

DRAFT Call for Outline Proposals

What is EUROCORES?

The ESF European Collaborative Research (EUROCORES) Programmes offer a flexible framework for researchers from Europe to work on questions which are best addressed in larger scale collaborative research programmes. The EUROCORES

Programmes allow excellent researchers from different participating countries to collaborate in research projects 'at the bench'. They also allow, when appropriate, colleagues from non-European countries, for example the US, to participate. The Programmes encourage and foresee networking and collaboration of researchers to achieve synthesis of scientific results across the programme, to link to related programmes, and to disseminate results.

EUROCORES Programmes allow national research funding organisations in Europe and beyond to support top class research in and across all scientific areas, by matching the needs articulated by the scientific community with their strategic priorities.

Funding decisions on the projects and the research funding remain with the national research funding organisations, based on international peer review operated by ESF. ESF also provides support for networking the researchers and for the scientific synthesis of research results and their dissemination⁽¹⁾. This way, the EUROCORES Scheme complements the EC Framework Programme and other collaborative funding schemes at European level.

For further information see:
<http://www.esf.org/eurocores>

⁽¹⁾ Currently supported through a contract with the European Commission under the Sixth Framework Programme (EC Contract no. ERAS-CT-2003-980409).

Funding initiative in the field of Higher Education and Social Change (EUROHESC)

Following agreement with funding organisations in # countries, the European Science Foundation is launching a Call for Outline Proposals for Collaborative Research Projects (CRPs) to be undertaken within the EUROCORES Programme EUROHESC. EUROHESC will run for 3-4 years and it includes national research funding, as well as support for networking and dissemination activities provided by the ESF¹. The Programme aims to support high quality multidisciplinary research.

Outline Proposals are to be submitted by Xth May 2008. It is expected that Full Proposals will be invited by Xth June 2008 with xx September 2008 as expected deadline for submission.

A Programme-specific website can be consulted for the latest updates at <http://www.esf.org/eurohesc>

Background and objectives

The Programme is one of the outcomes of – and is strongly influenced by – the recent ESF Forward Look on Higher Education (Higher Education Looking Forward, HELF). The Forward Look has sought to examine higher education and research within a wider context of research in the social sciences and other fields by relating it to more general conceptual frameworks of, for example, human capital theories; theories of power, inequality and social exclusion; theories of organisations; new public management etc. By so doing, it has begun to address some large questions concerning the changing relationship between higher education and society and to develop research agendas that would be relevant, not just to researchers, but to policy makers and practitioners.

The significance of the research field is conveniently summarised in the outline of an ongoing international research project organised by the US Social Science Research Council:

'Topping the agenda of most international organisations are priorities related to easing the transition to a knowledge-based economy, ensuring we do not become a world of 'haves' and 'have-nots', and advocating educational opportunity as an inherent right. Clearly, accessible higher education and progressive research is inherently integrated into all these priorities; these lofty goals will unwittingly fail if we do not understand how public research universities function in this global world of liberalizing markets, deregulated states, and privatising societies.....The issues are not only ripe for social science examination, they are in need of international and interdisciplinary interpretation, explanation, and discussion.' (SSRC, 2005)

Within Europe, research in this field has frequently been driven by relatively short-term national or institutional concerns. It is often shaped by the agendas of policy and practice than by theory and previous research. While larger questions are increasingly being raised (for example, by international organisations such as OECD and the Council of Europe, and by national governments conscious of the costs of ever-expanding higher education systems), the evidence base on which they might be answered is frequently lacking. These larger questions concern the relationship between higher education and the creation and development of so-called knowledge societies, the role of higher education in addressing issues of equity and social justice (and increasingly their role in relation to social integration and social cohesion), and the relationship of higher education to processes of globalisation (including migration patterns and the impact of new technologies). From a wider social science perspective, higher education and research is also an important arena through which processes and impacts of developments in new public management, marketisation and consumerism, and the changing role of the state, can be explored. Topics such as these have been the focus of the ESF Forward Look and provide the rationale for this EUROCORES programme.

Higher education institutions have in recent years been subjected to a variety of pressures that have led to a differentiation between 'elite' and 'mass' functions, to changing and differentiated notions of 'graduateness' and 'expertise', to changing relationships between research and teaching functions, to a shifting balance between pre-career and 'lifelong' learning, and to changing relationships between higher education institutions and the communities they serve - locally, nationally and internationally. These pressures have challenged traditional structures and cultures of governance and steering of higher education systems and institutions.

Reshaping higher education and research has become a topical question across Europe and this, in turn, is raising issues and research questions concerning, not least, its role, functions and outcomes. Higher education is expected to actively contribute to the reinforcement of national

and regional competitiveness within the global knowledge economy, while its educational missions are being required to foster both excellence and democracy. In other words, growing expectations and even contradictory demands are being made of higher education. Increasingly, these demands are seen as central rather than peripheral to the functioning and future development of society.

The Forward Look concluded that, in broad terms, a future research agenda would need to start with the following overarching question:

(i) What are the relationships and interconnections between contemporary social and economic changes and transformations and the changes and transformations occurring within higher education institutions and to the roles of academics?

This leads on to a set of interconnected questions.

(ii) How are the changes in the balance of power between higher education's different constituencies and interests impacting upon the nature of higher education's social functions and the manner in which these are discharged?

(iii) Are a growing multi-functionality of higher education and a blurring of its boundaries with other social institutions necessary in order for higher education to have an importance within a 'knowledge society'?

(iv) How do changes in the organisation of higher education institutions relate to changes in intellectual programmes, agendas and advances and their outcomes for society?

(v) Do different forms of differentiation and inter-institutional diversity result in different relationships between higher education and the larger social and economic worlds of which it is a part?

(vi) To what extent and in what ways do national, regional and local contexts continue to play a decisive role in determining the characteristics of

modern higher education systems? What is the role played by various public authorities? How much variation is there in the extent to which universities are internationally connected or integrated and with what consequences?

- (vii) How might new forms of comparative research, involving both quantitative and qualitative approaches, be employed in order to achieve a better understanding of the interactions between higher education and society and the *different* forms these interactions take in different parts of Europe and more widely?

The above research questions lie at the heart of this EUROCORES programme but it is also recognised that they are not exhaustive of the questions which need to be asked about the changing role of higher education in society.

Much of the current research literature entails either 'global narratives' at a level of generality scarcely informed by empirical evidence or local studies limited to very particularistic policy frames and historic contexts. A European level of activity provides research with a set of both historic and contemporary differences which facilitate almost 'laboratory conditions' for scientific inquiry.

Higher education systems in Europe provide a range of contrasting contexts and settings for comparative investigation. They provide significant differences between countries and groups of countries in the traditional conceptions of higher education and its relationships with other social institutions. They provide differences in contemporary circumstances in terms of higher education's organisational forms, governance and mission. And they provide differences in the features of contemporary political, economic, social and cultural contexts in which higher education institutions and personnel must work. It will also be desirable, however, to initiate some projects which compare the changing relationship between higher education and society within European countries to changes in this relationship occurring in other parts of the world.

In addition to providing the empirical variation necessary for the exploration of the Programme's research agenda, the European level of the work provides an excellent opportunity for the development of research capacity. This capacity is not currently large and is frequently focused on relatively local policy-related questions. The new EUROCORES programme will provide a focus for the quantitative and qualitative improvement of research capacity in this field.

Scientific goals

The scientific goals of the proposed EUROCORES programme are as follows:

- (i) to develop and implement a programme of interdisciplinary comparative research into the relationship between higher education and society;
- (ii) to develop theories and hypotheses about this relationship and the factors which influence it;
- (iii) to address methodological issues of comparative research in this field, including data comparability, combining quantitative and qualitative research, and different levels of analysis;
- (iv) to explore ways of utilising other social science datasets – for example, the European Social Survey and Eurostudent – in order to set higher education research more firmly within the different social and cultural settings in which it occurs;
- (v) to draw out relationships with other fields of research;
- (vi) to draw out implications for national and international higher education policy makers;
- (vii) to make a significant contribution to the development of research capacity in the field of higher education research and to an improved integration between the field and related scientific fields.

An important objective of the programme is not only to produce more knowledge on higher education but also to:

- renew the analytical framework of higher education research by linking the research projects to recent debates and theories in social science and other fields;
- show the capacity of research on higher education to contribute to these debates and theories.

It is not intended that all projects should be of similar length and scale. While there will be room for some large multi-country projects concerned with substantial collection of new data across most parts of Europe, it will also be important to utilise existing comparative datasets, for example, the European Social Survey and Eurostudent, and datasets arising out of some of the EC Framework projects. But there will also be some more focused and smaller projects, involving perhaps just 3 or 4 countries and utilising both quantitative and qualitative methods. There will also be a need for workshops and other networking activities to ensure synergies between projects and effective links with other relevant work. Doctoral and post-doctoral fellowships, including exchange schemes, might also be part of the overall Programme.

While the main focus of the Programme is upon higher education institutions and systems and their relationship to other parts of society, projects which also incorporate more micro levels of analysis concerning higher education's core functions of teaching and research are also to be welcomed. Some projects could mix multi-levels of analysis to attempt to understand how local phenomena relate, influence or are impacted upon by transformations at the national, international or transnational levels. They could combine micro analysis of individual behaviour with macro perspectives and approaches. They could encompass a comparison between higher education and other public sectors. Or they could address their themes through a focus on particular disciplinary or interdisciplinary fields. And while the implications of research for policy and practice are expected to be a feature of most projects, it may be that there will be some projects that will look explicitly at 'translational' issues connecting research and action in this field. Some projects may include historical perspectives. And the ideological underpinnings of debates in the

field will frequently need to be given attention.

It is intended that projects will investigate their selected topics with reference to two or more of the following cross-cutting themes.

Changing social contexts – which importantly include processes of globalisation and Europeanisation, of massification and its consequences, of forces for standardisation and harmonisation, of marketisation and new public management.

The implications for higher education – which arise from the expectations that higher education should be more visibly useful for economy and society; that higher education should be more efficient and effective; that greater institutional diversity *and* multi-functionality are needed; that more streamlined systems of regulation and decision-making are required at the same time as the composition of actors and arenas of action are becoming more complex; and that established borderlines of arenas and functions are becoming blurred, with implications for both autonomy and vulnerability.

Mechanisms of interaction between higher education and society - which reflect the increasing social embeddedness of higher education institutions within a multitude of communities that make their own particular demands. These raise questions about the drivers of and instruments for changing interactions between higher education and society, about the kinds and amounts of differentiation that are required and achievable, and about the kinds and the ownership of the criteria for judging performance.

Higher education's impact on society – which can be conceived in terms of constructing and supporting the 'knowledge society', of constructing the 'just and stable' society, and of constructing the 'critical society'. There are tensions between these different areas of 'impact' and there are increasingly problematic boundary definitions of the social spaces that are 'impacted upon' – local, national, regional, global.

Research topics

One of the aims of the ESF Forward Look has been to examine higher education within a wider context of social science theory and research.

Drawing on the Forward Look, it is envisaged that projects within the new EuroHESC programme are likely to address one or more of the following broad topic areas.

(i) Higher education and the needs of the 'knowledge society'

The growing importance of knowledge, research, innovation and the training of experts are changing the social role of universities. One of the most popular concepts to describe this change is 'Knowledge Society'. This is both the objective of policies and debates and an agent promoting policies and debates concerning its potential. Within the knowledge society discourse, higher education institutions are more important than ever as mediums in global knowledge economies, providing continuous flows of people, knowledge, information, technologies, products and financial capital.

Future research in this area will need to entail both theoretical and empirical work on the role of higher education and research in the knowledge society as well as studies of the changing belief systems regarding this role. Concerning the latter, there may be need for comparative studies on changing policy discourses and the roles of various actors (e.g. collective actors and corporate actors, regional, national and international actors). There are also implications for the roles and careers of academics. For example, a research project might address the ways in which academic careers are changing, particularly with regard to the 'disciplinary' mechanisms structuring academics' practices, how these changes are being driven and mediated by local factors and contexts. This could involve an in-depth study of academic work and practices in different institutional settings and countries and could be combined to a study of relevant reforms in these countries.

(ii) Higher education and the achievement (or prevention) of equity and social justice

Many claims are heard about higher education's contribution to the achievement of a fair and just society. A linking concept is that of 'access' to higher education, both for students and staff, and the social implications of inequalities in that access. A recent contribution from Calhoun argues that there are two quite different senses to the notion of 'access': the first concerning whether certain groups are excluded or under-represented in higher education, and the second concerning higher education's contributions to society in other respects - for example, concerning access to research and knowledge transfer - and about who benefits and who pays.

Theoretical contributions to these debates tend to sit within one of two 'ideological' approaches. The first is a 're-allocative' approach where attention is given to meeting the human capital requirements of a high-skill economy both efficiently and fairly, to developing a meritocratic selection/allocation system, to promoting civic values and behaviour, in short - to facilitating a society characterised by equality of opportunity and high levels of social mobility. The second has been termed an 'elite reproduction' approach where the emphasis is upon the reproduction and legitimisation of existing social relations and the inequalities they represent.

An example of a project within this topic area might examine the relationships between social and higher educational diversity in different countries and the implications for social mobility and life chances. It would involve investigating the different 'users' of different types of higher education and the different experiences and benefits which they derived from it.

(iii) Higher education and its communities

This topic area reflects the notion that higher education is becoming increasingly socially embedded in the sense that universities and colleges are interacting closely with a multitude of communities and that each has

a particular demand in terms of the services it expects.

The diversity of communities – stakeholders or constituencies – and the diverse demands these clients place on higher education institutions have resulted in new relationships within and between higher education institutions and in new relationships between them and the external communities they serve. These relationships have local, regional, national and international ingredients. Such interconnections and interdependencies relate to both the external functions of higher education and its internal activities in terms of teaching, research and knowledge transfer.

Research questions relating to this theme would include the ways in which concepts like stakeholder society, corporate social responsibility or horizontal accountability should be framed for the field of higher education research; how higher education institutions go about prioritising their different functions and stakeholders and whether this requires functional and structural ‘add-ons’; how governments discharge their responsibilities for overall co-ordination of higher education in these circumstances; and, more widely, how higher education influences the institutions of civil society.

(iv) Steering and governance of higher education

Research within this topic area focuses on the ‘steering’ of higher education systems, considering wider patterns of public sector ‘reform’. At the national level, the following trends can be discerned: (i) the state increasingly seeks to govern and ‘steer’ higher education systems; (ii) these steering patterns can be linked to underlying ‘narratives’ of public management reform; and (iii) steering patterns vary from one European nation state to another, reflecting attachment to alternative narratives, conditions of path dependency and localised reform trajectories.

These trends in the governance of higher education can be linked to three main narratives of public services reform: the New Public Management, the Network governance and the Neo-Weberian. For

each narrative, ‘signs and symptoms’ can be discerned in higher education, but with different emphases in different countries.

A project within this area might, for example, question the capacity of public governance to maintain its influence and role over all or parts of higher education. It could focus on facts, areas and events which could potentially escape (or are already escaping) local, national as well as supra-national governance. The role of the national, regional or international clusters of highly reputable institutions which co-operate and at the same time compete in the same markets for top students, top academics and resources could be an entry point for this issue.

(v) Differentiation and diversity of institutional forms

The “shape and size” of (national) higher education systems is one of the key areas of public debates and of research on higher education. There is a widespread interest in establishing a “map” on which the degree and the direction of “diversity” of higher education can be pinpointed. Higher education systems can be characterised according to the extent of homogeneity or diversity *horizontally*, i.e. in terms of the substances of research, teaching and learning and thus of the profiles of institutions or their sub-units, and *vertically*, i.e. in terms of “quality” and “reputation”.

Overall, within this theme, there is a need to map the landscape internationally, including examination of the main indicators of diversity in use, to investigate the drivers for stability and change, the implications for the strategic behaviour of universities, and the intended and unintended effects. But some projects might investigate the relationship between public perceptions of diversity and the underlying micro-level experiences of actors within different higher education settings. A comparative study of vertical and horizontal differentiation within higher education could contribute to larger questions of social reproduction and transformation.

Interconnections

It is clear that there are many interconnections between the above topic areas. Thus, institutional differentiation impacts directly on how higher education performs its role in relation to social equity. Many of the pressures on higher education to widen participation and provide avenues of social mobility are driven by, and have consequences for, the characteristics of the 'knowledge society'. Patterns of governance adapt to changing relationships between higher education and its communities and stakeholders. Differentiation has implications for the professional roles of academics, their training and development. Proposals for projects which address interconnections between themes will be welcomed.

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Guidelines for applications

(Outline and Full Proposals)

Collaborative Research Project (CRP) proposals from individual scientists or research groups eligible for funding by the organisations participating in the Programme will be accepted for consideration in the EUROCORES Programme EuroHESC.

Scientists or groups not applying for or not eligible to apply for funding from these organisations (including applicants from industry), can be associated with a proposal where their added scientific value is demonstrated. Their participation as Associate Partners in a project must be fully self-supporting and will not be financially supported by the participating funding organisations.

Proposals are only eligible, if they fulfil the following **criteria**:

- Proposals must involve, as a minimum, three eligible Principal Investigators (PIs) from **three different countries**.
- A maximum of 50 % of the Individual Projects (IPs) in a Collaborative Research Project (CRP) can come from one country.
- Proposals must involve more PIs than Associated Partners

Applications should normally be for three years although applications for shorter or longer time periods may be considered depending on the rules of the participating funding organisations. Taking into account the selection and approval processes, the successful projects are expected to begin their activities in **March 2009**.

Online submission of applications

Outline and Full Proposals will be submitted online. Applicants should follow the proposal structure as indicated in the application template for outline proposals available on the Programme website at: <http://www.esf.org/eurohesc>.

On this Programme website, links to information on national funding eligibility and requirements as well as to a EUROCORES Glossary and Frequently Asked Questions (FAQs) are available.

Prior to submitting Outline Proposals, all applicants have to contact their national funding organisations in order to verify eligibility and to ensure compliance with their relevant organisations' granting rules and regulations (see contact persons listed on page 8).

At the time of online submission of the Outline Proposals, the Project Leader is asked to confirm this on behalf of all the participants in the CRP.

Outline Proposals

Outline Proposals are invited by Xth May 2008.

Outline Proposals will be examined by the participating funding organisations for formal eligibility. Therefore, it is crucial that all applicants contact their national funding organisation prior to submitting their proposals.

In compliance with the rules and regulations of the participating national funding organisations, the requested funds under the EUROCORES Programme EUROHESC can include salaries for scientific and technical staff, equipment as well as travel costs and consumables within the project, specifying the amount requested from each Funding Organisation. National policies may also require the proposal to contain

additional specific information. Applicants should be aware that the participating funding organisations can make significant adjustments to the requested funds in order to bring these in line with their rules and regulations.

Applications will be assessed according to a set of criteria in a two-stage procedure, as to ensure a thorough selection of scientifically excellent proposals. At the outline stage, the Review

Panel will select proposals with potential for scientific excellence, by applying the following criteria:

- Relevance to the Call for Proposals
- Novelty and originality
- European added value (scientific)
- Qualification of the applicants

An Outline Proposal submitted must comprise:

- A short description of the CRP (max. 1200 words, including objectives, milestones, methodologies (for example experiments and fieldwork);
 - o Short description of how (and why) the partners contributing to the CRP will work together;
- Short CVs of Project Leader (PL), all PIs and Associate Partners (max. one page each, including five most relevant publications);
- Estimated budget (consistent with the rules of relevant national funding organisation) tabulated according to a provided template.

Associated Partners (APs) are also considered part of a CRP and will be assessed as such at both the Outline and Full Proposal stage.

It will be assumed that arrangements for the handling of IPR (Intellectual Property Rights) will be in place within projects, following the applicable national legislation and national

funding organisation rules. Applicants are strongly urged to have such arrangements in place, covering all research groups (including any associated groups) before the start of the projects. It is expected that the results obtained by the projects supported under this EUROCORES Programme will be placed in the public domain.

It is also expected that all relevant clearance of other national or international committees (for example ethics) has been obtained before funding is granted. It is the responsibility of applicants to clarify any such matters (if applicable) with their national contact points.

Full Proposals

Full Proposals will be invited following the recommendations of the Review Panel. The deadline for full proposals will be announced later, but is expected to be around XX September 2008.

Please note that only applicants who submitted an Outline Proposal can submit a Full Proposal.

For the Full Collaborative Research Project (CRP) proposals, the most important selection criterion is "Scientific quality". Other criteria include interdisciplinarity (according to the scope of the call), qualification of applicants, level of integration and collaboration, feasibility and appropriateness of methodologies, European added value and relation to other projects (risk of double-funding and track record for collaboration).

The Full Proposals will be assessed by at least three independent external expert referees who are selected by the ESF from a pool of scientists suggested by the participating funding organisations and the Review Panel. A list of all referee names used for the international peer review will be published once the selection process is complete.

After receiving all referee reports, they will be made available (anonymous) to the applicants for their information and for commenting (optional). The Review Panel will rank all Full Proposals based on the assessment of the Full Proposal, the anonymous referee reports and the applicant's responses to these.

The Review Panel will create a ranked list consisting of the best Full Proposals and will subsequently make recommendations to the Management Committee for the funding of these proposals. The actual granting of the funds to the Individual projects on the ranked list will depend on the total amount of funds available in each country by the participating Funding Organisations. The use of funds in a project will be subject to the rules and regulations of each participating Funding Organisation as well as to the national laws of those countries.

Full proposals must include a well-argued scientific case (both for the collaboration envisaged and for the individual contributions), a list of participants, a detailed tabulated budget and other supporting information. A single, common scientific case must be made throughout the proposal to demonstrate an aim for scientific synergy and integration of multinational expertise. In addition, the amount requested from each national funding organisation has to be clearly and separately specified. Detailed instructions on requirements and how to complete the application forms will be made available once Full Proposals are being invited.

The **Project Leader** will be the main CRP proposal contact point for ESF for the duration of the project. He/she will be responsible for representing the Collaborative Research Project, for its participation in programme activities, and for any reporting requirements placed on the project as a whole.

All **Principal Investigators** will be responsible for dealing with the requirements attached to the contributions of their own funding organisation.

Programme Structure and Management

Programme Structure

The overall responsibility for the governance of the programme lies with a *Management Committee*, whose membership is formed by one representative from each participating funding organisation (usually a senior science manager) together with an ESF representative.

Proposal assessment and selection are the responsibility of an international, independent *Review Panel*. The members of this panel are leading scientists, appointed by ESF following suggestions from participating Funding Organisations. The membership of the Review Panel will be available on the Programme website for information. The Review Panel is also expected to monitor the overall scientific progress of the programme.

The Scientific Committee which is formed by the Project Leaders of all funded CRPs will be responsible for proposing networking activities for scientific synergy in the EUROCORES Programme. They will also advise and support the EUROCORES Programme Coordinator in the coordination of networking activities.

Programme Networking

Networking activities are designed to strengthen the science objectives of this EUROCORES Programme by promoting coherence in the activities of the science community involved. This will provide the European added-value which is the central objective of any EUROCORES Programme.

Networking and collaboration within EUROCORES Programmes takes place at two levels:

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1. between the various Individual Projects within each Collaborative Research Project (CRP) and
 2. between the funded CRPs within the programme as a whole.

The intra-CRP activities are supported through the research grants each participant receives from the participating funding organisations in the given CRP. The cross-CRP activities are funded through contributions to the EUROCORES Programme.

The intra-CRP collaboration is motivated by the nature of the CRP's research objectives, i.e., by the scope and the complexity of the questions it deals with. In a CRP, the participating groups have the opportunity to gather the required critical mass to successfully address the objectives and challenges of their project.

The cross-CRP networking and collaboration is stirred by the aims and the nature of the particular EUROCORES Programme. The theme which was the basis of this EUROCORES Programme has been selected for its clear need of collaboration in the proposed field. The funded CRPs will collectively set up and further streamline this new collaboration. To this end, the CRPs will engage the programme participants and, when of clear benefit, colleagues from outside the programme in joint activities such as:

- Working Group meetings for the exchange of information and results across the CRPs;
- Joint scientific meetings or summer schools;
- Short term visits;
- Development and delivery of joint training schemes;
- Seminars, Workshops, symposia, invited sessions either stand-alone or as part of other larger events;

- Common web-facilities and publications.

Through active participation of scientists in the above mentioned activities, not only existing collaborations are enhanced but new and strategic partnership opportunities are also identified.

Furthermore, these activities may provide opportunities to explore aspects of the programme which are not covered by the funded research projects.

The integrative activities between the CRPs will help to strengthen the field by building coherence within this emerging research community and will serve as a platform for the research work which is done in the programme.

Project members are expected to participate annually in at least one cross-CRP activity. When submitting your proposal, please note that the costs for networking within your CRP should be budgeted for in your proposal. Funds for networking between the CRPs will be centrally managed by the ESF through contributions from the participating funding organisations.

Programme evaluation

A Mid-Term evaluation, conducted by the Review Panel, will evaluate the overall progress of the Programme, based on the progress of the funded CRPs. Here, the Review Panel has a steering function and can comment on the CRPs' work plan in relation to the objectives of the overall Programme. A final evaluation will assess the achievements of the whole EUROCORES Programme.

Contacts in the participating organisations

As it is currently not known which Funding Organisations will support this programme, please contact your National Funding Organisation or Research Council to inquire about this programme.

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