitment at IFREMER - France	10
Table 9: National Committee on Women in Science - Slovenia	11
Table 10: Parent-bridge programme – Foundation for Polish Science - Poland.....	12
Table 11: Paid maternity leave for post-docs - Italy	12
Table 12: EURAXESS Austria - Austria	13
Table 13: EURAXESS Ireland - Ireland	13
Table 14: EURAXESS Estonia - Estonia	13
Table 15: Reform of the F.N.R.S. (<i>Fonds National de la Recherche Scientifique</i>) recruiting system - Belgium	14
Table 16: The České Hlavičky Contest - Czech Republic	15
Table 17: Support Programme for Young Researchers - Belgium	15
Table 18: Livrets page à page - France	15
Table 19: Programmes for Young Researchers - Slovenia	16
Table 20: Bringing cutting-edge science into the classroom - United Kingdom	17
Table 21: Generation Innovation Initiative - Austria	17
Table 22: International partnerships with US Universities - Portugal	17
Table 23: Strategic Educational Pathways Scholarships Scheme - Malta	18
Table 24: Measures to improve researchers' skills and competencies - Ireland	18
Table 25: Internships at IUFM de Creteil - France	19
Table 26: Doctoral Schools - Estonia.....	19

Table 27: Centres of Excellence - Norway.....	20
Table 28: National day “Scientifique toi aussi!” - France	20
Table 29: Academic Freedom Act - Germany	22
Table 30: Promotion of the ‘Charter & Code’ principles - Croatia.....	22
Table 31: Promotion of the ‘Charter & Code’ principles - Austria	23
Table 32: Vitae realising the potential of researchers - United Kingdom.....	23
Table 33: The Concordat to Support the Career Development of Researchers - United Kingdom	24
Table 34: The Sapere Aude Programme - Denmark	24
Table 35: Cooperation 2011 - Partnerships of Production and Research Institutions in Focused Research and Technology Sectors - Greece	25
Table 36: Young Researchers in the Economy Programme - Slovenia	25
Table 37: Industrial PhD and post-doc Programmes - Denmark	26
Table 38: Doctoral collaboration with Industry - United Kingdom.....	26
Table 39: Fraunhofer Gesellschaft - Germany	27
Table 40: Measures to develop more partnerships between industry and academia - Ireland	27
Table 41: Scientific Visa package - Ireland	28
Table 42: Odysseus Programme - Belgium	28
Table 43: Scientific Visa package - Croatia.....	29
Table 44: Welcome programme – Foundation for Polish Science - Poland	29
Table 45: Mobility Programme HUMAN-MB08 - Hungary.....	30
Table 46: Combined professorial positions - Norway	30
Table 47: The Researcher Taxation Scheme - Denmark	30

Introduction

In its 2012 questionnaire, Deloitte asked the members of the ERA Steering Group on Human Resources and Mobility (SGHRM) to identify up to five Good Practice examples in a standardised format in a number of pre-defined categories.

For the purpose of the *Researchers' Report 2013*, Deloitte selected around 50 Good Practices, taking into account:

- national context;
- geographical distribution;
- maturity of the country in the research profession; and
- potential exploitation of the example (application to other countries and contexts).

The Good Practices are presented according to the topics of the *Report*:

1. The stock of researchers in Europe;
2. Women in the research profession;
3. Open, transparent and merit-based recruitment;
4. Education and training;
5. Working conditions in the research profession;
6. Collaboration between academia and industry;
7. Mobility and international attractiveness.

A Good Practice is defined as a measure and/or policy representing the most effective way of achieving a specific objective. To be considered a Good Practice, a measure and/or policy must be:

- well developed, implemented and evaluated;
- successful (showing positive results in relation to a specific objective);
- verifiable (showing evidence of effectiveness and/or success achieved);
- have a possible multiplier effect or potential for transferability to other (policy) areas.

1. The stock of researchers in Europe

Table 1: Government measures to promote science throughout the education system - Ireland

Title of the measure	Government measures to promote science throughout the education system
Category	The stock of researchers in Europe
Country	Ireland
The Irish government has introduced the following policy measures to attract and train young people (primary, secondary, higher education) to become researchers in line with its National Strategy for Science, Technology and Innovation (SSTI) 2006-2013 by: – revising the primary school curriculum and introducing science to all primary schools (since September 2003) to help children develop scientific skills. In concrete terms, 89% of students sat Science in the Junior Certificate examination in 2011; – revising the syllabus in Junior Certificate science (since 2003). The revised syllabus was supported by a comprehensive programme of professional development for teachers, and investment of some EUR 16 million in 2004 in resources and laboratory facilities; – promoting the Discover Science and Engineering (DSE)¹ national science awareness programme at primary and secondary level, which in the longer term will feed into the third level, (i.e. universities and Institutes of Technology) and the PhD level. The programme promotes an awareness and understanding of the importance of science and engineering in a modern knowledge-based economy and develops effective ways of engaging students, teachers and the public in science, technology and innovation; – funding the STEPS Engineers Ireland Programme (2005) to encourage primary and post-primary students to explore the world of science and engineering through various initiatives, including an extensive Champions Programme, Engineers Week, student seminars, scholarships, summer camps, videos and career profiles, mathematics tutorials, and a Maths and Music show. All universities and Institutes of Technology have school liaison programmes and open days to increase young people's interest in science, technology, engineering and mathematics (STEM) subjects. The Deans of Science have established a network promoting science (www.universityscience.ie), including science demonstrations at the Young Scientist Festival, school debating and other competitions, the Science Raps Challenge and Science Speak competitions. Moreover, a decision was taken by HEIs in 2010 to apply an additional award for attainment in mathematics in entrance criteria for higher education to encourage more students to take maths at a higher level in secondary education.	

Table 2: Raising the attractiveness of PhD studies by granting employee status – Norway

Title of the measure	Raising the attractiveness of PhD studies by granting employee status
Category	The stock of researchers in Europe
Country	Norway
In Norway, the most common form of funding for PhD candidates is through employment in an ordinary fixed-term position. Ordinary employment contracts account for approximately 93-95% of doctoral candidates in Norway. Some of them take their PhD while working in a research institute, hospital or university college in a permanent position. The Norwegian government does not provide a researcher's 'statute'. However, legislation gives researchers employee status and they enjoy the same rights as employees, including social security, pension rights, maternity and paternity leave, full kindergarten coverage etc. Social security and pension rights are regulated by law. Salaries and career prospects as well as additional social security rights are set out in collective	

¹ An independent evaluation of DSE in 2009 by an International Panel noted that DSE represents very good value for money and plays an important role in encouraging young people to study science and technology. Following specific recommendations, Maths has been included in the scope of DSE and it has been refocused on second level education, as a support for Project Maths. DSE has been within Science Foundation Ireland since the spring of 2012.

Title of the measure	Raising the attractiveness of PhD studies by granting employee status
Category	The stock of researchers in Europe
Country	Norway
agreements. The Norwegian educational system attracts research students from all over the world (33% of candidates awarded PhD degrees in 2011 were citizens of another country). This can be attributed to the a good funding system for PhD candidates, an advanced research infrastructure, national Centres of Excellence (SFF), Centres of Research-based Innovation (SFI), Nordic Centres of Excellence (NCoE), thematic research networks (FME) as well as the existing industry-academia collaboration schemes.	

Table 3: Tax reductions – Belgium

Title of the measure	Tax reductions – Belgium
Category	The stock of researchers in Europe
Country	Belgium
Since 2003, the cost of researchers' salaries has been reduced for the employer via a subsidy (in fact, a diminution of the employer's social charges). This applies to all universities, colleges and research centres, public and private non-profit institutions and companies (including research personnel in Young Innovative Companies). The reduction amounts to approximately 24% of the gross wage². The subsidy has applied since 1 October 2003 and was initially applicable to universities, colleges and research funds. It was subsequently extended to public and private non-profit institutions and companies. On 1 January 2009, the percentage of exemption was increased to 75%. The objective of this measure is to stimulate the employment of researchers both in academia and industry. In 2009, the subsidy helped make available EUR 480 million of additional investment in R&D, for example in infrastructure or human resources. In addition, royalties on patents are taxed at a reduced rate while a 'one-shot' innovation premium, not subject to income tax, applies for employees who have an idea that can be commercialised as a successful innovation process or product.	

² Information is available at http://www.belspo.be/belspo/fisc/rech/univ_fr.stm, (in French and Dutch).

2. Women in the research profession

Table 4: Girls of the Future - in the footsteps of Maria Skłodowska-Curie - Poland

Title of the measure	Girls of the Future - in the footsteps of Maria Skłodowska-Curie
Category	Women in the research profession
Country	Poland
Girls of the Future - in the footsteps of Maria Skłodowska-Curie award – is an initiative of the Ministry of Science and Higher Education and <i>Elle</i> magazine. The competition aims to support talented young female researchers and promote their scientific achievements. It is open to female students of science, natural sciences, technology or medicine, involved in research projects or conducting their own research. In the 2011 edition of competition, almost 100 students in maths, science, natural sciences and technology from all over Poland submitted their papers. The winner was Joanna Filipowska, a fifth year biology student at the Jagiellonian University who received PLN 20 000 (some EUR 4 700) as well as the opportunity to participate in the European scientific conference of her choice. The researcher is the author of "Mechanisms of bone tissue formation by human myeloid progenitor cells cultured in new generation bioactive glass and glass-ceramics". The results of this research work may find applications in medicine, for example in developing new-generation implants.	

Table 5: The Athena SWAN Charter for Women in Science – United Kingdom

Title of the measure	The Athena SWAN Charter for Women in Science
Category	Women in the research profession
Country	United Kingdom
The Athena SWAN Charter is a scheme which recognises excellence in Science, Technology, Engineering, Maths and Medicine (STEMM) employment in higher education. The Athena SWAN Charter³ was founded in 2005 and is co-owned by the Equality Challenge Unit (ECU) and the UK Resource Centre for women in science, engineering and technology (UKRC). It recognises good employment practice for recruiting, retaining and promoting women academics and researchers in science, engineering and technology (SET) in higher education and research, and it also improves the representation of women academics and researchers in SET. Any university or research institution which is committed to the advancement and promotion of the careers of women in STEMM in higher education and research can apply for membership. The Athena SWAN Charter operates through an awards scheme. Within three years of joining the Charter, universities are expected to apply for a Bronze university award. Universities must achieve a Bronze award before individual departments can apply for recognition in their own right. Only then, can university departments apply for Bronze, Silver or Gold department awards, depending on how far advanced they are in identifying gender problem areas and implementing initiatives to address them. Once a number and range of SET departments hold awards, the university is then able to submit for a Silver university award. Award winners can use the appropriate Bronze, Silver or Gold logo in their recruitment and publicity materials. Athena SWAN Charter awards are only valid for a period of three years, after which institutions and departments must submit a renewal award application, or submit for the next level award. Benchmarking data is required as part of both new and renewal award submissions, covering a period of three years at least, with five years required for Silver renewal and Gold awards. It is therefore possible to collate and review this data	

³ The beliefs underpinning the Charter are:

- The advancement of science, engineering and technology (SET) is fundamental to quality of life across the globe;
- It is vitally important that women are adequately represented in what has traditionally been, and is still, a male-dominated area;
- Science cannot reach its full potential unless it can benefit from the talents of the whole population, and until women and men can benefit equally from the opportunities it affords.

Title of the measure	The Athena SWAN Charter for Women in Science
Category	Women in the research profession
Country	United Kingdom
over time to identify trends in female representation. These can be used to measure how well institutions and departments are meeting the Athena SWAN aims and objectives. In 2005, there were 10 founder members of the Charter. By 2007, membership had increased to 28 institutions. Forty-four institutions had signed up to the Charter by 2009. Currently (2011), 65 higher education institutions are members of the Charter, representing approximately 48% of all eligible institutions (134) in the UK. The first Athena SWAN Charter awards were presented in 2006 to universities in recognition of their excellent practice and commitment to the career progression of female academics and researchers in their SET departments. By 2011, there were 87 award-holding institutions and departments, with one Gold department award held by the Department of Chemistry at the University of York. As part of the Charter, a research study has recently been conducted looking at the impact Athena SWAN awards have had within institutions and departments since the first awards were given in 2006. This research consisted of a series of interviews and focus groups with vice chancellors, pro-vice-chancellors, heads of faculty/school/department, academics and researchers, and equality and diversity practitioners at five Athena SWAN award-holding institutions in the UK. The research identified impact in terms of organisational structure and culture change, with increases in the proportion of women, better representation of women on committees, improvements in the transition from postdoctoral researcher to first academic post, improved working practices to support career progression, and growth in women's networking across institutions. In addition to this, many reported that the good practice they are implementing generally benefits all staff and contributes to improving the working environment and culture within their institutions. The Athena SWAN Charter has also been mentioned by institutions as part of their RAE submissions⁴, for work on the Concordat⁵ and other HR/organisation recognition schemes. Many institutions and departments have also expressed their intention to include their SWAN awards in the forthcoming UK's Research Excellence Framework (REF) 2014. Many institutions taking part in Athena SWAN have extended the methodology to non-SET disciplines, and this is something that ECU⁶ is also looking into. One recent development has been the announcement made by the Chief Medical Officer, Professor Dame Sally Davies, which directly links research funding to achieving Athena SWAN Silver award status. Other research funders followed suit. International institutions (USA, Canada, Australia, and across Europe) have shown considerable interest in being included in Athena SWAN or in developing something similar.	

⁴ RAE is Research Assessment Exercise conducted jointly by the Higher Education Funding Council for England (HEFCE), the Scottish Funding Council (SFC), the Higher Education Funding Council for Wales (HEFCW) and the Department for Employment and Learning, Northern Ireland (DEL). The primary purpose of the RAE is to produce quality profiles for each submission of research activity made by institutions.

⁵ The Concordat to Support the Career Development of Researchers is an agreement between the employers (universities) and research funders (Research Councils, Funding Councils, major charities etc) about the good management and working conditions of research staff in UK higher education.

⁶ Equality Challenge Unit (ECU) works to further and support equality and diversity for staff and students in higher education across all four nations of the UK, and in further education in Scotland.

Table 6: FEMtech – Women in Research and Technology - Austria

Title of the measure	FEMtech – Women in Research and Technology
Category	Women in the research profession
Country	Austria
The Austrian government in the framework of the ‘Talents Programme’ (2011) supports RTD talent (particularly women) by offering traineeships for pupils and providing financial support for (regional) education projects in schools in the field of mathematics, informatics, science and technology. In particular, it finances traineeships for female students (FEMtech Traineeships Initiative and traineeships for pupils), encourages networking (FEMtech Network), enhances visibility of women experts (FEMtech Female Expert Database), promotes the achievements of successful women in research (FEMtech Female Expert of the Month), offers career support (FEMtech Career Initiative), supports research projects (FEMtech Research Projects Initiative) and seeks to improve women’s career opportunities in science and technology (FEMtech Dissertations). It also supports cooperation between academic institutions, research institutes and private companies with schools and kindergartens (<i>Talente</i> regional cooperation projects). In 2012, 1 446 traineeships were funded under the “discover talents” action line. The budget is EUR 1 446 000 per year.	

Table 7: The Milada Paulová Award - Czech Republic

Title of the measure	The Milada Paulová Award
Category	Women in the research profession
Country	Czech Republic
In 2009, the Czech Ministry of Education, Youth and Sports introduced the <i>Milada Paulová</i> Award for life-long achievement in science for female researchers. The award aims to recognise publicly and financially the research achievements of prominent Czech female researchers in a particular discipline, including the fields of pedagogy, supervision, cooperation with civil society and the industrial sector. In particular, it aims to: – highlight the excellent scientific achievements of Czech women researchers (bearing in mind the name of the first woman to win the right to lecture at a university (1925) and who also became the first female Professor (1939) in the Czech Republic, historian Milada Paulová); – show general support for women in science; – inspire junior women researchers or students who are considering a career in science. Each year the award is dedicated to a different field of science.	

Table 8: Gender-balanced recruitment at IFREMER - France

Title of the measure	Gender-balanced recruitment at IFREMER
Category	Women in the research profession
Country	France
IFREMER (<i>Institut français de recherche pour l’exploitation de la mer</i>) [marine research institute] in 2008 signed an ‘Agreement on Professional Equality between Men and Women’ to promote attractive employment conditions. The three-year agreements signed between the IFREMER and the labour unions recognise the importance of professional equality, in particular in terms of access to employment, professional training and career development (mobility, promotion, salary) as well as work-life balance. The first agreement ran until 2011 and has been renewed until 2014. Its goals are to: – ensure gender balance in recruitment, promotion, and committees; – encourage trade unions to achieve gender balance; – ensure that no gender factor will be taken into account in career development; and – establish a monitoring committee to oversee implementation of the agreement.	

Title of the measure	Gender-balanced recruitment at IFREMER
Category	Women in the research profession
Country	France
IFREMER supports the percentage of women promoted every year being at least equivalent to the percentage they represent in their category. Recruitment salaries are based on qualifications (diplomas) and experience. These guarantee identical pay between men and women. IFREMER has also established specific measures so that when working in the field (at sea and on ships), women can lead missions as easily as men. IFREMER integrates work-life balance in its agreements with labour unions, thus ensuring fair career development, through various initiatives, such as: – flexible working hours; – video conferences or conference calls in preference to travel; – meetings between 9:00 am and 5:00 pm, and not on Wednesdays (when children do not go to school in France) or school holidays; and – part-time work (equal salary, equal promotions and bonuses, equal level of responsibility).	

Table 9: National Committee on Women in Science - Slovenia

Title of the measure	National Committee on Women in Science
Category	Women in the research profession
Country	Slovenia
The Slovenian Ministry of Higher Education, Science and Technology in 2001 established a National Committee on Women in Science. The National Committee has an Annual Work Plan and reports annually to the Ministry. It is an advisory/expert body. It has 15 members from different institutions and scientific disciplines and its main focus is collecting data and raising awareness, networking of researchers from different scientific disciplines dealing with gender issues, and cooperation with other relevant organisations in Slovenia and the Helsinki Group on Women and Science⁷. The Slovenian government has strengthened the role of women in science in line with the national Action Programme on Gender Equality and the Research and Innovation Strategy of Slovenia 2011-2020. The Strategy recognises the necessity of adopting measures for gender equality, changing the current legislation, and focusing on the role of gender in research, education and in the management of institutions. With the support of the National Committee for Women in Science, Slovenia will launch promotional activities and follow the principle of ensuring balanced representation of both genders when appointing working bodies within the competency of the ministry responsible for education and science, as well as when preparing legal acts and other strategic documents. Under the Work Programme of the National Committee for Women in Science for 2012, the following measures were to be implemented: – support to programmes and projects that enhance participation of women in science and research; – support to research in the field of gender equality (with special reference to equality in working conditions); – establishment and monitoring of EU indicators with relevance for integration of the gender equality principle into policies and programmes for research; – continuous monitoring of strategic and legal documents in the field of research, along with their implementation, and of statistical data on women in science; – in-depth analysis of difficulties in the recruitment of women in the academic and research spheres,	

⁷ The Helsinki Group on Women and Science was established in November 1999 as part of the Commission action plan “Women and Science: mobilising women to enrich European research”. The group’s mandate is to exchange experience and inform the Commission about policies and measures implemented at local, regional, national and European levels to promote gender equality in science. For more information about the group’s mandate, see: http://ec.europa.eu/research/science-society/document_library/pdf_06/mandate-final-march2007_en.pdf

Title of the measure	National Committee on Women in Science
Category	Women in the research profession
Country	Slovenia
with special consideration for their professional positions, promotions and equality of opportunity.	

Table 10: Parent-bridge programme – Foundation for Polish Science - Poland

Title of the measure	Parent-bridge programme – Foundation for Polish Science
Category	Women in the research profession
Country	Poland
The Parent-bridge programme (POMOST Programme) aims to enable the best researchers who are raising young children to return to advanced research work as well as to enable pregnant women to carry out research projects, which are financed from external sources. The programme is co-financed from EU structural funds under Action 1.2 'Strengthening the human resources potential of science' of the Innovative Economy Operational Programme 2007–2013. The Parent-bridge programme provides beneficiaries working in fields of bio/tech/info research with two types of support: 1. Return Grant for projects to be carried out by researchers of either sex raising young children. The return grant targets researchers who hold at least a PhD and work in a Polish research unit or are employed there at least during the duration of the project. Potential candidates are women with a child up to the age of 4 (or the age of 7 in case of adoption or multiple birth) and men who have taken paternal leave or interrupted their work for a period of at least 6 months, on condition that they return to research work after the leave (or interruption) prior to but no earlier than 12 months before the application deadline. The grant includes: a) a research grant (e.g. the salary of the project director, research costs, research materials and international costs) and b) stipends for up to three researchers (higher education students or PhD students selected via competition) supervised by the project director. Their monthly stipends are of PLN 1 000 (some EUR 230) or PLN 3 000 (some EUR 700) respectively. The project to be carried out may last from 1 to 3 years and it may be carried out on a part-time basis; 2. Support for Women conducting research projects during pregnancy, where the nature of the work could affect their pregnancy. The support for pregnant women covers primarily the costs of hiring (or delegating) a researcher to take her place for conducting necessary research tasks which she is unable to perform herself during pregnancy. This form of support is addressed to women who hold at least a master's degree, take part in research projects financed from external sources (e.g. other researchers' projects, their own research projects) and work in health-sensitive conditions (e.g. contact with radiation or chemicals, use of dangerous equipment, frequent travelling).	

Table 11: Paid maternity leave for post-docs - Italy

Title of the measure	Paid maternity leave for post-docs
Category	Women in the research profession
Country	Italy
Researchers may be entitled to maternity leave, depending on the type of contract with the host institution. Maternity leave is generally provided for in temporary contracts in accordance with the conditions defined by national laws and regulations. Since 2011, the Government Act, which sets the annual amount of financial resources allocated to the state-owned universities, has also included a specific budget of EUR 3.5 million to guarantee the salary of postdoc women researchers who interrupt their contract during maternity leave. Research institutions enjoy the right autonomously to provide additional benefits to women researchers.	

3. Open, transparent and merit-based recruitment

Table 12: EURAXESS Austria - Austria

Title of the measure	EURAXESS Austria
Category	Open, transparent and merit-based recruitment
Country	Austria
Austrian Universities must advertise research job vacancies (for scientific and research staff) internationally, i.e. at least EU-wide (Amendment to the University Act). The Austrian Ministry of Science and Research actively promotes the EURAXESS Jobs portal via brochures, flyers, and newspaper advertisements in order to raise awareness of the European job database among universities and public research organisations. The Austrian EURAXESS Services Network – consisting of two Services Centres and a number of EURAXESS Contact Points – provides information in the following subject areas: research funding, research job opportunities, legal issues (visa, work permits, entry and residence conditions, social security, tax issues), administrative and cultural issues (housing, language courses, child-care, etc.), the Austrian research landscape (wide scope of research institutions and activities across Austria), women in science (promotion of women, strategic information, activities, databases), potential research partners, access to other countries' EURAXESS portals, and contact details of EURAXESS Services Centres.	

Table 13: EURAXESS Ireland - Ireland

Title of the measure	EURAXESS Ireland
Category	Open, transparent and merit-based recruitment
Country	Ireland
All publicly funded (and research-active private) organisations are encouraged to advertise research positions on the EURAXESS Ireland portal (www.euraxess.ie) and can request access to the national and EU researcher CV database. Information on entry conditions, transfer of social security and pension contributions, accommodation and administrative assistance is available at EURAXESS Ireland. EURAXESS Ireland provides a range of information services for researchers and their families wishing to enter the country or to go abroad. SFI jobs are published on the SFI website and on the EURAXESS Jobs portal. Although Ireland is not in the Schengen area, it opted in to the Third Country Directive and has put in place a 'Hosting Agreement' to fast track non-EU researchers and their families wanting to come to Ireland with the support of the EURAXESS Ireland Office. Between the commencement of the scheme in October 2007 and 1 January 2013, the EURAXESS office processed 1 600 Hosting Agreements for researchers and academics involved in research.	

Table 14: EURAXESS Estonia - Estonia

Title of the measure	EURAXESS Estonia
Category	Open, transparent and merit-based recruitment
Country	Estonia
In Estonia, most publicly funded research jobs are published online. Depending on the institution, either all or a selection of the vacancies is also advertised in English on the institution's website. The EURAXESS Jobs portal is increasingly used in cases where universities are specifically looking for someone from abroad to fill the position.	

Table 15: Reform of the F.N.R.S. (*Fonds National de la Recherche Scientifique*) recruiting system - Belgium

Title of the measure	Reform of the F.N.R.S. (<i>Fonds National de la Recherche Scientifique</i>) recruiting system
Category	Open, transparent and merit-based recruitment
Country	Belgium
The Wallonia-Brussels Federation's <i>Fonds de la Recherche scientifique</i>-FRS-FNRS (Fund for Scientific Research) has reformed its recruitment system right across the selection process. In detail, the reform: – eliminates the age criterion formerly applied to applicants for FRS-FNRS mandates; – provides pre-defined evaluation criteria that are communicated to the candidates in advance; – provides candidates with feedback; – develops an evaluation procedure for the selection of projects that involves more external experts from outside the Wallonia-Brussels Federation); – advertises the calls for candidates and the mechanisms for obtaining a mandate in FRS-FNRS/Associated Funds more widely on different internet portals (FRS-FNRS, EURAXESS, etc.); and – provides a renewed internet portal containing information of better quality on the FRS-FNRS procedures (mechanisms, calls, results, etc.).	

4. Education and training

Table 16: The České Hlavičky Contest - Czech Republic

Title of the measure	The České Hlavičky Contest
Category	Education and training
Country	Czech Republic
The České Hlavičky Contest aims to inspire, encourage and support talented young people to pursue a career in science, and, mainly in the fields of engineering and natural sciences. It targets children in their final years of primary school as well as high-school students. It is organised by the Česká Hlava Project, the Prague University of Economics, the Ministry of Education, Youth, and Sports, the Association for Youth, Science, and Engineering (AMAVET), and the Association for Supporting Talented Czech Youth, as well as by other partners, and provides awards and financial tools to attract and inspire people to become researchers. As part of the annual nationwide contest, prizes are awarded to the participants in five categories. A jury composed of representatives of associations, universities, and scientific institutions selects the winners. Each winner receives a financial prize, a diploma, and an original “České Hlavičky” award. The winners are also present at a press conference and a gala soirée.	

Table 17: Support Programme for Young Researchers - Belgium

Title of the measure	Support Programme for Young Researchers
Category	Education and training
Country	Belgium
In 2011, the Flemish Community introduced the Support Programme for Young Researchers with a yearly budget of EUR 4 million. The Programme targets young researchers, providing them with training, career development incentives and support for participation in international events and job fairs. The Programme aims to train young researchers (in doctoral schools), guide them throughout their career and reinforce their international orientation. The objectives of the programme are to: – train young researchers (in doctoral schools); – develop careers and open up career prospects; – reinforce the international orientation of researchers’ careers; – cooperate within Flanders. In 2013, a first evaluation carried out by the Expertise Centre on R&D monitoring showed that the money had been used by the universities to reinforce their HR policy for young researchers and create more opportunities for training and career development for them. In 2013, the objective is to make this programme a permanent funding programme for the universities.	

Table 18: Livrets page à page - France

Title of the measure	Livrets page à page
Category	Education and training
Country	France
Two booklets (‘La lumière’ and ‘La chimie’) have been published by the Commissariat à l’énergie atomique (CEA) to provide school students and teachers with a teaching tool for one academic year. These two booklets contribute to the promotion of scientific culture in schools. Each individual teacher may choose the number of pages to teach (20 pages are available). Each page of the booklet stands alone and provides a complete learning experience. At the end of the year, each student creates their own workbook. All material can be downloaded for free from the CEA website in a colourful format (A4), suitable for printing. This teaching aid	

Title of the measure	<i>Livrets page à page</i>
Category	Education and training
Country	France
requires little supporting material. A wide variety of topics is presented including the fundamentals of physics applications (such as earthquakes, climate, new energy technologies, nanotechnology, lasers, digital simulation, etc.) Some topics are also linked to quizzes, allowing primary and secondary school children to become familiar with science more readily. They are all for free. The CEA has also partnered publishers to produce a scientific syllabus for educational purposes for all ages and scientific profiles (e.g. <i>Les Mini pommes</i>, <i>Play-bac</i>, <i>les Petites pommes</i>, <i>éditions du Pommier</i>, etc). There is a special partnership with the Belin publishing house for books on specific scientific disciplines. Posters on how to "Explain all" are also available free of charge on subjects ranging from the table of elements to how a solar panel works. They are produced in partnership with Casden, an arm of the <i>Banque populaire</i>, which specialises in serving the education community. In addition, booklets have been developed by scientists working at the CEA (astrophysicists, chemists) together with late primary and early secondary school children, and a graphic designer. A collection of 19 educational booklets is available in printed version or online to the general public and students.	

Table 19: Programmes for Young Researchers - Slovenia

Title of the measure	Programmes for Young Researchers
Category	Education and training
Country	Slovenia
The Young Researchers Programme, funded by the Slovenian Research Agency, aims to increase the number of students pursuing PhD studies, and incorporates specific measures to promote research in science, technology, engineering and mathematics (STEM) subjects. Young researchers participate in basic or applied research projects during their postgraduate studies. They also sign regular, fixed-term employment contracts. The Agency finances their salaries, social contributions, and the material and non-material costs for research and postgraduate study. The Agency has since 2006 (each year) provided financing for more than 1 200 young researchers. Funds for the training of young researchers are allocated for a fixed term of up to a maximum of three years and six months for a PhD programme. The average annual cost of financing one young researcher is approximately EUR 30 000. A postgraduate student who wishes to become a young researcher has to apply for employment with a mentor at a Slovenian research organisation who has been successful in the Call for mentors for young researchers. The programme is a long-lasting tradition in Slovenia with very good results in terms of increasing the number of researchers in the country. The measure was first introduced in 1986 and since then, there have been two milestones in its implementation; in 1994 and in 2008 when the results were analysed and changes were consequently introduced into the programme.	

Table 20: Bringing cutting-edge science into the classroom - United Kingdom

Title of the measure	Bringing cutting-edge science into the classroom
Category	Education and training
Country	United Kingdom
Research Councils UK (RCUK), in order to deliver their strategy to inspire young people to pursue research careers, employ a number of mechanisms, including influencing educational policy to increase the role of contemporary research in the school curriculum and facilitating direct contact between researchers and young people. RCUK consider engagement with teachers to be a key route to reaching and inspiring the next generation of researchers and fund a programme of Teacher Continuing Professional Engagement CPD programme entitled 'Bringing Cutting-edge Science into the Classroom'. The programme is designed to help secondary school teachers deliver some of the more challenging aspects of the curriculum in a way that captures and retains the interest of learners by bringing contemporary research into the classroom. The Teacher CPD courses have been developed and delivered by the Science Learning Centre Network in conjunction with leading RCUK researchers and are clearly linked to the science curriculum.	

Table 21: Generation Innovation Initiative - Austria

Title of the measure	Generation Innovation Initiative
Category	Education and training
Country	Austria
One of the three initiatives under the 'Generation Innovation Initiative' is the 'Generation Innovation Praktika' initiative. The initiative supports qualified research traineeships for pupils in research institutes as well as private companies with a target of 1 000 traineeships per annum and an overall budget of EUR 1 million. The measures have the dual aim of: – fostering traineeships in the field of natural sciences and technology for pupils (between 16 -18 years old); – raising the number of skilled workers and highly skilled researchers in Austria. An ex-post evaluation of the programme is planned for 2013.	

Table 22: International partnerships with US Universities - Portugal

Title of the measure	International partnerships with US Universities
Category	Education and training
Country	Portugal
The strategic programme of international partnerships in science, technology and higher education was initiated in 2006. The first doctoral and advanced studies programmes were officially launched in September 2007. They bring together several Portuguese universities and leading universities worldwide, including MIT, Carnegie Mellon University and the University of Texas in Austin. The objective of the project is to strengthen the internationalisation of higher education and S&T as a way to stimulate the integration of national institutions in emerging scientific networks at international level. The following programmes are still ongoing: – The MIT-Portugal Programme in the field of 'engineering systems': the programme attributes special emphasis to the complex processes associated with industrial production, sustainable energy, bio-engineering and transport systems. Overall, the programme involved over 340 master and doctorate students at the beginning of its third year in September 2009. Through the joint programme with MIT, co-operation with the Sloan School of Management was strengthened through an international MBA programme, 'Lisbon MBA'. This involves co-funding from seven major Portuguese companies and banks in a way that will stimulate new research and the quality of education in management sciences	

Title of the measure	International partnerships with US Universities
Category	Education and training
Country	Portugal
in Portugal; – The Carnegie Mellon Portugal Programme: the programme focuses on information and communication technologies, in particular the so called 'Future Internet' technologies and services, involving dual professional masters and PhD programmes by Portuguese institutions and the Carnegie Mellon University. Overall, the programme involved about 170 master and doctorate students at the start of its third year in September 2009; – The Carnegie Mellon Portugal Programme: the programme has launched three new innovation networks, whose goal is to consolidate and expand the successful cooperation among all partner institutions and industrial affiliates: 1) Security and Critical Infrastructure Protection (NET-SCIP); 2) Future Internet Services and Technologies (NET- FIT); and 3) Services and Technologies for Interactive Media (NET-STIM); – Under the University of Texas in Austin-Portugal 'Collaboratory for Emerging Technologies, CoLab' (March 2007): the programme focuses on collaborative research in advanced interactive digital media and integrating advanced computing and applied mathematics. Overall, the programme involved about 70 doctorate students at the start of its third year in September 2009; – The Harvard Medical School-Portugal Programme on translational research and information (May 2009): the programme establishes a new collaborative framework to foster translational and clinical research programmes, and the development of a new infrastructure for delivering medical information. Unprecedented in Portugal, these programmes have facilitated the creation of effective thematic networks (since 2007) involving a large number of Portuguese institutions with the objective of stimulating their internationalisation through advanced studies projects and sustainable schemes to stimulate new knowledge and exploit new ideas in collaboration with companies and internationally renowned institutions.	

Table 23: Strategic Educational Pathways Scholarships Scheme - Malta

Title of the measure	Strategic Educational Pathways Scholarships Scheme
Category	Education and training
Country	Malta
The Strategic Educational Pathways Scholarships Scheme (STEPS) (2009-2012) provides scholarships to individuals wishing to pursue postgraduate studies, either in Malta or overseas. It is funded through the EU Structural Funds (the European Regional Development Fund) for the financial period 2007-13 with a budget of EUR 10 million. Funds were increased in 2012 and 2013.	

Table 24: Measures to improve researchers' skills and competencies - Ireland

Title of the measure	Measures to improve researchers' skills and competencies
Category	Education and training
Country	Ireland
In Ireland, higher education is referred to as third level education. To help coordinate the changes in Irish doctoral education, the seven Irish Universities⁸ together with the Higher Education Authority (HEA), have formed a 'Fourth Level Ireland' Network, to mediate and help direct the changes in doctoral education.	

⁸ Dublin City University, Trinity College Dublin, University College Dublin, University College Cork, University of Limerick, National University of Ireland Galway, National University of Ireland Maynooth.

Title of the measure	Measures to improve researchers' skills and competencies
Category	Education and training
Country	Ireland
Consequently, graduate education is increasingly referred to as the 'Fourth Level Ireland' (University Graduate Education)⁹. Under this framework, the seven universities work together under the banner of the Fourth Level to provide graduate education opportunities in all disciplines, both taught and research degree programmes. Students have the opportunity to gain experience in relevant employment areas and there are often placements in companies for training or research. To achieve the objective of developing PhD graduates with the skills necessary to develop and manage their careers across a broad range of employment sectors, including academia, universities are providing more structured support for students, incorporating research and generic skills development opportunities. Fourth Level Ireland's skills training aims to: – communicate to students, supervisors and employers the skills and attributes of a PhD graduate; – aid students, graduate schools, graduate programmes and other advisory committees in establishing students' skills development needs; and – inform the development of further skills development opportunities for all PhD students. The skills identified by the Irish Universities Association's Fourth Level Network of Deans of Graduate Studies as relevant to PhD student education are: personal effectiveness/development, team-working and leadership career management, and entrepreneurship and innovation. Finally, Fourth Level Ireland equips researchers with the necessary skills to make the transition from academia to the industry sector.	

Table 25: Internships at IUFM de Creteil - France

Title of the measure	Internships at IUFM de Creteil
Category	Education and training
Country	France
Between 2004 and 2010, the IUFM (<i>Institut Universitaire de Formation des Maîtres de l'Académie de Créteil</i>) organised courses on 'scientific culture' for future elementary and secondary school teachers regardless of their discipline by. These were based on meetings with researchers, lectures and discussions with scientific philosophers on social issues related to science (e.g. 'technology and humanity', 'The images of science: construction and messages'). Up to now, 300 teachers have availed themselves of the teaching resources at their disposal free of charge and the opportunity to visit research centres. Similar continuous training courses for teachers have been launched in the Paris area and are being considered elsewhere.	

Table 26: Doctoral Schools - Estonia

Title of the measure	Doctoral Schools
Category	Education and training
Country	Estonia

⁹ Fourth Level Ireland - University Graduate Education resource website: <http://www.4thlevelireland.ie/>.

Title of the measure	Doctoral Schools
Category	Education and training
Country	Estonia
Doctoral schools were set up in 2005. In 2009, thirteen new Doctoral schools were selected for the period 2009-15. Their aim is to improve the quality of tutoring of doctoral candidates and to increase the efficiency of doctoral studies in Estonia through interdisciplinary, international and national cooperation. Apart from mobility opportunities, winter and summer schools, and study programmes, doctoral schools propose transferable and social skills training to promote interdisciplinary research and enhance the cooperation between universities and the private sector. From 2010, students who have interrupted their doctoral studies are welcome to continue and finish their studies – i.e. they are given a second chance. Those resuming doctoral studies may participate in doctoral schools. These help them find supervisors and participate in summer schools, conferences and mobility activities provided by doctoral schools. Two partners at least need to be involved: an Estonian university, a R&D institution, the public sector or companies. The doctoral schools are project-based and are funded by the European Social Fund. The total budget is EUR 16.9 million for 2009-2015.	

Table 27: Centres of Excellence - Norway

Title of the measure	Centres of Excellence
Category	Education and training
Country	Norway
The Centres of Excellence (SFF) scheme is a national programme under the auspices of the Research Council. In 2012, around NOK 200 million (some EUR 27 million) were spent on top-up financing of 21 Centres which are affiliated with Norway's top universities and premier public research institutes. Similarly, the Centres for Research-based Innovation (SFI) scheme provided NOK 155 million (some EUR 21 million) for top-up financing of 21 Centres in 2012. The SFIs are centres of excellence which include a frontline knowledge based industrial partner. The objective is to enhance the capability of the business sector to innovate by focusing on long-term research based on forging close alliances between research-intensive enterprises and prominent research groups. Finally, NOK 132 million (some EUR 18 million) were spent on 11 virtual network Centres for Environmental-friendly Energy Research (FME). These centres are time-limited research networks focusing on long-term research of high international calibre in order to solve specific challenges in the field. Norway also contributes to the Nordic Centres of Excellence (NCoE) instrument. NCoE is a network centre of excellent Nordic groups of scientists from three or more Nordic countries collaborating within a defined field of research. In 2012, the total budget of the NCoEs (including the common pot Nordic programme Top Research Initiative (TRI) was NOK 147 million (some EUR 19.9 million). Of this, the Norwegian contribution was around NOK 24 million (some EUR 3.2 million). In addition, Norway contributed NOK 2.4 million (some EUR 300 000) to other Nordic common pot initiatives with a total budget of NOK 8.7 million (some EUR 1.1 million). The common objective of all Centres is to promote excellence in certain areas by offering generous funding for a substantial period of time on the basis of competition among applicants.	

Table 28: National day "Scientifique toi aussi!" - France

Title of the measure	National day "Scientifique toi aussi!"
Category	Education and training
Country	France

Title of the measure	National day "Scientifique toi aussi !"
Category	Education and training
Country	France
Taking into account that a large number of those who take STEM subjects at school do not ultimately follow a scientific career, the CEA decided to raise awareness of researchers' career range and the various scientific profiles. Around 1 300 pupils and teachers had the opportunity to spend a day at CEA headquarters, meet with researchers ("speed-dating" organised with 170 researchers across France), and visit major research facilities (44 were open for the event). Onisep, the national information office on teaching and the professions, prepared a mapping science and engineering paths in higher education for this purpose, as well as a number of teaching materials. At the CEA, January 26 is now the 'national day of information about the scientific profession' for pupils in their last two years of secondary education.	

5. Working conditions in the research profession

Table 29: Academic Freedom Act - Germany

Title of the measure	Academic Freedom Act
Category	Working conditions in the research profession
Country	Germany
The Academic Freedom Act (<i>Wissenschaftsfreiheitsgesetz</i>) entered into effect on 12 December 2012. As a result, non-university research institutions will have more freedom in matters of finance and staffing, the acquisition of shares in companies and in construction projects. Bureaucracy will be minimised, competences will be pooled and authorisation procedures will be accelerated. The legislation is rooted in the positive experience gained in the pilot phase of the Academic Freedom Initiative (<i>Wissenschaftsfreiheitsinitiative</i>). The Academic Freedom Act creates the possibility of paying scientists higher salaries and benefits than in the past (extra pay or bonuses, for example), provided non-public funds are applied for this purpose. These funds may, for example, come from foundations, donations or capital gains. Formerly, scientists were not allowed to have higher earnings than federal employees in comparable positions. By offering more attractive salaries, German research institutions are able to recruit highly qualified people from other countries or from the private sector and also prevent a brain drain. This reform can also be applied to employees who are not researchers themselves but work in a science-related field and make a significant contribution to a research project. This development is crucial for Germany as a base for academic, scientific and research activity and for its international competitiveness.	

Table 30: Promotion of the 'Charter & Code' principles - Croatia

Title of the measure	Promotion of the 'Charter & Code' principles
Category	Working conditions in the research profession
Country	Croatia
The implementation of the 'Charter & Code' principles is publicly promoted and supported by the Ministry of Science, Education and Sports. The promotion of the 'Charter & Code' principles is also foreseen in the Action Plan for Mobility of Researchers (2011-2012) and the Action Plan to Encourage Investment into Science and Research. To date, all public research institutions (including higher education institutions), the Croatian Academy of Sciences and Arts, the Croatian Science Foundation and three research organisations from the private sector have endorsed the 'Charter & Code' and they are working on improving their HR strategy for researchers in accordance with those principles. The Ministry, together with the Agency for Mobility and EU Programmes, offers support and information about the implementation process. The objectives of promoting the 'Charter & Code' principles are to: – improve researchers' working conditions in accordance with common European principles (as set in the Charter & Code); and – execute the actions foreseen in the "Action plan for mobility of researchers" and the "Action plan to encourage investment in science and research". Twelve public research organisations have completed the HRS4R process and received the acknowledgment of the European Commission.	

Table 31: Promotion of the 'Charter & Code' principles - Austria

Title of the measure	Promotion of the 'Charter & Code' principles
Category	Working conditions in the research profession
Country	Austria
The promotion of the 'Charter & Code' and broad implementation of their principles at Austrian universities was part of the negotiations for 2010-12 and 2013-2015 performance agreements with universities. In Austria, 18 universities have signed the 'Charter & Code', as have four funding organisations, three umbrella organisations, three research organisations and three universities of applied sciences. The implementation of the 'Charter & Code' is part of the National Action Plan for Researchers (2009). The Medical University of Graz was the first Austrian university to receive HRS4R (Human Resources Strategy for Researchers) acknowledgement from the European Commission. It has been followed by the FWF, the University of Natural Resources and Life Sciences (BOKU) and the University of Salzburg also received the HRS4R acknowledgement.	

Table 32: Vitae realising the potential of researchers - United Kingdom

Title of the measure	Vitae realising the potential of researchers
Category	Working conditions in the research profession
Country	United Kingdom
In 2010, Vitae launched the new Researcher Development Framework (RDF). Within this Framework, thirty major UK organisations (e.g. Funding Councils, Research Councils, Quality Assurance Agency, the unions and Universities UK) are involved in knowledge exchange and the development of a strategic agenda to train and support high-level researchers to further improve their skills competencies. The Vitae programme provides national leadership and strategic development, and works with higher education institutions, policy makers, stakeholders, employers and individual researchers. In 2010, Vitae launched the new Researcher Development Framework (RDF). This Framework is endorsed by thirty major UK organisations (e.g. Funding Councils, Research Councils, Quality Assurance Agency, the unions and Universities UK) who are involved in knowledge exchange and the development of a strategic agenda to train and support high-level researchers to further improve their skills competencies. The RDF is currently being implemented in higher education institutions and underpins the professional development of researchers. Vitae have produced stakeholder briefings, an online RDF Planner for universities and researchers, and guidance on how to map training exercises, courses and programmes to the Framework. Higher education institutions in the UK can also develop their individual training and development programmes, covering a range of domains included in new the Researcher Development Framework, which has also been validated in Europe and the US. Vitae also possesses an exhaustive database of 400 best practice training examples and 120 examples of evaluation activities which link to an impact framework for measuring training and development outcomes. It also offers several materials and courses on entrepreneurship, knowledge exchange, leadership, public engagement, information literacy, career development and teaching. Among the key successes of the programme in 2011 were: – Vitae led the implementation of the Concordat to Support the Career Development of Researchers, including two major surveys of research staff and research leaders, a three-year review of implementation and enabling 27 further institutions to gain the 'HR Excellence in Research Award' from the European Commission (see also below); – Vitae training programmes were run by 47 higher education institutions; – Vitae published new resources to enhance its extensive online support including 'What do researchers do? Career paths of doctoral graduates' and online labour market information.	

Table 33: The Concordat to Support the Career Development of Researchers - United Kingdom

Title of the measure	The Concordat to Support the Career Development of Researchers
Category	Working conditions in the research profession
Country	United Kingdom
The Concordat to Support the Career Development of Researchers (since 2008) constitutes an agreement between the employers (universities) and research funders (Research Councils, funding councils, major charities, etc.) on good management and quality working conditions for research staff. Vitae, the UK organisation championing researchers and research staff, leads in the implementation of the Concordat and assists UK higher institutions exchange knowledge and good practices. The implementation of the Concordat is reviewed annually by the Concordat Strategy Group, and a report is also submitted to the Funders Forum. This Forum brings together governmental and non-governmental funders of public good research to consider the collective impact of their strategies on the sustainability, health and outputs on the Research Base. A three-year review of the implementation of the Concordat was published in March 2012¹⁰ and notes that “despite being a voluntary instrument, the Concordat is having a significant impact across the higher education sector”. The intention to implement the principles of the Concordat is now widespread in institutions, and the corresponding infrastructure is increasingly in place. The extent and depth of implementation is greatest for the principles on recruitment and selection, recognition and value, and equality and diversity.	

Table 34: The Sapere Aude Programme - Denmark

Title of the measure	The <i>Sapere Aude</i> Programme
Category	Working conditions in the research profession
Country	Denmark
The Danish Council for Independent Research (DFF) offers a comprehensive career programme for excellent research, the <i>Sapere Aude</i> programme. The Council’s initiative provides encouragement for individual and talented researchers to conduct their own research programme independently and to develop international networks. The programme deals with the following career stages: post-doctoral (DFF post-doc), associate professor (DFF Starting Grant) and professor (DFF Advanced Grant). Grants are between EUR 270 000 and EUR 1.3 million and are available both to Danish researchers and researchers from abroad.	

¹⁰ Available at: <http://www.vitae.ac.uk/CMS/files/upload/Vitae-Concordat-three-year-review-report-April-2012.pdf>

6. Collaboration between academia and industry

Table 35: Cooperation 2011 - Partnerships of Production and Research Institutions in Focused Research and Technology Sectors - Greece

Title of the measure	COOPERATION 2011 - Partnerships between businesses and research bodies in specific research and technological sectors
Category	Collaboration between academia and industry
Country	Greece
The COOPERATION 2011 Programme targets domestic partnerships between productive-commercial businesses of all sizes, research centres, institutes, higher education institutes, technological, public and other bodies for the implementation of R&D projects in specific manufacturing and services sectors. Businesses and research bodies are the key beneficiaries, whereas the rest participate as technology/services/products end-users. The objectives of the COOPERATION 2011 Programme are to: – enhance collaboration between businesses and research bodies through common implementation of research and technological projects; – foster green development, competitiveness and outward orientation of Greek businesses; – improve Greek citizens' quality of life; – strengthen and upgrade the skills of the research workforce; and – establish international cooperation through networking and collaboration with entities from European and other countries.	

Table 36: Young Researchers in the Economy Programme - Slovenia

Title of the measure	Young Researchers in the Economy Programme
Category	Collaboration between academia and industry
Country	Slovenia
Young Researchers in the Economy of the Slovenian Technology Agency (TIA) is designed to introduce more highly educated staff into private companies and stimulate companies to hire young graduates to enhance their R&D and innovation activities. The service is mainly financial, providing co-financing for salaries and some materials costs for a young researcher who is employed in a company while pursuing a PhD at the university. Through this support the young researcher engages in research work with mentoring by both the company and university. The programme is run by the TIA in the 2007-2013 financial cycle and is co-financed by the European Social Fund. The beneficiaries are enterprises and technology centres – as employers of young researchers, and research organisations and universities – as providers of formal education.	

Table 37: Industrial PhD and post-doc Programmes - Denmark

Title of the measure	Industrial PhD and post-doc Programmes
Category	Collaboration between academia and industry
Country	Denmark
The Industrial PhD scheme (since 1971) and the Industrial post-doc scheme of the Danish National Advanced Technology Foundation (since 2011) aim at encouraging researchers to move from the public to the business sector: 1. The Industrial PhD Programme aims to offer doctoral training in cooperation with the industry sector. The Industrial PhD Programme is a three-year research project and research training programme with an industrial focus conducted jointly by a private company, an industrial PhD student and a university. Universities and students of all nationalities may be accepted. The student is employed by the company and enrolled at the university. Public organisations and institutions may also apply for approval of an Industrial PhD project in cooperation with a University, as long as the project lives up to the general requirements described in the programme guidelines. The company hires the Industrial PhD for the three-year duration of the project as a full-time employee on ordinary terms for salaried employees. The salary is agreed between the student and the company, but must correspond as a minimum to the pay rate of the collective agreement for PhD students employed by the Danish state. The company receives a subsidy to cover roughly half the student's salary, and the enrolling university receives a subsidy to cover tuition fees. The Programme includes a compulsory business course so that students understand the commercial aspects of research and innovation projects; 2. Industrial post-doc programme: Under this initiative by the Danish National Advanced Technology Foundation, new doctoral graduates carry out research with financial and technical support from both a university and a company. The researcher has to spend some time working in the company and some time in the university. The project must focus on creating concrete results. This scheme stimulates the interaction between universities and the private sector, including all sizes of companies and from all technology areas. It is expected that the new career opportunity at the university will lead to more national and foreign students applying for a PhD in Denmark.	

Table 38: Doctoral collaboration with Industry - United Kingdom

Title of the measure	Doctoral collaboration with Industry
Category	Collaboration between academia and industry
Country	United Kingdom
The UK Research Councils (RCUK) partnership has developed various mechanisms and approaches to help the HEI sector respond to high-level skills demands and to ensure that industry is actively engaged in the identification, development and delivery of training activities. The partnership aims to achieve the following objectives: – deliver high skilled people; – drive innovation in knowledge exchange through enhancement of knowledge and skills' exchange; – ensure mechanisms are in place to encourage people exchange between the research base and user partners at all career stages. Research Councils' training advisory boards and committees include members from relevant industrial or user sectors, allowing employers to help shape not only the overall training agenda but also to advise on technological areas and wider employability skills. RCUK postgraduate training mechanisms that enable strong input from business, industry and other user sectors include: – CASE (Collaborative Awards in Science and Engineering) and CDAs (Collaborative Doctoral Awards) encourage collaborative partnerships between research organisations and public or private sector organisations. During a CASE or CDA studentship, the student enhances their skills training and	

Title of the measure	Doctoral collaboration with Industry
Category	Collaboration between academia and industry
Country	United Kingdom
broader learning by spending between 3 and 18 months with the collaborating body in a workplace outside the academic environment; – Knowledge Transfer Partnerships promote KTPs to postgraduate students. Recently qualified graduate students are employed by a business partner to support knowledge and expertise transfer via a strategic project launched together with the higher education or research institution; – Industrial Doctorate Centres (IDCs): they are four-year programmes combining PhD-level research projects with taught courses where students spend about 75% of their time working directly with a company; and – Innovation Vouchers for SMEs: National SMEs have the opportunity to apply for a GBP 3 000 (some EUR 3 700) voucher to purchase academic support by employing researchers in the field of technology and innovation.	

Table 39: Fraunhofer Gesellschaft - Germany

Title of the measure	Fraunhofer Gesellschaft (FhG)
Category	Collaboration between academia and industry
Country	Germany
In accordance with the Fraunhofer's mission, the majority of its staff are integrated in projects and work on finding innovative solutions, often in direct contact with businesses. Following several years at Fraunhofer institutes (working on various projects – including international projects, completing a PhD; management experience, etc.), Fraunhofer staff often move to positions of responsibility in business or the science system (about 5% per year). The <i>Fraunhofer Gesellschaft</i>¹¹ supports application-based research in cooperation with the private sector. Students are offered the possibility of pursuing a PhD in applied research in close collaboration with industry. The number of PhD degrees supported by Fraunhofer was 1 204 in 2007 (compared to 941 in 2005) and nearly doubled by 2011. Since mid-2009, Fraunhofer has been organising PhD camps at different locations in Germany. Organised as workshops, PhD camps offer PhD students information and support on science-based start-ups and careers for PhDs.	

Table 40: Measures to develop more partnerships between industry and academia - Ireland

Title of the measure	Enterprise Partnership Scheme
Category	Collaboration between academia and industry
Country	Ireland
The Enterprise Partnership Scheme is an innovative initiative whereby the Irish Research Council, in partnership with private enterprises and public bodies, awards co-funded postgraduate scholarships and postdoctoral fellowships to the most promising researchers in Ireland. The Scheme offers researchers the opportunity to gain additional beneficial experience and insight into the commercial arena while completing their research. It provides industry with flexible and easy access to an exceptional pool of competitively selected, high-calibre researchers and the opportunity to build links with relevant academic research groups. It facilitates the establishment of new relationships and the strengthening of existing ones between enterprise and academia while offering financial support to researchers at an early stage of their career development.	

¹¹ The *Fraunhofer Gesellschaft* is composed of 80 institutions, about 18 000 employees with an annual budget of EUR 1.7 billion.

7. Mobility and international attractiveness

Table 41: Scientific Visa package - Ireland

Title of the measure	Scientific Visa package
Category	Mobility and international attractiveness
Country	Ireland
To facilitate the inward migration of third country researchers, Ireland has implemented the Hosting Agreement (the Scientific Visa) scheme. By availing themselves of a hosting agreement, researchers' entry visas are fast-tracked and researchers can work in Ireland without recourse to the usual work permit or Green Card. This scheme also allows the researcher's immediate family to live in Ireland for the duration of the agreement, and entitles their spouse and dependents to apply for a work permit allowing greater ease of access to employment in Ireland. This has most certainly helped in attracting non-EU researchers to both the public and private sectors. Between the commencement of the scheme in October 2007 and 30 April 2013, the EURAXESS office processed 1 750 hosting agreements, with a total of 42 accredited organisations. This includes the seven Irish universities, twelve Institutes of Technology, ten other research institutions and fourteen industrial organisations. The number of researchers working in Ireland on hosting agreements varied from 500 to 550 in the first quarter of 2013. This marks an increase of an average 100 researchers or 23% since 2011. 86 per cent of the researchers on Hosting Agreements are employed are employees of the seven universities (as of May 2013). The researchers on hosting agreements in Ireland come from 78 different non-EEA countries. The top two nationalities with hosting agreements are Indians, with 352 issued in total (100 employed currently, as of May 2013) and Chinese, with 324 in total (94 employed currently, as of May 2013) agreements. They are followed by US nationals issued with a total of 186 hosting agreements to date (43 currently employed under the scheme, as of May 2013). There are at present 27 Pakistani, 25 Iranian and 20 Canadian and 18 Russian nationals with hosting agreements in Ireland (May 2013). By May 2013, a total of 758 researchers (43% off all hosting agreement holders) had availed themselves of the immediate family unification opportunity, and at present (May 2013) 219 have their dependants with them for the duration of their research projects in Ireland. The Hosting Agreement Extranet contains constantly updated details of agreements issued to all researchers under the scheme, and has been regularly used by immigration authorities in Ireland as well as by Irish embassies abroad (e.g. Beijing, New Delhi, Moscow and Abuja) for verification purposes. This minimises the visa application process for the researchers. Ireland is also taking part in the Science without Borders programme,¹² aiming to attract a significant number of students from Brazil to undertake their doctoral degree in Ireland. This initiative is advertised via a dedicated page on euraxess.ie.	

Table 42: Odysseus Programme - Belgium

Title of the measure	Odysseus Programme
Category	Mobility and international attractiveness
Country	Belgium
The Odysseus Programme is intended to offer start-up funding to a number of outstanding researchers, international as well as Belgian, who have built up a career outside Flanders, in order to develop a research group within a Flemish university or to set up a research line and become progressively more involved in the Flemish research establishment. The procedure consists of nominations by one or more Flemish universities and a quality control by the FWO, which also monitors the finances. The total budget is EUR 12 million.	

¹² Available at: <http://www.euraxess.ie/page.aspx?SP=176>

Table 43: Scientific Visa package - Croatia

Title of the measure	Scientific Visa package
Category	Mobility and international attractiveness
Country	Croatia
EURAXESS Croatia has established a productive cooperation with all bodies necessary to remove researchers' obstacles to mobility: the Ministry of Science, Education and Sports; the Ministry of the Interior; the Ministry of Foreign Affairs and European Integration; and the Croatian Institute for Health Insurance. Furthermore, these bodies have also been brought together during meetings of the Committee for Researchers' Mobility. Thanks to this cooperation, it was possible successfully to implement the 'Scientific Visa' package, involving cooperation with these Ministries. In addition, it was possible to identify some mobility obstacles, and to remove them (e.g. in order to be appointed to a scientific position in a public research organisation, a researcher needs to register with the Ministry of Science, Education and Sports – this Registry used to list "Croatian citizenship" as one of the requirements, but this has been removed, opening up the Registry, and thus scientific positions, to researchers from other countries). Another example of this successful cooperation is the fact that the "Foreign Researcher's Guide to Croatia", published by the EURAXESS Centre, is now integrated into all websites of Croatian embassies around the world, alongside a link to the Croatian EURAXESS portal. Finally, the recently published new Aliens Act (Official Gazette 130/11, valid from 1/1/2012) exempts foreign researchers from the work permit obligation – i.e. researchers can work in Croatia without a work permit, even if they do not use the "Scientific Visa" provisions. This is a result of negotiations in the Committee for Researchers' Mobility and demonstrates the authorities' willingness to ease mobility in the research sector. All these measures aim to: – Include all decision-makers in the efforts to fully integrate Croatia into the ERA and at a national level remove obstacles to researchers' mobility; and – Establish broad collaboration among diverse policy makers and government bodies. Since February 2009, the Ministry of Science, Education and Sports has issued 54 hosting permits. Croatian research organisations are very satisfied with the procedure. Furthermore, EURAXESS Croatia has assisted the first foreign researcher to be fully employed and elected to a scientific position. In addition, thanks to the recognition of EURAXESS by the authorities, it is able to provide reliable information and sees a continuous increase in questions from foreign researchers and their hosts, becoming a true partner in researchers' mobility. The achievements can be attributed not only to the lobbying efforts by EURAXESS Croatia but also to the authorities' willingness to recognise the importance of researchers' mobility.	

Table 44: Welcome programme – Foundation for Polish Science - Poland

Title of the measure	Welcome programme – Foundation for Polish Science
Category	Mobility and international attractiveness
Country	Poland
The overall objective of the WELCOME Programme is to engage outstanding researchers from abroad in creating research teams in Poland and intensify the degree of international cooperation of Polish institutes and universities. The Programme targets foreign researchers with at least a PhD degree who either plan to work in Poland or have established their research teams in Poland no earlier than five years prior to the cut-off date. Polish researchers with at least a PhD degree, who have either have stayed abroad for at least two years and intend to come back to Poland or have already returned to Poland (within the two years prior to the cut-off date), are also eligible to apply. The projects must be of at least three years' envisaged duration.	

Table 45: Mobility Programme HUMAN-MB08 - Hungary

Title of the measure	Mobility Programme HUMAN-MB08 (2008-2010)
Category	Mobility and international attractiveness
Country	Hungary
The Mobility Programme, co-financed by the EU 7th Framework Programme (Marie Curie actions), is designed to promote the scientific careers of experienced researchers with PhD degree or at least four years of full-time research experience. The programme includes support for the mobility and international training of researchers of any nationalities, as well as support for Hungarian researchers returning to Hungary. The call is open to every field of science; the main evaluation aspect is scientific excellence. The long-term contribution of the funded project to the career development of the researcher (the impact of the grant) is also taken seriously into account. (Total budget: EUR 11.1 million.) The aims of the Mobility programme include promoting the scientific careers of researchers with a PhD degree or at least four years of full-time research experience by: – supporting their mobility and acquisition of international experience; and – promoting the exploitation of experience acquired in international, non-European countries by supporting researchers returning to Hungary. Researchers with a PhD degree or at least four years of full-time research experience are eligible to submit a proposal in all thematic priorities: technical sciences, natural sciences, life sciences and social sciences. More than 50 researchers have been funded within the framework of the programme in the past three years.	

Table 46: Combined professorial positions - Norway

Title of the measure	Combined professorial positions
Category	Mobility and international attractiveness
Country	Norway
In Norway, professors and associate professors have the opportunity to hold a part time (20%) position (Professor II/ Associate professor II) in one institution in addition to their full-time permanent position in another institution. Qualified personnel from other sectors may also take up part time positions in the Higher Education Sector. This arrangement facilitates cooperation between the higher education sector and industry.	

Table 47: The Researcher Taxation Scheme - Denmark

Title of the measure	The Researcher Taxation Scheme
Category	Mobility and international attractiveness
Country	Denmark
Researchers and highly paid employees recruited abroad, who are able to meet a number of conditions, and have not been a Danish tax resident in the previous 10 years, can be employed at a special 26% tax rate for 60 months, but are not allowed any deductions if they enjoy this rate. The measure aims to increase Denmark's attractiveness as a country for carrying out research activities.	