



# DG Research and Innovation

## Researchers' Report 2014

*Annexes III, IV and V*



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## Annex III: Measures supporting women in top-level positions

The table below provides an overview of the countries' measures to support women in the research profession. The information is based on the 2012 and 2013 reporting exercise with the participating countries within the scope of this study. An update of information was not available this year for Bulgaria, Portugal, the Slovak Republic nor for Iceland, Israel and Liechtenstein. There were no measures reported for Turkey.

Table 1: Measures supporting women in the research profession –overview

Country	Measures explicitly to improve research funding	Appointment/promotion to decision-making posts at a later stage of researcher career				General support by national authorities for the principle of gender balance
		Gender parity on boards, targets & quotas	Work-life balance	Training/support for high-level positions	Transparency in appointment procedures & results	
AUSTRIA	<ul style="list-style-type: none"> <li>– Talents programme of the Ministry of Transport, Innovation and Technology, administered by the Austrian Research Promotion Agency (FFG);</li> <li>– Career Development Programme for Female Researchers: the <i>Schrodinger</i> Programme of the Austrian Science Fund (FWF) offers to extremely well qualified female scientists the chance of two-stage funding for a total of six years;</li> <li>– L'Oréal Austria (Fellowships in Basic Research for Young Female Scientists): a short term fellowship programme (6-12 months);</li> <li>– <i>Käthe Leichter</i> Awards &amp; Government prize;</li> <li>– Industrial PhD Programme of the National Foundation for Research, Technology</li> </ul>	<ul style="list-style-type: none"> <li>– At least 40% of the staff of universities and members of university boards must be women;</li> <li>– Initiative to raise the proportion of women in highly skilled positions in research, technology and innovation (RTD field), Ministry of Transport, Innovation and Technology (BMVIT);</li> <li>– The Austrian Science Fund (FWF) has introduced a target quota of 30% of female researchers in the total number of applicants for the Special Research Programme and the Doctoral Programme so as to encourage the participation of female researchers within the excellence programmes. Should the quota not be</li> </ul>	<ul style="list-style-type: none"> <li>– University Performance Agreements 2013-2015 with Universities.</li> </ul>	<ul style="list-style-type: none"> <li>– Task Force Gender &amp; Diversity: coaching prospective women heads of universities;</li> <li>– Media training;</li> <li>– Training of members of university boards (ongoing) by the Ministry of Science, Research and Economy;</li> <li>– <i>w-fORTE – Wissenschaft(f) Erkenntnis</i> – knowledge creates insights (including <i>w-ffORTE – Laura Bassi Centres of Expertise</i> and <i>w-fORTE – In focus: Career</i>).</li> </ul>		<ul style="list-style-type: none"> <li>– <i>Gabriele Possanner-Staatspreis- Gabriele Possanner-Förderungspreise</i>: Every two years the Austrian Federal Ministry of Science, Research and Economy honours scientific achievements for the promotion of gender;</li> <li>– Performance Agreement with the Austrian Academy of Sciences, including a Gender Equality Action Plan.</li> </ul>

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	and Development: to support highly qualified women in working in applied research.	<ul style="list-style-type: none"> <li>reached, the FWF asks for further explanations;</li> <li>Representation of women on Universities of Applied Science (UAS) panels: new legal regulations for Universities of Applied Science to provide for a 45% quota for women on academic panels.</li> </ul>				
<b>BELGIUM</b>		<ul style="list-style-type: none"> <li>The Flemish Government Act of 13.07.2007 includes provisions aimed at safeguarding gender balance in advisory bodies and steering committees. For instance, in the Agency for Innovation by Science and Technology, 30% of the internal scientific advisors are women.</li> </ul>				<ul style="list-style-type: none"> <li>Federal Ministry for the Interior and Equal Opportunities;</li> <li>Centre for Equal Opportunities and Opposition to Racism;</li> <li>Federal Public Service for Diversity and Equal Opportunities;</li> <li>New legislation on research funding through the special research funds (valid from 1 January 2013) pays considerable attention to gender balance in universities;</li> <li>All Flemish universities have action plans on gender equality in the research profession. These were drawn up in collaboration with the Flemish Interuniversity Council. They will start the implementation of these plans in 2014;</li> </ul>

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						<ul style="list-style-type: none"> <li>- In early 2014, the Wallonia-Brussels Federation allocated a EUR 150 000 budget to finance a "Gender contact person" (<i>personne de contact genre</i>) in each university of the Wallonia-Brussels Federation. They will be in charge of gender matters within their university. Their first mission will be to write an annual report on gender balance;</li> <li>- Women and Sciences standing working group of the Wallonia-Brussels Federation;</li> <li>- Walloon Government's Roadmap on equal opportunities;</li> <li>- Wallonia-Brussels Partnership: finance for associations aiming at equality between men and women in the area of research (action 17) and incorporation of gender issues into course programmes and its visibility as a research discipline (action 18).</li> </ul>
BOSNIA AND HERZEGOVINA						<ul style="list-style-type: none"> <li>- Data on Research and Development (R&amp;D) in the Republic of Srpska are collected regularly from economic entities, higher</li> </ul>

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						education institutions, the state and non-profit organisations, and reported by gender in an annual report (the Statistical Bulletin).
CROATIA						<ul style="list-style-type: none"> <li>– Yearly awards for Women in Science to raise awareness of excellent young women scientists and reward them for their contribution (Ministry of Culture and L'Oréal Adria);</li> <li>– Constitution (articles 14 and 15);</li> <li>– Act on Scientific Activity and Higher Education;</li> <li>– Labour Act;</li> <li>– Gender Equality Act;</li> <li>– Act on Prohibition of Discrimination;</li> <li>– National Policy for Gender Equality 2011-2015.</li> </ul>
CYPRUS	<ul style="list-style-type: none"> <li>– All proposals for grants undergo a preliminary check before their scientific evaluation, and one of the criteria is whether beneficiaries commit themselves to observe national and EU legislation on the environment, gender equality, non-discrimination, employment and provision of information/publicity;</li> </ul>					

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	<ul style="list-style-type: none"> <li>– In the proposal submission forms, the host organisation’s legal representative must sign a Declaration which includes the statement that “in case of funding of the present project, all participating organisations undertake the responsibility to adhere to the national legislation and EU rules on gender equality and avoidance of discrimination”;</li> <li>– During the scientific evaluation of the proposal, evaluators are urged under the criterion “Added Value and Benefit”, to take into consideration the degree of positive contribution to gender equality, non-discrimination and the enhancement of conditions for environmental sustainability (where applicable).</li> </ul>					
<b>CZECH REPUBLIC</b>			<ul style="list-style-type: none"> <li>– On 31 January 2013 the Senate of the Parliament of the Czech Republic adopted an amendment to the Higher Education Act No. 111/1998 Coll., which strives to</li> </ul>	<ul style="list-style-type: none"> <li>– <i>Milada Paulova</i> Award for lifelong achievement in science for women researchers.</li> </ul>		<ul style="list-style-type: none"> <li>– In 2011, the Ministry of Education, Youth and Sports established a Working Group of the ERA Committee to Support Development of Human Resources and Gender Equality in Research and Development, which replaced the Working</li> </ul>

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			improve the conditions of women who decide to have a child during their studies. On 15 February 2013, the President of the Republic signed the bill into law.			<ul style="list-style-type: none"> <li>Group on Women and Science;</li> <li>– Government Council for Equal Opportunities for Women and Men;</li> <li>– Ministry of Education, Youth and Sports' annual plan for incorporating the gender equality dimension in curricula, textbooks and methodology materials at all school levels;</li> <li>– In September 2013, the Ministry adopted a document on the State of Gender Equality and a Proposal of a Mid-Term Strategic Plan in the Field of Gender Equality within the remit of the Ministry of Education, Youth and Sports.</li> </ul>
DENMARK	<ul style="list-style-type: none"> <li>– Female Research Leaders instrument (2008-2009) targeted women at minimum associate professor level.</li> </ul>	<ul style="list-style-type: none"> <li>– In December 2012, the equality legislation was amended in order to address the issue of gender imbalance on corporate boards. One bill, under the responsibility of the Ministry of Business and Growth, states that the 1 100 largest companies must each set realistic and ambitious targets for the underrepresented gender on boards. A</li> </ul>				<ul style="list-style-type: none"> <li>– 'Female research talents – the unused reserve of Danish research' includes best practice examples on recruitment and retention of female talents. It was published by the Minister of Science. Subsequently, the Danish Agency for Higher Education noticed an increase in the number of initiatives on equal opportunities at Danish universities;</li> </ul>



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		<p>second amendment, under the responsibility of the Ministry for Gender Equality and Ecclesiastical Affairs, aims to ensure a more equitable distribution of women and men on state enterprise boards. This bill requires all state institutions (which includes universities) and companies to set targets for the number of the underrepresented gender on their boards and other collective management bodies.</p>				<ul style="list-style-type: none"> <li>– Equality Policy in 2013 to promote equal possibilities for female and male researchers to advance in a university career, adopted by the Danish Council for Independent Research;</li> <li>– YDUN – Younger women Devoted to a UNIVERSITY career: aims to encourage more women to become research leaders in order to strengthen talent utilisation in Danish research by promoting a more balanced gender composition;</li> <li>– The Act on Gender Equality (2000/2007) foresees benchmarks initiatives in all public institutions every second year;</li> <li>– Law on Equal Treatment of Men and Women: public committees, commissions and university boards should, if they are set up by a Minister to prepare the establishment of rules or planning of societal importance, be staffed by an equal mix of men and women.</li> </ul>
<b>ESTONIA</b>		<ul style="list-style-type: none"> <li>– Estonia has been participating since 2013</li> </ul>			<ul style="list-style-type: none"> <li>– Monitoring gender balance and equal opportunities in</li> </ul>	<ul style="list-style-type: none"> <li>– The Gender Equality Act;</li> <li>– Constitution of the Republic of Estonia</li> </ul>

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		in the COST Gender STE project.			recruitment to research positions, in grant allocations and decision-making bodies is one of the priorities in the new RD&I Strategy 2014-2020.	(Chapter II Fundamental Rights, Freedoms and Duties, § 12).
FINLAND		<ul style="list-style-type: none"> <li>Equality Act: quotas in national and municipal bodies.</li> </ul>			<ul style="list-style-type: none"> <li>The Academy of Finland (and the Finnish Research Councils) promote equality through an Equality Plan which is applied to people working on Academy funding, to Academy research post holders (Academy Professors and Academy Research Fellows) and to the staff at the Academy's Administration Office.</li> </ul>	<ul style="list-style-type: none"> <li>Constitution on matters of equality between women and men;</li> <li>Ombudsman for Equality;</li> <li>Equality Board;</li> <li>The Action Plan for Gender Equality 2012-2015 (priority areas include gender equality legislation, working life and reconciliation of work and family life, decision-making and promotion of women's careers and gender equality in education and research).</li> </ul>
FRANCE		<ul style="list-style-type: none"> <li>The Paris Diderot University's Gender Action Plan (2011): representation of women of 40%;</li> <li>Quotas are introduced in articles 52, 55 and 56 of a Law of March 12, 2012, relating to various</li> </ul>	<ul style="list-style-type: none"> <li>Dual Career Network assists spouses with a university degree or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>CNRS organises a series of awareness and capacity-building workshops on gender equality. It targets are Human Resources and Communication Officers as well as research institutes'</li> </ul>	<ul style="list-style-type: none"> <li>Agreement on Professional Equality between Men and Women to promote attractive employment conditions and ensure gender</li> </ul>	<ul style="list-style-type: none"> <li>The Ministry for Higher Education and Research's Office dedicated to equality in science and technology;</li> <li>The National Centre for Scientific Research Office fosters gender equality within the organisation</li> </ul>

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		<p>aspects of the civil service, including the fight against discrimination;</p> <ul style="list-style-type: none"> <li>- The Act of 22 July 2013 on higher education and research makes it compulsory for HEIs to have a structural equal opportunities programme. Gender balance is a prerequisite of nominations to the governance entities and of election lists in HEI's, and a number of government bodies in the fields of education and research.</li> </ul>		<p>administrative directors, regional delegates and central department managers;</p> <ul style="list-style-type: none"> <li>- INTEGER project on improving the career paths of women researchers;</li> <li>- IFREMER uses its internal communication schemes to target women and inform them about the possibilities offered to them to pursue higher-level positions.</li> </ul>	<p>balance in recruitment, promotion, and other committees.</p>	<p>and promotes full participation of women in scientific research;</p> <ul style="list-style-type: none"> <li>- The Paris Diderot University's Equality Centre to promote and favour gender equality by organising training and awareness-raising actions (informing students and academics);</li> <li>- Charter for Equality between men and Women endorsed by the Conference of Schools in Higher Education;</li> <li>- The CNRS each year publishes an inventory of the situation in relation to equality between men and women in R&amp;D;</li> <li>- The Paris Diderot University has published a report on gender statistics in permanent positions over the period 2000-09;</li> <li>- The University of Strasbourg has created a standing conference of equality and diversity officers in higher education and research;</li> <li>- National Gender Action Plan and Charter for Equality of the Ministry of Higher Education and Research (2013);</li> </ul>

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						<ul style="list-style-type: none"> <li>– The Ministry of Higher Education and Research published a roadmap in 2014 identifying a series of actions to be taken to implement these objectives, and provided training on gender issues, fight gender stereotyping and violence against women, and improve women’s career opportunities;</li> <li>– <i>Infinités Plurielles: 140 scientifiques vous parlent de science</i>: exhibition of photos of 140 women scientists from a range of disciplines and universities.</li> </ul>
FORMER YUGOSLAV REPUBLIC OF MACEDONIA						<ul style="list-style-type: none"> <li>– Under the Strategy for Gender Equality 2013-2020, specific strategic goal no. 24 established a pilot gender equality educational programme;</li> <li>– In higher education, gender equality has been introduced as a specific subject at the Pedagogical Faculty and at the Institute for Social Work. It is expect that this will result in the promotion of the principle of gender equality in both higher education and scientific research.</li> </ul>

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GERMANY	<ul style="list-style-type: none"> <li>– W2/W3 Programme for outstanding women researchers (HGF);</li> <li>– TALENTA (<i>Fraunhofer</i>), a support and development programme, aims at female scientists and female graduates at Fraunhofer. For two years, participants get support for their own career development;</li> <li>– Funding line “Promoting women for academic leadership positions” (WGL);</li> <li>– Helmholtz Postdoc-Programme (HGF): to grant at least 50 per cent of the positions in this programme to women.</li> </ul>	<ul style="list-style-type: none"> <li>– Cascade model (<i>Kaskadenmodell</i>) to increase the ratio of female scientists at a certain level of qualifications to the ratio in the qualification level directly below, taking into account field-specific potential and fluctuations of personnel within the organisation based on realistic but ambitious transition times.</li> </ul>		<ul style="list-style-type: none"> <li>– Female Professors Programme promoting outstanding women researchers;</li> <li>– Examples from the <i>Länder</i>: the Margarete von Wrangell Postdoctoral Training Programme for Women, the Mathilde Planck Lectureship Programme, the Brigitte Schlieben-Lange Programme and the Mentoring and Training Programme (<i>Baden-Württemberg</i>), the Saarland University (UdS) Excellence Programme for Female Researchers, as well as measures in Bavaria, Bayern, Hesse and North Rhine-Westphalia;</li> <li>– Examples from German Universities: <ul style="list-style-type: none"> <li>a) TANDEMplus programme: mentoring programme for women Ph.D. students at the final stage of their doctoral thesis as well as women post-docs</li> </ul> </li> </ul>		

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				<p>from natural science or engineering who are striving for a leading position in academia or economy;</p> <p>b) IFS-Mentoring (University of Cologne);</p> <ul style="list-style-type: none"> <li>– Pact for Research and Innovation: four German science organisations (FhG, MPG, HGF and WGL) have agreed to capitalise better on women’s scientific potential (including in positions of responsibility);</li> <li>– Taking the Lead Mentoring Programme aiming to prepare motivated candidates to work in high-level (management) positions;</li> <li>– Mentoring Programme for women researchers in Leibniz Institutions.</li> </ul>		
GREECE		<ul style="list-style-type: none"> <li>– The Greek Government encourages gender equality in the research profession by guaranteeing female representation in all top-level positions and</li> </ul>				<ul style="list-style-type: none"> <li>– Law 1514/85: Development of Scientific and Technological Research.</li> </ul>

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		decision-making bodies in a ratio of at least to one-third (1/3) (based on Article 16 of the Greek Constitution).				
HUNGARY		<ul style="list-style-type: none"> <li>National Strategy for the Promotion of gender Equality - Guidelines and Objectives (2010-2021), the proportion of women in leading positions in both the public and private sectors should increase by one third by the end of the period, by making equal opportunities plans more pronounced.</li> </ul>				<ul style="list-style-type: none"> <li>The National Strategy for the Promotion of Gender Equality – Guidelines and Objectives 2010-2021;</li> <li>National Innovation Office – Woman in Science Association Cooperation Agreement;</li> <li>Budapest University of Technology and Economics and the Óbuda University organise information sessions on engineering and informatics science for high school girls with the aim of increasing the numbers of female students and encouraging them to study in the departments where males dominate.</li> </ul>
IRELAND	<ul style="list-style-type: none"> <li>A number of Irish organisations are partnering in FP7 projects to support women in the research profession (FESTA, GENOVATE, INTEGER, GENDER-NET);</li> <li>SFI Advance Fellowship Programme is to provide female researchers with the opportunity to remain</li> </ul>	<ul style="list-style-type: none"> <li>A general government commitment requires the institutions to increase female participation on State Boards up to 40%.</li> </ul>		<ul style="list-style-type: none"> <li>Science Foundation Ireland aims to improve the representation and career progression of women in Science, Engineering and Technology (SET) in Ireland.</li> </ul>	<ul style="list-style-type: none"> <li>From 1st May, 2014, Irish HEIs have been eligible to sign up to the Athena SWAN Charter for Women in Science and apply for individual Athena SWAN Awards, which recognise and</li> </ul>	<ul style="list-style-type: none"> <li>In 2013, the Irish Research Council launched its Gender Strategy and Action Plan 2013-2020;</li> <li>Employment Equality Act of 1998;</li> <li>Equal Status Act of 2000;</li> <li>Equality Act of 2004;</li> <li>The Irish Equality Authority has the over-arching role in promoting equality in</li> </ul>

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	in or return to high quality research, to undertake further training and to increase their employability in academic, industrial or policy roles in the SET.				celebrate good practice in recruiting, retaining and promoting women in STEMM.	the workplace, including the promotion of gender equality for researchers; <ul style="list-style-type: none"> <li>– Centre for Women in Science &amp; Engineering Research;</li> <li>– Women in Technology and Science Programme (WITS): has since 2008 aimed to facilitate and support women in returning to a career in science and technology.</li> </ul>
ITALY	<ul style="list-style-type: none"> <li>– Italian regional authorities have implemented specific measures to support women students' participation in scientific programmes in universities (mostly at bachelor level) and to support women's careers through scientific training schemes.</li> </ul>	<ul style="list-style-type: none"> <li>– Law 240/2012 calls for a representative gender balance in the 'Board of trustees' of research institutions.</li> </ul>		<ul style="list-style-type: none"> <li>– The STAGES project - Structural Transformation to Achieve Gender Equality in Science: to increase the participation and career advancement of women researchers.</li> </ul>		<ul style="list-style-type: none"> <li>– Memorandum of Understanding on gender equality in the research profession between the Ministry of Education, Universities and Research and the Department for Equal Opportunities within the Office of the President of the Council of Ministers. The Department has also participated actively in a number of EU-funded projects promoting gender equality.</li> </ul>
LATVIA	<ul style="list-style-type: none"> <li>– The activities co-funded by the ESF aim to promote gender equality in the research profession. Gender balance in proposals is considered desirable, but is not a criterion to which a score is</li> </ul>					



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	attached in the award criteria.					
LITHUANIA						<ul style="list-style-type: none"> <li>- Ministry of Education and Science adopted a Strategy (2008) for the Implementation of Equal Opportunities for Men and Women in R&amp;D;</li> <li>- A two-year Equal Opportunities in Research (LYMOS) project will develop a set of gender mainstreaming tools, create a monitoring and evaluation system dedicated to gender issues and create and test financial support measures for young female researchers in support of their return to work after maternity leave.</li> </ul>
LUXEMBOURG		<ul style="list-style-type: none"> <li>- Luxembourg has introduced a quota in the form of a requirement that a minimum of one third of the board members of public research centres be of the underrepresented sex;</li> <li>- Luxembourg is to introduce a quota in the form of a requirement that a minimum of 40% of the board members of public research centres</li> </ul>				<ul style="list-style-type: none"> <li>- Gender equality is highlighted in all performance contracts signed between the Ministry of Higher Education and Research and the University of Luxembourg or the public research centres. Gender equality has to be promoted at all stages of the research career and especially for nominations to the board of the research institutions.</li> </ul>

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		and the National Research Fund be of the underrepresented sex.				
MALTA	<ul style="list-style-type: none"> <li>Scholarship opportunities have been opened up for distance learning and part-time courses besides full-time studies. This measure was intended to help women who are still young, building a family and at the same time developing a career, not to abandon their employment or affect the mobility of the family while still have the opportunity to further their studies.</li> </ul>			<ul style="list-style-type: none"> <li>Directory of Professional Women: to identify women in various sectors who have the possibility of being appointed to serve on Boards, Committees, Representations or any other decision-making positions.</li> </ul>		<ul style="list-style-type: none"> <li>Malta's National Commission for the Promotion of Equality (NCPE) is committed to empowering more women to participate in decision-making positions;</li> <li>Chapter 456 Equality for Men and Women Act;</li> <li>National R&amp;I Strategy 2020.</li> </ul>
MONTENEGRO						<ul style="list-style-type: none"> <li>The Plan for achievement of gender equality 2013-2016 foresees policy measures to promote gender equality by engaging more women in science and to support campaigns for removing cultural and social barriers, and achieving equal opportunities in all research sectors.</li> </ul>
NETHERLANDS	<ul style="list-style-type: none"> <li>Vidi grants (for experienced researchers);</li> <li>Vici grants (for researchers of professorial quality).</li> </ul>			<ul style="list-style-type: none"> <li>Aspasia project to encourage the promotion of female academics to senior lecturer (or professorial) level.</li> </ul>		<ul style="list-style-type: none"> <li>The government is taking action to have more women in senior positions (including management) in central government. At least 30% of each gender is regarded as a best practice</li> </ul>

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						norm, but universities are autonomous in their HR policies when it comes to choosing how to customise the target in disciplines and in institutional boards.
NORWAY		<ul style="list-style-type: none"> <li>- Legislation: gender representation &gt;40% of each gender on boards and committees;</li> <li>- The Research Council has established a new initiative called Gender Balance in Senior Positions and Research Management (BALANSE) to increase the share of women in senior and leading positions in research.</li> </ul>		<ul style="list-style-type: none"> <li>- The Norwegian Government strengthened its focus on gender equality by launching a temporary incentive scheme in 2010 to encourage the institutions to appoint women to permanent academic positions (professors and associate professors) in mathematics, natural science and technology.</li> </ul>	<ul style="list-style-type: none"> <li>- The National Committee for Gender Balance in Research (KIF Committee) deals with issues promoting women's' position in research, including recruitment of women to research and top academic posts at higher education institutions;</li> <li>- Governmental research institutions and the Research Council of Norway (RCN) aim to include more women for leading researcher positions;</li> <li>- Annual prize for the institution with the best performance in gender equality.</li> </ul>	
POLAND	<ul style="list-style-type: none"> <li>- Girls of the Future - in the footsteps of <i>Maria</i></li> </ul>	<ul style="list-style-type: none"> <li>- The recently amended Law on higher education</li> </ul>	<ul style="list-style-type: none"> <li>- Parent-Bridge Research Grant:</li> </ul>			<ul style="list-style-type: none"> <li>- The Polish government is reforming the structure of</li> </ul>

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		Gender parity on boards, targets & quotas	Work-life balance	Training/support for high-level positions	Transparency in appointment procedures & results	
	<p><i>Skłodowska-Curie</i>: supports talented young female researchers and promotes their scientific achievements;</p> <ul style="list-style-type: none"> <li>– L'Oréal Polska Grants for Women in Science Awards for women PhD and post-doc students.</li> </ul>	calls for the Minister for Higher Education to ensure that at least 30% of the members of the Polish Accreditation Committee are women.	to enable the best researchers raising young children to return to advanced research work and to enable pregnant women to carry out research projects financed from external sources.			its scientific organisations, such as the State Accreditation Committee, the General Council for Science and Higher Education and the Central Commission for Degrees and Titles to guarantee that there are more women in top-level positions.
ROMANIA				<ul style="list-style-type: none"> <li>– Training of potential new entrepreneurs, especially young people and women, e.g. the START Programme for the training of young entrepreneurs, the 2005-2012 multi-annual programme for the development of entrepreneurial culture in women managers in SMEs.</li> </ul>		
SERBIA						<ul style="list-style-type: none"> <li>– The government supports advancement of women in the economy as a whole through the National Strategy for the Advancement of Women and Promoting Gender Equality adopted in 2009 and its Action Plan to implement the National Strategy for the</li> </ul>

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						Advancement of Women and Gender Equality for the Period 2010-2015 drawn up by the Ministry of Labour, Employment and Social Policy.
SLOVENIA	<ul style="list-style-type: none"> <li>– Young Researcher Programme giving priority to women.</li> </ul>	<ul style="list-style-type: none"> <li>– The Slovenian government has set national targets on the gender composition of expert bodies attached to public research institutions and agencies, requiring that those bodies be constituted in such a way that each gender represents at least at least one third of all the positions in the body (except in the case of natural sciences and technical sciences, where the ratio is one fifth). The targets were set by the Slovenian Research Agency (SRA) and are monitored by the Office of the Government of Slovenia for Equal Opportunities.</li> </ul>				<ul style="list-style-type: none"> <li>– National Committee on Women in Science: an advisory/expert body with an Annual Work Plan;</li> <li>– National Action Programme on gender equality;</li> <li>– The Research and Innovation Strategy of Slovenia 2011-2020 to strengthen the role of women in science;</li> <li>– The Slovenian Act on Equal Opportunities for Women and Men (2002) balanced representation of gender when forming/establishing different bodies.</li> </ul>
SPAIN		<ul style="list-style-type: none"> <li>– Law on Science, Technology and Innovation: gender balance is foreseen in the nomination of evaluation committees, councils and bodies;</li> </ul>				<ul style="list-style-type: none"> <li>– 2011 White Paper on the situation of women in Spanish science;</li> <li>– ‘Women and Science Unit’ of the Spanish government aims to promote gender</li> </ul>

Country	Measures explicitly to improve research funding	Appointment/promotion to decision-making posts at a later stage of researcher career				General support by national authorities for the principle of gender balance
		Gender parity on boards, targets & quotas	Work-life balance	Training/support for high-level positions	Transparency in appointment procedures & results	
		<ul style="list-style-type: none"> <li>– A 2013 ordinance implementing the State Programme of Talent Promotion and Employability in R+D+I (which is part of the State Scientific and Technological Research, and Innovation Plan) specifically mentions that evaluation panels should attempt to achieve gender balance in their composition;</li> <li>– Equality Law: gender balance is foreseen in the nomination of evaluation committees, councils and bodies.</li> </ul>				aspects in science, technology and innovation.
SWEDEN		<ul style="list-style-type: none"> <li>– In Sweden, quotas/national targets are not mandatory. However, there is an expectation that membership of boards, committees, panels etc. will be as gender-balanced as possible.</li> </ul>			<ul style="list-style-type: none"> <li>– VINNOVA the Swedish Governmental Agency for Innovation Systems, promotes gender equality in appraisal of funding and within the organisation, and gender mainstreaming within research;</li> <li>– The other financiers (Swedish Research Council, FORMAS, FORTE) have similar</li> </ul>	<ul style="list-style-type: none"> <li>– Sweden's Higher Education Act (1992: 1434) contains a paragraph stating that HEIs should always consider and promote gender equality;</li> <li>– The Swedish Higher Education Authority has the specific task of following up on how HEIs handle teacher recruitment from a gender standpoint;</li> <li>– The Swedish Council of Higher Education has been tasked with compiling, analysing and spreading knowledge about different</li> </ul>

Country	Measures explicitly to improve research funding	Appointment/promotion to decision-making posts at a later stage of researcher career				General support by national authorities for the principle of gender balance
		Gender parity on boards, targets & quotas	Work-life balance	Training/support for high-level positions	Transparency in appointment procedures & results	
					<p>internal policies; the Swedish Research Council is particularly active in gender-balancing its committees and panels. It is also very closely involved in a gender mainstreaming project for national authorities.</p>	<p>kinds of gender projects supported by the former Delegation for Gender Equality in the Higher Education sector;</p> <ul style="list-style-type: none"> <li>– The government has recently decided to study the budget process at a couple of universities/higher education institutions, and specifically the budgetary allocations to research and education for research, from a gender perspective;</li> <li>– The government in January 2009 appointed a Delegation for gender equality in higher education. The work of the Delegation ended in 2011, but many projects continued until 2013.</li> </ul>
SWITZERLAND		<ul style="list-style-type: none"> <li>– For the period 2013-16, the Rectors' Conference of the Swiss Universities (CRUS) has set what are considered to be realistic targets per domain for newly nominated women Category I professors and assistant professors in the Swiss University Conference sub-programme Equal Opportunity at Universities 2013-2016.</li> </ul>	<ul style="list-style-type: none"> <li>– 120% support grant (SNSF): postdoctoral researchers who need to look after children during an important stage of their career and who therefore need more flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>– <i>Marie Heim-Vögtlin</i> programme: supports with their professional integration at Swiss universities well-qualified women scientists (docs and post-docs) who have interrupted their research career for family-related reasons or have re-located following their (academic) partner;</li> </ul>	<ul style="list-style-type: none"> <li>– Swiss University Conference programme "Equal Opportunity at Universities"/Gender Studies 2013-2016;</li> <li>– Equal Opportunity at Universities of Applied Sciences Programme: aims to promote equal opportunities between men and women;</li> <li>– Gender Campus is the national platform for gender equality, gender</li> </ul>	

Country	Measures explicitly to improve research funding	Appointment/promotion to decision-making posts at a later stage of researcher career				General support by national authorities for the principle of gender balance
		Gender parity on boards, targets & quotas	Work-life balance	Training/support for high-level positions	Transparency in appointment procedures & results	
		<p>The overall goal of the programme is for 25% of grade A professors and 40% of assistant professors (grade B) to be women by 2016;</p> <ul style="list-style-type: none"> <li>– Diversity @CTI Initiative: encourages greater diversity and aims to increase significantly the proportion of women involved in innovative projects and entrepreneurship.</li> </ul>		<ul style="list-style-type: none"> <li>– Gender equality grant to boost the careers of young women researchers (SNSF): a gender equality grant for activities such as mentoring, coaching or networking meetings.</li> </ul>		<p>studies and the promotion of gender-sensitive careers in higher education. Between 2013-2016, the platform is financed by the Swiss University Conference (SUC) sub-programme 'Gender Studies' and the new State Secretariat for Education, Research and Innovation (SERI);</p> <ul style="list-style-type: none"> <li>– Gender equality measures at the Swiss Federal Institutes of Technology ETHZ/EPFL;</li> <li>– Gender and Research Promotion (GEFO-Study): to identify and quantify dropouts of women in the academic career (leaky pipeline) with respect to the role played by the SNSF in the processes of research promotion and access to grants.</li> </ul>
<b>UNITED KINGDOM</b>					<ul style="list-style-type: none"> <li>– The Equality Act 2010 introduced positive action provisions, including voluntary positive action measures in recruitment and promotion.</li> </ul>	<ul style="list-style-type: none"> <li>– The UK's Research Excellence Framework (REF) reflects the need to consider gender balance in all policies and procedures in higher education institutions;</li> <li>– In 2011 at the request of the BIS, the Royal Society and Royal Academy of Engineering developed a</li> </ul>



Country	Measures explicitly to improve research funding	Appointment/promotion to decision-making posts at a later stage of researcher career				General support by national authorities for the principle of gender balance
		Gender parity on boards, targets & quotas	Work-life balance	Training/support for high-level positions	Transparency in appointment procedures & results	
						<p>new diversity strategy in science, technology, engineering and mathematics (STEM), including gender aspects;</p> <ul style="list-style-type: none"> <li>– Higher Education Funding Council for England monitors the proportion of staff at different stages;</li> <li>– Equality Challenge Unit (ECU) works closely with colleges and Universities to build equality of opportunities and outcomes by providing them with expertise, research, advice and leadership;</li> <li>– Statement of Expectations for Equality and Diversity published by RCUK;</li> <li>– The National Framework for the Modernisation of Higher Education Pay Structures was agreed with the Universities and Colleges Employers Association (UCEA) in 2004.</li> </ul>

Source: Deloitte, 2012 and 2013 reporting exercise.

## Annex IV: Measures supporting education and training

The table below provides an overview of the countries' measures to attract young people to science and the research profession, to increase the quality of doctoral training and life-long learning, and to develop partnerships between academia and industry. The information is based on the 2012 and 2013 reporting exercise with the participating countries within the scope of this study. An update of information has not been available this year for Bulgaria, Portugal, the Slovak Republic and nor for Iceland, Israel and Liechtenstein.

**Table 2: Measures to attract young people to science and the research profession, to increase the quality of doctoral training and life-long learning (including the development of a Skills' agenda) and to develop partnerships between academia and industry by fostering doctoral training in cooperation with industry**

Country	Attract young people to science and the research profession	Quality of doctoral training and life-long learning	Collaboration between academia and industry
AUSTRIA	<ul style="list-style-type: none"> <li>– Young People initiative inspires young people to explore technology and innovation with the ultimate aim of attracting students to pursue a technology-related academic career;</li> <li>– Innovation Makes Schools Top-Class Programme and IMST-New (MINDT);</li> <li>– Mentoring Programme supports mentoring (mainly by women researchers) of young (female) pupils (15-19 years) interested in research, technology and innovation;</li> <li>– Mathematics, Informatics, Science and Technology programme - Information Campaign encourages students to pursue a career in a scientific field;</li> <li>– Talents Programme supports RTD talent (particularly women) by offering traineeships for pupils and providing financial support for (regional) education projects in schools in the field of mathematics, informatics, science and technology;</li> <li>– Young Science programme which includes the Sparkling Science Research Agenda (supports (new) methods of promoting young researchers and artists in Europe and fosters cooperation between experienced scientists and young people);</li> <li>– FIT – Women in Technology Initiative offers (female) pupils information on technical studies with the aim of stimulating girls' interest in technology;</li> <li>– <i>Maßnahmenkatalog im Bereich Information, Beratung und Orientierung für Bildung und Beruf</i> (IBOBB): a master plan and list of measures for</li> </ul>	<ul style="list-style-type: none"> <li>– In order to increase the number of doctoral graduates in (STEM), a number of Austrian universities are establishing new organisational structures for doctoral training (and in particular supervision), e.g. doctoral schools or doctoral centres. In addition, some universities are developing new structural doctoral programmes aimed at supplementing and broadening doctoral training;</li> <li>– Universities Performance Agreement 2013-2015;</li> <li>– The Qualification Framework for Austrian Higher Education Qualifications (planned for 2013) will define key competencies to be acquired during doctoral training;</li> <li>– <i>Marietta Blau</i> grant aims to generate internationally competitive PhD diplomas in Austria by offering financial support to highly-qualified doctoral candidates;</li> <li>– <i>Doktoratskolleg</i> facilitates work experience abroad opportunities for researchers and offers training in support of transferable skills development;</li> <li>– <i>Initiativkolleg</i> foster researchers' collaboration in research projects and support networking at international and interdisciplinary level;</li> <li>– The Institute of Science and Technology Austria offers an innovative PhD programme combining advanced coursework and research;</li> <li>– Award of Excellence of the Austrian Federal Ministry of Science, Research and Economy is a contribution to the promotion of outstanding doctoral theses;</li> </ul>	<ul style="list-style-type: none"> <li>– ASAP (National Space Programme) supports research and technological development in the space domain through collective (academia/industry) projects;</li> <li>– COMET Competence Centre Programme aims to develop international research excellence and expertise, and support the technological leadership of companies so as to strengthen Austria as a top destination for research;</li> <li>– Christian Doppler Laboratories programme promotes and strengthens application-based research carried out by academia in collaboration with industry partners;</li> <li>– Young Experts programme stimulates (junior) researchers' cross-sector mobility as well as knowledge transfer between research and business by providing funding to junior researchers, post-docs, bachelor-and master's candidates;</li> <li>– Josef Ressel Centres – Research Laboratory for Universities of Applied Sciences supports long-term cooperative relationships with industry and universities;</li> <li>– COIN - Cooperation and Innovation programme promotes ties between companies (especially SMEs) and universities of applied sciences, as well as non-research institutions;</li> <li>– Endowed Professorship supports the appointment of excellent researchers to Austrian universities in topics of strategic relevance for strengthening Austria's innovative capacity;</li> <li>– BRIDGE programme offers outstanding researchers an opportunity to develop applications (and patents) of</li> </ul>

Country	Attract young people to science and the research profession	Quality of doctoral training and life-long learning	Collaboration between academia and industry
	<p>information, advice and career guidance for pupils in the 7th and 8th years of school;</p> <ul style="list-style-type: none"> <li>- Austrian Researchers' Night (since 2005);</li> <li>- <i>Yo!Tech – Lust auf Technik</i>: information/dissemination event for pupils about the various possibilities and opportunities for education in engineering and natural sciences.</li> </ul>	<ul style="list-style-type: none"> <li>- Amendment to the Universities Act (2006), Universities Performance Agreements 2010-2012 &amp; 2013-2015.</li> </ul>	<p>economic and/or societal value by entering into successful partnerships with the world of business, medicine, politics, government or other interest groups in Austria and abroad;</p> <ul style="list-style-type: none"> <li>- Under the Collective Research Programme, businesses or special interest groups (representing the private sector) assign tasks to research organisations with the aim of developing products/services for the private sector;</li> <li>- AplusB programme supports young researchers in the formation of enterprises;</li> <li>- <i>Forschungskompetenzen für die Wirtschaft</i> - Research Competences for Industry supports industry, primarily SMEs, in establishing and raising the qualifications of its innovation staff;</li> <li>- Research Studios Austria (BMWFV) promotes the application and implementation of research results from basic research in applied entrepreneurial research in Austria;</li> <li>- Take Off programme supports collective research and education in the aviation sector;</li> <li>- Laura Bassi Centres of Expertise promote excellence in application-oriented basic research where highly-skilled researchers from academia and private industry work together;</li> <li>- The ICT of the Future Programme aims to foster cooperation between academia and the private sector with the objective of boosting development in the ICT sector;</li> <li>- Knowledge Transfer Centres (BMWFV) aim to strengthen the transfer of academic knowhow to business;</li> <li>- KIRAS - The Austrian Security Research Programme;</li> <li>- Mobility of the Future (BMVIT) supports cooperation between industry and academia to foster the development of intelligent and competitive transport systems;</li> <li>- Phoenix Award (BMWFV) rewards young innovative entrepreneurs for successfully transforming their scientific outcomes into innovations;</li> <li>- Production of the Future Programme (BMVIT) supports cooperation between industry and academia to foster highly competitive (intelligent) production.</li> </ul>

Country	Attract young people to science and the research profession	Quality of doctoral training and life-long learning	Collaboration between academia and industry
<p style="text-align: center;"><b>BELGIUM</b></p>	<ul style="list-style-type: none"> <li>– Museum Night Fever in Brussels aims to attract young people to access and to involve them in the creative use of the museums’ exhibit rooms;</li> <li>– Researchers’ Night is organised once per year in collaboration with Belgian Universities with a view to informing and attracting (among others) young people (primary school, secondary school and higher education) to become interested in science and the research profession per se;</li> <li>– The Annual Science Communication Action Plan (Flanders) aims to attract pupils, students and teachers into a research career by promoting science, technology and technological innovation;</li> <li>– The Spring Science Season activities (Wallonia-Brussels Federation) target secondary education pupils and aim to communicate and popularise activities around science and scientific careers;</li> <li>– Awareness-raising actions for scientific careers: the Brussels-Capital Region dedicates part of its annual budget to measures aimed at increasing children and young people’s interest in science and technology.</li> </ul>	<ul style="list-style-type: none"> <li>– Federal Scientific Institutes are to become Centres of Excellence in close partnership with Belgian universities in order to enhance the training of human resources. They will take part in doctoral schools, at Belgian or EU level, in order to be more visible, to enhance their R&amp;D potential and exchange knowledge. They have developed a register (‘cadastre’) of the participation of their researchers in and their partnerships with the universities. They will aim to foster researchers’ outward mobility as well as welcome more Ph.D. students in order to become more attractive to international researchers. Inward mobility for researchers from developing countries to FSIs is also encouraged;</li> <li>– The Support Programme for Young Researchers of the Flemish Community aims to train young researchers, develop careers and open up career prospects, reinforce the international orientation of researchers’ careers and cooperate within Flanders;</li> <li>– Wallonia-Brussels Partnership’s action 22: ‘Increase the number of PhDs in the research sector’;</li> <li>– In Wallonia, doctoral schools were established by decree of 31/03/2004. Life-long learning initiatives are undertaken individually by universities and doctoral schools;</li> <li>– The Wallonia-Brussels Partnership (actions 12 &amp; 13) promotes doctoral training programmes and the participation of doctoral students in international doctoral schools. The Partnership encourages the organisation of doctoral training programmes by university academies and promotes the acquisition of cross-cutting competencies for researchers.</li> </ul>	<ul style="list-style-type: none"> <li>– The Federal State has competence to promote partnerships between academia and industry for contracts with the European Space Agency;</li> <li>– The Spin-off in Brussels Programme finances projects targeting the economic exploitation of research results, mainly through the creation of a new marketable product, process or service. Each project must end up with the creation of a new enterprise established on the territory of Brussels;</li> <li>– The Doctiris Programme (Brussels Capital Region) encourages young researchers to carry out their PhD in collaboration with a Brussels enterprise;</li> <li>– The Agency for Innovation by Science and Technology (IWT) (Flanders) Innovation Mandates are set up with the objective of connecting the academic and the industrial world, and stimulating postdoctoral researchers to improve their skills in maximising the value of their research and to develop their careers, taking a step towards industry;</li> <li>– The Baekeland Programme funds doctoral projects carried out at a Flemish university in close cooperation with a company;</li> <li>– The Declaration of Community Policy (2009-2014) (Wallonia-Brussels Federation (FWB) and Wallonia) promotes doctoral schools and training for researchers working in research centres and private companies, and encourages the financing of doctoral theses by companies and the private sector;</li> <li>– FIRST Spin-off (Wallonia-Brussels Federation (FWB) and Wallonia) grants support projects aiming to develop a new product, process or service, and carrying out a technical-market feasibility study for the exploitation of the results and a business plan, with the general goal of launching a spin-off in the Walloon Region;</li> <li>– The Marshall Plan 2.Green (2009-2014) (Wallonia) aims to encourage enterprise competitiveness and attractiveness and develop synergies with foreign investors;</li> <li>– The PRODOC Programme of the Wallonia-Brussels Federation aims to promote encounters between doctoral candidates, young researchers and economic players via cross-border events, such as the</li> </ul>

Country	Attract young people to science and the research profession	Quality of doctoral training and life-long learning	Collaboration between academia and industry
			<p><i>Doctoriales Franco-belges</i> and job forums, and foster the employability of young researchers and PhD graduates outside academia;</p> <ul style="list-style-type: none"> <li>– The FIRST INTERNATIONAL Programme supports and develops partnerships between Walloon companies and the research units of universities and other higher education institutions through the development and the validation of new products, processes or services;</li> <li>– BEWARE FELLOWSHIPS: fund inwardly mobile researchers on projects involving technology transfer between a university and a company.</li> </ul>
<p><b>BOSNIA AND HERZEGOVINA</b></p>	<ul style="list-style-type: none"> <li>– The Fund Dr Milan Jelić provides financial support (scholarships and grants) to the most talented students from the Republic of Srpska, Bosnia and Herzegovina of all three levels of higher education (undergraduate, postgraduate and doctoral level of studies) studying at national and foreign universities;</li> <li>– The Programme for Young Researchers provides financial incentives to researchers to secure their paid full-time participation in science and research projects, in an effort to increase the number of doctorates in science, technology, engineering and mathematics (STEM) subjects;</li> <li>– Scholarships of the Ministry of Education and Culture of Republika Srpska for students of mathematics, natural sciences and technology aim to promote their career in these professions;</li> <li>– Annual Lump-sum Scholarship for Talented Students of Final Years of Studies at the Higher Education Institutions;</li> <li>– Fund for student loans;</li> <li>– Co-funding of research, scientific training and study visits at home and abroad;</li> <li>– Participation in national and international scientific meetings;</li> <li>– Competition for funding/co-funding of scientific research, and research and development projects in the Federation of Bosnia and Herzegovina;</li> <li>– The Federal Ministry of Education and Science in 2013 signed an agreement on the financing of programmes, projects and institutions at six public</li> </ul>	<ul style="list-style-type: none"> <li>– Guidelines for Conduct of Doctoral Studies by the Council for Development of Higher Education and Quality Assurance of the Republika Srpska (2008); the universities in the territory of the Republika Srpska have developed and adopted their own Rulebooks for Conduct of Doctoral Studies;</li> <li>– ‘Support for doctoral studies and dissertation defence’ Programme, Federal Ministry of Education and Science.</li> </ul>	<ul style="list-style-type: none"> <li>– Strategy of Development of Scientific-Research and Research-Development work in Federation of BiH for the period 2012-2022;</li> <li>– Strategy of scientific and technological development of the Republic of Srpska for the period 2012-2016, focused on strengthening collaboration between academia and industry;</li> <li>– Law on Scientific Research Activities and Technological Development providing for, among others, transferring knowledge and technology, and encouraging the application of research results;</li> <li>– The Ministry of Civil Affairs of Bosnia and Herzegovina has participated actively in number of projects dealing with the issue of overcoming the obstacles in industry-academia cooperation, such as FP6-WEBMOB and FP7 ISEEMOB;</li> <li>– The industry sector provides financial resources for the practical application of the R&amp;D results;</li> <li>– The Innovation Centre Foundation (Banja Luka);</li> <li>– The Technology Business Park in Ramici (near Banja Luka);</li> <li>– The University of East Sarajevo and University of Banja Luka implemented industry driven-research activities and signed contracts with 19 local and foreign companies in 2012-13.</li> </ul>

Country	Attract young people to science and the research profession	Quality of doctoral training and life-long learning	Collaboration between academia and industry
	universities in the amount of BAM 1.8 million (some EUR 915 000).		
CROATIA		<ul style="list-style-type: none"> <li>– The University of Zagreb provides additional skills development for doctoral candidates enrolled at the university on a continuing basis;</li> <li>– The University of Zagreb initiated a nationwide project in 2013 to provide all Croatian universities with HR programmes for sustainable skills development. The project is called Modernising Doctoral Education through Implementation of CROQF (Croatian Qualification Framework);</li> <li>– The University of Rijeka in 2012 organised 37 different lectures and workshops for almost 1 500 participants with the goal of enhancing researchers' knowledge in development of entrepreneurial skills, preparation and management of projects funded by the EU and intellectual property rights;</li> <li>– In 2013, the University of Rijeka Technology Transfer Office therefore organised several workshops and seminars on the importance of intellectual rights, and technology and knowledge transfer for students and researchers;</li> <li>– The Central Office of Doctoral Studies and Programmes is in charge of providing the necessary tools for the implementation of a skills agenda, and supporting PhD candidates in developing transferable skills;</li> <li>– The University of Split has a Technology Transfer Office (TTO) which aims to increase the commercialisation of University intellectual property and strengthen links between universities and industry;</li> <li>– The Science and Technology Park at the University of Rijeka is very active in organising workshops dedicated to transferable skills.</li> </ul>	<ul style="list-style-type: none"> <li>– The RAZUM programme provides initial funding for newly established knowledge-based companies as well as funding research and development of new products or services in existing companies;</li> <li>– PoC PUBLIC – provides funding for ideas and concepts, prototypes and intellectual property protection, and "spin-offs" from universities and scientific institutes;</li> <li>– PoC PRIVATE – provides checking and confirmation of the commercial application of research results and helps establish an appropriate strategy for continued commercialisation;</li> <li>– The TEHCRO programme supports commercialisation of research outputs and the transfer of knowledge from universities and scientific institutions to business, and also supports development of Technology Business Centres, Technology Incubators and Research and Development Centres;</li> <li>– The IRCRO programme supports cooperation between industry and technology institutions, facilitates maximum usage of infrastructure in scientific research centres, and supports industrial companies to substantially increase their R&amp;D activities;</li> <li>– The EUREKA programme supports innovative SMEs with their international collaborative market-oriented R&amp;D projects and is open to all technological areas;</li> <li>– TEST – provides funding for research projects that develop new technologies and that upon completion of the research phase strive to further commercialise and create new products or services;</li> <li>– As a part of the European Enterprise Network, BICRO provides advice as well as networking between chambers of commerce, technology centres, universities, research institutes and development agencies, powerful interconnected databases, through which members of the network share their knowledge and information about technologies and business partners;</li> <li>– The Croatian Science Foundation funds the Partnership in Research Programme, which aims to improve cooperation between research institutions,</li> </ul>

Country	Attract young people to science and the research profession	Quality of doctoral training and life-long learning	Collaboration between academia and industry
			<p>industry and entrepreneurship, and thus increase budgetary investments in research;</p> <ul style="list-style-type: none"> <li>– The Unity through Knowledge Fund unites scientific and professional potential in Croatia and the Diaspora in development of the knowledge-based society through its ‘Young Researchers and Professionals’ projects, Research Cooperability Programme, Connectivity Programme and Research Cooperability Programme;</li> <li>– New International Fellowship Mobility Programme for Experienced Researchers in Croatia – NEWFELPRO: to provide an impetus to an effective labor market for researchers in Croatia, connecting industry and universities, public and private research institutions, and industrial laboratories, enhancing knowledge transfer and preparing better employment opportunities for researchers with special attention to SMEs’ innovative processes;</li> <li>– The Science and Innovation Investment Fund – SIIF – is a project financed under the Regional Competitiveness Operational Programme 2007-2013 and implemented by the Ministry of Science, Education and Sport. The goal is to increase commercialisation of research results and technology transfer.</li> </ul>
CYPRUS	<ul style="list-style-type: none"> <li>– The Mera Programme targets elementary and secondary school children (6-18) with the aim of promoting research at school level;</li> <li>– The Teke Programme targets elementary and secondary school children (6-18) with the aim of promoting research at school level;</li> <li>– The Foito Programme (Students in Research) targets university students with the aim of promoting the research profession within the educational system.</li> </ul>	<ul style="list-style-type: none"> <li>– The Didaktor Programme (2009-2010) aimed at the immediate integration of young post-doctoral scientists (under the age of 40) in the RTDI system of Cyprus in order to implement high level research projects;</li> <li>– Single-company Continuing Training Programmes Abroad have as their primary objective the training and development abroad of employees of an enterprise. Universities, research institutes and major industries can be involved in these programmes;</li> <li>– Standard Multi-company Continuing Training Programmes aim at providing continuing training for meeting the training needs of employees through their participation in training programmes implemented by public or private training institutions and organisations;</li> </ul>	<ul style="list-style-type: none"> <li>– Innovation Clusters Programme (planned) will promote networking between national enterprises and academia, and increases in the number of joint proposals to receive funding;</li> <li>– University-Industry Liaison Offices: A University-Industry Liaison Offices Network established in 2010 at the major universities in Cyprus;</li> <li>– PENEK – Young Researchers of Cyprus Programme (2009-2010) aimed to prepare the next generation of researchers for employment in the Research, Technological Development and Innovation (RTDI) system of Cyprus. The main objective was to promote the involvement of young scientists in the working environment of research units/laboratories in research centres and enterprises, and their acquisition of experience in modern research methodologies and research project management in cutting-edge scientific and technological fields.</li> </ul>

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		<ul style="list-style-type: none"> <li>– High-Priority Multi-company Continuing Training Programmes aim at providing continuing training for meeting the training needs of employees through their participation in training programmes implemented by public or private training institutions and organisations on specific high-priority issues;</li> <li>– Multi-company Continuing Training Programmes Abroad aim at improving and enriching the knowledge and skills of the senior personnel of the enterprises in various aspects of business organisation, administration and technology. Universities, research institutes and major industries may utilise these programmes to address the common training needs for their researchers;</li> <li>– The scheme for job placement and training of unemployed tertiary education graduates aims to strengthen the management capacity of enterprises and organisations through the employment and training of young university and other tertiary education graduates;</li> <li>– The scheme for the promotion of innovation in training and development of human resources aims at encouraging enterprises and organisations to prepare and implement proposals that include research and development of innovative ideas for the training and development of the human resources.</li> </ul>	
CZECH REPUBLIC	<ul style="list-style-type: none"> <li>– Several universities as well as the National Contact Centre for Women and Science at the Institute of Sociology of the Academy of Sciences of the Czech Republic have introduced mentoring programmes to attract women students at secondary education level to follow STEM subjects at university level.</li> </ul>		<ul style="list-style-type: none"> <li>– The Effective Knowledge Transfer project covers systems for intellectual property protection and commercial use, commercialisation of R&amp;D results, and cooperation with industry. The project also involves the development of support methodologies for implementation, the creation of networks for effective knowledge transfer and the training of the target group of users in the methodological materials.</li> </ul>
DENMARK	<ul style="list-style-type: none"> <li>– Elite Programmes at Universities target particularly motivated and talented students in order to nurture graduates able to take on extraordinary challenges in academic research or leading positions in the professional world;</li> <li>– The ISI 2015 Innovation, Science, Integration Programme aims to meet the challenge of</li> </ul>	<ul style="list-style-type: none"> <li>– Ministerial Order on the PhD Programme at Universities (2007) develops the Danish PhD programme to provide young researchers with quality skills in order to contribute to a knowledge-based economy and society in Denmark. In Denmark, all PhD programmes have to be organised within a PhD School. Each university</li> </ul>	<ul style="list-style-type: none"> <li>– Application of Science and Languages and Talent initiatives: the Danish Ministry of Children and Education co-funds a number of collaborative project groups with the participation of upper secondary school teachers, researchers and project managers from universities, museums/science centres and/or private and public companies;</li> </ul>



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	<p>recruiting the necessary engineers and scientific researchers to Danish industry. Target groups: school students, teachers and management teams;</p> <ul style="list-style-type: none"> <li>– The NatPLUS project included four measures for increasing students’ interest and achievements in science topics;</li> <li>– Olympiads and Competitions for school students;</li> <li>– Science Talents targets talented young students (between 12 and 20), who are good at science and technology and have a potential to become the best researchers if their talent is nursed;</li> <li>– Talent Initiatives (2011 – 2012): a group of teachers and advisers who have developed materials for exemplary teaching in all disciplines in upper secondary schools;</li> <li>– Talent Initiative (ongoing): a number of collaborative project groups with the participation of upper secondary school teachers, researchers and project managers from universities, museums/science centres and/or private and public companies;</li> <li>– National Centre for Science and Education concentrates on the interest and learning of science, technology and health in primary schools, the upper secondary education and technical colleges, as well as the problems of transition in the education system;</li> <li>– Sapere Aude Programme: a comprehensive career programme for excellent research;</li> <li>– Chosen for University/University College (2011-2014): a project to develop teaching in certain chosen subjects to ensure that students from a non-academic background get more out of the tuition and hence contribute to a higher completion rate;</li> <li>– <i>Kangerlussuaq</i> Scientific Summer school: to inspire and teach natural science to upper secondary school students from Greenland, Denmark and the US and, moreover, to enhance the interest in Arctic science.</li> </ul>	<p>establishes a number of PhD Schools at faculty or University level. Courses are either related to teaching and examination of students or to the development of different types of skills, such as entrepreneurship, management of complex projects and making research accessible to students;</p> <ul style="list-style-type: none"> <li>– Development of the quality of professionally oriented higher education (2013-2015).</li> </ul>	<ul style="list-style-type: none"> <li>– The Industrial PhD Programme aims to offer doctoral training in cooperation with the industry sector;</li> <li>– The Industrial Post-doc Programme (pilot scheme): new doctoral graduates carry out research with financial and technical support from both a university and a company;</li> <li>– The Danish Innovation Consortium (IC) Scheme: collaboration between enterprises, research institutions and non-profit advisory/knowledge dissemination parties;</li> <li>– Clusters-Innovation Network Denmark ensures that smaller enterprises participate in network projects, and that the networks help this target group to make use of other innovation policy initiatives e.g. innovation consortia, innovation vouchers, the Knowledge Pilot scheme and the Industrial PhD scheme;</li> <li>– Danish Technological Service System: The GTS institutes are “approved technological service providers”. They are independent not-for-profit organisations, whose purpose is to transfer and disseminate technical know-how, new methods and knowledge to industry and society in order to create and increase development;</li> <li>– Innovation Assistant (Knowledge Pilot) scheme aims at increasing knowledge dispersion throughout the economy by subsidising the employment of University graduates in SMEs;</li> <li>– Innovation Voucher Scheme inspires SMEs to utilise the opportunities and make use of the potential knowledge of Institutions;</li> <li>– Innovation (2012-2013) to make innovation an integral part of education in upper secondary schools. The project was financed by the Ministry of Education and the Foundation for Entrepreneurship/YE and administered by Odder Gymnasium;</li> <li>– Jet-Net.dk: a national network between educational institutions and companies established to stimulate and maintain students’ interest in science, engineering and technology;</li> <li>– Advanced Technology Projects and platforms: support collaboration between Danish private companies and</li> </ul>

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			<p>universities with the aim of developing and demonstrating new and important technologies;</p> <ul style="list-style-type: none"> <li>– Large knowledge voucher: provides support for research-based collaboration between SMEs and knowledge institutions (Universities, RTOs etc.);</li> <li>– Strategic research projects: promote excellent and relevant research that will be of benefit to future development and economic growth in Denmark;</li> <li>– Strategic Platforms for Innovation and Research (SPIR) and societal partnerships: fund large strategic partnership initiatives between industry, research and technology institutions and the public sector which seek to strengthen the link between strategic research, technology development and innovation, and thereby promote efficient knowledge dissemination, develop solutions for society and possibilities for fast application of new technologies and knowledge in connection with innovation in the private and public sector and in connection with developing solutions to societal challenges;</li> <li>– The Ministry of Higher Education and Science) in 2013 published a manual (Central Innovation Manual - CIM) for impact studies of research and innovation interventions.</li> </ul>
ESTONIA	<ul style="list-style-type: none"> <li>– Science communication programme TeaMe promotes young people’s interest in science and technology;</li> <li>– Teeme funds science communication events, science camps, technology days, and get-together activities for university students and high school pupils;</li> <li>– Pupils’ Inventor Contest: schools organise science conferences and seminars at which students present and discuss their work, and meet with scientists;</li> <li>– Gifted and Talented Development Centre at the University of Tartu offer pupils interested in science an opportunity to further develop their scientific knowledge and skills;</li> <li>– Science Bus Suur Vanker (‘Big Dipper’): physics students from the University of Tartu and from the Estonian Physical Society demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>– AHHA Science Centre: the initiative serves to strengthen the scientific excellence of participating researchers;</li> <li>– Doctoral schools were set up in 2005. In 2009, thirteen new Doctoral schools were selected for the period 2009-15. Their aim is to improve the quality of tutoring of doctoral candidates and to increase the efficiency of doctoral studies in Estonia through interdisciplinary, international and national cooperation;</li> <li>– Standard of Higher Education, Regulation No 178 of 18 December 2008: doctoral study programmes usually include training in transferable skills to improve researchers’ employment skills and competencies;</li> <li>– The Estonian Rectors’ Conference has endorsed the “Quality Agreement” among Estonian universities encouraging the inclusion of transferable skills’ training in doctoral studies curricula;</li> </ul>	<ul style="list-style-type: none"> <li>– Joint activities of the Ministry of Economics and Communication and the Ministry of Education and Research to support the development of entrepreneurship, launch mobility schemes to facilitate two-way movement between academia and enterprises;</li> <li>– Product Development Grants are available to entrepreneurs and universities in support of the development of products and services with high added-value;</li> <li>– Technology Competence Centre grants aim to increase Estonia’s international competitiveness by strengthening cooperation between entrepreneurs and research establishments;</li> <li>– Innovation Voucher Grants aim to boost the competitiveness of Estonian SMEs through knowledge and technology transfer, expanding cooperation with R&amp;D institutions and increasing the capability to protect intellectual property rights;</li> </ul>

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	<p>interesting physical experiments to the general public;</p> <ul style="list-style-type: none"> <li>– Association of Young Scientists promotes careers in science and technology among secondary school students;</li> <li>– The Primus Programme aims to improve the professional competitiveness of higher education institution graduates;</li> <li>– Popularising science and science education in society as well as Centres of Excellence and postdoctoral grants are the majors aims in the new 2014-2020 programming (Estonian Research and Development and Innovation Strategy 2014-2020 “Knowledge-Based Estonia”).</li> </ul>	<ul style="list-style-type: none"> <li>– Centres of Excellence: support the development of Estonian research so as to strengthen Estonian competitiveness at European level. Currently, there are 12 Centres of Excellence in Estonia.</li> </ul>	<ul style="list-style-type: none"> <li>– The SPINNO Programme promotes cooperation between research and development institutions and enterprises;</li> <li>– The <i>Ajujaht</i> Business plan competition is a start-up competition for young entrepreneurs creating innovative businesses;</li> <li>– The DoRa Doctoral Studies and Internationalisation Programme: Activity 3 of the “DoRa” Programme - Training doctoral students in cooperation with businesses – actively assists innovative companies by funding the creation of doctoral student places;</li> <li>– The new RD&amp;I Strategy sets a target of 300 PhD graduates per year by 2020 (instead of 2015 as initially predicted), postponing by five years the date for reaching this target set in earlier strategies.</li> </ul>
FINLAND	<ul style="list-style-type: none"> <li>– The Millennium Youth Camp offers young people of 16-19 an overview of Finnish expertise and top-level research in the natural sciences, mathematics and technology;</li> <li>– SciFest is an international science and technology festival, bringing together thousands of schoolchildren, high school students and teachers;</li> <li>– <i>Tutki-Kokeile-Kehitä</i> (Research-Experiment-Development) is a Finnish science and technology competition for young people from 6-20 years old. The competition is held yearly;</li> <li>– In 2013 the Ministry of Education and Culture launched a new initiative on science education. At the heart of this initiative are a working group, a series of workshops for stakeholders and a call for proposals on innovative science education projects (with EUR 1 million funding).</li> </ul>	<ul style="list-style-type: none"> <li>– National Guidelines for the Development of Doctoral Training (2011).</li> </ul>	<ul style="list-style-type: none"> <li>– The LUMA Center umbrella organisation is coordinated by the Faculty of Science of the University of Helsinki to bring schools, universities and industry together and to promote the learning, studying and teaching of natural science, mathematics, computer science and technology at all levels;</li> <li>– Academy Project funding is designed to promote the quality of research, the diversity of research and its capacity for renewal, and provides researchers with an opportunity to carry out scientifically ambitious research, to achieve new breakthroughs and to engage in high-risk research, simultaneously encouraging inter-sectoral mobility;</li> <li>– Strategic Centres for Science, Technology and Innovation: cooperation platform for innovative companies and spearheading research.</li> </ul>
FRANCE	<ul style="list-style-type: none"> <li>– Most public research organisations implement policy measures to attract young people to research and help teachers to involve young people in research by means of events, visits to scientific sites, lectures in schools, workshops, conferences, competitions, symposia in partnerships with several research organisations, etc.;</li> <li>– Annual ‘Young female mathematician workshop’ in association with ‘Women and Mathematics’ to</li> </ul>	<ul style="list-style-type: none"> <li>– Investments for the Future Programme offers many opportunities for PhD students in laboratories of excellence or via excellence initiatives in all scientific disciplines, including STEM subjects;</li> <li>– <i>Irene Joliot-Curie</i> Prize to propose role models for young researchers.</li> </ul>	<ul style="list-style-type: none"> <li>– The Carnot Institutes Network aims to improve inter-sectoral knowledge circulation through partnership research;</li> <li>– The CIR (<i>Crédit d’Impôt Recherche</i>) is a research tax credit which aims to encourage private sector companies to carry out more R&amp;D. To be eligible, companies must hire young PhD holders to carry out research;</li> <li>– Technological research institutes bring together public and private laboratories dedicated to a specific area of technology;</li> </ul>

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	<p>create networks, fight self-censorship and detect potential obstacles in career development;</p> <ul style="list-style-type: none"> <li>- National initiatives have been under way for 10 years on the issue of young female students' career choice. They primarily focus on high school students;</li> <li>- Doctoral Contracts for Disabled Students.</li> </ul>		<ul style="list-style-type: none"> <li>- Higher Education and Research Law – new groupings (2013): The new law creates communities of universities and institutions;</li> <li>- The Higher Education and Research Law (2013) re-affirms the importance of exploiting the results of research in serving society, and developing innovation and technology transfer (Articles 10 and 14). Higher education personnel can work for a fixed and renewable period with public and private laboratories while remaining in their schools in order to develop specific applications (Article 73). Activities carried out when providing entrepreneurship (<i>création d'entreprise</i>) and or science consultancy (<i>concours scientifique</i>) must be taken into account in the assessment of personnel researchers (Article 90);</li> <li>- Joint research structures: partnerships between tertiary research institutions and businesses.</li> </ul>
<p><b>FORMER YUGOSLAV REPUBLIC OF MACEDONIA</b></p>	<ul style="list-style-type: none"> <li>- National Strategy for the Development of Education 2005-2015 aims to create opportunities for improving education and training, research, development and promotion of cultural values for young people and adults. It also strengthens the collaboration between industry and academia;</li> <li>- The government developed the 'Higher Education for All' policy as part of the Programme of the Government 2008-2012. The goal was for 25% of the relevant age group to be receiving higher education by 2012;</li> <li>- In 2009, the St. Paul the Apostle University for Information Science &amp; Technology was established in Ohrid, employing staff from Albania, Iran, Italy, Iran, Israel and Ukraine, the UK, the USA and adopting English as its primary teaching language. The university's main focus is on science and research.</li> </ul>	<ul style="list-style-type: none"> <li>- A project entitled 'Equipping Laboratories for Scientific Research and Applicative Activities' (2009-14), aims to advance research at state universities and public scientific organisations by creating and equipping research laboratories;</li> <li>- The Regional Joint Doctoral Programme in Entrepreneurship and SME Management for Western Balkan Countries DOCSMEST is a three-year Tempus project aiming to develop and implement a Joint Doctoral Programme in Entrepreneurship and SME Management;</li> <li>- Under the Action Plan for Innovation (2013-2015), the measures foreseen include increasing the quality of education to match the needs of the innovation system in developing researchers' skills and competences;</li> <li>- The amendments to the Law for Higher Education (adopted in January 2013) recommended establishing career centres at universities, and introducing courses on entrepreneurship and innovation.</li> </ul>	<ul style="list-style-type: none"> <li>- A Memorandum for Cooperation between the main universities and chambers encourages them to cooperate via the organisation of mutual training programmes. Enterprises which are members of the chambers provide internships for students;</li> <li>- The National Programme for Scientific and Research Activities (2013-2017) foresees putting activities in place early in the Programme to encourage researchers to move from the public to private sector;</li> <li>- In 2010, the government made a 30-day internship in a company or government institution compulsory for all students in line with the objectives of the 'National Strategy for the Development of Education 2005–2015' for strengthening university-industry collaboration;</li> <li>- The Programme of the Government for 2011-2015 encourages universities to establish companies based on science or technology;</li> <li>- The new Innovation Strategy lists as a next step legislation for Technology Transfer Offices (TTOs);</li> <li>- The government has launched a promotional campaign website <a href="http://www.osmelise.mk">www.osmelise.mk</a> (Be brave! Take the first step!) which promotes university start-up creation and legislation to promote university spin-off company projects was passed in 2012.</li> </ul>

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GERMANY	<ul style="list-style-type: none"> <li>– Student Universities (<i>Schülerunis</i>): a number of German universities offer excellent students from grammar schools the opportunity to attend lectures and courses, and earn credit points while still at school;</li> <li>– Tiny Tots Science Corner (<i>Haus der kleinen Forscher - HdKF</i>) Initiative (Helmholtz Association) aims at increasing the interest of children (three to six years old) in science and technology by giving them an opportunity to conduct experiments and solve problems on their own;</li> <li>– <i>Fraunhofer Gesellschaft: a) KidsKreativ!</i> competition for children up to six years old and b) together with the “MINT-EC” association, it organises annual workshops for pupils aged 10-12 with a focus on chemistry, technology/physics, IT/mathematics and biology;</li> <li>– The <i>Fraunhofer</i> Talent Schools Initiative gives young people between the age of 15 and 18 an opportunity to get to know the <i>Fraunhofer</i> research landscape;</li> <li>– The Talent Take Off programme offers different forms of support to young people embarking on a university degree;</li> <li>– The “Strascheg Center for Entrepreneurship” and the long-established “TheoPrax” programmes aim to promote young people’s entrepreneurship skills. Pupils from different schools (general secondary schools, intermediate schools, vocational schools and academic secondary schools) work on business and science-related topics;</li> <li>– Otto Hahn Groups and Max Planck Research Groups (MPG): offer young researchers an opportunity to head a research team at an early stage of their career;</li> <li>– <i>Helmholtz</i> Young Investigator Groups (HGF): give young researchers the opportunity to lead their own research group and gain the necessary skills for pursuing a university career;</li> <li>– <i>Fraunhofer</i> Attract Funding Programme (FhG): gives outstanding external researchers an opportunity and incentive to further develop their</li> </ul>	<ul style="list-style-type: none"> <li>– Helmholtz Association provides structured doctoral training in the form of research schools and graduate schools and grants universities access to the Helmholtz Association’s laboratories and research infrastructures. The Helmholtz Research Schools are joint programmes established on the basis of cooperation agreements between Helmholtz Centres and universities with the aim of supporting young researchers. The Research Schools provide structured doctoral training over a period of three years in areas of mutual scientific interest and scientific excellence. The Graduate Schools offer PhD students an interdisciplinary education that teaches them important skills for a career in science or the private sector;</li> <li>– More than sixty International Max Planck Research Schools offer special training programmes or events for all career levels;</li> <li>– Taking the Lead: a talent management concept for the continuous scientific and interdisciplinary education of researchers at all levels of their careers. The programme not only includes mentoring, but also training activities (personal presentation, public speaking, individual coaching and networking);</li> <li>– Graduate Academies and Research Schools of universities;</li> <li>– International PhD Programmes in Germany – IPID (DAAD);</li> <li>– Leibniz Association (WGL): Since 2006, 31 Leibniz Graduate Schools;</li> <li>– Graduate Academy at the University of Jena;</li> <li>– Leibniz Qualification Programme;</li> <li>– Max Planck Research Programmes (MPG);</li> <li>– <i>Fraunhofer Bildungsprogramm</i>: offers scientists extensive possibilities for training and career development.</li> </ul>	<ul style="list-style-type: none"> <li>– The Robert Bosch Centre for Power Electronics (RBZ), a research and teaching association formed by the Bosch Group, the University of Stuttgart and Reutlingen University of Applied Science, offers Bachelor's and Master's degrees for students specialising in power electronics and microelectronics. Students can also pursue PhDs at the RBZ. The Centre's close cooperation with Robert Bosch GmbH ensures that students receive industry-relevant training;</li> <li>– The <i>Fraunhofer Gesellschaft</i> supports application-based research in cooperation with the private sector. Students are offered the possibility of pursuing a PhD in applied research in close collaboration with industry;</li> <li>– Shared Professorship (KIT);</li> <li>– German Research Foundation (DFG): Transfer projects can be proposed in conjunction with many DFG grant programmes and in all DFG-funded scientific disciplines;</li> <li>– Federal programmes at the interface between science and industry (BMBF);</li> <li>– Max Planck Innovation (MPG).</li> </ul>

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<b>GREECE</b>	<p>ideas into practical applications in a market-oriented environment within the FhG.</p> <ul style="list-style-type: none"> <li>– Support of Postdoctoral Researchers (POSTDOCS Programme) (2007-2013) offered fellowship programmes for doctorates and post-doc researchers (Greek or non-nationals) to carry out a 24-36 month research project in universities, technological institutes and public research centres in Greece or abroad (host institution);</li> <li>– EXCELLENCE (ARISTEIA) I &amp; II 2011, 2012 addresses young excellent scientists and supports mobility and frontier research meeting high international standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Under Part IV of the law 4009/2011 on higher education institutions, lifelong learning activities are a matter for the concrete regulations by each individual institution. Higher education institutions have the possibility of organising lifelong learning training sessions and increasing the quality of doctoral training through collaboration with national and international higher education and research Institutions;</li> <li>– HERACLITUS, THALES, ARCHIMEDES Programmes (2009) under the Education, Training and Lifelong Learning Operational Programme (2007-2013) offer training to researchers, attract high quality researchers from abroad and develop research networks among universities, technological institutes and research centres;</li> <li>– Financing research proposals which were positively evaluated in the 4th and 5th Call of ERC Grants Schemes” 2012 and 2013.</li> </ul>	<ul style="list-style-type: none"> <li>– The Clusters Programme is designed to create public-private partnerships amongst companies, universities, research organisations, associations, and chambers of commerce and crafts in order to boost competitiveness, entrepreneurship and innovation;</li> <li>– COOPERATION 2011 – Partnerships between businesses and research bodies in specific research and technological sectors;</li> <li>– CREATION - Support to new innovative enterprises, notably highly knowledge intensive (spin off and spin out);</li> <li>– Innovation Vouchers for SMEs: fosters exchange of expertise and consultant services between ‘innovation agents’ (i.e. universities, research centres) and companies;</li> <li>– Action ‘Supporting businesses with the aim of employing highly qualified scientific personnel’ (under the Human Resources Development Operational Programme);</li> <li>– Promotion of Industrial Research &amp; Technology (PAVET 2013): aims to encourage industrial research and experimental development in eight thematic categories and also to promote cooperation between enterprises, or between enterprises and research institutions;</li> <li>– Tax law 4110/2013 (amending law 3296/2004) provides for an annual deduction of the R&amp;D expenses from the net profits of the firm, increased by 30%, in the fiscal year when they occur. This fiscal measure will apply from 2014.</li> </ul>
<b>HUNGARY</b>	<ul style="list-style-type: none"> <li>– Hungarian Talent Programme (2008-2028) aims to cover 20 years and support talents from early childhood until the start of their career;</li> <li>– National Excellence Programme launched in 2012 under the New <i>Széchenyi</i> Plan has two sub-programmes: 1. Supporting excellent students, teachers and researchers; and 2. Campus Hungary Programme;</li> <li>– Hungarian Academy of Science – Structural Reforms of the Research Network: funding individual excellence in order to give research</li> </ul>	<ul style="list-style-type: none"> <li>– Hungarian universities develop and promote their own post-doctoral programmes financed by the State. When an education institution plans to introduce a new PhD curriculum, it needs the approval of the Hungarian Accreditation Committee. The new Act on Higher Education (Act CCIV of 2011, in force since 1 January 2012) further supports the strategic ambition of increasing the quality of doctoral training in Hungarian institutions by introducing a ranking and classification of higher-education institutions;</li> </ul>	<ul style="list-style-type: none"> <li>– <i>Dunaújváros</i> College and Hankook Tire Hungary Ltd;</li> <li>– BME, ELTE – ERICSSON;</li> <li>– <i>Kecskemét</i> College, Mercedes-Benz Manufacturing Hungary Ltd. and Knorr-Bremse Ltd;</li> <li>– Robert Bosch Department of Mechatronics – University of Miskolc;</li> <li>– <i>Széchenyi István</i> University and Audi Hungary Department for Internal Combustion Engines;</li> <li>– Social Renewal Operation Programme: measures that contribute to the improvement of cooperation</li> </ul>

Country	Attract young people to science and the research profession	Quality of doctoral training and life-long learning	Collaboration between academia and industry
	<ul style="list-style-type: none"> <li>– teams gathering outstanding and talented researchers a key role in this new system;</li> <li>– Grant Programme of the <i>Richter Gedeon</i> Centennial Foundation: post-doctoral grant programme;</li> <li>– Government Decree No. 3/2012 (I. 23) on Financing Higher Education Institutions: the State provides extra funding for selected research universities and will award special financial support for selected Priority Higher Education Institutions and Colleges for Applied Research;</li> <li>– Momentum (<i>Lendület</i>) Programme of the Hungarian Academy of Sciences: to support outstanding young researchers.</li> </ul>	<ul style="list-style-type: none"> <li>– Several quality improvement regulations were adopted over the period 2012-2013. They included 387/2012. (XII.19.) Government Regulation on Doctoral Procedures and the Habilitation Decision of the Hungarian Accreditation Committee (HAC) at its meeting of June 7, 2013;</li> <li>– In the new national strategy, Investing in the Future – National Research and Development, Innovation Strategy 2020, there are initiatives related to the improvement of researchers’ employment skills and competencies;</li> <li>– The Government Regulation on National Excellence in Higher Education (24/2013. (II.5)).</li> </ul>	<p>between the entrepreneurial sphere (industry) and higher education institutions.</p>
<b>IRELAND</b>	<ul style="list-style-type: none"> <li>– As part of the implementation of the revised primary school curriculum, science was introduced to all primary schools from September 2003 to help children develop scientific skills;</li> <li>– The Irish government has introduced Discover Science and Engineering (DSE) as its national science awareness programme at the primary and secondary level, which in the longer term will feed into the third level, (i.e. universities and Institutes of Technology) and also the PhD level, e.g. MyScienceCareer.ie;</li> <li>– The government in 2003 launched a revised syllabus in Junior Certificate science. The revised syllabus was supported by a comprehensive programme of professional development for teachers, and investment of some EUR 16 million in 2004 in resources and laboratory facilities;</li> <li>– The STEPS Engineers Ireland Programme encourages primary and post-primary students to explore the world of science and engineering through various initiatives;</li> <li>– A decision was taken by HEIs in 2010 to apply an additional award for attainment in mathematics in entrance criteria for higher education to encourage more students to take mathematics at a higher level in secondary education;</li> <li>– BT Young Scientist and Technologist Exhibition;</li> <li>– Project Maths syllabus for both Junior and Leaving Certificate Mathematics;</li> </ul>	<ul style="list-style-type: none"> <li>– The seven Irish universities, the Institutes of Technology and the Royal College of Surgeons in Ireland are committed to strengthening their graduate research capacity with a concomitant increase in graduate students;</li> <li>– The majority of Irish Higher Education Institutions have introduced structured PhD frameworks;</li> <li>– The Irish Universities Deans of Graduate Studies Group has developed a statement to communicate to students, supervisors and employers the skills and attributes of a PhD graduate;</li> <li>– The national funding agencies for research and innovation also provide support for human capital development;</li> <li>– Science Foundation Ireland includes provision for training researchers in line with national targets in its funding programmes;</li> <li>– The Irish Research Council for Science, Engineering and Technology and the Irish Research Council for the Humanities and Social Sciences identify and support excellent early career researchers throughout the research system across all disciplines, with a focus on career development;</li> <li>– The National Academy for Integration of Research and Teaching and Learning (NAIRTL) provides training for academics to develop their supervising and mentoring skills;</li> <li>– The Institutes of Technology have also developed structured support programmes in support of</li> </ul>	<ul style="list-style-type: none"> <li>– In June, 2012, the Government published a new national Intellectual Property Protocol to encourage industry to benefit from the research and development performed in Ireland’s public research institutions;</li> <li>– Establishment of a “central Technology Transfer Office” (cTTO) to provide an effective interface between industry and the research community;</li> <li>– ELEVATE scheme (2013 to 2018) allows experienced researchers to spend two years at an enterprise/industry host laboratory outside Ireland, followed by a return year at an Irish Higher Education Institution;</li> <li>– The Programme for Research in Third-Level Institutions enhances PhD education and training, so as to enable the system to deliver PhDs with skills sets for working across the spectrum of the public and private sectors;</li> <li>– Through the Research Centres Programme 2012 scientists and engineers are linked in partnerships across academia and industry to address crucial research questions, foster the development of new and existing Irish-based technology companies, and expand educational and career opportunities in Ireland in science and engineering;</li> <li>– The universities and Institutes of Technology have dedicated Technology Transfer Offices (TTOs) to forge close links to industry. Enterprise Ireland has provided</li> </ul>



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	<ul style="list-style-type: none"> <li>– Leaving Certificate results in Honours Maths since 2012;</li> <li>– National annual events (such as the Smart Futures Conference, ICT Champions Programme, Engineering Week, Science Week and Maths Week);</li> <li>– Bonus Points have been applied for the Leaving Certificate results in Honours Maths since 2012. All third level institutions collectively decided to operate a bonus points scheme for Higher Level Mathematics for a four-year trial period from 2012 to 2015 with a review in 2014;</li> <li>– The new Junior Cycle: to give schools and others the opportunity to develop short courses which are particularly relevant to a school's context and interests;</li> <li>– The Higher Education Authority and the Irish Independent (Newspaper) host an annual competition inviting postgraduate research students in any discipline at an Irish higher-education institution to make a short submission on the difference that their research work will make to a particular aspect of Irish life, to the country as a whole or internationally;</li> <li>–</li> <li>– The SFI Discover Programme will support national and regional projects in STEM education and outreach in Ireland with the aim of engaging and scientifically informing the general public;</li> <li>– The President of Ireland Young Researcher Award (PIYRA): SFI's most prestigious award for recruiting young researchers currently based around the world;</li> <li>– The Irish Research Council offers funding opportunities for early-career researchers across all disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– postgraduate students. The Graduate Research Alliance project initiated as a pilot project in 2007 was officially launched in 2009;</li> <li>– For Research Profiles R2-R4: a number of HEIs have recently launched programmes to support skills development for post-docs. An example is the Research Careers Framework operated by University College Dublin.</li> </ul>	<ul style="list-style-type: none"> <li>– staff for TTOs in ten Higher Education Institutes, including each of the seven universities;</li> <li>– Enterprise Partnership Scheme;</li> <li>– Enterprise Ireland Commercialisation Fund;</li> <li>– Enterprise Ireland New Frontiers Programme;</li> <li>– HRB-SFI Translational Research Awards (TRA);</li> <li>– Industry-led Research Networks Programme;</li> <li>– Innovation Vouchers;</li> <li>– Innovation Partnerships;</li> <li>– IRC Employment-based Postgraduate Programme (2012);</li> <li>– SFI Industry Fellowship (2013 onwards);</li> <li>– SFI Investigators Programme (IvP);</li> <li>– SFI Spokes Programme;</li> <li>– SFI Strategic Partnership Programme;</li> <li>– SFI Short-term Industry Visiting Fellowship;</li> <li>– SFI/EI Technology Innovation Development Award (TIDA);</li> <li>– Technology Centres;</li> <li>– Technology Gateway (formerly the Enterprise Ireland Applied Research Enhancement (ARE) Centre Programme);</li> <li>– The SFI US-Ireland R&amp;D Partnership Programme.</li> </ul>
ITALY	<ul style="list-style-type: none"> <li>– The Week of Scientific Culture and the organisation of similar events by Italian institutions during the European Union's 'Researchers' Night' aim to make young people more familiar with and attract them to science;</li> <li>– The National Plan for University Science Degrees introduced an improved approach to teaching to</li> </ul>	<ul style="list-style-type: none"> <li>– Doctoral Programmes are assessed and evaluated at national level by the Ministry of Education, University and Research, on the basis of an evaluation and accreditation process against a set of criteria drawn up by the National Agency for the Evaluation of Universities and Research Institutes (ANVUR);</li> </ul>	<ul style="list-style-type: none"> <li>– Law 240/2010 on the General Reform of University Education establishes a legal framework for regulating partnerships between academia and industry. Thanks to their autonomy, Italian universities are free to establish bilateral relations with the business sector;</li> <li>– A high level apprenticeship contract (<i>contratto di alto apprendistato</i>) with an enterprise and other (private)</li> </ul>



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	<p>increase the number of enrolments in scientific disciplines at university level.</p>	<ul style="list-style-type: none"> <li>– The Act on Doctoral Training (2013) includes measures aimed at increasing the quality of doctoral training, and encourages academia-industry collaboration, but it does not fully cover the “Principles for Innovative Doctoral Training”;</li> <li>– Higher education institutions are increasingly providing a variety of training and several skills portfolios on an autonomous basis.</li> </ul>	<p>employers can recruit a PhD student (under the age of 29) under a fixed-term contract subsidised by the local (regional) governments;</p> <ul style="list-style-type: none"> <li>– Decree 297/1999 allocates financial contributions to SMEs where a researcher from a university or a (public) research centre is employed by the company for a period of at most four years, renewable only once (eight years in total);</li> <li>– The new Act on Doctoral Training promotes industry-academia doctoral programmes.</li> </ul>
LATVIA		<ul style="list-style-type: none"> <li>– In 2009/2010, the University of Latvia and the Riga Technical University set up doctoral schools;</li> <li>– The report “Development of Science and Technology in Latvia, 2011” calls for measures to improve researchers’ employment skills and competencies, by, for instance, developing new study programmes and courses to improve the academic staff qualification level. The measures will be supported by the European Social Fund targeting higher education;</li> <li>– The Research, Technological Development and Innovation Guidelines for 2014-2020 also foresee continuing the support for doctoral studies, by specifically increasing the number of doctoral students in the following scientific areas: nature, life, information technologies, forestry, agriculture and engineering. In particular, the Guidelines foresee the establishment of a grant system for doctors’ degree study programmes.</li> </ul>	<ul style="list-style-type: none"> <li>– Indicative Activity 2.1.1.1. Support to science and research (ERDF): facilitates the integration of science and industry in areas such as agro-biotechnology, informatics, biomedicine, pharmaceuticals, energy, material science, forest science, medical science and environmental science;</li> <li>– Indicative Activity 2.1.2.1. Commercialisation of science and transfer of technologies (ERDF): boosts the commercialisation of science and transfer of technologies by promoting cooperation between research and industry in the implementation of industrial research projects (applied research) and the development of new products and technologies.</li> </ul>
LITHUANIA	<ul style="list-style-type: none"> <li>– The Researchers’ Career Programme contains a set of measures aimed at raising young people’s interest in pursuing a research career by offering attractive working conditions and clear career prospects at all career stages;</li> <li>– Promotion of Students’ Scientific Activities: designed for Bachelor, Master’s students and doctoral candidates, it aims to raise young people’s interest in pursuing a career in research;</li> <li>– Post-doc Internship implementation in Lithuania: competition-based Programme supports researchers in taking-up a post-doc position;</li> <li>– Scholarship support for students;</li> </ul>	<ul style="list-style-type: none"> <li>– The Regulation on Doctoral Training (2010) paved the way for a new approach to PhD training in Lithuania. The right to provide doctoral training is granted by the Minister of Education and Science. Universities and research institutes enjoy a joint right to train PhDs;</li> <li>– At least every three years, the Research Council of Lithuania carries out quality and efficiency assessments of the doctoral training;</li> <li>– The Research Council of Lithuania grants funds on a competitive basis. Based on competition, universities and research institutes can apply for funding for doctoral candidates.</li> </ul>	<ul style="list-style-type: none"> <li>– The Ministry of Education and Science has signed 15 agreements with Lithuanian partners (associations, companies, various institutions and higher education institutions) in support of provision of incentives for students to gain (work) experience in an enterprise;</li> <li>– State aid for highly qualified persons’ employment in enterprises (2010-2013);</li> <li>– High-technology development programme (2011-2013): to boost the development of hi-tech trends with scientific potential, which enable the creation of new competitive products;</li> <li>– Industrial biotechnology development programme for Lithuania (2011-2013);</li> </ul>

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	<ul style="list-style-type: none"> <li>– Student Vouchers to the best entrants applying to universities and colleges. Student vouchers are awarded to incoming students based on their secondary education graduation results;</li> <li>– The National Higher Education Programme (2007-13) supports the development of students’ and professors’ skills and competencies. Moreover, the Programme provides financial support for the development of Lithuania’s research infrastructure – replaced by National Development Programme for Higher Education and R&amp;D for the years 2013-2020 and its Action Plan for 2013–2015.</li> </ul>		<ul style="list-style-type: none"> <li>– Measures for public-private R&amp;D cooperation and commercialisation of research results to provide R&amp;D activities and commercialise their results funded by both the Ministry of Education and Science and the Ministry of Economy;</li> <li>– Measures funded by the Ministry of Education and Science support commercialisation of R&amp;D results to stimulate the creation of new spin-offs and start-ups;</li> <li>– Special national tool to provide financial support for Intellectual Property Rights (IPR) protection (since 2011).</li> </ul>
<b>LUXEMBOURG</b>	<ul style="list-style-type: none"> <li>– The National Research Fund (FNR) finances and organises and/or co-organises the biennial “Science Festival” and “Researchers’ Night” in Luxembourg. In addition, the FNR’s very own “Mister Science” promotes science in a regular show on national radio and the main national TV channel. The FNR also runs the “Go for Science” network – where participants from the university, secondary schools, primary schools, after-school care, museums and non-profit associations meet to exchange ideas and to get ideas for study workshops, hands-on experiments and school project weeks;</li> <li>– AFR Grant Schemes (PhD and post-doc) aim to attract students to take science to an advanced (doctoral) level by promoting and financing research science;</li> <li>– FNR’s Promoting Science to the Public Programme;</li> <li>– FNR’s Support for Research Communication;</li> <li>– <a href="http://www.science.lu">www.science.lu</a> is a website targeting the general public, where children, young people and adults can find information on science and research in Luxembourg and worldwide.</li> </ul>	<ul style="list-style-type: none"> <li>– National Research Fund – FNR (Fonds National de la Recherche Luxembourg) (since 1999, revision of the law foreseen for 2014): the proposal for the revision of the law in 2014 foresees a support system for research institutions to finance doctoral schools alongside the individual researchers’ support system;</li> <li>– The University of Luxembourg has been implementing doctoral schools since 2012;</li> <li>– The currently proposed reform of the FNR law foresees the implementation of a new funding instrument to allocate collective AFR PhD grants to Luxembourg public research units based on criteria such as scientific excellence, and quality of doctoral training and supervision;</li> <li>– The FNR is developing a quality framework for doctoral training in parallel. This defines a basic set of requirements for the management, quality and academic standards of the training of FNR-funded PhDs across all Luxembourg institutions. The implementation of this quality framework will be part of the assessment exercise for the new AFR collective grant scheme (foreseen in 2015);</li> <li>– The performance contract the Government concluded with the FNR foresees that the FNR will monitor the employment situation of previously funded PhD candidates (through a career tracking tool);</li> <li>– The FNR offers training in project management to starting AFR beneficiaries and career orientation</li> </ul>	<ul style="list-style-type: none"> <li>– Public-Private Partnerships under the AFR support researchers to carry out their PhD and/or post-doc training in collaboration with a private company in Luxembourg.</li> </ul>

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		<p>training “From Learning to Earning” to AFR candidates in the end-phase of their PhD or Postdoc. Moreover the University of Luxembourg has a set of training courses to promote researchers’ transferable skills, including communication, writing, IPR and entrepreneurship, etc.;</p> <ul style="list-style-type: none"> <li>– The proposed new AFR collective grant scheme will support the further development of high-quality doctoral training programmes offering scientific and non-scientific skills.</li> </ul>	
MALTA	<ul style="list-style-type: none"> <li>– The Malta Government Scholarship Scheme provides scholarships to individuals wishing to pursue undergraduate or postgraduate studies both in Malta as well as overseas;</li> <li>– The Government plans to develop Malta’s first National Interactive Science Centre (NISC);</li> <li>– ‘Researchers’ Night’ events provide interactive science entertainment for children and the general public;</li> <li>– The Government maintains a Science Centre for science education within primary and secondary level;</li> <li>– The Maltese government annually holds several Science Festivals for the general public and related promotional activities;</li> <li>– The Strategic Educational Pathways Scholarships Scheme provides scholarships to individuals wishing to pursue postgraduate studies, both in Malta and overseas;</li> <li>– Master It! (2013-2015): Scholarships in STEM subjects to support graduates to follow post-graduate studies at Master level both in Malta and abroad.</li> </ul>	<ul style="list-style-type: none"> <li>– The University of Malta is participating in a European Social Fund project that will result in offering a Masters’ course in entrepreneurship as well as in establishing a Business Incubation Centre at the University.</li> </ul>	<ul style="list-style-type: none"> <li>– The National Research and Innovation Programme provides grants to academia and industry to fund research projects;</li> <li>– Loan of Highly Qualified Personnel’ Scheme provides SMEs with a cash grant to hire specialised personnel from an academic background on a temporary basis;</li> <li>– Malta’s National Research &amp; Innovation Strategy 2020 retains a strong business orientation and emphasises the importance of strengthening linkages between the academic and the private sector for effective knowledge transfer.</li> </ul>
MONTENEGRO	<ul style="list-style-type: none"> <li>– The Amended Higher Education Act (2010) introduces the integrated university, the three-cycle system, the European Credit Transfer System (ECTS), the Diploma Supplement and the Council of Higher Education and Quality Assurance (internal and external);</li> <li>– The Government has developed a number of activities and programmes, targeting pupils from elementary schools through to university</li> </ul>	<ul style="list-style-type: none"> <li>– Amendments to the Law on Scientific Research Activities introduce international quality standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Action Plan on Increasing Researchers’ Mobility (2011-12) on strengthening inter-sectoral mobility;</li> <li>– Joint bilateral calls;</li> <li>– The establishment of the first Scientific Technological Park in Montenegro;</li> <li>– Montenegro’s first Centre of Excellence, within HERIC project;</li> <li>– A programme of collaborative grants (also under HERIC);</li> </ul>

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	<p>students, by engaging them in the regular teaching programmes as well as in national competitions on different topics, camps and visits to great European and world research institutions.</p>		<ul style="list-style-type: none"> <li>– The implementation of a grant scheme for knowledge transfer between the academic and private sector is envisaged under the Operational Programme for the 4th Instrument for Pre-Accession Assistance.</li> </ul>
NETHERLANDS	<ul style="list-style-type: none"> <li>– The Ministry of Education, Culture and Science funds the Netherlands Centre for Science and Technology and its NEMO Science Centre to implement policies for science communication;</li> <li>– The National Platform Science &amp; Technology ensures sufficient availability of people who have a background in scientific or technical education. The Platform continues to target schools, universities, businesses, ministries, municipalities, regions and sectors to ensure that the future supply of knowledge workers will meet future demand;</li> <li>– <i>Deltaplan Bèta Techniek</i>: a memorandum on preventing shortages in education. The memorandum aimed to achieve by 2010 a structural increase of 15% more pupils and students in scientific and technical education and to use existing talent more effectively in businesses and research institutes;</li> <li>– Specific schemes at the Netherlands Organisation for Scientific Research and at universities stimulate talented students to enter science and research careers;</li> <li>– Sirius Programme since 2008.</li> </ul>	<ul style="list-style-type: none"> <li>– Netherlands Organisation for Scientific Research's graduate school programme: a structural programme that offers schools a funding opportunity for the appointment of four PhD students.</li> </ul>	<ul style="list-style-type: none"> <li>– Universities, research institutions and industrial partners cooperate closely to create or support different tools to develop partnerships between academia and industry;</li> <li>– Dutch government's 'Top sector policy' aims to boost the innovation climate through the creation of and collaboration in public-private partnerships.</li> </ul>
NORWAY	<ul style="list-style-type: none"> <li>– Many secondary schools have established agreements with nearby universities and university colleges enabling gifted pupils in natural sciences to substitute classes at tertiary level for classes at secondary level;</li> <li>– Science Centres are popular scientific recreation and learning centres of technology, natural sciences and mathematics for children and adults. The Science Centres do not focus on disseminating the results of research, but on sharing with the public the sheer excitement of scientific work and experiments;</li> <li>– Norwegian HEIs organise annual student recruitment weeks;</li> </ul>	<ul style="list-style-type: none"> <li>– Leading universities and research institutions offer various training programmes in doctoral schools to improve researchers' employment skills and competencies. The type of training involves methods, statistics, ethics, intellectual property rights awareness and management;</li> <li>– Life-long learning is provided to researchers to favour their professional and academic development, including at the highest academic level;</li> <li>– Guidelines for PhD education are developed by the Norwegian Association of Higher Education Institutions (UHR);</li> <li>– Scheme for a national network of research schools, financed by the Ministry of Education and Research</li> </ul>	<ul style="list-style-type: none"> <li>– The Centres for Research-based Innovation (SFI) scheme seeks to promote innovation by providing funding for long-term research conducted in close cooperation between R&amp;D-performing companies and prominent research groups. The scheme is designed to enhance technology transfer, internationalisation and researcher training;</li> <li>– The FORNY Programme provides funding for the development of business ideas based on R&amp;D results from universities and university colleges;</li> <li>– The Industrial PhD scheme provides support to companies operating in Norway hiring an employee seeking to pursue an ordinary doctoral degree at a degree-conferring university or university college;</li> </ul>

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	<ul style="list-style-type: none"> <li>– The Research Council of Norway (RCN) has launched several initiatives to attract people to become researchers, including Researchers' Night events, the <i>Nysgjerrigper</i> Science Knowledge Project for children, the <i>Proscientia</i> project (promoting interest in research and science among young people aged 12-21) and an Annual Science Week, where the purpose is to fuel the public's curiosity, interest in and understanding of research activities and results, and to promote recruitment of young people to an academic career;</li> <li>– The Norwegian Contest for Young Scientists: a writing competition on freedom of expression;</li> <li>– Maths and science Olympiads;</li> <li>– The KappAbel competition (Nordic competition in mathematics for school classes);</li> <li>– The FIRST LEGO League;</li> <li>– Applicants for higher education who have 'in-depth' science courses at the upper secondary level (in Mathematics, Chemistry, Physics, Biology and Information Technology) obtain more competitive points than applicants with other subject combinations;</li> <li>– All female applicants to engineering studies (with the exception of chemistry, where there is no shortage of female students) are awarded two additional competitive points compared to male applicants.</li> </ul>	<p>and run by the Research Council, was established in 2008.</p>	<ul style="list-style-type: none"> <li>– The SkatteFUNN tax deduction scheme for companies is flexible and easy-to-use for costs related to research and development. All companies subject to taxation in Norway are eligible to apply for a deduction, regardless of the industrial sector, size or geographic location;</li> <li>– Professors and associate professors have the possibility of holding a part-time (20%) position (Professor II/ Associate professor II) in one institution in addition to their full-time permanent position in another institution. Qualified personnel from other sectors and countries and between institutions across disciplines and countries may also take up part-time positions in the Higher Education Sector. This arrangement facilitates stronger cooperation between the higher education sector and industry;</li> <li>– Under Norway's Industrial Ph.D. scheme, companies may apply for partial funding for a three-year period for an employee seeking to pursue an ordinary doctoral degree;</li> <li>– Centres for Environment-friendly Energy Research (FME): research activity is carried out in close cooperation between prominent research communities and users;</li> <li>– Large-scale programme Initiative: programmes developed in a dialogue between the research establishment, industry and the public administration, and extending across various sectors and value chains;</li> <li>– Norwegian Centres of Expertise: to enhance sustainable innovation and internationalisation processes in the most dynamic and growth-oriented Norwegian clusters;</li> <li>– Programme for Regional R&amp;D and Innovation (VRI): funding initiative for regional R&amp;D and innovation to strengthen innovative capacity and promote new forms of cooperation within Norwegian regions;</li> <li>– User-driven research-based Innovation (BIA): broad-based programme supporting high-quality R&amp;D projects with good business and socio-economic potential;</li> <li>– 21-strategies and forums: sectoral strategies formulated by committees appointed by government</li> </ul>

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			ministries and representatives of business, research institutions and public administrations.
POLAND	<ul style="list-style-type: none"> <li>– The Act on the National Science Centre guarantees that at least 20% of all Centre funds are earmarked for research conducted by junior scientists;</li> <li>– The Diamond Grant is a special career path for one hundred of the most talented students in Poland. Beneficiaries can start scientific research leading to a doctoral degree immediately after getting a Bachelor's or engineering degree, without needing to take a Master's;</li> <li>– The Iuventus Plus Programme is designed to increase the interest of young scientists in conducting research at the highest level and encourage them to publish their results;</li> <li>– The MISTRZ Programme supports distinguished scholars by awarding them grants designed either to intensify the research they are already conducting or to explore new fields of research;</li> <li>– Special doctoral grants target 30% of the best doctoral students. Thanks to this financial support, the best Polish scientists will be able to focus even more on scientific work, taking advantage also of other, additional forms of grant for doctoral students;</li> <li>– In 2008, the government introduced the academic programme 'Increasing the number of graduates of degree programmes of key importance for a knowledge-based economy' to stimulate young students' interest in science, technology, engineering and mathematics (STEM) studies.</li> </ul>	<ul style="list-style-type: none"> <li>– Measures to improve researchers' competencies and skills, particularly those of young researchers, are included in the long-term Poland 2030 Strategy, the National Development Strategy 2020 as well as in the Human Capital Development Strategy adopted in June 2013;</li> <li>– The Human Capital Operational Programme (in relation to EU funding) aims to support institutions' staff training activities. Funds available under this programme should help scientists prepare themselves to commercialise their research results.</li> </ul>	<ul style="list-style-type: none"> <li>– The LIDER Programme aims to encourage scientists to cooperate with businesses while performing economically valuable and implementable studies and research, and enhancing mobility and exchange between research sectors, universities and research units;</li> <li>– The Ministry of Science and Higher Education has developed "A Guide. R&amp;D Commercialisation for Practitioners" which provides information to practitioners on the commercialisation of research results;</li> <li>– Amended Law on Higher Education facilitates cooperation between academia and industry, and requires institutions to adapt the curriculum to actual market needs;</li> <li>– The AGH University of Science and Technology aims to create closer links between the worlds of science and business, and support the integration of the knowledge triangle, i.e. higher education, research and innovation;</li> <li>– The INNOTECH Programme aims to help research entities and businesses carry out innovative projects in various scientific areas and industrial sectors (In-Tech programme path), with a special focus on advanced technologies (Hi-Tech programme path);</li> <li>– The Innovation Creator Programme motivates researchers financially to raise their qualifications in the areas of enterprise, intellectual property management and commercialisation of research results. It also encourages the establishment of a dialogue and improved standards of communication between science and the commercial economy;</li> <li>– The National Centre for Research and Development (NCBiR) is an intermediary between the worlds of business and science. It supports the commercialisation and other forms of transfer of</li> </ul>

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			<p>scientific research results and the management of applied research programmes (BRidge VC, Brotech, Kadtech, Innotech and Lider);</p> <ul style="list-style-type: none"> <li>– Top 500 Innovators Science – Management – Commercialisation Programme targets researchers and technology transfer employees working at Polish HEIs, research institutions, Polish Academy of Science institutes and the Academic Centre for Technology Transfer by giving them the opportunity to take part in training sessions and internships relating to commercialisation of research results at the best universities in the USA;</li> <li>– Ventures Programme: supports the projects of students, graduates and PhD students which have potential for a practical economic application. The 10<sup>th</sup> edition was held in 2013. Successful projects receive funding for 1-3 years;</li> <li>– Bridge VC Programme: a pilot venture comprising two components: investment and consulting;</li> <li>– BroTech programme: to raise the efficiency and effectiveness of technology transfer between science and the economy;</li> <li>– KadTech programme: to support commercialisation of technologies, it was launched to strengthen the cooperation between businesses and highly qualified experts in science and research;</li> <li>– Higher education and science reforms for improvements in moving towards close collaboration between academia and industry include: a. the possibility of involving business representatives in teaching, shaping curricula and evaluating teaching outcomes, and the establishment of a council with representatives of local or regional employers and public authorities in the public universities, b. university quality assessment systems at universities which will take into account the degree to which a university is embedded in the socio-economic environment, and c. intellectual property rights management regimes as well as commercialisation rules are a 'must' for public universities.</li> </ul>
<b>ROMANIA</b>	<ul style="list-style-type: none"> <li>– The Sectoral Operational Programme “Development of Human Resources” provided</li> </ul>	<ul style="list-style-type: none"> <li>– “Doctoral Studies in Romania - Organising Doctoral Schools”: promoted doctoral and post-doctoral programmes and aimed to develop a unitary</li> </ul>	<ul style="list-style-type: none"> <li>– The Human Resources Programme of the 2007-2013 National RDI Plan had a few mobility schemes</li> </ul>

Country	Attract young people to science and the research profession	Quality of doctoral training and life-long learning	Collaboration between academia and industry
	<p>massive support for doctoral and post-doctoral schools.</p>	<p>strategy for reforming the national doctoral system, identifying and developing the institutional infrastructure for implementing doctoral studies as an important part of the integration of the Romanian higher education system in the EHEA and ERA (total budget of approximately EUR 3 million);</p> <ul style="list-style-type: none"> <li>– “Doctorate in Schools of Excellence”: included the evaluation of academic research quality and increased international visibility through scientific publications and aimed at drawing up, testing and validating a methodology for international evaluation of academic research, support for Schools of Excellence, and production of scientific publications (total budget of approximately EUR 4.1 million);</li> <li>– Sectoral Operational Programme Human Resources Development (SOP-HRD) to promote lifelong learning, and provide support for doctoral and post-doctoral programmes;</li> <li>– Government Ordinance no. 92/ 18.12.2012 for the compulsory role of the accreditation procedure for conducting PhD theses;</li> <li>– According to the Law on Education (2011), each institution offering doctorates is assessed individually for each field of study for accreditation. The assessment of what are known as Doctorate-Organising Schools is carried out by the Romanian Agency for Quality Assurance in Higher Education (ARACIS) or by another national or foreign quality assurance agency registered in EQAR, based on National Council for Scientific Research (CNCS) reports for the quality of the research and on the reports of the National Council for the Recognition of Degrees, Diplomas and Certificates (CNATDCU) on the quality of the human resources.</li> </ul>	<p>allowing PhD students to conduct innovation projects in firms;</p> <ul style="list-style-type: none"> <li>– SOP-IEC Priority Axis 1 “Poles of Competitiveness”;</li> <li>– SOP-IEC Priority Axis 2 “Promoting innovation in enterprises”;</li> <li>– Projects supporting the mobility of PhD candidates by providing funding for three months in a public or private research lab;</li> <li>– Creation and development of business incubators, science parks and industrial liaison offices at universities/research centres are supported through two policy instruments: a) Support to the national technology transfer network ReNITT and b) Romanian Operational Programme (ROP) Priority Axis 4 ‘Strengthening the regional and local business environment’.</li> </ul>
<p><b>SERBIA</b></p>	<ul style="list-style-type: none"> <li>– The Mathematics High School campus in Belgrade enrolls the most talented young mathematicians and others interested in natural sciences from across Serbia;</li> <li>– The new science and innovation centre in Belgrade promotes popularisation of science in the general public, including young people;</li> </ul>		<ul style="list-style-type: none"> <li>– Mini Grants programme, funded by the Innovation Fund, aims to stimulate the creation of innovative enterprises and expand employment opportunities for young graduates.</li> </ul>



Country	Attract young people to science and the research profession	Quality of doctoral training and life-long learning	Collaboration between academia and industry
	<ul style="list-style-type: none"> <li>– Programme of Ministry of Education, Science and Technological Development for participation of young researchers in the Knowledge Olympiads and other forms of competition;</li> <li>– Centre for the Promotion of Science: to bring the science community closer to a wider public.</li> </ul>		
SLOVENIA	<ul style="list-style-type: none"> <li>– The ministry responsible for science and education runs a special Science Promotion Programme (publishing annual calls) designed to raise general awareness of scientific knowledge and technological innovation, particularly in primary and secondary education;</li> <li>– Young Researchers' Programme;</li> <li>– The Research and Innovation Strategy of Slovenia 2011-2020: budget for promotional purposes to increase from EUR 1 million in 2010 to EUR 2 million in 2014, and an increase in the number of practical creativity and entrepreneurship programmes for primary and secondary schools – establishing a network of model creative schools, such as eco-schools.</li> </ul>	<ul style="list-style-type: none"> <li>– The Resolution on the National Higher Education Programme 2011-2020 includes the entire area of tertiary education, which in addition to higher education institutions, also includes higher vocational colleges;</li> <li>– Universities establish special lifelong learning programmes that offer access to special competencies for career development as well as for the daily life of a researcher (e.g. University of Ljubljana's Doctoral school);</li> <li>– Innovative Scholarship Scheme for Funding Doctoral Studies (since 2011);</li> <li>– The <i>Jožef Stefan</i> International Postgraduate School (IPS): doctoral study has since 2004 been supported by industry and an international network of cooperating universities and research institutes from the EU, Japan, the US, and a number of other countries;</li> <li>– The Research and Innovation Strategy of Slovenia 2011-2020 encourages the strengthening of the qualifications of research personnel so as to be systematic and based on the principle of lifelong learning.</li> </ul>	<ul style="list-style-type: none"> <li>– 'Young Researchers in the Economy' (SPIRIT Slovenia) aims to introduce more highly educated staff in private companies and stimulate companies to hire young graduates to enhance their R&amp;D and innovation activities;</li> <li>– Applied research projects funded by the Slovenian Research Agency;</li> <li>– Centres of Excellence (CoE) programmes and Competence Centres (CC's) led by industry;</li> <li>– The Research and Innovation Strategy of Slovenia 2011-2020 as well as the National Higher Education Programme 2011-2020 stress the importance of enhancing cooperation between institutions of knowledge and the business sector;</li> <li>– The Ministry of Economic Development and Technology publishes a Call for strengthening R&amp;D departments in business enterprises (KROP) annually;</li> <li>– The Ministry of Education, Science and Sport published a call in 2013 designed to assist researchers in the earlier stages of their career. The goal was to co-fund post-doctoral researchers in PROs working closely with business companies in areas of strategic importance to them.</li> </ul>
SPAIN	<ul style="list-style-type: none"> <li>– Summer campuses on university campuses under the auspices of the International Campus of Excellence (CEI) Programme;</li> <li>– Master Plan for Mentoring and Guidance of Students;</li> <li>– The JAE-intro programme, run by the Spanish National Research Council (CSIC), aims to introduce undergraduate students to research methods. The JAE-Predoc is a programme aimed at doctoral students, while the JAE-doc programme is aimed at doctoral graduates;</li> <li>– FPU Programme (<i>Formación de Profesorado Universitario</i>): train future university professors, including the presentation of a doctoral thesis;</li> </ul>	<ul style="list-style-type: none"> <li>– The Spanish Framework of Qualifications for Education (MECES) aims to structure learning qualifications throughout the different levels of education. The framework is based on the Dublin Descriptors, which define the level of learning required for each stage of the higher education system (Bachelor, Master and Doctorate);</li> <li>– International Campus of Excellence Programme;</li> <li>– Grants for post-doc training and for incorporation of recent post-docs: enable recent PhDs to obtain additional training at high level at centres other than those where they did their pre-doctoral training and with a view to increasing their specialisation and internationalisation.</li> </ul>	<ul style="list-style-type: none"> <li>– Innpronta Programme: offers grants to promote stable public-private cooperation in R&amp;D;</li> <li>– ERDF-Innterconecta Programme: finances large-scale integrated experimental development projects in forward-looking technological areas;</li> <li>– CENIT Programme: stimulates cooperation in R&amp;D&amp;I among businesses, universities, public or private research and technology centres;</li> <li>– INNFACTO sub-programme: fosters steady cooperation between research organisations and firms supporting collaborative R&amp;D&amp;I projects focused on market demand;</li> <li>– INNFLUYE sub-programme: funds the creation and strengthening of Spanish Technology Platforms, i.e.</li> </ul>

Country	Attract young people to science and the research profession	Quality of doctoral training and life-long learning	Collaboration between academia and industry
	<ul style="list-style-type: none"> <li>– FPI programme (<i>Formación de Personal Investigador</i>): grants for pre-doctoral contracts for doctoral training;</li> <li>– JAE-doc Programme: three-year grants for the recruitment of post-doc juniors to work for the Spanish National Research Council;</li> <li>– Ramón y Cajal Programme: grants for a period of five years for the recruitment of candidates who have undertaken research placements at R&amp;D centres other than those included in the programme for a period of at least 24 months.</li> </ul>		<p>public-private groups which work on developing and updating R&amp;D agendas and innovation priorities for their particular sector;</p> <ul style="list-style-type: none"> <li>– INNCORPORA sub-programme: funds hiring of R&amp;D personnel by the private sector (companies, technology centres, support centres of technological innovation, business associations, and science and technology parks) and subsidises their training in Innovation Management;</li> <li>– Torres Quevedo Programme;</li> <li>– EMPLEA programme: promotes talent and employability through incentives for hiring and training R+D+I managers in a wide range of entities;</li> <li>– Government R+D+I Programme to promote Societal Networks: stimulates the creation of interdisciplinary and cross-sectoral critical mass in research into the major issues facing society;</li> <li>– Government Sub-Programme for Business R+D+I: soft loans primarily target businesses with R&amp;D projects;</li> <li>– Retos-Colaboración: networks research bodies and companies with a view to developing new technologies and promoting actual exploitation in new products and services;</li> <li>– The Science, Technology and Innovation Law includes a section focusing on human resources dedicated to research. Its main new features include regulating mobility between public entities and the private sector, creating specific employment contracts for researchers and the undertaking in a clearly defined manner, and performance evaluations for career professionals in the public research entities of the General State Administration.</li> </ul>
SWEDEN	<ul style="list-style-type: none"> <li>– ‘Science in society’ initiative that involves several stakeholders in promoting interest in science.</li> </ul>	<ul style="list-style-type: none"> <li>– Since 2001, the Swedish National Agency for Higher Education (which since January 2013 has been the Swedish Higher Education Authority) has had the responsibility for the quality of the higher education system. Its duties include evaluations of the study programmes and their subject areas;</li> <li>– Some Swedish universities offer research communication skills, IPR-awareness, career management and entrepreneurship training in their effort to improve researchers’ employment skills and competencies.</li> </ul>	<ul style="list-style-type: none"> <li>– A Boost to Research and Innovation (Government Bill of 2008) establishes technology transfer offices at eight universities promoting innovation and the use and transfer of knowledge in order to facilitate commercialisation of research results;</li> <li>– The government agency VINNOVA promotes sustainable growth by financing RTD within areas such as technology, transport, communication and working life, and developing effective innovation systems, under the VINNPRO programme running from 2006-2014;</li> </ul>

Country	Attract young people to science and the research profession	Quality of doctoral training and life-long learning	Collaboration between academia and industry
			<ul style="list-style-type: none"> <li>– The VINN Excellence Centres (2004-15) are developed by the Swedish Competence Centres Programme (Centres of Excellence in Research and Innovation) and aim to strengthen the crucial link in the Swedish National Innovation System between academic research groups and industrial R&amp;D;</li> <li>– The Swedish Higher Education Ordinance provides for a position of ‘adjunct professor’ of up to six years part-time (20-50%). The adjunct professor should be an expert from industry given the opportunity to work within a university for a certain period of time.</li> </ul>
<b>SWITZERLAND</b>	<ul style="list-style-type: none"> <li>– The Swiss Youth Science Foundation, an independent non-profit organisation, aims to stimulate young people’s interest in science;</li> <li>– The Confederation supports a plethora of measures aimed at attracting (young) people into a researcher career, such as the so-called ‘matching platform’, providing information on activities related to Science, Technology, Engineering and Mathematics (STEM) subjects;</li> <li>– “More women in STEM” Initiative.</li> </ul>	<ul style="list-style-type: none"> <li>– Swiss National Science Foundation Programmes strongly promote researchers’ education at all stages of their careers in assisting doctoral theses, training of researchers and supporting scientific publications;</li> <li>– The <i>Ambizione</i> Programme supports excellent (foreign) post-doc researchers in conducting, managing and leading an independently planned project at a Swiss university;</li> <li>– The Strategic Planning Programme for 2012-16 aims to improve researchers’ working conditions and their career prospects;</li> <li>– The Doctoral Programme (CRUS): supports universities in the creation and development of interuniversity doctoral programmes in order to strengthen research networking and improve the integration of doctoral students;</li> <li>– Swiss Universities and Swiss Universities of Applied Sciences generally offer continuing education to researchers. Researchers acquire transferable skills by conducting independent research;</li> <li>– Swiss University Conference sub-programme "Equal Opportunity at Universities" 2013-2016.</li> </ul>	<ul style="list-style-type: none"> <li>– The Commission for Technology and Innovation (CTI) supports R&amp;D projects, entrepreneurship and the development of start-up companies and helps optimise knowledge and technology transfer;</li> <li>– KTT Initiative: fosters the transfer of Knowledge and Technology Transfer (KTT) between the universities and regional businesses;</li> <li>– BREF Programme (<i>Gebert Rűf</i> Foundation + KFH): promotes collaboration between Switzerland’s business sector and the Universities of Applied Sciences;</li> <li>– The National Research Programmes promote innovative solutions aimed at solving Switzerland’s most pressing problems in collaboration with industrial partners;</li> <li>– Researchers working in the Universities of Applied Sciences have gained experience in higher education teaching and in the private sector (‘double profile’);</li> <li>– <i>Venturelab</i> (IFJ Startup support): a national training programme for innovative high-tech startups.</li> </ul>
<b>TURKEY</b>	<ul style="list-style-type: none"> <li>– Graduate Fellowships Programme for International Students;</li> <li>– International Graduate Fellowship Programme;</li> <li>– National Scholarship Programme for Graduate Students;</li> <li>– Fellowship Programme for Visiting Scientists and Scientists on Sabbatical Leave;</li> <li>– Post-doctoral Research Scholarships.</li> </ul>	<ul style="list-style-type: none"> <li>– The ‘Quality Management Standards for HEIs’ issued by the Council of Higher Education (YOK). The YOK approved the fields of education and programmes under the National Qualifications Framework in January 2011 as part of the Bologna process.</li> </ul>	<ul style="list-style-type: none"> <li>– The Public Research Grant Committee (KAMAG) aims to increase the number of scientists and researchers as well as to enhance the relationships between public institutions, universities and industry;</li> <li>– The Engineering Research Grant Committee (MAG) funds national scientists to generate information and technology, and transform the results into services and/or products for public use in connection with universal developments and national priorities;</li> </ul>

Country	Attract young people to science and the research profession	Quality of doctoral training and life-long learning	Collaboration between academia and industry
			<ul style="list-style-type: none"> <li>– The Technology and Innovation Funding Programmes Directorate (TEYDEB) facilitate cooperation between industry and academia to encourage active involvement in technology development and innovation activities;</li> <li>– Human Resources Coordination Committee (STHRCC) encourages university-industry collaboration;</li> <li>– Collaboration projects to fulfil the needs of industry are funded by the TÜBİTAK 1505 University-Industry Collaboration Grant Programme;</li> <li>– Industry Theses Programme (SAN-TEZ);</li> <li>– Technological R&amp;D Patent Support Programme;</li> <li>– Technological R&amp;D Investment Support Programme;</li> <li>– Technological R&amp;D Promotion and Marketing Support Programme.</li> </ul>
<b>UNITED KINGDOM</b>	<ul style="list-style-type: none"> <li>– The Department for Business, Innovation and Skills and the Department for Education (DfE) work closely on the students' qualification agenda to ensure that the needs of the research market are met, the science curriculum is sufficiently challenging and attractive to young people, and that good enrichment and enhancement activities are part of science education in the UK;</li> <li>– The Science Technology Engineering and Mathematics network (STEMNET), a UK-wide organisation exists to ensure that all young people, regardless of background, are encouraged to understand the importance of science;</li> <li>– The UK Government asked the Royal Academy of Engineering to develop a diversity programme for the engineering industry. The aim of the Academy's Diversity Programme is to increase diversity and improve access to science, engineering and technology (SET) professions;</li> <li>– The Big Bang Fair;</li> <li>– The National Science and Engineering Competition;</li> <li>– Women are encouraged to pursue a STEM career through the Women into Science and Engineering (WISE) campaign;</li> <li>– Research Councils UK (RCUK) are committed to a public engagement strategy which, as one of its aims, encourages links between schools and the</li> </ul>	<ul style="list-style-type: none"> <li>– Centres for Doctoral Training (CDT);</li> <li>– Doctoral Training Partnerships: provide training for students across a broad range of subjects determined by a Research Organisation or consortia of Research Organisations;</li> <li>– Seven UK Research Councils;</li> <li>– The UK Government has a well-defined and long term skills agenda for researchers;</li> <li>– Higher education institutions in the UK can also develop their individual training and development programmes, covering a range of domains included in new the Researcher Development Framework;</li> <li>– The Vitae programme supports knowledge exchange and the development of a strategic agenda to train and support high level researchers to further improve their skills competencies;</li> <li>– Research Councils UK have developed a Statement of Expectations for Doctoral Training which lays out common principles for the support of all Research Council students. They are aligned with the seven principles for Innovative Doctoral Training;</li> <li>– Research Councils UK have developed a Joint Vision for Collaborative Training which sets out common objectives and benefits of collaborative training.</li> </ul>	<ul style="list-style-type: none"> <li>– Collaborative Awards in Science and Engineering (CASE) studentships promote collaboration between the research community and the end-users of research;</li> <li>– Innovation Vouchers for SMEs to purchase academic support by employing researchers in the field of technology and innovation;</li> <li>– Knowledge Transfer Partnerships (KTPs): recently qualified graduate students are employed by a business partner to support knowledge and expertise transfer via a strategic project launched together with the higher education or research institution;</li> <li>– The UK government has announced new plans to strengthen collaboration. This will include promotion of a new framework for business and universities to work together and support the Council for Industry and Higher Education (CIHE) to create a National Centre for Universities and Business;</li> <li>– The RCUK School-University Partnerships Initiative (SUPi), a three-year initiative begun in 2013, to create structured and strategic mechanisms for universities to work in partnership with secondary schools and further education colleges.</li> </ul>

Country	Attract young people to science and the research profession	Quality of doctoral training and life-long learning	Collaboration between academia and industry
	<p>UK research community in order to secure and sustain a supply of future UK researchers;</p> <ul style="list-style-type: none"> <li>– Programme of Teacher CPD (Continuing Professional Development) entitled 'Bringing Cutting-edge Science into the Classroom';</li> <li>– The Nuffield Research Placement Scheme offers up to 1 000 bursaries a year for students to work alongside professional scientists, technologists, engineers and mathematicians on their own research projects, many of which also receive the British Science Association's Gold CREST awards.</li> </ul>		

Source: Deloitte, 2012 and 2013 reporting exercise

## Annex V: Social security benefits (sickness, unemployment and old-age)

The table below provides an overview of the countries' social security provisions for researchers. The information is based on the 2012 and 2013 reporting exercise with the participating countries within the scope of this study. An update of information has not been available this year for Bulgaria, Portugal, the Slovak Republic nor for Iceland, Israel and Liechtenstein.

**Table 3: Social security benefits for researchers - To what extent do publicly-funded fellowships, stipends, grants or equivalent provide sickness, unemployment and old-age (pensions) benefits for researchers compared to researchers on more stable employment**

Country	Social security benefits (sickness, unemployment and old-age)
<b>AUSTRIA</b>	<p>In Austria, grant beneficiaries' access to social benefits (sickness, unemployment and old-age benefits) is based on the following provisions:</p> <ul style="list-style-type: none"> <li>– Grants offered by the main funding agencies provide social security coverage. Some programmes offer fixed-term contracts (grants) with full social coverage or with self-insurance;</li> <li>– Anyone receiving a grant from the Austrian Science Fund (FWF) is financed via an employment contract. This applies to doctoral students and incoming scholars as well. The FWF had already begun to avoid funding researchers by means of stipends even before it signed the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers in 2006. The FWF supports researchers with employment contracts, which include social insurance (contributions to pension funds, health and accident insurance, parental leave, etc.). Stipends for researchers going abroad are the only exception. In this case, there is no employment contract and only pension cover is provided;</li> <li>– Fellowship programmes for doctoral candidates and post-docs administered by the Austrian Academy of Sciences (APART, DOC, DOC-team programmes) offer fixed-term contracts (fellowships) with full social coverage or with self-insurance.</li> </ul>
<b>BELGIUM</b>	<ul style="list-style-type: none"> <li>– Under the Belgian social security system, researchers (both doctoral candidates and post-doctorate researchers) are covered with full social security benefits, regardless of their nationality, as they are considered to be publicly funded researchers. The Belgian general scheme of social security covers sickness, maternity, disability, pension insurance, unemployment, accidents, occupational diseases and family benefits. It makes no difference whether the researcher has an employment contract or receives a stipend. The general scheme applies to nationals of countries of the European Economic Area (EEA) and Switzerland, or a country tied to Belgium by a bilateral agreement on social security;</li> <li>– All scholarship recipients from a country that is not linked with Belgium by a bilateral agreement on social security or which is not part of the EEA are entitled to the Belgian limited scheme of social security.</li> </ul>
<b>BOSNIA AND HERZEGOVIA</b>	<ul style="list-style-type: none"> <li>– In BiH, researchers (both doctoral candidates and post-doctorates) are fully covered by social security benefits if they are employed under the corresponding laws and regardless of their nationality;</li> <li>– The health and social security scheme covers sickness, maternity, disability, pensions, unemployment, accidents, occupational diseases and family benefits.</li> </ul>
<b>CROATIA</b>	<ul style="list-style-type: none"> <li>– Procedures governing social security benefits must be carried out according to the Labour Act (OG 149/09, 61/11, 82/12, 73/13), the Act on Employment Mediation and Unemployment Rights (OG 80/08, 94/09, 121/10, 25/12, 118/12, 12/13, 153/13) and Pension Insurance Act (OG 157/13);</li> <li>– The Act on Scientific Activity and Higher Education provides that in the case of persons employed in research and collaborative work places (financed from the state budget), extension of their contract is also provided for by the collective agreement or by a general act of the scientific organisations (e.g. for maternity and/or parental leave, sick leave for more than three months, the performance of the public service or duty and other justified cases, etc.);</li> <li>– Doctoral and postdoctoral grants from the Croatian Science Foundation only cover researchers' short-term stay (3-12 months) in foreign academic institutions while employed at their home institutions. Therefore, sickness benefits depend entirely on each institution's individual policies and not on the Foundation's fellowships and grant schemes.</li> </ul>
<b>CYPRUS</b>	<ul style="list-style-type: none"> <li>– In the Republic of Cyprus, researchers are entitled by law to receive fully paid sick leave for 42 calendar days for each year of continuous research work. When a researcher is on sick leave for a considerable period of time during the implementation of a nationally funded project, the project is put on hold and an extension of its duration is granted;</li> </ul>

Country	Social security benefits (sickness, unemployment and old-age)
	<ul style="list-style-type: none"> <li>– Employed researchers may apply for unemployment benefits, provided that they have worked for a minimum of 26 weeks and have contributed to the Social Insurance Fund during the previous year.</li> </ul>
<b>CZECH REPUBLIC</b>	<ul style="list-style-type: none"> <li>– In the Czech Republic, there is no legislation dealing exclusively with researchers' social security and supplementary old-age benefits;</li> <li>– Researchers receive social security benefits depending on the type of grant agreement. Generally speaking, if the contracts are defined as employment, social security and health insurance contributions are automatically taken off the wage, regardless of the nationality of the researcher.</li> </ul>
<b>DENMARK</b>	<ul style="list-style-type: none"> <li>– Social security is not covered by the researchers' statute as they enjoy the same rights as all other employees;</li> <li>– All publicly-funded researchers (including employed PhD students) receive full pay when sick. This is governed by collective agreements. Universities/the employer may receive partial reimbursement from the state of the salary paid during the employee's illness;</li> <li>– In Denmark, unemployment insurance is voluntary and researchers are not automatically insured against unemployment. Similarly to all other employees, researchers must be a member of an unemployment fund (known as an "A-kasse") in order to gain access to unemployment insurance. These are private associations that are connected with trade unions and other professional organisations;</li> <li>– Under the Collective Agreement for Academics in the State (2013), a pension contribution of 17.1% of the salary is compulsory, split two thirds/one third between employer and employee. This was the same under the 2008 Collective Agreement;</li> <li>– Publicly funded grants and equivalent can provide pensions, depending on the specific collective agreement between the researcher and the employer.</li> </ul>
<b>ESTONIA</b>	<ul style="list-style-type: none"> <li>– In Estonia, all researchers are considered as employees and are entitled to full social security coverage, including health insurance and sickness benefits. The Estonian Health Insurance Fund pays the benefit to the insured person based on the certificate of incapacity for work. Benefits for temporary incapacity for work include sickness benefits, care allowance, maternity benefits and adoption allowance;</li> <li>– Doctoral candidates have access to health insurance, but are not eligible for sickness and unemployment benefits or pensions, unless they are hired by the university under an employment contract. In that case, they enjoy full social security coverage. Since 2012, the state has encouraged and supported universities in hiring doctoral students as early-stage researchers despite the fact that most of the doctoral candidates are already working, not necessarily as researchers, and receive full social security coverage as employees;</li> <li>– Under the Universities Act, students (including doctoral candidates) have the right to take a sabbatical of up to one year once at each academic level. In addition, students are granted the right to take additional academic leave (of up to two years) for health reasons. Students can interrupt their academic career (by up to one year) to serve in the Defence Forces and can take parental leave at any time up to the child's third birthday.</li> </ul>
<b>FINLAND</b>	<ul style="list-style-type: none"> <li>– In Finland, publicly funded fellowships, stipends, grants or equivalent provide sickness, unemployment and old-age benefits for researchers.</li> </ul>
<b>FRANCE</b>	<ul style="list-style-type: none"> <li>– All researchers with employment contracts receive full social security coverage (including sickness, unemployment and pension benefits);</li> <li>– All ANR fellows are recruited under doctoral contracts. Both doctoral and post-doctoral candidates benefit from sickness and unemployment rights.</li> </ul>
<b>FORMER YUGOSLAV REPUBLIC OF MACEDONIA</b>	<ul style="list-style-type: none"> <li>– Only researchers who are full time employees of institutions are entitled to receive social security benefits.</li> </ul>
<b>GERMANY</b>	<ul style="list-style-type: none"> <li>– Unlike employment contracts, which are subject to social insurance contributions, scholarships from German science organisations are flexible funding instruments – they can to a certain extent be adapted by the scholarship provider and used to provide unbureaucratic support in unexpected (emergency) situations or in specific circumstances. Scholarship recipients come to Germany from all over the world, often for a short period of time. In many cases, they have employment contracts in their own countries. Consequently, there is a broad range of individual circumstances. Structurally, therefore, the scholarship providers are in the best position to find a suitable solution for each individual case;</li> <li>– The Alexander von Humboldt Foundation (AvH) offers social benefits in the form of ancillary grants. Fellows and accompanying family members have to be covered by a health insurer</li> </ul>



Country	Social security benefits (sickness, unemployment and old-age)
	<p>providing sufficient coverage in Germany from the first day onwards and for the entire duration of their stay in Germany. The AvH can provide a grant of EUR 50 per month for the duration of the funding period towards the costs of health and personal liability insurance for fellows, for spouses and dependent children (up to the age of 18) who accompany them to Germany for a period of at least three months. Fellows are responsible for making sure that they have sufficient health coverage. No health insurance cover is provided under the <i>Feodor Lynen</i> Research Fellowship Programme for German post-docs and experienced researchers going abroad to conduct research. Health insurance has to be paid for from the fellowship grant. The Georg Forster Research fellowship programme (HERMES) contains fellowship benefits, such as a subsidy towards a pension plan that may be granted by the AvH on application;</p> <ul style="list-style-type: none"> <li>– DFG fellowship holders are responsible for their own health insurance; it has to be financed from the fellowship. Should the recipient fall seriously ill, and should a fellowship interruption or a part-time solution not be possible, the fellowship can – in individual cases and subject to the provision of medical proof – continue to be paid. In addition, the fellowship period can be extended so that the recipient can complete his or her work and remain in the science system;</li> <li>– Grants offered by the <i>Fraunhofer Gesellschaft</i> and the <i>Max Planck Gesellschaft</i> continue to be paid for six weeks if the recipient falls ill. Beyond this period, the Max Planck Institute in question decides whether and to what extent payments will continue. The livelihood of doctoral students should be guaranteed while they are ill; any state benefits received are taken into account when calculating the grant payments.</li> <li>– The German Academy of Sciences Leopoldina does not provide any contribution to social insurance beyond full personal scholarships covering living expenses in the place of residence;</li> <li>– Unemployment insurance is not provided under scholarship programmes;</li> <li>– In principle, grant recipients are free to make voluntary payments into the statutory pension insurance scheme (DRV), foregoing the employer contribution (and taking into account the minimum limits). The German science organisations as well as the public and private funding institutions offer additional pension insurance and other social benefits in order to maintain the attractiveness of funding instruments and reduce the risk of old-age poverty among researchers who start paying social security contributions at a later stage in life. Organisations promoting mobility are increasingly considering the provision of additional grants for post-docs to enable them to set up private pension schemes.</li> </ul>
<b>GREECE</b>	<ul style="list-style-type: none"> <li>– In Greece, researchers on stipends/grants are generally covered by social security even though provisions on social security coverage and supplementary pension benefits for researchers are not specifically included in national legislation. In practice, the type of benefits researchers receive depends on the type of grant agreement with the host institution;</li> <li>– Generally, researchers receiving stipends/grants are covered by social security.</li> </ul>
<b>HUNGARY</b>	<ul style="list-style-type: none"> <li>– In Hungary, researchers working under employment contracts are entitled to full social security benefits. PhD students, when receiving state fellowships, are not eligible for old-age benefits; they have to sign a specific contract with the Central Administration of National Pension Insurance individually, if they wish to be covered for this period;</li> <li>– A new incentive to employment of researchers has been applied since January 1, 2013, in the form of reduced researcher-related contributions. A research-intensive company pays only a reduced tax contribution per researcher with a PhD up to a salary of HUF 500 000 (some EUR 1 670). The employer's social contribution tax which is 27% of the gross salary of the researcher is not payable in this case. Furthermore the employer is exempt from the 1.5% specialised professional training contribution for employees with a scientific title.</li> </ul>
<b>IRELAND</b>	<ul style="list-style-type: none"> <li>– Post-doctorates (R2-R4) are treated as employees and therefore covered for social security purposes, whereas the majority of pre-doctorates (doctoral candidates, R1) are treated as students and do not come under the Social (Welfare) Security code. Approximately 90% of PhD candidates in Ireland are full-time registered students and not employees. Therefore, they are not covered by employment-related social security;</li> <li>– Students are not entitled to receive social welfare payments such as unemployment, supplementary welfare or illness payments while attending a full-time course of study. The Fixed Term Workers Act 2003 ensures that researchers employed on fixed term contracts (non-tenured) are eligible for the same entitlements as comparable permanent employees, in contrast to doctoral candidates who are regarded as students. Hence, all non-tenured researchers have the same sick leave entitlements as permanent employees;</li> <li>– The Programme for Research in Third-Level Institutions (PRTL), and IRC grants for post-doctoral researchers include provision for an employer's Pay Related Social Insurance (PRSI) contribution,</li> </ul>



Country	Social security benefits (sickness, unemployment and old-age)
	<p>which can entitle employees to benefits such as maternity and illness benefits, and jobseeker's (unemployment) allowance;</p> <ul style="list-style-type: none"> <li>– All funding awards for non-tenured researchers include an employer and employee pension contribution.</li> </ul>
ITALY	<ul style="list-style-type: none"> <li>– In Italy, researchers under publicly funded fellowships/grants or under employment contracts are entitled to sickness benefits, but do not have an automatic right to maternity leave;</li> <li>– Old-age benefits are foreseen both for employees (permanent and fixed-term contracts) and for those on temporary contracts. However, the procedures which apply to the two groups are not the same.</li> </ul>
LATVIA	<ul style="list-style-type: none"> <li>– In Latvia, researchers employed under permanent or temporary contracts receive a salary, pay mandatory social security contributions, and are entitled to social security benefits (including sickness, unemployment and old-age benefits).</li> </ul>
LITHUANIA	<ul style="list-style-type: none"> <li>– In Lithuania, publicly-funded fellowships provide health insurance while pension contributions are not covered;</li> <li>– All doctoral candidates working under employment contracts enjoy social security benefits;</li> <li>– The Law on Pensions for Researchers provides a pension scheme for researchers who have been employed in the research profession for at least ten years.</li> </ul>
LUXEMBOURG	<ul style="list-style-type: none"> <li>– All beneficiaries of FNR (National Research Fund) projects or institutional funding, including AFR fellows, are taken on under employment contracts with the host institution. These employment contracts offer researchers full social security coverage, including health and pension insurance, during the research training period.</li> </ul>
MALTA	<ul style="list-style-type: none"> <li>– In Malta, all publicly funded fellowships, stipends, grants or equivalent provide sickness benefits (for temporary illness) for researchers in the case of normal employment;</li> <li>– The grant schemes (MGSS, STEPS and Master it!) provide funding for the beneficiary to enrol at a University as a student for a limited period (normally for a maximum of three years). However, they do not include explicit provision for contributions to social security (including unemployment and old-age benefits). Scholarship awardees are offered a maintenance grant, a 'study abroad' allowance and family friendly allowances. They are also offered the opportunity to work up to 19 hours per week;</li> <li>– Any unemployment benefits that a researcher qualifies for would depend on employment history rather than on the grant scheme.</li> </ul>
MONTENEGRO	<ul style="list-style-type: none"> <li>– Social security issues are determined by general Labour Law;</li> <li>– All employed researchers (full time, or part time, paid from core or project funding) are entitled to receive full social benefits.</li> </ul>
NETHERLANDS	<ul style="list-style-type: none"> <li>– In the Netherlands, researchers with employment contracts are entitled to social security coverage, including health insurance, unemployment benefits and supplementary pensions, and old-age benefits. Contributions are automatically deducted from researchers' pay, regardless of their nationality;</li> <li>– PhD candidates receiving a grant have minimum or no social security rights (including no pension benefits).</li> </ul>
NORWAY	<ul style="list-style-type: none"> <li>– In Norway, researchers are on employment contracts (except the 5-7% PhD candidates on development grants) and receive full social security coverage;</li> <li>– The State Education Loan Fund provides sickness benefits for the 5-7% of PhD candidates receiving development grants. Research Council funding for short-term mobility (1-12 months) for doctoral candidates/post-docs/others does not carry sickness benefits. However, in both cases, health insurance is normally provided for through the Norwegian Labour and Welfare Service (NAV);</li> <li>– All employees in Norway, including researchers, enjoy the same right to unemployment benefit. The size of the benefit depends on their previous income level;</li> <li>– Researchers, like all employees in Norway, are entitled to old-age benefits.</li> </ul>
POLAND	<ul style="list-style-type: none"> <li>– In Poland there is no legislation dealing exclusively with the social security and supplementary pensions of researchers;</li> <li>– Social security benefits depend on the type of grant agreement, but in general, if the contract between a researcher and the host institution is defined as an employment contract, social security and health insurance contributions are automatically deducted from the wage of the researcher, regardless of nationality.</li> </ul>
ROMANIA	<ul style="list-style-type: none"> <li>– The Labour Code accords social security benefits to all employed researchers living in Romania;</li> <li>– Foreign citizens residing in Romania can benefit from the package of medical services for optionally insured people if they are insured with one of the county or Bucharest health social insurance</li> </ul>

Country	Social security benefits (sickness, unemployment and old-age)
	houses. EU citizens benefit from free of charge emergency care. Otherwise they have to pay the medical services providers.
<b>SERBIA</b>	<ul style="list-style-type: none"> <li>– All researchers, regardless of the type of contract or age, are entitled to sickness benefits;</li> <li>– Researchers receiving stipends do not enjoy health cover;</li> <li>– Only researchers with permanent contracts have access to unemployment benefits.</li> </ul>
<b>SLOVENIA</b>	<ul style="list-style-type: none"> <li>– Researchers (including young researchers, post-docs, and researchers at early career stages) are considered to be like any other employees and enjoy all the benefits related to sick leave or maternity. Contributions to pension and health insurance are normally automatic if the research work is supported by an employment contract;</li> <li>– The Young Researcher Programme provides beneficiaries with full social coverage;</li> <li>– Social benefits for other young researchers (i.e. those on stipends from different funds and foundations) are subject to conditions specified by each individual programme or project.</li> </ul>
<b>SPAIN</b>	<ul style="list-style-type: none"> <li>– Researchers under employment contracts or receiving funding are granted social security coverage, including sickness and unemployment benefits;</li> <li>– Old-age benefits are only available for those on employment contracts;</li> <li>– As a result of the changes to the funding system made in 2013, those receiving pre-doctoral grants are now on employment contracts and therefore fully covered – which was not the case previously.</li> </ul>
<b>SWEDEN</b>	<ul style="list-style-type: none"> <li>– In Sweden, stipends and doctoral grants do not provide sickness benefits;</li> <li>– Unemployment benefits are only granted to employed researchers;</li> <li>– Old-age benefits are regulated by collective agreement between employers and unions. Stipends carry no pension benefits;</li> <li>– Doctoral grants carry entitlement to the national retirement pension and all kinds of employment carry an entitlement to an occupational pension;</li> <li>– For doctoral students with stipends, the state HEIs provide insurance cover to apply when the doctoral student's stipend ceases to be paid because of absence from study on the grounds of illness or parental leave.</li> </ul>
<b>SWITZERLAND</b>	<ul style="list-style-type: none"> <li>– Generally, fellows (of e.g. <i>Ambizione</i> stipends, SNSF professorships) are employed by the Swiss Universities and therefore, enjoy standard employee benefits. However, this is not the case for fellows going abroad;</li> <li>– Fellows (doctoral and post-doc) funded by SNSF or the Scientific Exchange NMSch Sciex Programme enjoy the same social security benefits (accident, unemployment, sickness, old-age) as researchers employed by universities under employment contracts. (Note: in Switzerland health insurance is private, but compulsory).</li> </ul>
<b>TURKEY</b>	<ul style="list-style-type: none"> <li>– Turkey has bilateral social security agreements with 21 countries. Citizens of countries which have signed a social security agreement with Turkey based on the principle of reciprocity can certify that they are subject to insurance in their own country.</li> </ul>
<b>UNITED KINGDOM</b>	<ul style="list-style-type: none"> <li>– In the UK, provisions on sickness benefits for researchers depend on the context of the grant agreement. Contractual arrangements defined as 'employment' provide researchers with sickness payments and other benefits, including maternity leave, paternity leave, adoptive leave, extended jury service and holidays;</li> <li>– Additional funding may be granted by the Research Councils UK (RCUK);</li> <li>– Each pension scheme includes different provisions.</li> </ul>

Source: Deloitte, 2012 and 2013 reporting exercise