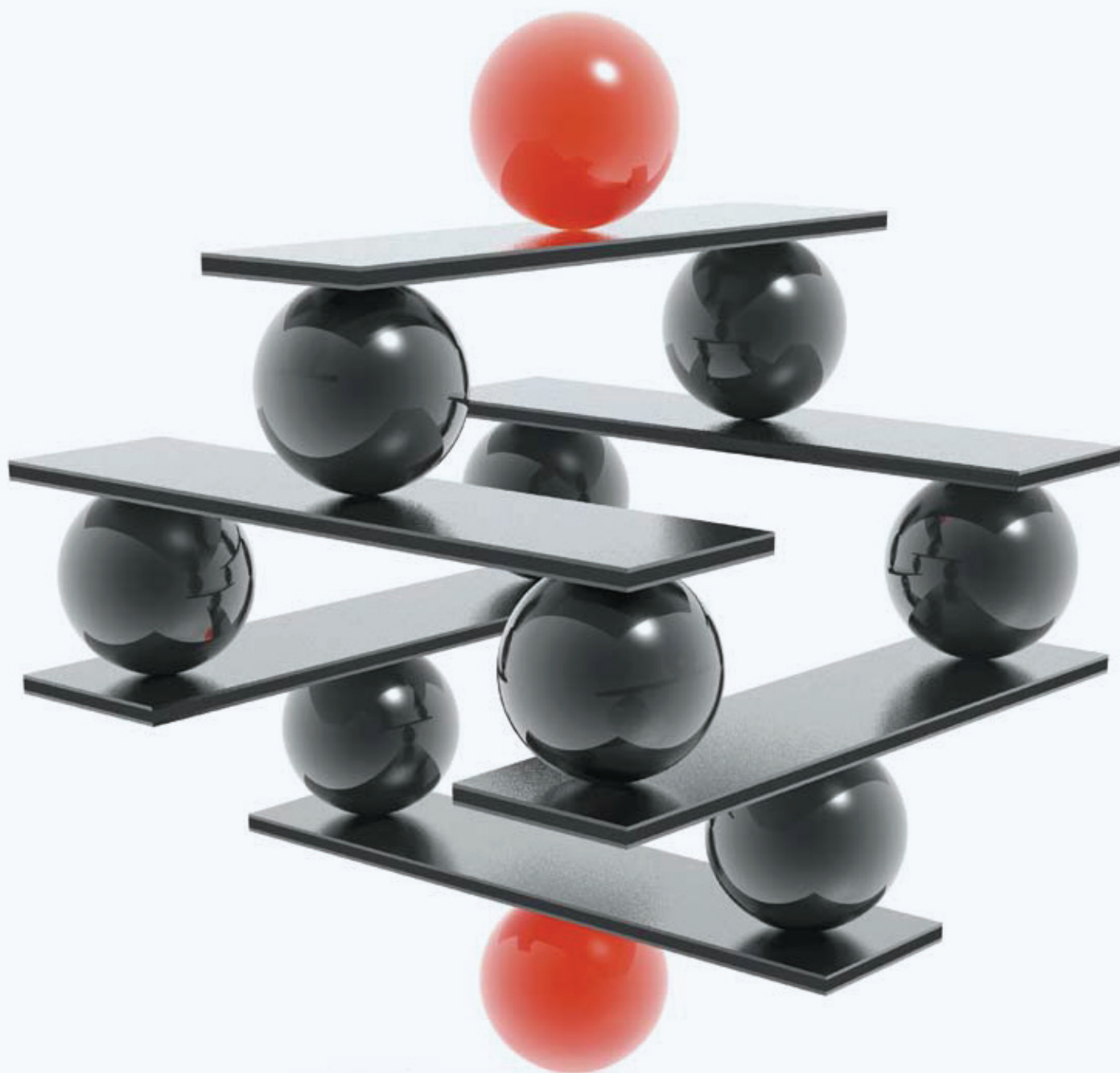




Strengthening the Role of Academies in ESF

An ESF-ALLEA High Level Workshop on ESF and the Academies, Brussels, 7 March 2008



European Science Foundation (ESF)

The European Science Foundation (ESF) provides a platform for its Member Organisations to advance European research and explore new directions for research at the European level. Established in 1974 as an independent non-governmental organisation, the ESF currently serves 80 Member Organisations across 30 countries.

ALLEA (All European Academies)

ALLEA (All European Academies) is the European Federation of National Academies of Sciences and Humanities whose 53 Member Academies in 40 countries are self-governing communities of scientists and scholars. It was founded in 1994 to promote the exchange of information and experience between Academies; to offer European science and society advice from its Member Academies; and to promote excellence and high ethical standards in science and scholarship.

Slides available at:

www.esf.org/activities/science-policy/corporate-science-policy-initiatives/strengthening-the-role-of-academies-in-esf.html

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Preface

On 7 March 2008, ESF and ALLEA jointly organised the workshop “Strengthening the Role of Academies in ESF” to continue the dialogue between ESF and those of its Member Organisations that are academies about the role ESF could play for them.

Discussions about the role of academies in the ESF and on ESF membership in general started some years ago and led to a moratorium on new members in 2005. During 2006, a Task Force on membership consulted many ESF members and experienced persons in the science community and recommended an inclusive membership policy “with regards to membership from research funding organisations, research performing organisations and academies, both with research institutes and learned societies, operating nationwide or at the European level with no differentiation in membership rights”.

In May 2007, ESF and ALLEA launched a consultation on the experiences of ESF Academy Members and their expectations on their role in ESF. The workshop was a follow-up to this consultation. It took stock of current involvement of academies in ESF activities, discussed the views of the academies expressed in their responses in the ESF/ALLEA consultation and in the presentations of their representatives at the workshop and identified several activities with potential to enhance the role of the academies in ESF.

We express our deep gratitude to all participants who contributed to the success of this workshop. Their views and the conclusions of the workshop are captured in this report which, we hope, provides a valuable reference in future interactions between ESF and its members which are academies.

Jüri Engelbrecht

ALLEA President

Ian Halliday

ESF President

Introduction

The membership of the European Science Foundation (ESF) has grown and diversified in the three decades ESF has been in existence.

When ESF was established in 1974, it had initially 42 members from 15 countries. At the end of 2007, the number of ESF members had risen to 77, covering 30 countries.

At the risk of over-simplification, ESF members can be broadly grouped in three categories:

- (a) Research funding agencies;
- (b) Research performing organisations;
- (c) Academies/Learned societies.

The ESF Strategic Plan 2006-2010 stresses the need to develop closer ties between ESF and its members in order to fulfil the ESF mission statement: "to provide a common platform for its member organisations in order to advance European research and explore new directions for research at the European level".

Against this backdrop ESF and the European Federation of National Academies of Sciences and Humanities (ALLEA: All European Academies) initiated a consultation to discuss and further develop concrete proposals for strengthening the links between ESF and those of its members which are academies / learned societies.

In May 2007, ESF and ALLEA invited the 19 academies which are members of both ESF and ALLEA to express their views on the role of academies in ESF and the role that ESF could play for the academies.

ESF and ALLEA also organised a workshop to bring together these academies and ESF to exchange ideas on how the role of the academies in ESF, as learned societies, could be strengthened in the future.

The workshop was chaired by Professor Ian Halliday, ESF President, and Professor Jüri Engelbrecht, ALLEA President, and took place in Brussels on 7 March 2008.

The workshop objectives were:

- To present and discuss the results of the joint ESF / ALLEA consultation exercise;
- To present the new approach to ESF Forward Looks and the potential role of the academies;
- To present and discuss current involvement of the academies in ESF activities and explore areas of, and generate ideas for, potential collaborative initiatives.

The workshop was attended by representatives from 16 academies and ESF officials.

The workshop was organised in three sessions: the first was to record the current status of the participation of academies in ESF activities; the second session

aimed to discuss how to further strengthen the role of academies in ESF; the last session discussed in more depth the ideas put forward during the workshop and identified a set of activities to be undertaken in order to realise the objective of closer interaction.

This workshop report follows closely the structure of the workshop. It summarises the contributions made by various speakers and records the conclusions of the workshop.

Box 1: ALLEA member organisations which are also members of ESF

ALLEA-ALL European Academies is a federation of the national academies of sciences and humanities. It was established in 1994 and, according to its statutes, it accept as members: "any Academy or Learned Society whose activity is devoted to sciences and/or humanities is eligible for Membership, provided they (a) represent their national scientific communities, (b) play an acknowledged nationwide role within their country, and (c) are recognised by international organisations for sciences and/or humanities".

Currently ALLEA has 53 academies from 40 countries, 19 being also ESF members (status: mid 2008).

	Country	Academy
1	Austria	Austrian Academy of Sciences
2	Bulgaria	Bulgarian Academy of Sciences
3	Croatia	Croatian Academy of Sciences and Arts
4	Czech Rep.	Academy of Sciences of the Czech Republic
5	Denmark	Royal Danish Academy of Sciences and Letters
6	Estonia	Estonian Academy of Sciences
7	Finland	Delegation of the Finnish Academies of Science and Letters
8	Germany	Union of German Academies of Sciences
9	Hungary	Hungarian Academy of Sciences
10	Netherlands	Royal Netherlands Academy of Arts and Sciences
11	Norway	Norwegian Academy of Science and Letters
12	Poland	Polish Academy of Sciences
13	Portugal	Academy of Sciences of Lisbon
14	Slovakia	Slovak Academy of Sciences
15	Slovenia	Slovenian Academy of Sciences and Arts
16	Sweden	Royal Swedish Academy of Sciences
17	Sweden	Royal Swedish Academy of Letters, History and Antiquities
18	Switzerland	Council of the Swiss Scientific Academies
19	UK	British Academy

1. ESF and the Academies: current status [Session 1]

The first session aimed to take stock of existing interactions between ESF and its member organisations (with special reference to those that are academies) and to discuss their views as expressed in response to the invitation of ESF and ALLEA.

Session 1
<p>Concept of ESF Membership Diversity Marja Makarow</p> <p>Results of ESF/ALLEA Consultation on the Role of Academies in ESF Jüri Engelbrecht</p> <p>Chair: Ian Halliday, ESF President</p>

1.1 Concept of ESF Membership Diversity

Marja Makarow

Professor Makarow, ESF Chief Executive, divided her presentation into two parts, presenting first an overview of main instruments and activities of ESF, and reflecting subsequently on whether the pattern of interaction between the European Molecular Biology Organization (EMBO) and European Molecular Biology Conference (EMBC) could be a model for future cooperation between ESF and its members which are academies.

A simplified representation of the ESF activities' portfolio shows that it contains several ESF instruments and initiatives, each of which has a different specific objective and a different target audience, while all contribute to the advancement of the European Research Area.

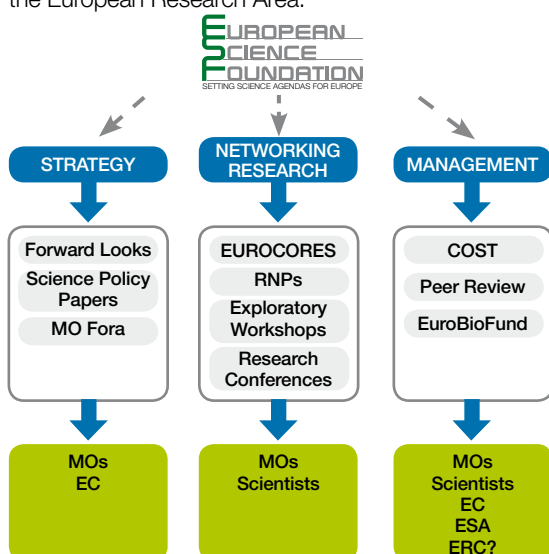


Figure 1: Simplified representation of ESF activities

Professor Makarow explained in some detail selected instruments and activities in ESF, notably:

- Forward Looks
- ESF Member Organisation Fora
- EUROCORES
- Peer Review services

Capitalising on the diversity of ESF members may help carry out those tasks. Research funding agencies and research performing organisations may share the mission to set strategy and priorities, to network researchers and their activities and (to a different extent) to fund research. Through participation in ESF activities, the academies have the potential to provide a direct channel for scientists to join in strategic science policy work, evaluation activities and collaborative research programmes.

The quality of ESF activities can only be guaranteed by the use of the best scientific expertise – both in terms of evaluation and in terms of participation. This expertise is present in the academies, but it has remained too often under-utilised.

EMBC / EMBO: model of collaboration between ESF and the academies

A similar pact between funders and scientists can be found in the working relationships that the European Molecular Biology Conference (EMBC) and the European Molecular Biology Organization (EMBO) have established.

EMBO is a learned society established in 1963 to promote excellence in the life sciences in Europe. Today it has more than 1 300 members.

EMBC is an intergovernmental organisation established in 1969 to fund the activities of EMBO. It has 27 member states. Its annual budget of 15 M€ per year is used to fund doctoral and postdoctoral fellowships, lab visits, workshops and conferences, and the career promotion of young Principal Investigators. EMBC develops and funds the programmes; each EMBC programme has a dedicated EMBO Committee to perform evaluations. This concept has proven to work very well and to ensure the highest quality of EMBC activities.

Professor Makarow proposed considering this model when discussing how the ESF can collaborate with the academies and tap into the expertise of their members.

European Young Academy

Another area which promises to be fruitful is cooperation in the training of the next generations of scientific leaders.

In Europe, several initiatives are underway to promote young researchers. Research funding schemes have been developed both at national and European level (EURYI, ERC) and we witness reforms in universities across Europe which will also redesign career paths in view of better accommodating the best early career researchers.

A small number of national academies, such as Germany's "Berlin-Brandenburgische Akademie der Wissenschaften" and the "Deutsche Akademie der Naturforscher Leopoldina", and the Royal Netherlands Academy of Arts and Sciences have established special academies for early stage researchers.

It could be discussed whether ESF and ALLEA could cooperate to establish a European Young Academy.

Professor Makarow concluded by remarking that "the best young PIs of today are the scientific leaders of tomorrow, the presidents of ESF member organisations".

1.2 Results of ESF / ALLEA Consultation on the Role of Academies in ESF

Juri Engelbrecht

Professor Engelbrecht briefly presented the structure of ALLEA and its activities. Its governing bodies are the General Assembly, consisting of all 53 members, and the Steering Committee, with nine members.

The president is elected for a three-year term (renewable once) and is supported by a vice-president. The ALLEA office is provided by the KNAW and assures the daily operations of the organisation.

ALLEA operates mainly through its semi-permanent Standing Committees and project-related Working Groups.

Currently there are two Standing Committees (on "Intellectual Property Rights" and on "Science and Ethics"); lately, there have been three Working Groups dealing with the following topics:

- Science Cooperation;
- Science and the Media;
- Privacy in the Information Society.

The ALLEA Strategic Framework 2008-2010 aims to make ALLEA the unified voice of its member academies, the forum for member academies, and a recognised partner in Europe and world-wide.

Professor Engelbrecht continued his remarks with a brief presentation of the results of a consultation that ESF and ALLEA initiated in May 2007.

Box 2: Questions addressed to the academies in the consultation exercise

1. Do you feel that you are "an owner" of the ESF (a definition from the ESF strategy)?
2. Are you satisfied with the activities, instruments and the strategy of the ESF?
3. What has been the most important event of your collaboration with the ESF?
4. What significant role could your Academy/ Academies play in the wider activities of the ESF, and what would the added value of this be?
5. Should the visibility of academies in the ESF be enhanced? If yes, then how?
6. How could ESF play a more important role for your Academy?
7. Should academies be more pro-active in mixed "umbrella-type" organisations such as the ESF, ICSU, etc.? (see Box 3)
8. Would you like ALLEA to be more pro-active on behalf of the ESF member academies?
9. Any ideas concerning the ESF in general?

In the consultation exercise, the academies were asked to answer a set of questions concerning the ESF and, more generally, the representation of academies in mixed, "umbrella-type" organisations.

The consultation was undertaken against the background of the ESF Strategic Plan 2006-2010 which clearly states the main role of ESF as facilitating the joint efforts of its member organisations in order to meet the challenges of European research cooperation. In the Strategic Plan, ESF commits itself to develop a better understanding of the expectations and needs of its three groups of member organisations: research funding agencies; research performing organisations; and academies / learned societies. (See ESF Strategic Plan, page 24).

All 19 organisations which are at the same time members of ESF and of ALLEA were contacted; by the end of February 2008, nine had replied. A detailed analysis of the replies received is provided in Appendix 3 of this report.

Broadly speaking, the results of the survey indicate that the academies do not feel they are "owners" of ESF to the same extent as research funding agencies. They feel that, in the ESF context, they are in a weaker position compared to those agencies.

1. ESF and the Academies: current status [Session 1]

They are satisfied with ESF activities, instruments and overall strategy, but see room for improvements. Especially academies from Central and Eastern Europe, sometimes referred to as transition countries, expect more help from ESF to overcome the gap between them and comparable institutions in “old” EU member states. In their view, the momentum for collaboration which had built up after the collapse of the Berlin Wall has been lost.

Ideas of how to stimulate the collaborations between the academies and ESF include:

- active involvement in the ESF Science governance;
- Science Advisory Board could serve as a brainstorming forum, for example on launching new conference series;
- academies wish to participate in specific ESF programmes and could generate new ESF events, such as conferences of academies;

- using the expertise from academies (members) who could be asked to act as senior evaluators or in other advisory roles;
- advocating jointly for support of basic research;
- active involvement in ESF Forward Looks;
- cooperation on science policy issues, such as research integrity or intellectual property rights;
- cooperation in fostering global research collaboration and in research initiatives on issues of global significance.

The replies show also strong support for the idea of ALLEA being more pro-active, on behalf of its members, in ESF and other “umbrella-type” organisations.

Box 3 : Other “umbrella-type” organisations with academy membership

In addition to ESF, of which 19 ALLEA academies are also members, there are a number of other organisations of which academies are also members.

EASAC – European Academies Science Advisory Council is an association of 25 national science academies of all EU Member States (Cyprus, Luxembourg and Malta not having national science academies). It facilitates their collaboration in providing advice to European policy-makers. Its secretariat is provided by the Royal Society, UK.

FEAM – the Federation of European Academies of Medicine is an association of 14 academies from EU Member States. It was established in 1993 to promote their cooperation and enhance their advisory role to public authorities and the European Union on matters concerning medicine and public health. It is based in Brussels.

IAP – Established in 1993, the Interacademy Panel on International Issues (IAP) is a network of the world’s science academies. It aims to help its members to work together to advise citizens and public officials on the scientific aspects of critical global issues. Its current membership is about 100 academies from around the world. Its secretariat is hosted by the Academy of Sciences for the Developing World (TWAS), Trieste, Italy.

IAC – The InterAcademy Council convenes expert panels to provide advice and recommendations on issues of global and regional importance for international organisations, multinational organisations and national governments. It has currently about 20 member academies and its secretariat is hosted by the Royal Netherlands Academy of Arts and Sciences (KNAW).

ICSU – The International Council for Science (ICSU) represents over 100 national scientific bodies and about 30 international scientific unions (146 members). It was established in 1931 and its objective is to «strengthen international science for the benefit of society». Its secretariat is based in Paris.

Other world-wide inter-academy organisations with a more distinct disciplinary brief are the InterAcademy Medical Panel (IAMP) and the International Council of Academies of Engineering and Technological Sciences (CAETS).

2. Strengthening the Role of Academies in ESF: identifying potentials and proposing concrete steps [Session 2]

Representatives from selected academies were invited to reflect on the opportunities for stronger interactions between ESF and their academies and to make concrete proposals for activities which will strengthen the role of the academies in ESF.

Session 2

Opportunities for a Stronger Role of the Academies in ESF

John Marks

Strengthening the Role of Academies in ESF: the perspective of the Delegation of the Finnish Academies of Science and Letters

Jussi Nuorteva

The Academy of Sciences of Lisbon in the ESF-ALLEA Context

Armando Pombeiro

Czech Academy of Sciences: the role of non-university research institutions in ERA

Václav Pačes

Multiple Roles of the Austrian Academy of Sciences

Peter Schuster

Chair: **Jüri Engelbrecht**, ALLEA President

2.1 Opportunities for a Stronger Role of the Academies in ESF

John Marks

In the context of the debates on the future of the European Research Area (ERA) and in response to the European Commission's green paper "The European Area: New perspectives", ESF and EUROHORCS developed a joint strategic document which spells out their vision on a globally competitive ERA and on developing their road map for actions to help build the ERA. In his introductory presentation to this session, Dr. Marks introduced this joint vision which can be seen as a model for a framework for fostering the role of ESF member organisations in shaping and steering ESF activities.

ESF and EUROHORCS believe that delivering the promises of the ERA will require complementary actions of a diverse set of actors in the research policy arena: the European Commission and its various services as well as national research organisations, be they research funding agencies, research performing organisations, academies or others, and, last but not least, the private sector.

The joint vision identified 11 domains in which organisations that are members of both ESF and

EUROHORCS committed themselves to work closely to advance the development of a genuine European Research Area (see Box 4).

Box 4: Action items in the ESF-EUROHORCS roadmap to help construct the European Research Area (ERA)

1. Strengthening the dialogue between research organisations and all political actors at the European level.
2. Promoting European research careers
3. Scientific foresight as a basis for joint strategy development
4. Developing the ERA towards a European Grant Union
5. Peer Review of researchers and proposals at the European level
6. Ex post evaluation of research projects and programmes
7. ERA Connect and Regional Clusters of Excellence
8. Shared funding and exploitation of medium-sized research infrastructure
9. Common policy on Open Access and Permanent Access to research data
10. Strengthening the relations between science and society
11. Connecting European research to the world

N.B: the roadmap was later published as an ESF/EUROHORCS Science Policy Briefing: The EUROHORCS and ESF Vision on a globally competitive ERA and their Roadmap for actions to help build it. ESF Science Policy Briefing No. 23, June 2008

The joint reflections of the two organisations should be seen as a potential model on how ESF and the academies can also develop a common vision and articulate areas in which their cooperation is most promising.

In the second part of his presentation, Dr. Marks explained the rationale of ESF instruments and reflected on how the academies can play a role in their steering and eventually use them to foster their collaboration with ESF.

Notably, ESF Forward Looks, which aim to develop medium-term views and analyses of future research needs and developments in Europe, offer a good opportunity for cooperation between ESF and its

2. Strengthening the Role of Academies in ESF: identifying potentials and proposing concrete steps [Session 2]

academy members. Academies can suggest topics on the basis of their own analysis of strategic and priority setting needs. They can also provide expertise for Forward Look panels. Finally, academies can play a crucial role in the quality assurance of Forward Look reports through rigorous high-level peer review and can help disseminate the results of FL reports as the basis for national priority setting exercises.

Another instrument which can be used by the academies is the ESF MO Forum. It provides venues for ESF member organisations to exchange information and experiences and develop joint actions.

2.2 Strengthening the Role of Academies in ESF: the perspective of the Delegation of the Finnish Academies of Science and Letters

Jussi Nuorteva

Professor Nuorteva introduced the Delegation of Finnish Academies of Science and Letters. It was founded in 1975 to represent the four Finnish academies of sciences, engineering and letters: (1) *Societas Scientiarum Fennica*, (2) Finnish Academy of Science and Letters; (3) Swedish Academy of Engineering Sciences in Finland and (4) the Finnish Academy of Technology. The Delegation represents the Finnish Academies in other umbrella-type international organisations of academies (see Box 3).

In his view, although the academies of sciences and letters have been ESF members since the beginning and they account for a quarter of all ESF members, their role within ESF has not always been clear. This is the case in particular for the academies which do not have a funding role.

As for ALLEA, Professor Nuorteva highlighted the organisation's limited resources: furthermore, it does not have its own funding instruments and the ad hoc working groups have often been dealing with questions that other European organisations are also working on (e.g. research cooperation, science and media, privacy in the information society, evaluation).

He also pointed out the growing role the European Academies Science Advisory Council (EASAC) has taken in advising the European Union on science matters.

Currently, the ALLEA secretariat is hosted and supported by the Royal Netherlands Academy (KNAW). As the current support agreement concerning the secretariat will last until 2010, the question is legitimate whether this arrangement should last beyond 2010 or whether another arrangement

should be sought, with ESF possibly playing a role in providing the secretariat for ALLEA.

Professor Nuorteva sees the need for a coordinating role for ALLEA on behalf of its members in engaging in ESF activities.

If the membership of academies in ESF is to translate into added value, ALLEA should help its members in developing a common policy vis-à-vis ESF. He suggested participants should discuss whether and how ALLEA could be structurally more strongly integrated within the ESF.

Reflecting on the role academies can play in ESF, Professor Nuorteva sees their members as being the most important resource they can offer. Membership in the academies is limited and selective and those elected by their peers represent the highest scientific quality in their country. Given the constant need and growing international competition of senior scientists for evaluation, peer reviewing, refereeing and expert and science policy tasks, the academy members can play an important role in ESF activities. ESF instruments (Forward Looks, peer review, MO Fora, Exploratory Workshops, ESF Research Conferences, etc.) and scientific governance (Science Advisory Board), require experienced, top-class scientists, who are, typically, academy members.

2.3 Academy of Sciences of Lisbon in the ESF-ALLEA Context

Armando Pombeiro

The Academy of Sciences of Lisbon was founded in 1779 and has as its motto "*Nisi utile est quod facimus, stulta est Gloria*" (Unless what we do is useful, our fame is vain).

Professor Pombeiro quoted from the memoirs of Abbé José Correia da Serra (1789) who described the services academies can offer to their country as being:

- To assess the state of the arts and techniques;
- To enhance tools and methods in industry;
- To decrease costs;
- To seek more accurate designs and techniques for building, irrigation, drying;
- To improve harbours and navigation techniques;
- To publish studies and make it easier for lay people to use them;
- To create scientific prizes.

Although the role of the academies has changed since the time the above list was drawn up (especially with the emergence of other research organisations such as universities, funding agencies and governmental research laboratories), academies remain important actors in addressing research in humanities and culture (often neglected by the universities); in promoting multi- and interdisciplinary subjects of a wide scope (thus providing a supra-university perspective); and in providing independent science policy advice.

Professor Pombeiro then went on to discuss how the lack of support staff sometimes hinders the academies to engage fully in activities of ESF and ALLEA. Without adequate staff support, some academies may not be able to respond to requests as they would like, or engage in science policy activities.

ESF and ALLEA could help academies – especially those with limited resources – in the following areas:

- To compile a comparative analysis (panoramic survey) of the academies in Europe and on other continents. This overview should also highlight the limitations and problems the academies have;
- To assist the academies in recognising imbalances in their portfolio of activities, identifying, for example, missing services, neglected research areas, etc.;
- To support the academies with limited resources in justifying their needs vis-à-vis the political tutelary bodies. ESF and ALLEA could for example develop supporting documents an academy could use to submit funding proposals and applications (to both governmental and private funding agencies);
- To help the academies to enhance their visibility and their capacity for the science policy advisory role;
- To promote exchanges and visits between academies and promote joint initiatives;
- To assist the academies to publicise their activities and disseminate their results.

Due to limited resources the Academy can join only initiatives which do not represent significant financial burdens. Professor Pombeiro expressed the wish that academies with limited financial resources be offered partial financial assistance to be able, for example, to participate in ESF and ALLEA activities (e.g. partial travel costs when attending relevant ESF and ALLEA meetings).

2.4 The Role of Non-university Research Institutions in ERA

Václav Pačes

Professor Pačes started his presentation by making a distinction between two types of academies: “learned societies” with eminent scientists as members; and “federations of research institutions”. The Czech Academy of Sciences belongs to the latter type.

The role of these non-university research organisations has been highlighted among others by the European Research Advisory Board¹ (EURAB) report “Research and Technology Organisations (RTOs) and ERA”. Their distinctive nature is their flexibility, which allows them to have a quick reaction time to developments in science. They are engaged in interdisciplinary research activities, often combining fundamental research, strategic applied research, and industrial research under one roof. They also play an important role in education, by closely collaborating with universities (especially in PhD programmes).

Non-university research institutions in Europe can be grouped in three categories:

- State research institutes (run and funded by ministries, co-funded by competitive grants in special programmes);
- Public research institutes (independent from the state in their strategic orientation and daily business, but receiving basic funding directly from the state budget; co-funded by competitive grants in investigator-initiated research);
- Private research institutes (funded by companies with the help of public funds allocated in a competitive grant system).

In terms of representation, while – in Professor Pačes’ view, ALLEA represents the academies / learned societies, while an association of non-university research institutions at European level does not yet exist. He introduced into the discussions the idea of such an association which, if it were to materialise, could be an association under ESF or an independent entity.

Participants were informed about the plans to hold, a workshop on the role of non-university research organisations in the European Research Area in Prague in April 2009.

¹ EURAB 05.037: European Research Advisory Board. Final report: Research and Technology Organisations (RTOs) and ERA, December 2005 http://ec.europa.eu/research/eurab/pdf/eurab_05_037_wg4fr_dec2005_en.pdf

2. Strengthening the Role of Academies in ESF: identifying potentials and proposing concrete steps [Session 2]

2.5 Multiple roles of the Austrian Academy of Sciences

Peter Schuster

The Austrian Academy of Sciences (AAS) was founded in 1847 and its mission is “to promote the sciences and humanities in every respect and in every field, particularly in basic research.”

In his presentation, Professor Schuster started by describing the three main roles the Academy currently has: (1) it is a learned society; (2) it is an organisation promoting young scientists; and (3) it is a network of research performing institutions.

As a learned society it currently has 628 members, about half of which are foreign corresponding members (see Figure 2).

March 2009
ALLER-ESF Meeting

The Austrian Academy of Sciences as a learned society

	sciences	humanities	total
full members	54	76	132
corresponding members, Austrian	79	73	152
corresponding members, foreign	157	142	299
honorary members	9	6	15
total	320	299	628

Young Academy (founded 2006): 70 members (currently 38)
members elected for eight years, age below 45

Figure 2: Structure of the membership of the Austrian Academy of Sciences

The Academy is also a funding body which provides fellowships to young researchers at doctoral and post-doctoral level. Noteworthy among these fellowships are two schemes which support women scientists (DOCFORTE and L’Oreal Scholarships).

The Academy is also a network of 66 research facilities and 33 institutes, employing approximately 1 300 people in research and administration. Among them is the Institute for Radium Research which has become an Austrian success story. It has two Nobel Prizes: Victor Franz Hess (Physics, 1936) and George de Hevesy (Chemistry, 1943).

The AAS has high expectations from its ESF membership. It expects ESF:

- to work out Europe-wide accepted elements of scientific quality control and criteria for evaluations in different disciplines;
- to define the characteristics of a common European science culture;
- to take a dominant role in shaping the common scientific landscape of Europe in the future;
- to identify the problems to be encountered on the way towards a common European research funding strategy and agency; and
- to make suggestions and efforts to reduce bureaucracy in European research funding.

To help ESF realise its objectives, the academies can offer:

- expertise in quality management and organisation of research;
- database of research achievements in humanities and sciences;
- cooperation in the elaboration of expert statements;
- cooperation in human capital exchange programmes; and
- cooperation in the identification of primary goals for future research.

Professor Schuster concluded his remarks by suggesting an initiative in which ESF can work with its academy members, namely to investigate how to facilitate access to scientific literature e.g. through negotiating, as consortia, “bulk deals” which would allow its members to secure good conditions when buying access to scientific journals.

He noted that small publishers look for cooperative solutions. An example he cited is the Association of Learned and Professional Society Publishers (ALPSP) which is an international trade association for nonprofit publishers and of which many academies with publishing services are members.

3. Discussion on Potential Topics for Joint Activities and Conclusions of the Workshop [Session 3]

The last session aimed to further develop the ideas which were put forward by speakers and discussants in the previous sessions and to identify other areas for potential ESF- ALLEA joint activities that would strengthen the cooperation of the two organisations.

3.1 Potential Areas for ESF-ALLEA Joint Activities to Strengthen the Role of the Academies in ESF

Rob Kaptein

Professor Kaptein, who facilitated the session, introduced it with a short presentation offering a number of ideas for areas of intervention where ESF-ALLEA cooperation would benefit their member academies.

Current ESF funding instruments offer different possibilities for a greater involvement of ALLEA and its members in ESF activities.

With ESF increasingly involved in providing science and technology policy advice, he envisaged a stronger role for ALLEA members, contributing more actively to the formulation and implementation of ESF advice priorities, acting as a “science think-tank for ESF activities”. For example, ALLEA could have a stronger role in the selection of topics for ESF Forward Looks and could coordinate the input of European Academies in ESF research conferences (e.g. in the series of Africa-Europe conferences in which a number of academies are partners).

Professor Kaptein also saw other possibilities for closer collaboration between ESF and ALLEA on a number of science policy topics that they both deal with, such as: promotion of research integrity; establishing sound and science-friendly intellectual property regimes; sharing of research data and open access to scientific literature. Another possible joint activity is the joint development of Peer Review and Scientific Evaluation Guidelines.

He concluded by saying that ALLEA and its member organisations would gladly advise ESF on nominations of members of its Standing Committees and its Scientific Advisory bodies and help in the dissemination of ESF Science Policy Briefings and Science Position Papers at the national level.

3.2 Workshop conclusions

The following five lines of action had the broader agreement of the workshop participants as being most promising to foster the closer cooperation between ALLEA and ESF and thereby strengthen the role of the academies in ESF.

1. Coordinating role of ALLEA in channelling the input of academies into ESF activities

The first issue on which a consensus among workshop participants emerged was the view that ALLEA should proactively act on behalf of its members to channel their input into ESF activities and – in collaboration with ESF – develop and implement initiatives which will maximise the added value of their membership in ESF. ALLEA should also serve as a bridge to the European academies which are not ESF members.

The next step to realise this, as remarked by Professor Kaptein, would be to convene a working group to devise a more effective pattern of interaction between ESF and ALLEA, and to designate specific areas for cooperation. This working group could take inspiration from the process that has produced the joint ESF-EUROHORCs roadmap and could articulate future joint actions of ESF and ALLEA in the context of building a European Research Area.

2. European Young Academy

Almost all academies are engaged in debates on the contribution science can make to help solve global challenges to societies and how research systems can be optimised to meet the high expectations they face. A number of national academies have recognised the need to involve the next generations of researchers in those debates and have established “Young Academies” for early career researchers (e.g. in the Netherlands and in Germany). ESF has pioneered, with the EURYI Awards, a new way to identify and support the best emerging talent in Europe; its Standing Committee for the Humanities has been active in bringing together young researchers to articulate their views and ideas on a range of science policy issues and has organised dedicated events such as the “Humanities Spring 2007” .

The workshop participants supported the idea of further exploring how ALLEA and ESF should work together to provide a structured forum – in the form of a European Young Academy – for tomorrow’s scientific leaders, that would help them to make their voice heard in today’s debates on the future of science.

² ESF (2007): ESF Humanities Spring 2007. Young Researchers Forum “Disciplines and Borders: Humanities research in an age of interdisciplinarity”.

3. Discussion on Potential Topics for Joint Activities and Conclusions of the Workshop [Session 3]

3. Closer cooperation in science policy initiatives

Both ESF and ALLEA provide venues for their member organisations to discuss science policy developments, devise common and/or compatible policies and practices, and initiate joint activities to promote scientific excellence in their respective constituencies. ESF Member Organisation Fora and ALLEA Standing Committees and Working Groups sometimes address similar topics. Examples include the promotion of research integrity, open access to research data and publications and sound research evaluation approaches. Closer cooperation between the two organisations on these and other science policy initiatives was seen by the workshop participants as essential, not only to avoid unnecessary duplication and waste of effort but also to ensure that any outcome has the broader support of both ESF and ALLEA members. A modus operandi on how to achieve a more effective interaction between those compatible initiatives, while maintaining the distinct role of both in the European science systems, should be developed.

4. Developing coordinated approaches in promoting international scientific cooperation

In 2008, ESF launched – as part of their research conference series – the “Europe-Africa Frontier Research Conferences” aimed at profiling African excellence in basic science which has a critical role in addressing the daunting development challenges the African continent faces.

The first conference, “Infectious Diseases: From Basic to Translational Research”, to be held in 2009, has been strongly supported by a number of European Academies (as well as other research organisations) and organised in partnership with the Network of African Academies of Sciences. This cooperation is partly based on a recently-signed Memorandum of Understanding between ALLEA and the Network of African Academies to enhance their cooperation and promote effective collaboration between African and European research.

The workshop called for the efforts in promoting international cooperation of both organisations and those of the membership they represent to be coordinated and jointly developed in such a way that the European side presents a coherent vision in this dialogue.

5. Harnessing the intellectual force of academies as a resource for ESF activities



It was stressed by several speakers that - irrespective of their financial endowment – all academies have as their most important resource their members. Those outstanding researchers, who are recognised by their peers as such and bestowed the honour of membership, are invaluable for ESF scientific and advisory activities.

Ways should be found to involve them for example in Forward Look exercises or in quality assurance and scientific steering of a variety of other ESF activities.

ESF and ALLEA should explore the possibility to develop or make better use of existing databases and / or other web-based tools such as Current Research Information Systems (CRIS) to enable both organisations to tap into this invaluable resource of the academies: their members.

Appendices

4.1 Workshop Programme

 <p>EUROPEAN SCIENCE FOUNDATION <small>SETTING SCIENCE AGENDAS FOR EUROPE</small></p>	<p>Strengthening the role of Academies in ESF An ESF–ALLEA High Level Workshop on ESF and the Academies Brussels, ESF Brussels Office, 7 March 2008</p>	
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The overall **aim** of the workshop is to continue the dialogue between ESF and its member organisations which are learned societies about current and future collaborative efforts.

The objectives of the workshop are:

- To present and discuss the results of the joint ESF / ALLEA consultation exercise.
- To present the new approach to ESF Forward Looks and potential role of the academies.
- To present and discuss current involvement of the academies in ESF activities and explore areas of and generate ideas for potential collaborative initiatives.

Chairs

The workshop will be chaired by: Professor Ian Halliday, ESF President, Professor Jüri Engelbrecht, ALLEA President

Leading questions of the workshop

- What are your major strategic concerns that would benefit support or input from ESF?
- What do you see as the main contribution your Academy could make to ESF's activities?
- What should change in order to make the interaction more productive/effective?

Agenda

Thursday 6 march 2008	
20.00	Dinner hosted by ESF
Friday 7 march 2008	
09.00 - 09.15	Welcoming address and opening of the Workshop (Chairs)
Session 1: ESF and the Academy: the current status Chair : Ian Halliday	
09.15 - 09.45	Concept of ESF membership diversity – Marja Makarow
09.45 - 10.15	Results of the ESF/ ALLEA Joint Consultation – Jüri Engelbrecht
10.15 - 10.45	<i>Coffee break</i>
Session 2: Strengthening the Role of Academies in ESF: identifying potentials and making concrete steps Chair: Jüri Engelbrecht	
10.45 - 11.15	Opportunities for a Stronger Role of the Academies in ESF – John Marks
11.15 - 11.40	Strengthening the Role of Academies in ESF: the perspective of the Delegation of the Finnish Academies of Science and Letters – Jussi Nuorteva
11.40 - 12.00	Academy of Sciences of Lisbon in the ESF-ALLEA Context – Armando Pombeiro
12.00 - 12.30	Czech Academy of Sciences: The Role of Non-university Research Institutions in ERA – Václav Pačes
12.30 - 13.30	<i>Lunch</i>
13.30 - 13.50	Multiple Roles of the Austrian Academy of Sciences – Peter Schuster
13.50 - 15.45	Discussion on potential topics for joint activities facilitated by ESF and ALLEA Facilitator: Rob Kaptein (Royal Netherlands Academy of Arts and Sciences, KNAW)
15.45 - 16.00	Summary and conclusions
16.00	Adjournment

Organising Team:

Alexis-Michel Mugabushaka
Isabelle Vonesch

Appendices

4.2 List of Participants

Country	Organisation	Name
Austria	Austrian Academy of Sciences	Professor Peter Schuster
Bulgaria	Bulgarian Academy of Sciences	Professor Anguel Baltov
Czech Republic	Academy of Sciences of the Czech Republic	Professor Václav Pačes
Denmark	The Royal Danish Academy of Sciences and Letters	Professor Gretty Mirdal
Finland	Delegation of the Finnish Academies of Science and Letters	Professor Jussi Nuorteva
Finland	Delegation of the Finnish Academies of Science and Letters	Professor Olavi Nevanlinna
Ireland	Royal Irish Academy	Professor John Corish
Netherlands	ALLEA	Professor Jüri Engelbrecht
Netherlands	Foreign Secretary of the KNAW	Professor Rob Kaptein
Netherlands	Royal Netherlands Academy of Arts and Science	Ms. Linda Johnson
Netherlands	Royal Netherlands Academy of Arts and Science	Dr. Emil Broesterhuizen
Norway	Norwegian Academy of Science and Letters	Professor Ole Didrik Laerum
Poland	Polish Academy of Science Professor	Janusz Jurczak
Portugal	Academy of Sciences of Lisbon	Professor Armando Pombeiro
Slovakia	Slovak Academy of Sciences	Professor Fedor Čiampor
Switzerland	Council of the Swiss Scientific Academies	Professor René Dändliker
United Kingdom	The British Academy	Dr. Robin Jackson
United Kingdom	The British Academy and ALLEA	Professor Nicholas Mann
ESF	ESF	Professor Ian Halliday
ESF	ESF	Professor Marja Makarow
ESF	ESF	Dr. John Marks
ESF	ESF	Dr. Nina Kancewicz-Hoffman
ESF	ESF	Dr. Rüdiger Klein
ESF	ESF	Ms. Isabelle Vonesch

4.3 ESF/ALLEA Consultation on the Role of the Academies in ESF

A letter was sent on 24 May 2007 to the academies by the ALLEA President and the ESF Chief Executive, inviting academy members of ESF to provide their view (and expectations) on the role of academies in ESF and the role that ESF could play for the academies.

The letter was sent to all 19 organisations which are members of ESF and members of ALLEA.

On 19 July 2007, a reminder was sent to ESF contact persons in those organisations and on 14 November, those who had not yet replied were contacted by phone. As of 20 February 2008, ten academies had replied to the letter. Table 1 below provides an overview of organisations invited to provide their views and those which replied.

Table 1: Overview of organisations contacted in the consultation and the replies

		Organisations	Reply
1	AT	Austrian Academy of Sciences	●
2	BG	Bulgarian Academy of Sciences	
3	HR	Croatian Academy of Sciences and Arts	●
4	CZ	Academy of Sciences of the Czech Republic	●
5	DK	Royal Danish Academy of Sciences and Letters	
6	EE	Estonian Academy of Sciences	●
7	FI	Delegation of the Finnish Academies of Science and Letters	●
8	DE	Union of German Academies of Sciences	
9	HU	Hungarian Academy of Sciences	●
10	NL	Royal Netherlands Academy of Arts and Sciences	●
11	NO	Norwegian Academy of Science and Letters	●
12	PL	Polish Academy of Sciences	●
13	PT	Academy of Sciences of Lisbon	
14	SK	Slovak Academy of Sciences*	●
15	SL	Slovenian Academy of Sciences and Arts	
16	SE	Royal Swedish Academy of Sciences	●
17	SE	Royal Swedish Academy of Letters, History and Antiquities	●
18	CH	Council of the Swiss Scientific Academies	
19	UK	British Academy	

* Slovak Academy of Sciences replied that it is a research performing organisation like Max Planck, CNRS. And "does not belong to the type of academies" which are Learned Societies.

In the following extracts of the replies of the academies, questions addressed to them are provided.

Extracts from the replies

In general there was strong support for the consultation exercise and most respondents used the opportunity to welcome the open and constructive discussion on the role of the academies in ESF.

“(Our Academy) appreciates the attempts of ESF to strengthen interaction with the Member Organisations, in particular with the Academies.”
“Role of Academies has already been reinforced as a result of ESF’s more inclusive policy with regards to membership” (and) “The decision to give a stronger role to the Academies was welcomed with pleasure.”

“We also feel the necessity to reexamine the role academies should play in ESF and the specific values of academies that could be beneficial to ESF, or international organisations in general.”

The Slovak Academy of Sciences and the Academy of Sciences of the Czech Republic pointed out that they are not “Learned Societies” but rather run several research institutes. They said they are more comparable to CNRS or Max Planck Society.

The Czech Academy suggested that the “Learned Society of the Czech Republic” may replace the Academy of Sciences of the Czech Republic in ALLEA.

1. ESF “ownership”

- *“Academies (...) feel that they occupy a secondary position with ESF (...) the fact that there are only two representatives of the Academies in the Governing Council is an example illustrating the secondary character of the position of the academies.”*
- *“The (...) Academy does not feel very much to be an owner of ESF. We have the impression that the strategy of ESF is moving too much towards the direction of being an umbrella organisation for national funding agencies.”*
- *“Most academies in Europe are not funding organisations (or have a marginal role as funding organisations) and that is a fact that weakens their role as member organisations in comparison with members that fund research and can financially contribute to the various cooperative programmes and networks of ESF.”*

- *“Up until now we have not had the feeling of being “an owner of the ESF”.*
- *“Yes and no (we feel as “owner of ESF”). I and my academy are over all favourable of the role ESF is playing in European science but we do not feel that we can influence very much (or need to influence very much). We participate in preparatory meetings at the national level before general assemblies but that is about all.”*
- *“The (...) Academy does not feel to be true owner of ESF, but rather an important contributor.”*
- *“The (...) Academy does not feel an ‘owner’ of the ESF. We are rather partners by contributing to various ESF projects.”*
- *“It is a complicated question, the relationship is sometimes formal but some participants of the à-la-carte programmes have emphasised clear views that they are “owners” of their programme. In general terms it seems that the main feeling is “participation” and not “ownership”.*
- *“We believe that MOs can feel as “the owners” of ESF. The influence of any of particular MO on most of ESF actions primarily depends on the initiative and activity of MO’s representatives.”*

2. Are you satisfied with the activities, instruments and the strategy of the ESF?

- *“Generally the (...) Academy is satisfied with the activities, instruments and strategy of the ESF. However, we would like to stress certain problems. The transition countries (are in a) long process (of catching up): the question is: are there some shorter ways to overcome the existing gaps between the developed countries and developing ones, or this gap will become wider and wider. These countries do not require special treatment, but believe ESF (can) help in achieving this.”*
- *“We fully agree with the basic principles that ESF has set as objectives: promote high quality science at a European level, facilitate cross border cooperation and collaboration with top-down and bottom-up approaches, flexibility, openness etc... However, our feeling is that during the implementation of the activities over the last years ESF is more and more acting in a way like a self-propelling funding agency, but without its proper funding resources. The majority of the present procedures of ESF actions also follows the internal logic of funding agency mechanisms- calls for proposals, rather long and heavy evaluation and selection*

procedures, written procedures, safety guarantees etc. Flexibility seems to have been sacrificed for quality and for the safe execution of projects. ESF should also be more careful in increasing its research staff and examine to possibility of decentralised project management approaches as well."

- *"Yes, I feel that ESF over all is developing in the right direction."*
- *"From our limited experience, we cannot judge with any seriousness the activities, instruments and strategy of ESF."*
- *"At the moment, we feel that the services rendered to our Academy are not satisfying enough. We believe there is room for improvement."*
- *"In our opinion, the role of ESF is to promote contacts between scientists related to specific programmes of common interest. However, the role of the ESF should not be combined with the role of the ERC, which is a completely different instrument."*
- *"A successful implementation of ESF strategy will primarily depend on the future relations between ESF and ERC within ERA. In principle the scope of activities of ESF and ERC are clearly defined and fairly easy to distinct. In practice, however, there is a "shadow area" where both organisations can either duplicate their efforts or even compete. EURYI history is a case in point. From the standpoint of an average member of European research community distinction between ESF instruments currently available seems confusing. This is because the information on the instruments is not well structured. For example, there is no clear distinction between the instruments available to individual researchers (or groups of researchers) directly through ESF and those, which require the involvement of MOs."*

3. What has been the most important event of your collaboration with ESF?

- *"We feel that collaboration with the ESF was of utmost importance during the long procedure of full reintegration of scientific community (of new member states) into the European scenery, but cooperation has considerably lost from its momentum in the past years. A major reason for this is the scarcity of free or relatively easily mobilisable funds for project-type cooperation like EUROCORES."*

- *"The members of (our) Academy as well as heads of our administrative units are taking part in ESF Standing Committees, Stakeholders Meetings and Member Fora. These working contacts seem to be very fruitful."*
- *"We would say that the most important event is the interest to participate in the EUROCORES programmes."*
- *"The establishment of the European Research Council."*
- *"Our participation in some of the research projects as the ones now in progress about the Northern Scandinavia (note: this is the APEX Project on Arctic Palaeoclimate and its Extremes)."*
- *"To participate in ESF General Assembly and express our views on the role of ESF and the structure of ESF."*
- *"The Africa-Europe conference."*
- *"There is no single most important event; we are happy with participation in several Research Networking Programmes, Member Organisations Fora, conferences etc.."*
- *"Joining the first EUROCORES (OMLL) and recently joining the Marine Board."*
- *"As the most important event we find two mathematical conferences organised in Poland within ESF Research Conferences scheme. We are also pleased with an increasing visibility and significance of Exploratory Workshops for the research community."*

4. What significant role could your academy/academies play in the wider activities of ESF and what would be the added value? and

5. Should the visibility of the academies and ESF be enhanced? If yes how?

- *"The National Academy should, in a certain sense, be the guarantor of the excellence of the proposed projects and in that way to contribute to the integration of scientists (from our country) into the European and global scientific system."*
- *"The National Academy can be the authentic and independent adviser in all-scientific issues."*

Appendices

- *"We think that the Scientific Advisory Board or an ad hoc subcommittee could possibly be the best brain-storming forum for discussions concerning" (the issue of the role of the academies in ESF).*
 - *"Another way of increasing the visibility of academies would be to launch international symposia or other similar events concentrating on activities of academies, which also could promote that academies play a more pro-active role and have more initiatives. As a positive example, we could cite ALLEA's recent conference "Emerging Regional Co-operation – Southeast European Academies of Sciences and Humanities in the ERA". Academies would certainly welcome also content-oriented, thematic activities of this type."*
 - *"We believe that the members of the Academies can give a wider scope to the work of ESF when giving their expertise for the work. For example there is a growing competition on senior reviewers and evaluators of scientific projects and initiatives, not only in Europe, but also in international science."*
 - *"We see our most important role as a provider of names of qualified scientists who can participate in all scientific levels within the instruments of ESF. We would like to see Academy as responsible for the human capital and the research council as the granting agent. The division of responsibility should be better reflected in the future organisation of ESF."*
 - *(to enhance visibility can be achieved) "perhaps by making everybody aware of who represents the Academies in the various committees."*
 - *"Depending on the evolution of ESF, our academy could play a more significant role in the ESF. The added value of the influence from the Academies could be their concentration on basic research and their political and financial independence (which apply at least to our Academy)."*
 - *"The visibility of the academies in the ESF should be much stronger, if they are to be engaged. It could be done by giving them more influence in the governing bodies, by fixed number of representatives in these bodies, for example."*
 - *"Our academy, like other academies, could function as an advisory body, a science think tank, for ESF activities. However (our academy) has also research performing organisations, so we could participate in research funding programmes as well."*
 - *"The visibility and prominence of academies in the ESF should clearly be enhanced. For instance, the role of the Academies in the Forward Looks activities could be made more visible."*
 - *"We could offer a congress facility which can be used in future ESF conferences."*
 - *"The visibility of Academies can be enhanced through their participation in specific ESF programmes."*
 - *"More cooperation while added value is to enlarge research community. This is important for a small country with limited capacity. The visibility should be enhanced. Certain activities of the ESF in the past which have stressed the leading role of the Research Councils have influenced the attitude towards Academies and the forthcoming ESF/ ALLEA meeting could give a new impetus to a balanced situation."*
 - *"Future involvement of MOs in widening of ESF activities will strongly depend on the attractiveness of ESF vs. ERC."*
- There is no need for an increased visibility of the MOs. There is rather an urgent need to increase ESF visibility within research community. It still seems unsatisfactory."*

6. How could ESF play a more important role for your academy?

- *"By stimulating joint projects; networks."*
- *"ESF can help the transition countries" (to fully integrate in the European Research Community).*
- *"I can see new emerging fields where at least some academies probably are better organised than research councils to play a role and this is on issues when science is put in the broader context of the society on various policy issues such as energy, health etc. Also, with the growing importance of global issues, academies seem to be more engaged in international collaborative programmes than are the national funding organisations in Europe. With a development towards more global issues and towards a discussion of science in policy I think that academies, or cooperative academy organisations like ALLEA, could become more involved in the work of ESF. This is of course all dependent of the role ESF wants to play in the future."*
- *"ESF could put strong focus on following issues as they are not adequately addressed in "every day life" of the scientific community:*

- enforcing general solutions for IPR and patents regulations
- working on research quality assessment,
- meeting the challenges of interdisciplinary and transdisciplinary research
- attracting the best and most talented (young) people and
- Fostering the communication between the scientific and political community in the member states.”
- “I feel that with the new instruments like Member Organisation Fora and activities like Forward Looks, (the Academies) may be able to find a more active role.”
- “Our academy concentrates on Humanities and Social Sciences. As these research domains are comparatively weak in the European research area, we would like ESF to do more in those areas but not by ignoring other areas but always remembering and seeing the possibilities of Humanities and Social Sciences in the different programmes.”
- (Following) “proposals would make our membership of ESF worthwhile
- The impact and values for the academies and other members organisations of ESF Forward Looks (FL) processes and outcomes
- A general strategy of how to enhance European scientific Excellence, based on the needs of European Science across all fields, focusing on European strengths
- A practical contribution to the issue of integrity in science
- Communication from ESF about its activities.”
- “It cannot be doubted that it is due time for institutions like ESF, ALLEA or EASAC on a European Level and the respective national Academies on a national level to stimulate discussion on the agenda for Europe beyond 2013 by calling attention to political, economical and cultural priorities.”
- “Promotion of contacts and collaboration with help to produce important scientific contributions which are significant in the evaluation process of the Academy (N.B: which has several research institutes).”
- “ESF already offers a wealth of networking opportunities not fully utilised by research communities of new EU member countries. We believe that ESF should initiate a special action to increase its activity within these countries.”

7. Should academies be more pro-active in mixed “umbrella-type” organisations such as ESF, ICSU...

8. Would you like ALLEA to be more pro-active on behalf of ESF member academies?

- (Our) “Academy absolutely pledges for greater pro-activity of ALLEA on behalf of the ESF (and) tighter cooperation and the common view of the ESF and ALLEA about the strategic goals are of the outstanding meaning for the ERA as the first step to the GLOREA.”
- “We feel that it would be natural, if ALLEA would be the body that unifies the Academies in the ESF. Strengthening the role of ALLEA not only strengthens the role of Academies in the ESF, but gives also the Academies a more prominent voice in the field of international science at large. Also ESF would benefit from more coordinated input of the Academies.”
- (Our Academy) “supports a closer relationship between ALLEA, as a central representative of the European Academies, and the ESF. The role of ALLEA could even be made part of the structure and constitution of the ESF. (Our Academy) welcomes the initiative to further discussion with the ESF and is ready to give its contribution to this.”
- “One way for academies to have an influence would therefore be through organisations like ALLEA that may be able to organise academies to influence and maybe now and then take the lead on the discussion on policy and strategy issues (...). With a development towards more global issues and towards a discussion of science in policy I think that academies, or cooperative academy organisations like ALLEA, could become more involved in the work of ESF.”
- “If the platform is given to the Academies, they could be pro-active, but preferably by the way of ALLEA for example. (...) Yes we would like ALLEA to have a greater influence within the ESF.”
- “In general we recognise the value of “umbrella-type” organisations; however, our academy will in each case consider whether our activities would fit within the policy and strategy of such an organisation before deciding to cooperate (...) The role of ALLEA in formulating and implementing the S&T policy advisory role of the ESF is at the present not very clear. ALLEA needs a practical strategy in order to play such a role effectively.

Further we feel that the cooperation between ESF and ALLEA could be strengthened. One could think about ESF organising events at the request of ALLEA and with co-sponsorship by ALLEA.

- *“Yes academies should be actively involved in scientific policy-making organisations and fora as ESF, ICSU, etc..”*
- *“ALLEA is an excellent forum which should represent opinions of member Academies and Learned Societies.”*
- *“Academies should be more pro-active, ALLEA keeps this line (see recent ALLEA statements). The enhanced cooperation is may be more important for smaller academies.”*
- *“In our opinion this issue requires in-depth discussion.”*

9. Any ideas concerning the ESF in general?

- *“Our Academy wants the ESF to strongly argue for basic research in all areas. Up until now, basic research in the Humanities and Social Sciences has been almost neglected within the European research system. This has changed somewhat with the new framework programme, but the bias is still evident. For this reason, it is important that the ESF sees its responsibility to support all domains. If we in our academy notice a move in this direction and also get some concrete evidence, we will certainly feel that we are “an owner” of the ESF.”*

- *“We believe that ESF makes important contributions, but it might develop more impact on the development of science and science policy at the European level. ESF is well placed to mobilise European Science in order to feed bodies like the European Commission and ERC with the insights and strategies. That could ask for a more rigorous approach for Forward Looks and possibly a certain coupling between these and the funding instruments of ESF, however modest they may be.”*
- *“We are very pleased with the activities of ESF and the idea of “bottom-up” scientific projects.”*
- *“ESF should continue its activities which complements and supplement those of others such as ALLEA, EASAC and ICSU.”*
- *“ESF Strategic Plan must be implemented.”*
- *“Again, the most important future challenge will be to re-define ESF in the context of an increasing significance of ERC.”*

