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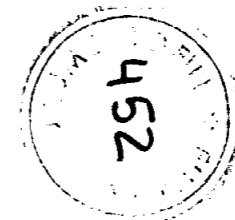
THE SOCIAL SCIENCES IN CANADA

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THE SOCIAL SCIENCES IN CANADA

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THE SOCIAL SCIENCES IN CANADA*

1. INTRODUCTION

This paper presents a brief perspective on the development of the social sciences in Canada. It comprises a brief review of their history; a discussion of the present state of scholarly associations, research institutes and sources of funding research; a comment on the main issues facing the social sciences in terms of their relationship to society at large; and some thoughts on the need for future development.

Addressing a topic as broad as the development of the social sciences in Canada requires generalization, thus masking, to a certain degree, the differences that exist in a country with two major cultures and ten educational jurisdictions**. Having said this, we believe, however, that there are a number of issues which can be clearly identified.

In Canada, the principal granting agency for support of research and related activities in the social sciences is the Social Sciences and Humanities Research Council (SSHRC). This organization, which was created in 1978, has an "arms length relationship" with the Canadian government in terms of its policy development and decisions relating to the awards of grants and fellowships. The activities of the Council can be grouped under four general headings: research training—primarily support of students at the doctoral level; research support of discipline-based research; support of research in priority areas; and, communications and international relations, including the support of scholarly publications, associations and conferences. In August 1985, the SSHRC published its second Five-Year Plan (1985-90) for the development of social sciences and humanities in Canada.

2. HISTORY

The development of the social sciences in Canada occurred over three distinct periods: the early years up to 1960; the years of expansion, 1960-70; and the phase of consolidation, 1970 to present.

* By social science is meant the independent systematic study, mainly in universities, of human relationships and behaviour. In Canada, the fields of study include those recognized by the Social Sciences and Humanities Research Council (SSHRC), namely: economics, sociology, anthropology, archaeology, political science, psychology, history, geography, law teachers, administrative sciences, the study of education and higher education, industrial relations, peace research, regional and urban studies, home economics, area studies (Latin American, Caribbean, African, European, USSR and Eastern Europe, Asian), demography, criminology, socio-linguistics, and communications studies. To this list could be added, of course, other sub-disciplinary or multi-disciplinary areas.

** In Canada, education is constitutionally a provincial jurisdiction but there is a federal responsibility for some aspects of post-secondary education and university research.

2.1 The early years

The period from 1870 until World War I saw the introduction of traditional social science disciplines in Canadian universities, patterned largely on the university system in Great Britain. In the English-speaking part of Canada much of the growth of the social sciences during the first 40 years of this century was inspired by the belief that universities should provide training for the expanding public service, as well as for institutions in the private sector. In contrast, the first Quebec social science programs in the 1930's were sponsored by the Roman Catholic Church in an attempt to shape the changing society according to the social doctrines set forth in the papal encyclicals; the orientation stressed social service in the interests of French Canadian society as a whole. The social sciences helped prepare the way for the formation of cooperatives, credit unions, workers' syndicates and other institutions. The social sciences in Quebec have since been secularized, but remain strongly committed to participation in the shaping of Quebec society.

By the 1920's and 1930's, strong national associations had been established to counter the wide geographic distribution of teachers and researchers in the social sciences. This was followed by the founding of the Social Sciences Research Council (later, Federation) in 1940. From 1940 to 1958, this organization received funding, mainly from American foundations, to establish basic programs of support for research in the social sciences.

Unfortunately, in most of the social sciences, graduate study programs were only feebly developed, so that it was impossible to meet from within Canada the surge in demand for professional social scientists that occurred in the 1960's. Many prospective social scientists had to leave Canada to earn their advanced professional degrees elsewhere, particularly in the United States.

2.2 The Years of Expansion - the 1960's

With the establishment of the Canada Council* in 1957, the federal government committed itself, for the first time, to funding social science research.

* The federal government created the Canada Council in 1957 as a funding agency for the arts, social sciences and humanities. In 1978, it was split into the Canada Council for the arts, and the Social Sciences and Humanities Research Council (SSHRC) for the funding of the social sciences and humanities. In Quebec, there is also the Fonds FCAR (Formation de chercheurs et aide à la recherche) which has a considerable budget for the social sciences.

During the decade of the 1960's, increasing allocations were made in aid of research in the social sciences. In part, this was a general academic phenomenon, occurring elsewhere in the western world, in response to the post-war baby boom, a growth economy, and the increased need for highly educated manpower in industrialized societies. The particular growth in the social sciences was also, however, a function of methodological developments, greater social concern, the growth of the public sector and the need for tools to cope with the complexities and rapid changes in modern society. Another important factor was the stimulus provided by Royal commissions, such as those on Canada's Economic Prospects (1955-57), Bilingualism and Biculturalism (1963-68), and Status of Women (1967-70). These commissions, together with enquiries such as the Senate Special Committee on Science Policy (1967-70), were an important catalyst in fostering the growth and public profile of the social sciences in Canada.

The rapidity of growth during this period is well documented and reflected in statistics. The number of scholars in the 10 major social science discipline areas rose from 1,117 in 1956-57 to 13,562 by 1979-80. In the same period, their proportion increased from 24 to 41 per cent of the university community.

This rapid growth was marked by the following characteristics. Many of the new teachers came from outside Canada (mainly from the United States, Great Britain and France) bringing with them an approach to research, in both content and theory, which was non-Canadian; there was fragmentation of both subject matter and social science institutions with the proliferation of fields and sub-fields; and much research effort was discipline-based and focused on methodological issues rather than on normative, social concerns. This emphasis on disciplinary development led to a certain lack of communication both between disciplines and between the university and wider community.

2.3 The Years of Consolidation - the 1970's

The rapid expansion of graduate studies and faculty in the social sciences in 1960's was inevitably followed by a period of consolidation and institution-building in the 1970's. New national and regional associations were formed. Many associations extended their activities from the original ones of annual meetings and journals to professional development and new publications such as directories, thesis listings and state-of-the-art surveys.

There was also a significant expansion in social science publications. By 1984, the number of journals had risen from half a dozen to approximately 70 (see Appendix A). In addition, research findings were consolidated in the publication of case studies and texts in the core social science disciplines.

One of the main issues of the period was the influx of foreign, mainly American university teachers, and the non-Canadian approach to social science, all of which led to a nationalist reaction. Even as late as 1972-73, only 59 per cent of new appointments in Canadian universities were Canadian citizens. However by 1978-79, concern over this issue had lessened as by that time nearly 75 per cent of new appointments were Canadians.

The international economic recession of the 1970's had also a critical impact on the funding of research and post-secondary education. The universities in most provinces were funded under the rate of inflation beginning in 1974-75, with the exception of Quebec where universities were not as badly affected until 1981-82.

A significant development during this period was the decision of the federal government to reorganize its research granting councils. In 1978, the social sciences and humanities division of the Canada Council was split off from the Canada Council and the new Social Sciences and Humanities Research Council was established.* The following year, the new organization presented its first Five-Year Plan to the government - the first time that a planning document addressing the development of the social sciences and humanities had been prepared.

3. PROFESSIONAL ASSOCIATIONS

It was mentioned previously that the Social Science Research Council (later, Federation) was established in 1940. This organization initially provided financial support for research activities in the social sciences. However, when the federal government began providing support for the social sciences, the SSHRC gradually changed its function from being a funder of research to being a federation of discipline associations with the function to speak on behalf of the social scientists.

The SSHRC provides administrative support for executive committee meetings and general office expenses of the Social Science Federation of Canada and its constituent societies. In addition, it also provides administrative support for other scholarly associations which are not members of the Federation (see Appendix B).

Federal government support is also provided through the SSHRC for the annual "Learned Societies" conferences. Each year one Canadian university plays host to some 70 annual meetings of academic associations which take place on one campus during a two-week period in May-June. This offers an opportunity for some 6,000 scholars to discuss research activities and interests with their colleagues.

* At the same time the Natural Sciences and Engineering Research Council (NSERC) was created. The third Council is the Medical Research Council (MRC).

4. SOCIAL SCIENCE CENTRES AND INSTITUTES

The period of rapid growth of universities in the 1960's and early 1970's was also characterized by a proliferation of social science research centres and institutes. A 1981 publication of the Social Science Federation of Canada noted that "in spite of their proliferation, the state of development and the strengths and weaknesses of university-based centres and institutes conducting research in the social sciences remain unknown as there exists no basic reference tool in this area". Their publication, A Directory of Social Science Research Centres and Institutes at Canadian Universities, helped fill this gap by providing information on some 130 centres.

One of the major initiatives proposed in the SSHRC's recently published Five-Year Plan (1985-90) is the development of a new program to provide basic infrastructure support for research centres in priority areas of national concern. These centres would not only be focal points to strengthen links between disciplines and encourage multidisciplinary approaches to research on problem areas, but would act as nodes in communication networks. They would offer facilities for researchers from other institutions and other countries; and, would provide a linking point for contacts between researchers and research users, particularly in the government and private sector.

5. FINANCING SOCIAL SCIENCE RESEARCH

The university is the single most important source of funds for social science research, through both its support of direct research expenses and the indirect contribution to the research endeavour through academic salaries, secretarial and support staff, office space, equipment, research facilities and libraries.

In Canada the university system is a provincial responsibility, although the federal government transfers funds to each province as a contribution towards the cost of financing post secondary education. In recent years provincial support of universities has not matched inflation and increases in enrolment, so that the universities have been less able to provide the vital infrastructure and indirect support for research. This has led to serious consequences for the state of research in the social sciences.

After the universities, the next most important single source of funding for research in the social sciences is the SSHRC. In 1984-85, the federal government directly allocated \$90 million to scientific activities in the human sciences in Canadian universities of which 50 per cent was disbursed through the SSHRC. Total federal expenditures in the social sciences and humanities totalled \$771 million.

In Quebec, the provincial government is an important source of funds for research in the social sciences through Fonds FCAR (formation de chercheurs et aide à la recherche). The Fonds has a budget of 30M\$, half of which supports graduate students and researchers in the social sciences and humanities.

6. STATUS OF SOCIAL SCIENCES IN RELATION TO CANADIAN SOCIETY

Times of economic austerity inevitably give rise to the question as to whether social sciences adequately address normative, problem-oriented concerns of contemporary society. Social scientists face the challenge of having to prove their work's relevance, usefulness and contribution to the solution of public concerns. The public and policy-makers alike expect social scientists to devote more attention to Canadian Studies and to generate creative ideas to the problems of contemporary society.

6.1 Canadian Studies

The debate over the relative absence of research on Canadian Studies dates back to the nationalist reaction to the large influx of foreign, mainly United States, faculty in the 1960's. With them came the importation of social science models, methodologies and conceptualizations that were not pertinent to the Canadian situation.

In response to the 1975 Report of the Commission on Canadian Studies, which demonstrated a lack of research on Canada, the SSHRC and the Secretary of State Department in 1981-82 set up several special programs of assistance to Canadian Studies.

While there was an inadequate body of research on Canada in the 1960's, the situation has now changed. A recent study by the SSHRC of Canadian content in its Research Grants program indicates that about 50 per cent of the research supported could be defined as Canadian Studies and that this proportion remained fairly stable over the past five years. Foreign subjects account for about a third of the research funded, while the remainder were classified as theoretical.

6.2 Strategic Research

Part of the reason for restructuring the federal granting councils in the late 1970's was to encourage an increased research effort on matters of national importance. In response, the SSHRC introduced its program of Strategic Grants in 1979-80. The Council determines priority areas for support through consultation with its community.

The Strategic Grants programs are intended to orient research to particular areas where there is a perceived need for an increased research effort. They differ therefore from both the

so-called "independent" research, which is entirely researcher-initiated and generally intended to contribute to the discipline knowledge base, and "mission" research where the specific topic and objectives of the study are delineated by the client. In the case of targeted or strategic research, the general domain is designated, but the specific topic, objective and methodology are chosen by the researcher.

In the first five years of the Strategic Grants program, the SSHRC has designated the following areas for study:

- Population Aging;
- the Human Context of Science and Technology;
- the Family and the Socialization of Children;
- Women and Work; and,
- Managing the Organization in Canada.

Two other new programs have also been approved in principle: Education for the Post-Industrial Society, and Community-Based Research on Native Issues. In all cases, priority areas have been selected following extensive national consultations with the research community and other interested groups.

6.3 Interdisciplinary Research

In Canada it is the disciplines which have traditionally determined the university structures, the academic journals and associations. This has resulted in a certain fragmentation of the social sciences as well as in a reluctance to engage in interdisciplinary endeavours.

There is some discussion within the academic community over the question of interdisciplinarity. While it is argued in some quarters that what is needed are first-rate scholars skilled in one discipline who can think broadly, others claim that the best return in the future would come from sustained, focused interdisciplinary research. The latter suggests that interdisciplinarity holds greater promise when dealing with social problems.

An approach that is being proposed by the SSHRC in its current Five-Year Plan is the establishment of research centres where disciplinarians would be encouraged to do their research in an interdisciplinary environment.

7. MAJOR ISSUES FACING SOCIAL SCIENCE RESEARCH

7.1 Funding of Social Science Research

The most serious issue facing the social sciences is the present underfunding of research. After large-scale investment in graduate training during the 1960's to develop a capacity for social science research in Canada, an adequate base of funding is now required to reap the rewards of this investment.

Of great importance also is the question of attaining the right balance between discipline-based or "fundamental" research and strategic research.

7.2 Research Infrastructure

Because of the recent financial constraints universities have been less able to provide the necessary infrastructure that is required to undertake research. Of particular concern is the state of Canadian university research libraries. A recent study conducted by the SSHRC indicates that, despite special funding provided by the Council, research libraries at Canadian universities are unable to maintain world-class collections with their existing budgets.

7.3 The Aging Professoriate

As one of the consequences of the large-scale hiring of university faculty in the 1960's existing faculty are clustered in a relatively narrow age cohort. In 1982, nearly 60 per cent of full time teaching staff in the human sciences at Canadian universities were aged between 35 and 49. This means that relatively few faculty will retire between now and 1990. The rate of retirement will then accelerate dramatically over the following 15 years.

The combined effect of the current lack of hiring in Canadian universities, which is diverting qualified researchers into other occupations, and the looming retirement bulge in the 1990's will endanger the research system.

7.4 Communications

Some social scientists believe that up to now there have been inadequate communications and exchanges between academics and their external milieu.

A recent study by the SSHRC of its Research Grants program indicates that 45% of the research funded has policy relevance, and yet, the results of this research do not appear to be adequately communicated to key people outside the university system. On the

whole, there seems to be too little follow-through on research by social scientists. Once research is produced, and perhaps published, not enough effort is made to bring it to the attention of decision-makers or to follow it into the implementation stage.

8. INTERNATIONAL COOPERATION

To contribute fully to the world's body of knowledge and to benefit from it, the research community needs to be effectively linked at the national level and to be in closer contact with the international scientific community. Recognizing the importance of intellectual exchange among the scholars of the world and the need for Canada to have an international presence, the SSHRC administers programs of grants for Canadian participation in international conferences abroad, the organization of cross-national seminars, and for inviting foreign guest lecturers to come to Canada. Under the auspices of the SSHRC, Canada also participates in formal bilateral exchanges with China, France, Hungary and Japan. The exchange with the USSR has been suspended in 1980.

9. NEEDS FOR FUTURE DEVELOPMENT

The primary need for the future development of the social sciences in Canada is adequate funding for the training of researchers, the infrastructure and conduct of research and the dissemination of research results.

While providing adequate support for funding the base of disciplinary research, greater effort is required to encourage research that addresses pressing socio-economic problems in contemporary society. Although it is recognized that discipline-based research is the foundation on which all research endeavour rests, targeted work would best be conducted in a multidisciplinary context. It is equally important that a concerted effort be made to communicate the results of research to decision-makers in government and to other interested groups in society at large.

APPENDIX A

Social Science Journals Receiving Grants in 1984
from the Social Sciences and Humanities
Research Council of Canada

L'Actualité Économique	Alberta Journal of Educational Research
Annals of Air and Space Law	Anthropologie et Sociétés
Archivaria	Anthropologica
Atlantis	B.C. Studies
Les Cahiers de Droit	Cahiers de Géographie du Québec
Canadian Ethnic Studies	The Canadian Geographer
The Canadian Historical Review	Canadian Journal of Agricultural
Canadian Journal of African	Economics
Studies	Canadian Journal of Archaeology
Canadian Journal of Behavioural	Canadian Journal of Economics
Science	Canadian Journal of Education
Canadian Journal of Development	Canadian Journal of Higher Education
Studies	Canadian Journal of Political Science
Canadian Journal of History	The Canadian Journal of Regional
Canadian Journal of Political	Science
and Social Theory	Canadian Public Policy
Canadian Public Administration	Canadian Journal of Sociology
Canadian Review of Sociology	Canadian Social Work Review
and Anthropology	Canadian Review of Studies in
Canadian Studies in Population	Nationalism
Cartographica	Canadian Slavonic Papers
Culture	Critère
Études/Inuit/Studies	Canadian Yearbook of International
International Journal	Law
Labour/Le Travail	Études Internationales
Revue canadienne d'enseignement	Social History
supérieur	Canadian Woman Studies
North-South/Nord-Sud	International History Review
Relations industrielles	Journal of Canadian Studies
Revue des sciences de l'éducation	Journal of Business Administration
Studies in Political Economy	Labour, Capital and Society
The University of Western Ontario	MUSK-OX: A Journal of the North
Law Review	Laurentian University Review
McGill Law Journal	Ontario History
	Pacific Affairs
	Recherches sociographiques
	Revue générale de droit
	Revue de droit - Université de
	Sherbrooke
	Sociologie et Sociétés
	University of Toronto Law Journal
	Windsor Yearbook of Access to Justice
	Canadian Journal of Criminology
	Revue internationale d'action
	communautaire

APPENDIX B

SCHOLARLY ASSOCIATIONS IN THE
SOCIAL SCIENCES IN CANADA

CONSTITUENT MEMBERS OF THE SOCIAL SCIENCE FEDERATION OF CANADA

Administrative Sciences Association of Canada

Association for Canadian Studies

Canadian Association of Geographers

Canadian Association for the Study of Adult Education

Canadian Economics Association

Canadian Ethnology Society

Canadian Association of Law Teachers

Canadian Historical Association

Canadian Industrial Relations Association

Canadian Peace Research and Education Association

Canadian Political Science Association

Canadian Psychological Association

Canadian Regional Science Association

Canadian Society for the Study of Education

Canadian Society for the Study of Higher Education

Canadian Sociology and Anthropology Association

Canadian University Teachers of Home Economics

Société québécoise de science politique

OTHER NON-FEDERATED ASSOCIATIONS SUPPORTED BY SSHRC

Association canadienne des sociologues et anthropologues de langue française
Association for the Study of Canadian Radio and Television
Canadian Academic Accounting Association
Canadian Archaeological Association
Canadian Asian Studies Association
Canadian Association of African Studies
Canadian Association of American Studies
Canadian Association of Applied Linguistics
Canadian Association of Gerontology
Canadian Association of Latin American and Caribbean Studies
Canadian Association of Schools of Social Work
Canadian Cartographic Association
Canadian Communication Association
Canadian Council on International Law
Canadian Ethnic Studies Association
Canadian Guidance and Counselling Association
Canadian Operational Research Society
Canadian Population Society
Société canadienne de science économique
Society for Socialist Studies
Society for the Study of Architecture in Canada

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CONSIGLIO NAZIONALE DELLE RICERCHE

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"Conference on European Cooperation in Social Sciences"

28-30 Novembre 1985, Vienna/Austria

LA RECHERCHE
DANS LES SCIENCES SOCIALES
EN ITALIE

Prof. E. CASOLINO
Membre de la Commission C.N.R.
pour l'évaluation des programmes
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Conseil Nationale des Recherches
Rome, Italie

LES SCIENCES SOCIALES EN ITALIE : SITUATION ET PERSPECTIVES

LES UNIVERSITES

En Italie, les institutions universitaires en Sciences Sociales sont représentées par ⁽¹⁾ : 29 facultés de droit, 12 de sciences politiques, 29 d'économie et commerce, 2 de statistiques (+ 5 écoles de statistiques), 2 de sociologie.

Ces facultés donnent 29 cours de licence en droit, 27 de licence en sciences politiques, 35 en sciences économiques, 12 en sciences statistiques, démographiques et actuarielles, 5 cours de licence en sciences sociologiques. ⁽²⁾

L'année académique 1980-81 a enregistré les présences suivantes :

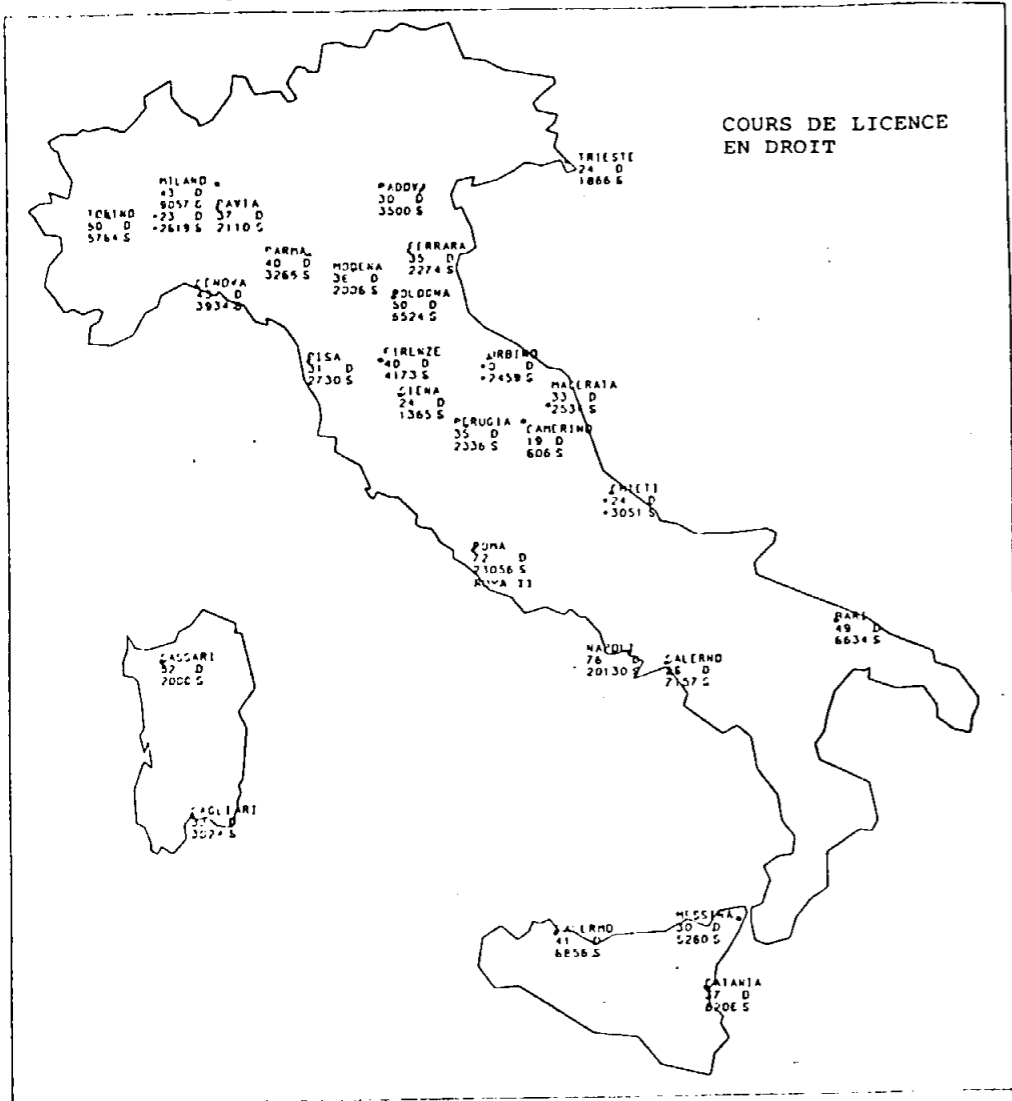
Cours de licences	Professeurs	Etudiants
Droit	1.047	147.132
Sciences politiques	1.375	44.800
Sciences économiques	1.623	105.237
Sciences statistiques, démographiques et actuarielles	160	3.524
Sciences sociologiques	113	12.130

Sur une dotation totale de 45.295 effectifs actifs dans les universités italiennes, les professeurs en sciences sociales représentent les 10 % environ (4.318) du corps enseignant, alors que le nombre global des étudiants en sciences sociales s'élève à 312.823 pour un total de 827.801 inscrits aux universités, c. à. d. 38 % environ de totalité de la population estudiantine.

(1) SOURCE : L'Université en chiffres - Ministère de l'Instruction Publique, Rome, 1982.

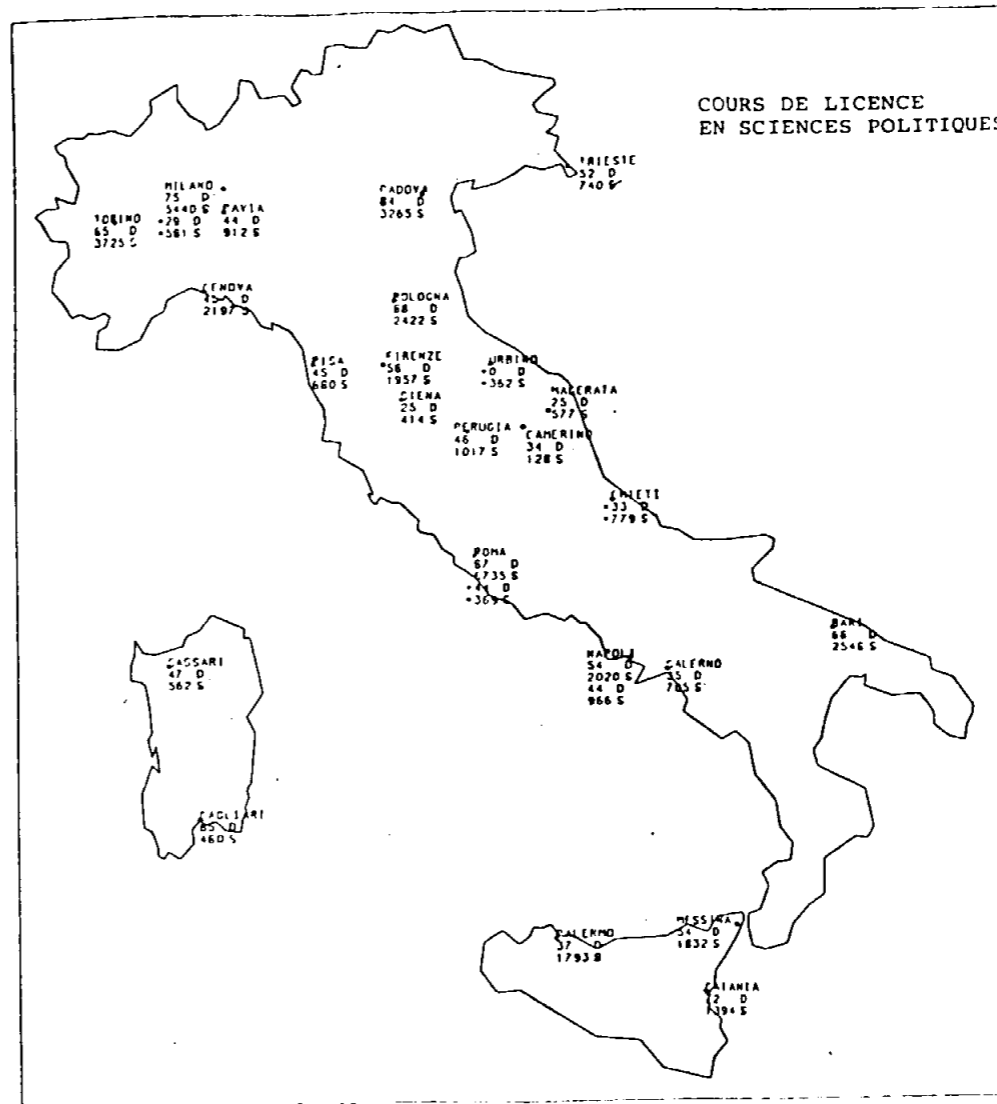
(2) cfr. Cartes 1-2-3-4-5.

CARTE N. 1



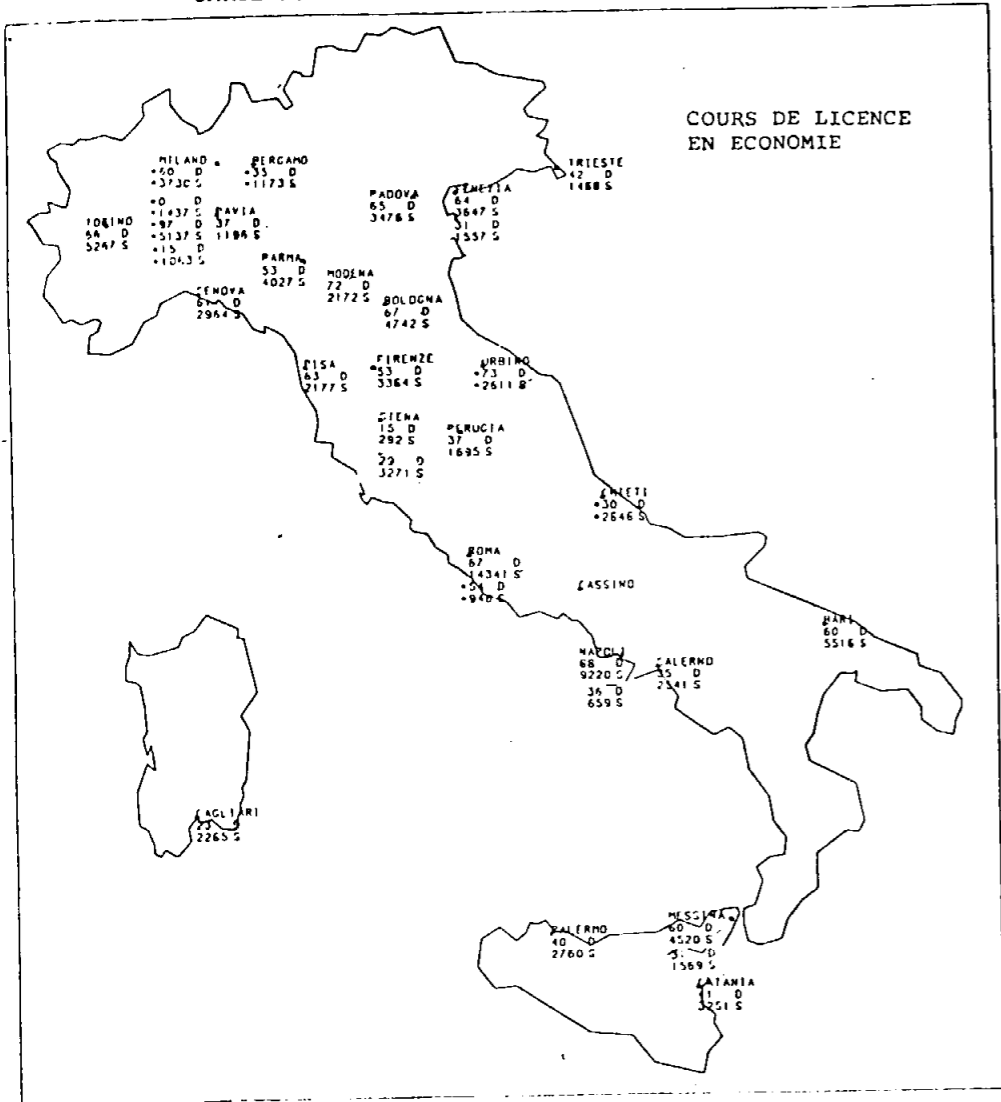
x Universités non appartenant a l'Etat
 D = professeurs
 S = étudiants

CARTE N. 2



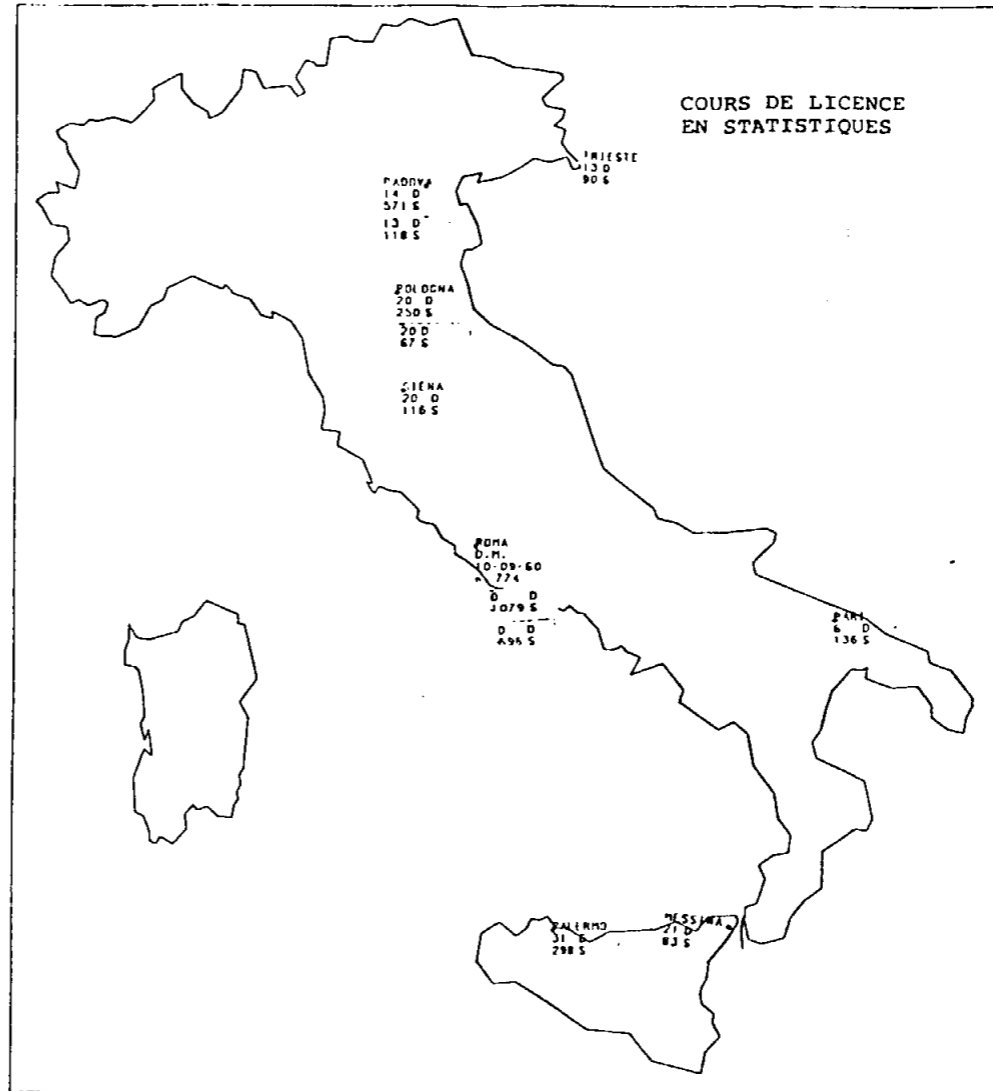
x Universités non appartenant a l'Etat
 D = professeurs
 S = étudiants

CARTE N. 3



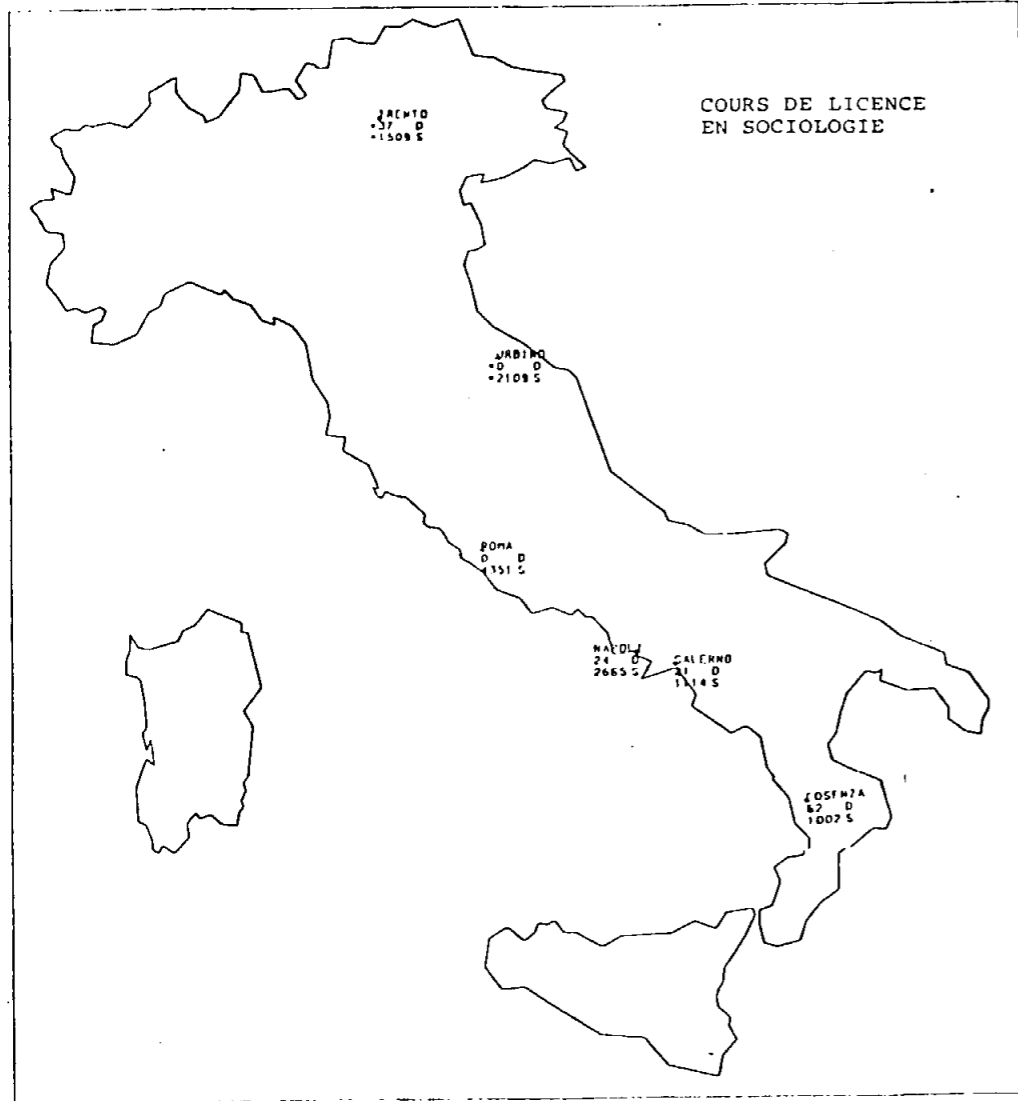
* Universités non appartenant a l'Etat
D = professeurs
S = étudiants

CARTE N. 4



* Universités non appartenant a l'Etat
D = professeurs
S = étudiants

CARTE N. 5



* Universités non appartenant à l'Etat

D = professeurs

S = étudiants

Le taux des nouvelles inscriptions en Droit durant l'année 1981-82 a diminué de 5,9 % (passant de 37.915 effectifs en 1980-81 à 35.676); de 5,8 % (30.192 contre 32.052) en économie et commerce; de 8,1 % (10.771 contre 11.726) en sciences politiques; de 10,4 % en médecine et de l'ordre de 6,8 % en moyenne pour toutes les facultés. Les préférences des nouveaux inscrits vont encore à la faculté de droit qui absorbe 16 % du total des néo-universitaires.

Le TABLEAU I ci-après résume la situation des étudiants pour l'année académique 1981-82, tandis que les TABLEAU II et III reprennent la situation du personnel enseignant au cours de la même année.

La recherche scientifique universitaire est classiquement organisée dans les instituts universitaires, lesquels, suite à la réforme de 1980 (Loi n.28/1980 et Décret du P.R. 382 en 1980), se regroupent graduellement en départements destinés à les substituer. Ces départements ont la tâche de promouvoir et de développer la recherche scientifique universitaire et de constituer les centres principaux de formation des nouvelles générations de professeurs.

En 1983, les premiers cours de doctorat de recherche ont été lancés : 42 cours pour les sciences juridiques et politiques, 10 pour les sciences économiques, 4 pour les sciences statistiques, démographiques, actuarielles et 5 dans le domaine sociologique.

Les doctorats de recherche, outre à constituer le canal institutionnel pour la formation à la recherche et à la didactique universitaire, sont également destinés à devenir d'importants points de repère pour les initiatives de recherche et de collaboration entre Universités, y compris certaines universités ou Grandes Ecoles étrangères.

Par exemple, le doctorat de recherche en économie des entreprises, promu par les Universités de Milan (université catholique), de Rome I et de Rome LUISS, s'effectue en collaboration avec la New-York University. Cette dernière, avec la Ohio University et la Berkeley University, collaborent au doctorat en "Sciences de la politique" réalisé par l'Université de Turin en association avec les Universités de Bologne, Milan (Bocconi) et Pavie.

Table 1 - ETUDIANTS UNIVERSITAIRES - 1982-83

	DROIT	SCIENCE POLITIQ.	ECON. & COMM.	SCIENCE SOCIAL.	TOTAL
ETUDIANTS EN COURS	103.365	90.480	93.940	1.206 4.048	234.781
ETUDIANTS HORS DE COURS	44.615	11.971	24.886	427 3.670	85.569
TOTAL	147.980	102.451	118.826	1.453 9.718	320.350

SOURCE: Elab. de données ISTAT - Voir: Annuaire statistique de l'éducation, vol. XXXVI, ISTAT, Rome 1984.

Table 2 - CORPS ENSEIGNANT DANS LES FACULTES DE SCIENCES - 1981-82

ENSEIGNANTS	SCIENCE POLITIQ.		ECON. & COMM.		SCIENCE SOCIAL.	
	DROIT	POLITIQ.	COMMER.	SOCIOLOG	STATIST.	TOTAL
PROFESSEURS ORDINAIRES	713	314	541	23	12	1,603
PROFESS. ANCIENS	63	18	35	2	1	119
PROF. CHARGES DE COURS	583	710	1,144	162	81	2,680
PROF. ASSOCIES	-	15	-	-	-	15
PROF. A CONTRAT	8	26	100	10	5	149
TOTAL	1,367	1,083	1,820	197	99	4,566

SOURCE: Elab. de données ISTAT.- Voir: Bulletin Mensuel de statistiques (août- septembre 1982).

* EVALUATIONS

Table 3 - PERSONNEL EN FORMATION A L'ENSEIGNEMENT CHEZ LES FACULTES
DE SCIENCES SOCIALES - 1981-82

	Sciences Econ. & Polit. & Actuar.			TOTAL
	Droit	Sociol.	Sc. Statist.	
Chercheurs	547	291	388	1,271
Assistants	983	402	1,036	2,451
Chercheur à contrat	129	98	105	362
Titulaires d'allocations	93	43	46	205
TOTAL	1,752	834	1,575	4,289

SOURCE: Elab. de données ISTAT - Voir: Bulletin mensuel de statistiques (août - septembre 1982).

Certaines considérations sur les dépenses pour la recherche dans les universités nous permettent de mieux situer les sciences sociales dans le contexte des autres disciplines.

La première colonne du TABLEAU IV présente le pourcentage des dépenses pour la recherche scientifique dans les universités, réparti par facultés. Ces données soulignent la disparité du taux de financement pour la recherche en sciences sociales (au total 12,4 %) par rapport à la présence estudiantine en sciences sociales (38 % de la population estudiantine totale) et par rapport à l'entièreté de la recherche produite par les départements et les facultés de sciences sociales.

S'il est vrai, en effet, que les enseignants de ces disciplines représentent les 10 % seulement du total, il est également vrai que ces derniers consacrent plus de temps à la recherche par rapport aux autres disciplines (cfr. TABLEAU V) et cela en dépit d'une responsabilité didactique majeure due à la présence plus nombreuse des étudiants.

Le TABLEAU IV nous montre également que le Droit destine à la recherche pure le pourcentage le plus élevé de ses ressources financières par rapport aux autres facultés (95,4 %).

S'il est vrai que la technisation des activités de la recherche dite "exacte" absorbe considérablement les ressources économiques, on ne trouve toutefois aucune proportion naturelle entre la dotation financière pour la recherche et le temps consacré à la recherche.

La comparaison entre le TABLEAU IV et le TABLEAU V souligne la disparité du temps consacré à la recherche, précisément par ces chercheurs dont la dotation financière est la plus faible.

Tabl. 4 - REPARTITION DES CREDITS DE LA RECHERCHE UNIVERSITAIRE
PAR FACULTE ET TYPE DE RECHERCHE

FACULTE	%	Pourcentage par type de recherche				TOTAL
		Pur	Appliqué	Dével.		
Droit	4.2	95.4	4.6	-	100	
Sc. Politiques	1.9	74.1	25.9	-	100	
Sc. Statistiques	0.7	30.2	69.8	-	100	
Econ. et Commerce	5.5	50.4	39.1	10.5	100	
Humanités	7.0	88.0	12.0	-	100	
Magistère	3.6	65.3	34.7	-	100	
Langues étrang.	0.5	94.4	5.6	-	100	
Médecine	25.1	41.3	49.5	9.2	100	
Sc. mathém. phisiq. et naturelles	21.6	75.8	21.6	2.6	100	
Pharmacie	2.2	63.8	34.9	1.3	100	
Art de l'ingén.	14.9	18.8	65.2	16.0	100	
Architecture	2.2	58.4	30.9	10.7	100	
Agronomie	7.6	14.9	76.3	8.8	100	
Médec. vétérinaire	2.1	17.7	74.7	7.6	100	
Chimie industriel.	0.4	77.6	22.4	-	100	
Sc. nautiques	0.2	46.8	37.2	16.0	100	
Economie maritime	0.1	33.2	45.1	16.7	100	
TOTAL	100.0	51.6	41.4	7.0	100	

SOURCE: ISTAT - Enquête d'échantillons sur la recherche en l'an 1978-79 dans les universités, Rome 1982.

Table 5 - POURCENTAGE DE TEMPS CONSACRE' A LA RECHERCHE

FACULTES	Pourcentage temps dédié à la recherche	
	Chercheurs	Techniciens
Economie et Commerce	59.3	69.3
Sciences Statistiques	57.7	21.4
Sciences Politiques	56.8	37.5
Sc. Mathém., physiques et nat.	55.5	58.9
Agronomie	55.3	77.6
Chimie Industrielle	55.3	55.5
Art de l'ingénieur	55	50.8
Droit	54.1	20
Langues	51.1	-
Médecine Vétérinaire	48.4	65.7
Pharmacie	47.2	42.9
Médecine	45	51.9
Humanités	44.8	20
Sc. Nautiques	44.4	69.2
Magistère	43.6	42.9
Economie maritime	43.2	7.7
Architecture	42.8	20
T O T A L	50.2	54.1

SOURCE: ISTAT, Enquête d'échantillons sur la recherche scientifique en l'an 1978-79 dans les universités, Rome 1982.

Du reste, nous ne voulons nullement donner un avis absolu sur des phénomènes tellement complexes qui se doivent d'être examinés analytiquement. En effet, non seulement le choix du plein temps dans les universités par les enseignants de diverses facultés est mis en discussion, mais également l'exercice d'autres activités de service telle, par exemple, l'activité clinique qui, dans certains cas, soustrait temps et énergies à l'activité de recherche.

LES INSTITUTIONS NATIONALES DE RECHERCHE

C.N.R.

Le Conseil National des Recherches (CNR) est la plus importante des Institutions Publiques extrauniversitaires opérant aussi dans le domaine des Sciences Sociales, soit par ses propres Instituts de recherche, soit par des contrats de recherche ou sous d'autres formes de promotion à la recherche.

La position du CNR par rapport aux autres organismes publics de recherche ressort du Schéma A. Ce schéma peut donner aussi un aperçu du flux de financement public dont on parlera plus longuement ci-après.

Les Sciences Sociales sont essentiellement de la compétence du Comité National Consultatif des sciences juridiques et politiques et du Comité National Consultatif des sciences économiques, sociologiques et statistiques.

A titre d'information, précisons que les Comités Nationaux Consultatifs sont des Organes collégiaux formés d'experts élus par la Communauté Scientifique. Les Présidents des Comités Consultatifs forment le Conseil d'Administration scientifique du CNR.

Les dépenses du CNR en Sciences Sociales, à l'exception des dépenses pour le personnel, sont reportées, suivant le type d'intervention financière, au TABLEAU VI (pag. 17).

A propos du TABLEAU VI, précisons que les contrats sont généralement confiés pour des recherches d'intérêt du CNR alors que les subventions sont données à titre de promotion pour la recherche et les activités scientifiques connexes.

La totalité des dépenses du CNR pour les Sciences Sociales, y compris les frais de personnel, est reportée en page 26 au TABLEAU VIII (5.873 millions de Lires pour les Sciences Juridiques et Politiques plus 4.940 pour les Sciences Economiques, Sociologiques et Statistiques.).

De sorte que pour estimer les dépenses du CNR dans la recherche en Sciences Sociales, nous pouvons nous baser sur une somme d'environ 11 milliards de liras (en 1982), sur un bilan total d'environ 470 milliards de liras.

Les Instituts de recherche du CNR opérant dans le domaine des Sciences Sociales, sont les suivants:

- l'Institut pour la Documentation Juridique - Florence (29 chercheurs et 15 unités de personnel auxiliaire);
- l'Institut d'études sur les Régions - Rome (9 chercheurs et 15 unités de personnel auxiliaire);
- l'Institut de recherches sur l'entreprise et le développement - Turin (7 chercheurs et 9 unités de personnel auxiliaire);
- l'Institut de recherches sur la population - Rome (6 chercheurs, 4 unités de personnel auxiliaire)⁽³⁾;

(3) ils vont d'être constitués:

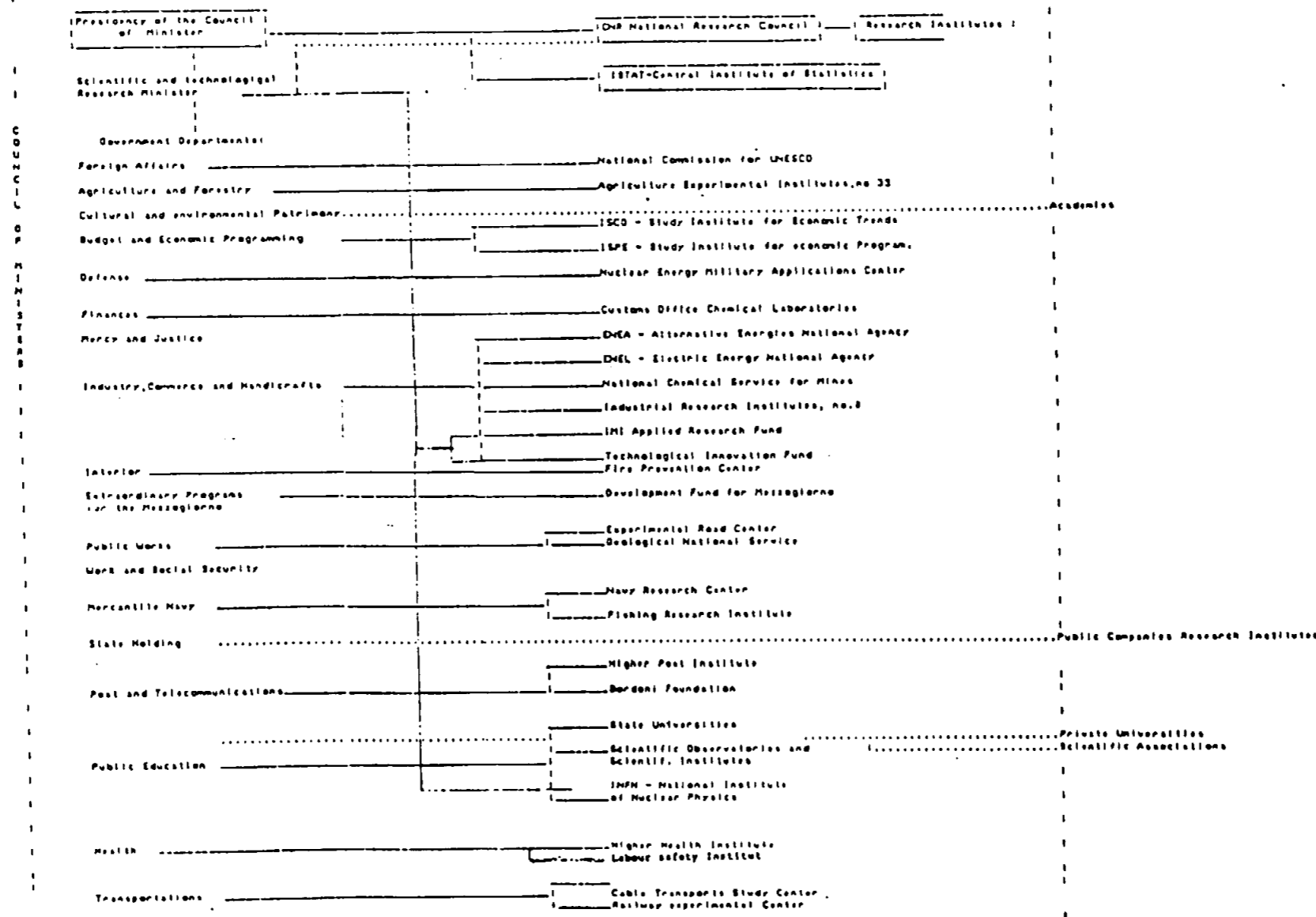
- L'Institut d'études comparées sur les garanties des droits fondamentaux - Naples.
- l'Institut de recherches sur l'économie des pays méditerranéens - Naples (7 chercheurs et 3 unités de personnel auxiliaire);
- l'Institut de recherches sur l'activité tertiaire - Naples (7 chercheurs, 4 unités de personnel auxiliaire);
- l'Institut de recherches sur l'organisation socio-territoriale des services sociaux - Salerne (8 chercheurs, 4 unités de personnel auxiliaire).

SCHEME A - PUBLIC R & D ORGANISATION MAP

PARLIAMENTARY ZONE
 Chamber of Deputies
 Senate

GOVERNMENTAL ZONE
 CIPE - Interministerial Committee
 for Economic Programming

CITIZENS' ZONE



C O U N C I L O F M I N I S T E R S

Table 6 - REPARTITION DES CREDITS C.N.R. PAR COMITES CONSULTATIFS - 1985

COMITÉS CONSULTATIFS	Institut de rech.	Contrats de rech.	Contrib. Bourses	Contrib. (1)	Contrib. (2)	TOTAL
Sciences mathématiques	2.679	620	1.500	565	-	5.364
Sciences physiques	10.162	2.700	178	300	200	14.140
Sciences chimiques	11.599	700	270	270	2.444	15.283
Sciences biol. et médic.	10.586	400	-	800	5.300	17.086
Sciences géol. et minér.	5.095	348	-	700	600	6.743
Sciences agricoles	6.076	150	650	320	2.270	9.466
Sciences de l'ingénieur et de l'architect	6.313	100	400	452	3.400	10.665
Sciences histor., philos. et philologiques	1.183	200	-	1.300	3.123	5.806
Sciences jurid. et polit.	1.318	875	400	600	991	4.184
Sciences écon. social. et statistiques	800	185+(a)	-	1.600	1.710	4.295
Recherches technologiques	8.113	2.000	450	105	300	10.968
TOTAL	63.924	8.278	3.848	7.012	20.938	104.000

***** (millions de lire)

SOURCE: Rapport général C.N.R. sur l'état de la recherche scientifique et technologique, tab. 3.6, Rome 1985.

(1) Cotisations pour la promotion de la recherche.

(2) Cotisations pour congrès, presse scientifique, etc.

(a) + 3.622 du Projet de recherche orientée "Structure et évolution de l'économie italienne".

L'Institut d'études sur les Régions

L'Institut d'études sur les Régions fut créé au moment de la constitution des Régions à statut ordinaire, et est le seul organisme public permanent de recherche à caractère interdisciplinaire en matière d'autonomie territoriale, d'organisation de l'Etat central par rapport au Gouvernement local en ce qui concerne tant l'expérience italienne que celle étrangère.

L'Institut poursuit deux directions fondamentales de recherches relatives aux administrations locales et à la finance régionale, auxquelles s'est récemment ajouté un troisième objectif: l'analyse de l'activité gouvernementale de contrôle des lois régionales.

Le caractère commun de ces trois objectifs de recherche réside dans la particularité de l'organisation du travail de recherche qui se caractérise comme activité de recueil des données fondamentales, organisée sous forme scientifique, susceptible d'élaborations automatiques et donc d'interrogations multiples. Une activité non seulement de directe production scientifique, mais également de "service" pour la communauté des chercheurs qui s'occupent - par divers approches disciplinaires - du "gouvernement local".

De même, en 1981, l'organisation de la Conférence Internationale "CEE-USA : institutions régionales et politiques de développement", a suivi la même ligne de fond: la confrontation des méthodologies adoptées dans d'autres pays en ce qui concerne la recherche, le recueil et l'élaboration des données, en tenant compte plus particulièrement des pays dont le système administratif est semblable à celui de l'Italie.

L'Institut développe une vaste recherche sur les fonctions des administrations locales en Italie. Après avoir progressivement écarté d'ambitieux objectifs sur l'estimation de l'efficacité ou de la mesure de la productivité du gouvernement local pour chaque fonction attribuée, la recherche mire à vérifier l'exercice effectif des fonctions par rapport aux caractéristiques générales des administrations locales.

La recherche conserve, de cette façon, son caractère de généralité, en ce sens qu'elle se propose de vérifier le degré d'exercice réel de toutes les fonctions locales et devrait fournir des données de grand intérêt en ce qui concerne la réalité de l'administration locale et les modèles administratifs adoptés par le législateur.

L'enquête se subdivise dès lors en une série de sous-thèmes de recherche qui concernent non seulement le relevé des données normatives et de leur élaboration automatique, mais aussi les enquêtes effectuées dans les 4 Régions types (Lombardie - Toscane - Abruzzes - Sicile).

L'Institut a préparé - en sous-projet de la recherche sur les fonctions des administrations locales - une recherche sur les plans de réorganisation des Provinces italiennes.

Il s'occupe également de la réalisation d'un Observatoire Financier Régional.

Une autre recherche concerne l'"Analyse du contrôle du gouvernement sur la législation régionale". Par l'étude, l'organisation et l'élaboration d'une documentation complexe et en grande partie mise à disposition par le Parlement même, l'enquête se propose de fournir un nouveau tableau articulé et circonstancié en vue d'un bilan périodique des rapports Etat/Régions, pour l'analyse des limitations et des principes vantés par l'Etat, à travers les "lois-cadre" du Parlement et, donc, pour une meilleure compréhension de la dynamique institutionnelle générale de l'Etat régional.

L'Institut pour la Documentation Juridique (IDG)

L'activité de recherche de l'IDG, dans cette dernière phase, s'articule comme suit : Bibliographie des éditions juridiques anciennes : textes statutaires et doctrinaux de 1701 à 1800. Après la publication de la Bibliographie chronologique et des Index relatifs à la période 1470-1700, la recherche actuellement en cours concerne les œuvres relatives aux années 1701-1800. Au cours de cette dernière année, les travaux de recherche se sont concentrés sur le repérage d'environ 6.000 œuvres qui n'ont pas été trouvées dans les bibliothèques de Florence.

Dans le contexte de la recherche sur le Vocabulaire Juridique italien, la rédaction d'un "Glossaire des coutumes juridiques depuis l'Unité de l'Italie" est en cours (4 volumes ont été rédigés).

Le premier volume du corpus des origines du Glossaire juridique des textes en vulgaire de Montepulciano est prêt à l'impression et contient des documents inédits datés de 1229 à 1350. Ce Glossaire constitue une enquête sur le lexique et sur les structures du langage juridique et technique, et de la procédure.

De plus, un ensemble des vocables a été rédigé, et une phase expérimentale a été entreprise, tendant à la définition des critères relatifs à la rédaction de rubriques pour un Glossaire des textes statutaires de l'époque 200-300.

Le groupe de recherche sur le vocabulaire participe en outre au programme ENLEX approuvé par la CEE. Le but du programme est la constitution d'archives électroniques contenant non seulement toute la normative communautaire en matière de milieu, mais aussi la législation et la jurisprudence de tous les pays membres et la doctrine juridique en la matière.

La réalisation du programme a été commanditée par la CEE à l'Allemagne et à l'Italie (au Centre électronique de Documentation de la Cour de Cassation, qui a sollicité la collaboration de l'IDG). De plus, la réalisation d'un Lexique interprétatif des "novellae giustinianee" en langue latine est en cours de réalisation.

L'IDG pourvoit aussi à la gestion de la Banque des données bibliographiques d'intérêt juridique (BDB) dont l'ajournement comporte le dépouillement de 238 périodiques d'intérêt juridique et la production annuelle d'environ 10.000 documents.

Plus de 100.000 documents sont ainsi consultables par terminaux reliés avec le Centre Electronique de Documentation de la Cour de Cassation et avec le Centre pour la documentation automatique de la Chambre des Députés.

Une bibliographie IDG - "Compte-rendu automatique de doctrine juridique" - est également publiée et est réalisée au moyen de procédés automatiques de sélection et d'impression des documents tirés des archives électroniques.

Elle se subdivise en 7 sections : a) droit commercial - b) droit canonique et ecclésiastique - c) droit pénal et procédure criminelle - d) philosophie du droit - débat politique et juridique - e) droit agraire - f) droit international - g) droit civil.

De plus, le problème des "thésaurus" et - en général - les problèmes linguistiques et conceptuels liés à la recherche automatique documentaire sont approfondis, de même que des études sont effectuées sur les schémas de classification d'intérêt juridique; en particulier, les classes 33 et 35 de la Classification Décimale Universelle (édition complète) ont été revues en collaboration avec l'Institut d'Etudes sur la recherche et la documentation scientifique.

L'IDG soigne également la publication d'une revue spécialisée dans le domaine de l'informatique, intitulée " Informatique et Droit ". La revue, publiée dès 1975, est l'unique revue italienne spécialisée dans le secteur de l'informatique juridique et contient entre autres, la Bibliographie Internationale d'Informatique et de Droit.

Toujours dans le domaine des activités de la revue, des Archives BID "on line" ont été créés.

La consistance actuelle des Archives BID est de 7.848 documents. L'accroissement des archives est de plus de 1.000 documents par an. En tenant compte du matériel récent envoyé par les centres étrangers, le total des archives atteint 10.000 documents. De plus, le "Thésaurus" des mots clefs pour l'informatique juridique (THES BID), commencé, est presque complété.

Ce Thésaurus, spécifique pour l'informatique juridique, d'un côté constitue un secours pour la catalogation des documents bibliographiques et, de l'autre, facilite le repérage des informations dans la consultation de la bibliographie d'imprimerie et dans l'interrogation des archives électroniques en ligne.

D'autres recherches de l'Institut portent sur l'"Informatique et les Organisations locales", et sur le "Glossaire des sous-ensembles sémantiques pour la documentation juridique automatique".

L'Institut de recherches sur l'entreprise et le développement

L'Institut de recherches sur l'entreprise et le développement a complété, en 1982, une recherche sur " l'analyse de l'efficacité du système de production de biens et de services en Italie " et une recherche sur " la compétitivité de l'industrie italienne productrice de biens d'équipement ".

L'Institut s'occupe également d'enrichir les méthodologies de recherche et de documentation sur les grandes entreprises industrielles italiennes et les moyens d'analyse des données des entreprises, par la construction d'une interface software entre base de données et package d'élaboration statistique, avec une particulière attention aux données de bilan d'entreprise et de l'économie industrielle.

D'autres axes de recherches se concentrent sur les transformations en cours dans les structures sociétaires et celles du système industriel italien; le rôle du commerce international dans le développement industriel italien, les nouvelles formes d'organisation du travail et le comportement des travailleurs.

L'Institut de recherches sur la population

L'Institut de recherches sur la population, de récente constitution, embrasse une vaste zone d'intérêts scientifiques. Il est appelé en effet à réaliser des analyses sur la conjoncture démographique italienne dans un contexte international et à estimer les effets de la normative et de la législation en vigueur. Il examine également les problèmes de la distribution territoriale de la population en général, de l'urbanisation et du dépeuplement, les migrations intérieures, ainsi que les aspects de l'évolution à bref et long terme de la population en Italie et dans ses Régions, les éventualités et les conséquences démographiques économiques et sociales d'alternatives probables d'augmentation de la population.

L'Institut affronte aussi des sujets plus interdisciplinaires tels les tendances historiques, la structure et l'évolution de la fécondité, la connaissance, la réalisation et les problèmes de la planification familiale; les aspects médicaux et biologiques de la population; la structure et l'évolution de la mortalité et de la morbidité; la structure et l'évolution des forces de travail et de la population scolaire.

Il existe d'autres Instituts publics de recherche pourvus d'autonomie financière et organisationnelle : L' ISPE (Institut d'études sur la programmation économique); l' ISCO (Institut d'études sur la conjoncture économique); l' ISFOL (Institut pour la formation des travailleurs) : ces deux derniers Instituts développent une activité fructueuse dans leurs respectifs domaines de recherche.

L'importance de ces Instituts ressort du TABLEAU VII.

Les Régions disposent, elles aussi, d'un bon réseau d'Instituts de recherche en matière économique et sociale, sur les problèmes de la planification et du travail. Ce réseau est en voie d'expansion, comme, par ailleurs, le sont également les Instituts d'études de la Chambre de Commerce qui ont des relations d'affaires avec l'étranger.

Table 7 - AUTRES INSTITUTS NATIONAUX DE RECHERCHE SOCIO-ÉCONOMIQUE
1985

INSTITUT	CHERCHEURS	TECHN.	AUXILIAIR.	TOTAL	FINANCEMENT
ISPE Inst. d'études sur la program.	70	14	12	96	5.770
ISCO Inst. d'études sur la conjonc.	67	28	16	81	5.105
ISFOL Inst. d'études sur la format. des travail.	44	18	8	70	2.008
TOTAL	151	60	36	247	12.883

SOURCE:Élaboration de données extr. du Rapport général C.N.R.
sur l'état de la recherche scientifique et technologique
Rome 1985.

Le tableau suivant expose la situation du personnel affecté à la recherche dans le domaine des Sciences sociales dans le secteur public, tenant compte du fait que ce personnel a été reporté à unités équivalentes au personnel à plein temps.

Table 7.1

	Chercheur	Techniciens	Auxiliaires	TOTAL
Administration de l'Etat	195	0	164	359
Universités	1.772	200	484	2.456
C.N.R.	78	41	14	128
Autres organismes de recherche	151	60	36	247
T O T A U X	2.191	301	688	3.190

SOURCE: Elaboration de données extr. du Rapport général CNR sur l'état
de la recherche scientifique et technologique, Rome 1985.

INSTITUTIONS PRIVEES DE RECHERCHE

Diverses institutions de recherche et d'études de caractère privé, sans but lucratif, et soutenus économiquement par des entreprises et des organismes non appartenant à l'Etat, opèrent dans le domaine des Sciences Sociales.

Les plus importantes prennent en général les caractéristiques de Fondations, mais le plus souvent, elles gardent la forme juridique d'Association de recherche. Il s'agit d'environ 300 Organismes dont la moitié environ s'occupent de recherche économique.

En particulier, dans le secteur des sciences politiques, de nombreuses Associations et divers Centres de recherche jouent en réalité le rôle de bureaux d'études de recherches et d'enquêtes pour compte des partis et d'autres organisations politiques.

Des centres de recherche économique qualifiés opèrent auprès des Banques les plus prestigieuses, le plus important étant le Centre d'études de la Banque d'Italie. Des centres de recherche économique et institutionnelle opèrent également auprès des Confédérations syndicales.

INDICATEURS GENERAUX DE LA RECHERCHE SOCIALE

Pour une valuation globale quantitative de la recherche sociale en Italie, on peut estimer que la dépense publique globale pour la recherche dans ce domaine, si l'on suit la répartition par discipline (cfr. TABLEAU VIII) est à peu près de 150 milliards de liras (5 % de la dépense publique totale pour la recherche en 1982) et de 200 milliards de liras si l'on suit la répartition par objectifs (cfr. TABLEAU IX) - (année 1982), soit 9 % du financement total public pour la recherche.

La dépense soutenue pour le fonctionnement des Instituts d'Etudes à caractère privé et de ceux qui opèrent dans l'intérêt des instituts de crédit, organisations politiques et syndicales, n'émerge pas dans les données officielles, étant donné que le système de relèvement des données ne s'adresse pas à ces organisations.

On peut toutefois estimer qu'elle est environ égale à la moitié de la dépense du secteur public. A propos de ces institutions, il faut dire qu'elles ne font pas toujours de la recherche à temps complet, mais réalisent d'autres services de caractère technique qui ne peuvent pas être considérés comme des services de recherche.

CONFRONTATIONS INTERNATIONALES

Il est plus aisé d'évaluer la situation de l'engagement public italien pour la recherche en Sciences Sociales, en la confrontant avec l'évolution de la dépense publique totale pour la recherche dans les différents pays de la CEE (cfr. TABLEAU X).

Le taux d'importance de la recherche sur les " problèmes de la vie en société " s'est élevé dans le total de la dépense publique pour la recherche en Italie, alors que l'on a enregistré une petite inflexion d'incidence des Sciences Sociales dans la dépense totale de la recherche dans les Universités (actuellement, les dépenses pour les recherches sociales représentent - comme on l'a dit - environ 12,40 % de la dépense globale de la recherche dans les Universités).

De toute façon, les Sciences Sociales représentent en général un pourcentage réduit des efforts nationaux de R-D (cfr. TABLEAU X). A ce propos, les données OCDE ⁽⁴⁾ offrent une synthèse significative des ressources assignées en faveur de la recherche universitaire qui reste, pour les Sciences Sociales et Humaines, dans tous les pays de l'OCDE, le siège principal de la recherche.

(4) OCDE - Indicateurs de la science et de la technologie I, DSTI/SPR 81.27, 7 oct. 1982, Paris, p. 81.

Table B - REPARTITION DES CREDITS R&D DES ADMINISTRATIONS ET AGENCES PUBLIQUES PAR DISCIPLINES - 1985

D I S C I P L I N E S	Minist. :	Minist. :	Minist. :	Minist. :	Minist. :	C.N.R. :	ENEA :	INPN :	Autres :	Régions :	Cotizat. :	Total du :	%
	Educat. :	Minist. :	Agricol. :	Super. :	Minist. :	C.N.R. :	ENEA :	INPN :	Agences :	et :	Internat. :	secteur :	
	national :	deffense :	forêts :	sante :	et agen. :				de rech. :	municip. :	internat. :	public :	
Sciences mathématiques	58.746	234	-	-	-	5.364	80.932	-	330	13	5.745	151.334	3,4
Sciences physiques	89.695	34.055	-	2.294	2.139	14.140	17.079	215.095	7.423	1.528	80.312	444.159	10,5
Sciences chimiques	108.276	2.992	-	14.969	7.194	15.283	-	-	870	-	430	150.013	3,4
Sciences biol. et médic.	311.007	1.465	-	31.723	6.514	17.026	-	-	6.055	1.029	7.939	382.372	9,7
Sciences géol. et minér.	35.850	-	-	-	4.751	6.743	-	-	12.727	287	55	61.427	1,4
Sciences agricoles	108.276	-	56.027	-	2.910	9.466	-	-	7.000	3.326	5.325	192.922	4,4
Sciences hist., philos. et philologiques	143.985	-	-	-	16.391	5.956	-	-	-	-	6	166.333	3,3
Sciences jurid. et polit.	80.631	-	-	-	135	4.444	-	-	40	-	177	85.447	1,7
Sciences écon., social. et statistiques	40.316	-	-	-	70	4.275	-	-	11.319	8.445	1.412	66.077	1,5
Recherche nucléaire	-	2.378	-	-	-	-	751.376	-	-	354	-	753.829	17,1
Recherche spatiale	-	-	-	-	-	200.000	-	-	225	-	160.000	360.225	8,1
Sciences de l'ingénieur et technolog.	175.085	481.771	-	477	77.456	21.633	85.427	-	21.131	487	14	863.433	17,6
Recherches interdiscipl. et autres	-	4.033	-	-	9.826	139.322	146.269	-	5.124	8.582	5.554	246.437	8,3
Credits non ventilés	-	263	-	-	12.293	334.549	-	-	-	-	-	347.064	7,9
TOTAL DES CREDITS	1.151.877	527.731	56.027	49.557	139.763	827.272	1031.654	215.095	72.526	24.062	263.021	4413.452	100,0
% de variation 1985/1984	22,8	36,3	-4,1	9,3	-69,0	15,1	-3,4	163,0	44,2	3,9	12,1	7,5	
% sur le total des crédits	26,1	12,0	1,3	1,1	3,2	18,7	24,5	4,9	1,6	0,5	6,1	100,0	

.....(MILLIONS DE LIRE).....
 SOURCE: Rapport général C.N.R. sur l'état de la recherche scientifique et technologique, t.5.2.9, Rome 1985.
 ENEA = Agence nationale pour les énergies atomique et alternatives.
 INPN = Institut national de physique nucléaire.

Chapitres N A B S	Minist. I	Minist. I	Minist. I	Autres I	C.N.R.	ENEA	INPN	Autres I	Régions I	Cotisations I	Total d'I	ENEL I	la capital I	TOTALUX I	%	
	educat. I	Minist. I	agricol. I	Minist. I				Agences I	et I	(Cotisations I	secteur I					de rech. municipal. I	internat. public I	de l'état I
Explor. et exploit. de milieu terrestre	-	-	-	3.265	47.222	-	-	19.499	1.200	36	71.653	-	39.361	111.014	1,7	
Aménag. des milieux humains	-	-	-	24.571	29.233	-	-	-	912	-	55.267	-	29.311	144.476	2,2	
Prot. de la poll. du milieu	-	-	-	14.267	5.936	11.135	10.241	-	3.010	-	46.770	14.600	9.600	71.000	1,1	
Prot. et promotion de la santé humaine	-	-	-	22.622	5.109	109.593	64.316	-	5.035	1.046	2.931	241.593	-	7.046	343.644	0,5
Prod. distrib. et utilisation traditionnelle de l'énergie	-	-	-	1.567	72.347	952.465	-	1.799	354	-	1.042.162	131.400	158.423	1329.936	20,4	
Prod. et technol. agricoles	-	-	56.029	1.910	1.022	70.693	14.752	-	3.945	3.163	7.931	160.441	-	9.236	173.777	2,7
Prod. et technol. industriel.	-	-	-	68.720	123.723	6.773	-	17.316	255	2.314	219.101	-	1.025.635	1304.736	20,3	
Probl. de la vie en société	-	-	-	16.616	29.497	-	-	13.043	13.702	1.826	75.047	-	2.765	77.812	1,2	
Explor. et exploitation de l'espace	-	-	-	-	212.739	-	-	225	343	160.000	373.296	-	204.392	578.190	9,9	
Promot. génér. d. connaissanc.	1.151.877	-	-	-	-	-	-	-	-	-	1.151.877	-	-	1.151.877	17,7	
Recherches non orientées	-	-	-	29	111.342	-	215.095	2.513	2.591	92.444	425.333	-	112	425.435	6,5	
Non classées	-	-	-	753	12.733	8.212	-	-	-	-	21.700	-	346	22.299	0,3	
Défense	-	527.761	-	-	-	-	-	-	-	-	527.761	-	352.505	880.266	13,5	
TOTAL DES CREDITS	1.151.877	527.761	56.029	49.557	139.768	827.272	1031.634	215.095	72.526	24.332	243.021	4413.652	146.000	1039.064	4518.716	100,0

(MILLIONS DE LIRAS)

SOURCE: Rapport général C.N.R. sur l'état de la recherche scientifique et technologique, tab.2.11, Rome 1985.

ENEA = Agence nationale pour les énergies atomique et alternatives.

INPN = Institut national de physique nucléaire.

ENEL = Agence nationale de l'énergie électrique.

♦ dont 80.631 million de liras pour droit, science po.
et 40.316 million de liras pour économie, sociologie, etc.

Tab.10 - EVOLUTION (%) PAR CHAPITRES NABS DU FINANCEMENT PUBLIC DE LA R&D
DANS LES ETATS MEMBRES CEE

Chapitres NABS	Tab. 10																			
	D		F		UK		I		NL		B		DK		IRL		CEE			
	1975	1981	1975	1981	1975	1981	1975	1981	1975	1981	1975	1981	1975	1981	1975	1981	1975	1981		
1 - EXPLORATION ET EXPLOITATION DU MILIEU TERRESTRE	1.8	2.9	3	3.2	.7	.9	1.1	1.9	.9	.9	2.5	4	1.7	2.9	2.9	1.1	1.8	2.3		
2 - AMENAGEMENT DES MILIEUX HUMAINS	2.4	3.4	4.5	4	2.5	1.4	1.3	.9	5.8	4	1.4	3.4	1.5	2.4	7.4	7.9	3.1	3.1		
3 - PROTECTION ET PROMOTION DE LA SANTE HUMAINE	4.3	4	4.9	4.1	3.2	2.2	2.4	5.4	4.5	4	3.8	14.1	7.4	11.2	7	10	4.3	5.3		
4 - PRODUCTION, DISTRIBUTION ET UTIL. RATIONNELLE DE L'ENERGIE	10.5	15.2	4.4	7.4	7.3	6.4	17.4	25.9	4.5	4.4	13.2	7.9	2.8	11	.7	2.8	9.3	10.9		
5 - PRODUCTIVITE ET TECHNOLOGIE AGRICOLES	1.9	1.9	3.8	4.3	4.4	4.1	3	3.1	7.4	8	4.4	4.4	9.7	9.4	48.8	24.4	3.4	7.8		
6 - PRODUCTIVITE ET TECHNOLOGIE INDUSTRIELLES	7.4	10.2	14.3	10.3	12.4	7.7	10.3	11	4.7	8	13.3	14.4	9.5	16.3	21.9	9.4	10.4	9.7		
7 - PROBLEMES DE LA VIE EN SOCIETE	4.9	3.7	1.1	1.4	1	1.2	1.4	2.1	7.2	4	4.9	11.3	4.2	7.2	4.7	7.9	3	2.4		
8 - EXPLORATION ET EXPLOITATION DE L'ESPACE	4.2	4.1	5.4	4.5	2.3	1.8	8.5	5.4	2.4	3.4	3.4	5.5	3.7	3.2	8	1.5	4.3	1.7		
10- PROMOTION GENERALE	51.5	43.4	24.1	22.5	19.9	21.8	50.8	41.7	54.3	53.4	52.2	32.3	58.7	35.7	12.5	32.5	37.5	37.2		
9 - DEFENSE	11	8.8	29.8	35.4	44.4	52.2	3.4	2	3.5	3	.7	.3	.7	.3	8	8	22.2	24.2		
TOTAL DES CREDITS	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100		
- à pr. et taux cour.																				
TOTAL Mio UCE	4177	7049	3182	4109	2367	5985	340	1481	444	1174	344	521	179	249	29	81	11501	22849		
- à pr. et taux 1975		4277		3454		2408		951		709		384		159		48		12512		
- % du PIL (1975-80)	1.23	1.14	1.17	1.13	1.27	1.11	.34	.47	.94	.97	.73	.62	.58	.45	.44	.49	1.84	.91		
CREDITS PUBL. DE R&D - du budget Etat.	4.37	4.14	5.5	5.24	2.84	2.44	1.4	1.25	3.15	2.82	2.23	1.54	1.74	1.34	.94	.92	3.57	3.13		
Varlat. % 1975-80 à prix 1975		1.8		3.9		-5.4		47.5		8.9		-12.5		-14.4		18.4				

CEE - Le financement public de la recherche et du développement
CREST/1233/81

Tab.11 VENTILATION DES RESSOURCES EN FAVEUR DE LA RECHERCHE
UNIVERSITAIRE PAR DOMAINES SCIENTIFIQUES PRINCIPAUX - 1979 (%)

	U.S.A.(1)	JAP.	GERM.	FRAN.(2)	U.K.	ITAL.	CAN.	NETH.	SWED.	SWITZ.	AUS.	LIA	BELG.	AUSTR	NORW.	DENM.	JUG.	FINL.	N.Z.	IRL.
Sciences naturelles																				
Dépenses R-D	43,8	8,5	31,6	68,7	..	28,8	22,6	13,5	21,1	43,1	34,4	36,7	24,2	33,9	32,2	9,0	24,7	24,7	41,4	
Chercheurs	46,0	7,3	31,0	..	..	17,7	22,6	17,7	11,2	45,1	37,2	42,4	18,1	31,6	31,3	5,9	22,4	22,1	36,8	
Sciences de l'ingénieur																				
Dépenses R-D	18,2	22,0	16,0	..	..	15,2	13,1	17,1	21,4	14,5	11,1	11,5	11,5	9,5	13,4	18,0	18,0	8,0	10,9	
Chercheurs	18,5	17,8	21,0	..	..	22,9	12,5	16,3	19,8	13,2	12,2	10,1	15,6	10,3	14,4	34,7	19,0	7,8	11,7	
Sciences médicales																				
Dépenses R-D	17,6	25,0	26,7	21,0	..	25,6	25,5	20,1	27,6	25,2	13,9	22,4	37,3	27,0	21,6	15,7	28,1 (d)	23,6	16,5	
Chercheurs	19,0	33,9	16,1	..	..	19,5	29,0	26,1	19,4	21,0	8,0	16,5	21,7	21,1	12,7	16,5	28,7 (d)	21,5	7,9	
Sciences agricoles																				
Dépenses R-D	7,0	5,4	4,3	..	..	9,4	11,6	4,4	14,5	3,5	7,6	5,0	4,2	7,2	4,3	25,1	4,7 (e)	9,4	11,2	
Chercheurs	8,0	4,6	3,3	..	..	5,2	11,7	3,6	12,9	3,1	7,2	3,1								
Sciences naturelles et de l'ingénieur																				
Dépenses R-D	94,5	61,9	81,7	90,0	..	77,0	72,8	75,1	87,5	97,0	72,0	79,6	77,4	75,6	71,4	83,7	74,9	65,8	80,0	
Chercheurs	72,4	63,6	71,1	..	..	14,7	71,7	61,1	76,3	82,3	64,6	72,4	67,3	67,9	62,4	76,2	75,5	59,8	65,2	
Sciences sociales et humaines																				
Dépenses R-D	5,5(a)	38,1	15,3	9,4	..	23,0	27,2	24,9	12,5	13,0	28,0	20,4	22,6	24,4	28,6	11,3	25,1	34,1	20,0	
Chercheurs	7,6(a)	36,4	28,6	..	..	15,3	23,3	24,9	21,7	17,7	35,4	27,6	32,7	32,1	37,6	23,8	24,5	40,2	34,8	

Source: OCDE - DSTI/SPR/81.27, septembre 1982, tables 2.26 - 3.13 - 4.18

a) Sciences humaines exclues

b) Chercheurs sans étudiants avec un premier diplôme. Année financière 1980-81

c) 1977

d) Sciences vétérinaires incluses dans sciences médicales

ETAT DE LA RECHERCHE EN SCIENCES POLITIQUES ET JURIDIQUES (5)

Secteur philosophique, juridique et politologique. Dans le secteur des études juridiques, au cours de cette dernière décennie, on a pu voir se développer les thèmes tendant à discerner les règles théoriques et épistémologiques destinées à l'individuation de la norme juridique et de ses spécificités par rapport à d'autres systèmes normatifs de la coexistence humaine.

A partir de ces thématiques se sont développés de nombreux approfondissements analytiques et des études de logique déontique auxquelles s'est rapprochée et a abouti l'informatique juridique qui était partie de positions plus étroitement jus-cybernétiques.

Un deuxième approche, plus étroitement jusphilosophique, a approfondi les aspects phénoménologiques, ontologiques et déontologiques de la sphère d'activité du Droit, vue comme part de l'expérience complexive de l'humanité. Dans ce même contexte, se sont articulées des études de caractère philosophique et politique et de caractère juridique et sociologique.

Secteur du droit ecclésiastique et canonique. Ce domaine a enregistré, ces dernières années, une attention plus soutenue pour les thèmes de recherche plus strictement impliqués dans l'actualité, en particulier, ceux en relation avec le nouveau Codex du droit canonique, outre les thèmes traditionnels sur l'institution du mariage.

De même, dans le domaine ecclésiastique, après les nombreuses études sur les rapports Etat-Eglise et Etat-confessions non catholiques, ainsi que sur les thèmes objets de révision concordataire, l'attention de la doctrine a glissé sur d'autres aspects qui, tout en intéressant seulement marginalement le Concordat, grèvent l'ensemble du rapport Etat-Religion, tel en est le cas pour l'assistance publique et l'instruction, domaines qui ont été sujets de réforme et, de toute façon, d'interventions législatives de l'Etat.

(5) cfr. Rapport Général sur l'Etat de la recherche scientifique et technologique en Italie - 1982 - Comité National Consultatif des Sciences Juridiques et Politiques.

Secteur de l'histoire du droit. En général, les recherches relatives à l'histoire du droit italien médiéval et moderne attirent plus l'attention des savants que celles concernant le droit romain. En particulier, on remarque le glissement des intérêts de l'époque du Moyen-Age à l'époque moderne jusqu'à la fin du XIX^{me} siècle et l'élargissement du thème qui tend toujours plus à connecter l'histoire de la pensée et de la culture juridique à celle des institutions soit publiques soit privées.

Dans le domaine du droit ancien, on trouve des études sur le droit grec ainsi que sur ceux de l'ancien Proche-Orient, en particulier des instituts juridiques comme le témoignent de nombreux documents découverts à Elbia par la mission archéologique de l'Université de Rome. Les recherches de droit romain montrent une tendance à s'ouvrir à des formes d'interaction avec d'autres traditions juridiques et avec des expériences interdisciplinaires, cela, tant dans les études sur les différents aspects des civilisations anciennes, que dans celles relatives à l'influence de la culture romaine moyennâgeuse, à l'époque moderne et contemporaine, soit enfin dans les études de comparaison juridique.

Domaine du droit privé. Sous le profil méthodologique, la tendance à surmonter la distinction entre le droit privé et droit public est toujours plus forte, en particulier dans la sphère des thèmes de droit urbanistique (maison, conventions urbanistiques, coopération du bâtiment dans le développement urbain et régional). Mais la tendance à l'interdisciplinarité s'exprime aussi entre le Droit et les autres Sciences Sociales, tendance plus évidente encore dans certaines recherches de Droit économique (ex. encouragement financier aux entreprises), de Droit du travail (ex. liens entre relations industrielles et choix de la politique économique durant la période des années '70 ou bien Droit du travail et politique dans la République de Weimar), de droit et sociologie de la famille (ex. identification typologique des conflits matrimoniaux dans la zone métropolitaine de Milan). Le but de reconstruire les liens entre normative et application du droit porte à de fréquentes études sur la praxis juridique (ex. coutumes des tribunaux civils, des tribunaux des mineurs; coutumes syndicale dans la transaction des conflits de travail; coutume commerciale en matière de titres de crédit atypiques; coutume en droit de la navigation en matière de documents de transport maritime et aérien).

Les comparaisons avec les instituts privés, que ce soit en ce qui concerne les systèmes, les sources, constituent un autre but commun à beaucoup de recherches du droit privé (ex. sources du droit en Afrique, codification du droit dans les pays Arabes; résistance du système juridique latino-américain en droit de famille et droit agraire à l'égard de la pénétration de la "common law").

La comparaison caractérise aussi les recherches dans le domaine du processus civil.

Dans le domaine du droit civil on remarque une concentration d'intérêts sur les thèmes concernant la personne humaine sous la perspective d'une dépatrimonialisation du droit privé (ex. profils privés du droit à la santé, le droit à la maison).

Dans le domaine du droit commercial, la crise et les lignes évolutives de l'entreprise sont au centre de l'attention des savants (ex. recherche sur les groupes sociaux; recherche sur la concurrence entre les entreprises).

Dans le domaine du droit du travail les recherches concernent surtout la réalité intérieure de l'organisation syndicale et les interactions entre syndicats, politique économique et problématiques sociales.

Dans le domaine du droit processuel civil les recherches tendent en général à préparer les cognitions utiles au renouvellement des formes processives par recours à la comparaison et à l'histoire législative.

Dans le domaine du droit agraire les thèmes sur l'entreprise agricole et ses transformations, sont privilégiés.

Dans le domaine du droit de la navigation les thèmes concernant les transports maritimes et aériens prévalent.

Dans les disciplines du Droit public un important courant d'intérêt s'est révélé, non seulement autour des thèmes constitutionnels et institutionnels, mais aussi pour la redéfinition des modèles relatifs à l'organisation et au fonctionnement de la structure centrale de l'Etat et cela, tant à la lumière de nouvelles lectures critiques de la Constitution, qu'à la suite de sollicitations venant du débat politique et des élaborations politologiques; enfin, par suite de disfonctions qui se sont vérifiées dans les rapports entre les pouvoirs. Les sondages sur le fonctionnement de l'administration régionale ont, eux aussi, été substantiels, spécialement en ce qui concerne les rapports avec les organisations locales et avec les nouvelles incorporations administratives opérant au niveau sub-régional.

Les enquêtes et recherches concernant l'administration publique ont favorisé les thèmes relatifs au fonctionnement des Ministères et au personnel; des approfondissements spécifiques concernant la nature et l'exercice des fonctions de type "horizontal" (ex. coordination) ont été effectués alors que sous le profil de l'activité de l'administration publique, on a enregistré un nouveau glissement de l'attention de la problématique des actes vers l'efficacité de l'action administrative. A ce propos, il faut souligner que le Conseil National des Recherches italien s'est fait promoteur auprès du Comité des Ministres pour la programmation économique, d'une ample recherche, organisée et articulée, sur l'Administration Publique (projet finalisé), recherche qui affrontera en particulier les thèmes de l'administration locale, de l'administration publique par rapport aux activités productives ainsi que les thèmes des grands services publics, des finances par rapport à l'administration publique.

L'attention des savants sur les thèmes qui concernent l'exécution progressive du droit à l'étude et du droit à l'école en général, s'est maintenue de façon toujours plus vive, renforcée par les propositions de réformes que de tels droit concernent. Pour ce qui est du régime des libertés, une nouvelle attention se pose sur les phénomènes d'introduction croissante des moyens informatiques et ceux dérivant de la télématique naissante en ce qui concerne l'exercice des libertés personnelles et civiles.

Sur le plan méthodologique, on a en général remarqué une plus grande propension au rapprochement interdisciplinaire et une plus grande attention tournée vers la praxis juridiques plus qu'à la norme abstraite.

Dans le domaine du droit pénal, les études se poursuivent avec une attention généralement plus concentrée sur la théorie de la sanction par rapport à la théorie du délit, sur les présuppositions constitutionnelles de la peine et de ses rapports avec les garanties fondamentales de la personne humaine.

Les analyses qui le plus s'y appliquent s'attardent en particulier à la criminalité économique et monétaire.

Signalons également une ample recherche destinée à l'acquisition de matériel en vue de la réforme du premier livre du Code Pénal italien (aux soins du Centre National de Prévention et de Défense sociale).

Dans le domaine du Droit international, on constate un renforcement de la tendance à affronter des thèmes utiles à la solution des problèmes posés par la vie de relations internationales. Des résultats fort encourageants ont été obtenus dans le domaine de la recherche du "droit maritime" en matière de délimitation de la plateforme continentale entre pays voisins, de limite interne des eaux territoriales, de monopole de zone économique, de discipline de l'exploitation des ressources des fonds marins, de la pollution marine, etc.

D'autres résultats féconds ont également été obtenus en matière de droits humains - dans le domaine des études de droit international public - en matière de rapport entre droit communautaire et droit international, de relations extérieures des Communautés Européennes avec une attention particulière réservée à la zone méditerranéenne et aussi, en matière de conventions - dans le domaine des études de droit international privé et processuel - et de la reconnaissance des sentences étrangères entre pays de la CEE des conventions d'extradition et d'assistance judiciaire en matière pénale.⁽⁶⁾

Dans le secteur des disciplines politiques, les recherches sont destinées à mettre en évidence le fonctionnement du système politique, les changements et les crises qui s'y vérifient. L'attention s'attarde en particulier sur l'exercice du pouvoir; sur le parti politique, son organisation et sa composition sociale; sur le syndicat; sur la légitimation de telles formations sociales par rapport à la société civile et, donc, à la participation.

D'autres thèmes de sondage concernent l'attitude des jeunes vis-à-vis des institutions du travail.

L'étude de la composition sociale et des caractéristiques professionnelles de certains corps d'état, telle la Magistrature, offrent d'autres thèmes de recherche.

Les recherches d'inspiration historico-diplomatique s'attardent à approfondir les connaissances sur les rapports de l'Italie avec d'autres pays européens, en particulier avec la France (de 1861 à ce jour), ou sur les rapports entre Europe et Saint Siège.

(6) Pour un aperçu concis mais complet sur l'état et les perspectives de la doctrine et de la jurisprudence, voir : "Cinquanta anni di esperienza giuridica in Italia; Actes du Séminaire Messina-Taormina 3/8 novembre 1981" - plusieurs auteurs.

Au dehors de la sphère européenne, l'attention se tourne vers la pensée et vers l'action de leaders politiques de l'Afrique noire et de l'Amérique latine comme Senghor et Bolivar. Dans le domaine de la politique internationale, ce sont les études et les recherches sur les principes de la coexistence est-ouest et sur le terrorisme opérant à niveau international qui continuent à être au premier plan.

ETAT DE LA RECHERCHE DANS LES SCIENCES ECONOMIQUES SOCIOLOGIQUES ET STATISTIQUES⁽⁷⁾

Dans le domaine des sciences économiques, il faut citer les recherches sur la production, la croissance, la distribution, la structure industrielle et l'entreprise, sur le progrès technique, sur la monnaie et sur les relations internationales, sur l'économie des matières premières, sur l'économie du travail, sur la dépense publique et sur l'économie fiscale.

Les thèmes de l'économie internationale et les problèmes de l'innovation technologique sont dignes d'un support particulier en fonction de la situation du pays. A ce propos, signalons que le Comité Consultatif national des sciences économiques, sociologiques et statistiques du CNR a affronté une étude sur la possibilité de réalisation d'un projet finalisé sur "la structure et l'évolution de l'économie italienne", fruit de trois ans de travail d'une commission d'étude.

Les recherches sur les structures et les aspects financiers se sont concentrées sur la différence des taux d'intérêt et l'efficacité du système bancaire, les stratégies financières des entreprises multinationales, les perspectives et les incidences du leasing en Italie, la dynamique financière des entreprises. D'autres thèmes affrontés sous leur simple aspect économique concernent le service sanitaire, la crise de la grande entreprise en Italie, le marché international des hydrocarbures, l'intégration des innovations technologiques et la stratégie des entreprises, critères technico-économiques pour la restructuration industrielle, la morphologie du système productif, analyses du

(7) cfr. Rapport Général sur l'Etat de la recherche scientifique et technologique, 1982 - Atti del Senato, Roma 1983.

développement dans le secteur sidérurgique en Italie et dans les pays européens. En thème d'organisation signalons les études sur les interactions de la petite entreprise avec le milieu, ainsi que l'élaboration de modèles de simulation de la gestion de l'entreprise.

Dans le secteur des technologies commerciales, on a approfondi les aspects de la production de glucose de matières celluloseuses, l'usage des matières premières par rapport à l'évolution technologique, les micro composants dans la caractérisation des marchandises.

Dans le secteur des mathématiques appliquées aux sciences économiques et sociales, les recherches concernent les thèmes d'assurance sociale, problèmes de choix sur les investissements, modèles mathématiques et méthodologiques inspirés de la théorie des jeux aux fins de la décision.

Dans le secteur des disciplines sociologiques, les recherches concernent surtout l'étude de la structure sociale, du degré de cohésion, des éléments de déchirement, du procès de restructuration, le rôle et le comportement de la famille dans le contexte industriel et rural.

Toujours dans ce domaine, citons également les recherches sur "le double emploi" et l'occupation marginale; les études sur le syndicat; sur l'impact social des nouvelles technologies; sur la participation politique.

A ce sujet, attirons l'attention sur la constitution récente de l'Association italienne de Sociologie qui regroupe les sociologues universitaires italiens. Cette dernière s'articule comme suit en sections de travail et de recherche : territoire, économie et travail, politiques sociales, théorie et histoire de la sociologie, sociologie juridique, procédés culturels, vie privée et reproduction sociale.

Signalons enfin la constitution de Groupes nationaux de coordination par le Comité Consultatif des sciences économiques, sociologiques et statistiques du CNR. Le but de ces groupes est celui de coordonner les équipes travaillant dans différents centres de recherche, de promouvoir des séminaires, conférences et rencontres entre chercheurs. Ces groupes s'occupent de :

- 1) répartition du revenu, progrès technique et développement économique;
- 2) politique économique et monétaire à bref et moyen terme;
- 3) économie publique et politique fiscale;
- 4) entreprise et structure économique italienne.

CONSIDERATIONS FINALES

Plus que destinée à émettre des jugements de valeur, cette relation a le but d'inciter le lecteur à exprimer sa propre opinion sur base des éléments tant quantitatifs que qualitatifs qui lui ont été proposés.

Ce que les données ne peuvent probablement pas exprimer est la constatation que, la recherche en Sciences Sociales, dans son ensemble, n'est pas conduite selon des stratégies communes à toutes les disciplines sociales, stratégies qui - si elles existaient - permettraient probablement de meilleurs résultats et même une présence plus incisive de ces sciences dans le contexte des disciplines et de la recherche nationale.

La difficulté, qu'en particulier certains juristes semblent avoir envers les recherches articulées à niveau interdisciplinaire ou pluridisciplinaire, dépend peut-être de traditions invétérées ou, encore, du milieu. Cela arrive par exemple dans certaines facultés de droit qui n'appuyent pas ces recherches à cause de leur nette caractérisation juridique en comparaison de l'interdisciplinarité plus nette avec laquelle les facultés d'économie et commerce et de sciences politiques se présentent, pour ne pas parler de la faculté de sociologie.

L'écho d'une situation semblable semble se retrouver aussi dans la constitution de nouveaux départements et dans les doctorats de recherche où les secteurs de droit sont en général nettement caractérisés au sens juridique, alors que les secteurs économiques et sociologiques donnent plus d'espace et majeure sécurité au niveau interdisciplinaire ou pluridisciplinaire.

Toutes ces considérations, évidemment, ne concernent pas la qualité de la recherche dont le niveau, en général, peut être jugé satisfaisant. Ces considérations au contraire sont rapportées pour souligner le "gap" qui existe entre l'offre et la demande de recherche en Sciences Sociales qui devient toujours plus pressante dans une société très dynamique mais qui a connu en même temps crises et développement, conflits et stabilités, innovations et rigidité et, donc, des coûts sociaux élevés.

VIENNA CENTRE

CONFERENCE ON EUROPEAN COOPERATION IN SOCIAL SCIENCES
27 NOVEMBER - 1 DECEMBER 1985, VIENNA, AUSTRIA

THE HIGHER EDUCATION REFORM IN TURKEY:
Results after Three Years
Ihsan Dogramaci
President of the Council of Higher Education of Turkey

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The situation of the 1970s was, fortunately, exceptional. But even in the absence of such dire circumstances, the system as it then stood was not serving the needs of the country, as we shall see.

Prior to 1981, the university's responsiveness to the community depended on the vision of farsighted administrators rather than on any established mechanism. Moreover, the absence of coordination among institutions of higher learning made it virtually impossible for national priorities to be addressed in any coherent fashion. Thus, while population pressures made expanded admissions policies imperative, the number of students admitted actually declined: from 1975 to 1980, the number of applicants to the universities rose from roughly 115,000 to 190,000, while admissions dropped from roughly 50,000 to 42,000, even though the number of universities had increased from 8 to 18 during the years 1967 to 1975. In a similar vein, whereas the Turkish State Planning Organization and the Ministry of Health and Social Affairs had estimated that an average of 5,000 physicians should graduate annually in order to meet the needs of the population, and despite the fact that the number of medical schools had doubled, from 7 to 14, over the preceding decade, the level of admissions did not significantly increase but remained in the neighborhood of 2,400.

It is true that a shortage of teaching staff made an expanded admissions policy difficult, but this dearth was in turn the result of the system as it existed. Indeed, university regulations at that time made it extremely difficult for the younger generation to embark upon academic careers. Regardless of a candidate's qualifications and abilities, it was necessary to wait a minimum of 4 years following the doctorate to be eligible to enter a series of examinations, taking a minimum of 9 months, leading to the "docentship certificate". Only then did the candidate have the right even to apply for a position. Compounding the barriers presented by these regulations, the universities were often closed shops, with the teaching staff being promoted from within and little opportunity for outside applicants. Once admitted, however, teaching staff members were often promoted on the basis of seniority in what amounted to a system of near-automatic tenure. Indeed, anyone who failed to be promoted to full professorship after 5 or 6 years considered his career to be in jeopardy. This could, and often did, lead to top-heavy situations, particularly in the older schools, where it was not unusual for senior professors to outnumber by far the docents, a teaching category comparable to senior lecturers or associate professors (Figure 1).

The arduous procedures required for university appointment and promotion policies of the various universities exacerbated the geographic imbalance in the universities, one of the most serious consequences of the system. As far back as 1937, Ataturk had stressed the need to establish institutions of higher learning throughout the country, including central and eastern Anatolia. In line with this, new universities began to be established, and by 1975 their number had grown to 18, including 11 in small towns around the country. But while

these were encouraged to play an active role in the development of their respective regions, their effectiveness was severely limited by the lack of teachers. In the absence of a higher coordinating body such as a board of governors or trustees, there was no mechanism or incentive to encourage young academics to apply for positions in the provincial universities. Consequently, they suffered from intolerable shortages of staff, while there was a surplus of professors in the more established universities to the point that there were not enough courses to go around, and some actually had no teaching load at all. To give some idea of the problem, in November 1981, just before the passage of the higher education reform law, the senior teaching staff in the seven universities in Ankara, Istanbul and Izmir numbered 3,156 compared to a mere 85 in the nine least staffed universities in other cities of Anatolia (Figure 2). Similarly, the teaching staff in five medical faculties in these larger cities numbered 1,028, compared to only 36 in the five least staffed medical schools in outlying regions (Figure 3). Teaching in the latter institutions was carried out by so-called "travelling instructors", who delivered their lectures and returned immediately to their own cities, making them totally inaccessible to students in need of explanations outside the classroom.

Clearly, something had to be done to make the universities more responsive to the needs of the people, and to make the various parts of the system work in harmony with the whole so as to fulfill their mission more efficiently. The non-accountability of the universities to any higher body was all the more remarkable when one considers that they were, without exception, wholly financed by the state. Indeed, as already mentioned, private institutions did not even exist, having been banned by the same Constitutional amendment that established university "autonomy" back in 1961. I might add that failure to take into account national goals is particularly serious in a country like Turkey, which for all the characteristics it shares with the West is still a developing country, with limited resources that must be allocated with great care.

The 1981 Reform Law on Higher Education

It was thus that the new law which established a comprehensive university system embracing all higher education institutions came into being. Essentially, it created two national bodies to oversee the system. The Inter-University Board, composed of all university rectors and one professor from each university, elected by the respective senate, is charged mainly with setting academic standards and degree requirements.

The Council of Higher Education carries out functions much like those of a national board of governors. The composition of this Council, which has 25 members, is as follows:

- 8 professors elected by the Inter-University Board,
- 8 members selected by the Head of State, preferably from among university rectors and former rectors,
- 8 members selected by the Council of Ministers from among high ranking civil servants, who if they are not at the time retired must then resign their posts (in other words, there is no government official serving ex officio), and
- 1 member selected by the General Staff, since there are also military institutions of higher education, notably the Military Faculty of Medicine.

The president of the Council is appointed from among its membership by the Head of State.

The T.U.R.K. (Turk Universite Rektorleri Komitesi), or the Committee of Rectors of Turkish Universities, serves as the main committee of both the Inter-University Board and of the Council of Higher Education, making proposals to these bodies and serving as a consultative organ.

Some of the functions of the Council are:

- to prepare short- and long-term plans for the coordination, dissemination and development of higher education activities;
- to make decisions as regards the establishment of universities or faculties, institutes and schools within a university, and to recommend such decisions to the government for legislation;
- to fix in a balanced ratio posts of professors and other members of the teaching staff in the universities in accordance with the education programs and characteristics of departments and their research activities;
- to recommend to the government and the parliament what state subsidies ought to be granted to the universities;
- to propose four candidates, including two professors, for each vacant post of rector; one shall be appointed rector by the Head of State for a five-year term, which shall be renewable. The deans, however, are appointed by the Council from among professors proposed by the rector.

In most of its decisions the Council takes into consideration the views of the Committee of Rectors of Turkish Universities.

The Council can be regarded as an autonomous national board of trustees; and when we consider its prerogative to draft budgetary allocations to universities within the context of a national plan of higher education, in a way it has something in common with the university grants committees in some countries.

One of the principal aims of the new law is to set minimum levels in teaching standards and credit and degree requirements, none of which had existed previously. It sought, through the directives of the Council to resolve certain gross disparities between the univer-

sities, such as in the length of the academic year. Indeed, there had been a range in the duration of that year from as few as twenty weeks to more than forty weeks. The Council also made student attendance compulsory and limited the number of times that students could repeat a course or re-sit examinations, so as to put an end to the situation whereby "chronic students" occupied the coveted but limited places at the universities.

In our opinion, setting minimum standards which upgrade the entire system does not constitute a loss of academic freedom any more than establishing minimum teaching loads or spelling out certain requirements for the teaching staff can be construed as an infringement on the rights of academics. The new law requires that teaching staff members carry a minimum teaching load of 10 hours per week, including at least two hours in the classroom; the other hours can be spent in field work, supervision of independent study and so on. No attempt has been made to achieve uniformity; on the contrary, diversity is welcomed and within the framework of the minimum standards and requirements each school enjoys a large measure of autonomy, as can be seen from the following:

-All the universities govern themselves through committees composed of academics. They prepare their own internal regulations and by-laws, which are published in the Official Gazette after being signed by the rector provided they are not in conflict with the policies laid down by the Council. Each university decides its own teaching activities and programs in keeping with the minimum credit requirements laid down for each program.

As a result, each university has retained its own traditions and personality.

For example, no two of the country's twenty different medical schools have the same curriculum; some use an integrated approach to teaching and others follow classical methods. Nor is the language of instruction the same: two universities use English exclusively (Middle East Technical in Ankara and Bogazici, the former Robert College, in Istanbul), some use Turkish exclusively, and some use English in some faculties and Turkish in others. Grading of the students also varies from one university to another beyond the minimum standard set by the Council on the recommendation of the Inter-University Academic Board.

-Each university appoints its own teaching and non-academic staff members. Security of tenure has been restricted to full professors and docents (associate professors, senior lecturers), and junior teachers are appointed for two-year terms.

-Each university has its own supplementary budget, the so-called revolving fund, which it can use for research and to supplement the salaries of the academic staff by up to 200%. Sources of the fund include income from research and other contracts, fees charged for

various services, individual donations and patient fees from university hospitals. Fees collected from students, however, can be used solely for subsidizing students' subsistence and their cultural, recreational and social needs. Tuition fees do not exceed 20% of the current expenses of the university.

-Freedom of research is safeguarded by the law and the constitution.

It should also be mentioned that the new law allows the establishment of private, non-profit institutions of higher education by foundations. As mentioned above, private institutions had been banned by the 1961 Constitution.

The Situation in November 1984

Three years have already passed since the law went into effect and the results have been gratifying indeed. The number of universities in Turkey had increased from 18 to 19 in 1978 and to 27 by 1982: four in Ankara, six in Istanbul, two in Izmir, and the remaining fifteen distributed in other cities throughout the country. At the same time, teaching facilities have expanded enormously, largely due to the removal of many of the previously mentioned obstacles to entering the academic profession. Thus, holders of doctorates may now apply for a teaching position without the four-year waiting period, and research assistantships are now available to qualified doctoral candidates. It should be added that this easing of regulations has not resulted in any drop of quality in the faculty: the number of publications during the last academic year is more than double what it was three years ago. As to the actual figures, in the nine universities where understaffing had previously been the most severe, the total number of teaching staff members has increased eightfold over the past three years, from 85 to 697 (Figure 4). The teaching staff for the most understaffed medical schools also increased eightfold over the same period, from 36 to 280 (Figure 5).

Thanks to this expansion of facilities and teaching staff, Turkey has finally been able to respond to the pressures for increasing university enrollments resulting from its growing population: the number of young people of university age in Turkey has risen by over 1 million in the past decade, to reach a total of over 4.5 million. Since the passage of the reform law, admissions to the universities -- which had remained virtually stationary in previous years due to the lack of facilities -- have more than doubled, from 42,000 to 92,000 (Figure 6). In the medical schools admissions over the same period rose from 2,400 to 5,500 (Figure 7). In order to accommodate young people who are employed and unable to devote their full time to their education, an open university department was established at Anadolu

University in Eskisehir three years ago. Lectures are televised and reading materials and references mailed to the registered students, who meet with instructors and take periodic examinations at centers set up in the regions serviced by the university. Some 72,000 students are now registered in the program.

While the university student population has greatly increased, the teaching staff has grown at an even faster rate. In the better staffed universities of the large cities, where there are 230,000 students and 8,202 teaching staff, the ratio has improved from 34 to 1 in 1981 to 28 to 1 this year (Figure 8). The progress is far more striking in the universities of the outlying regions, where the student/teacher ratio plunged from 200 to 1 to 33 to 1 during the same period (Figure 9), and it should be pointed out that these ratios have been calculated without taking into account the junior teaching staff, i.e. assistants. In these formerly very poorly staffed universities, for 120,000 students there are now 3,682 senior teaching staff. It is undoubtedly these improved ratios, combined with the new system of compulsory classroom attendance and the introduction of mid-term tests, that account for the improvement in Turkish student performance as measured nationwide.

One of the most extraordinary results of the new law is the remarkable improvement of the situation in the provincial universities, the correction of the geographic imbalance in numbers of teaching staff being the result of a variety of incentives enacted to encourage those seeking advancement within the system to take teaching assignments in outlying areas. For instance, docents (associate professors, senior lecturers) cannot be promoted to full professorship in their own university. Holders of doctorates may receive an immediate appointment as a teaching staff member in another university, while such an appointment in the same university requires a three-year waiting period. In the older, over-staffed universities, teaching staff who had achieved tenure prior to the reform have been allowed to retain their positions until retirement, provided they serve a maximum total of four semesters in another university requiring staff in their respective fields. This obligation was not welcomed by a number of professors, who resigned on the pretext that "university autonomy has come to an end". On the other hand, the large majority complied with the new regulations and helped the developing departments.

Another provision of the new law is the establishment of postgraduate institutes with formalized admissions procedures, regular courses and set degree requirements. Enrollments now total about 20,000, of which about one quarter have already started work on their doctorates and the remaining are studying for their master's degrees.

We can also take pride in the strengthening ties between the university and the community since the enactment of the new law. The university can now make its equipment, infrastructure and human

resources available to the community -- an arrangement beneficial to both parties since the community receives services at a lower cost than it would find elsewhere, and the university earns revenues for its "revolving fund". Certain work off campus in public and private enterprises by full-time academic staff may be considered time spent at the university, and at the same time academics have become more aware of community problems. Along similar lines, the universities have already established over 50 two-year vocational programs aimed at meeting the middle-level technical manpower requirements of the country, especially in various industrial fields. In this regard, the Council on Higher Education recently signed a contract with the World Bank for around \$32 million for a pilot project to train vocational teachers, procure equipment and recruit consultants for some of these schools.

Conclusion

The debate between those advocating absolute academic freedom and those maintaining that any freedom worthy of the name must take into account responsibility toward the community will doubtless continue for some time. Certainly, it is not easy for those who enjoyed isolation and immunity suddenly to be held accountable for their performance, or to have to leave the comforts and amenities of the large cities to spend a maximum of four semesters of their careers contributing to the development of less privileged areas. Understandably the controversy is already showing signs of abating as the fruits of the reform become more obvious and the self-protective motives of its critics become clearer. The law on educational reform has brought more opportunities for higher education to young people throughout the country and both higher standards and new hope to the outlying regions of Turkey. Academic freedom in the true sense of the word has suffered no setback. These accomplishments speak for themselves, and we look forward to even greater gains as the effects of the reform continue to bear fruit.

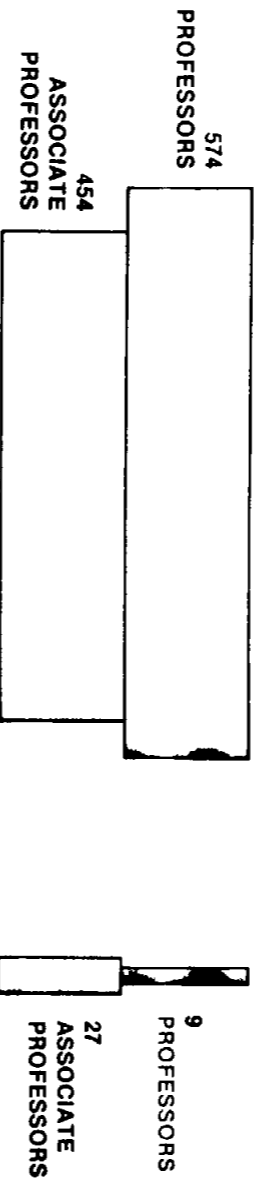
NUMBER OF PROFESSORS AND DOCENTS IN 5 UNIVERSITIES IN THE LARGE CITIES

Istanbul (1934), Istanbul Technical (1944), Ankara (1946),
Ege (1955) and Hacettepe (1967) Universities

Professors 1647
Docents 1226

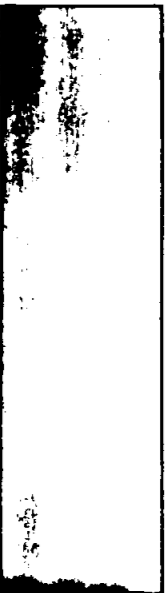
FACULTY MEMBERS IN
5 MEDICAL SCHOOLS IN THE
LARGER CITIES OF TURKEY
(ANKARA, ISTANBUL, IZMIR)
(November 1981)

FACULTY MEMBERS IN
5 MEDICAL SCHOOLS
OUTSIDE THE LARGER CITIES
(November 1981)



PROFESSORS AND
ASSOCIATE PROFESSORS
IN 7 UNIVERSITIES IN
THE LARGER CITIES IN TURKEY
(ANKARA, ISTANBUL, IZMIR)
(November 1981)

3156

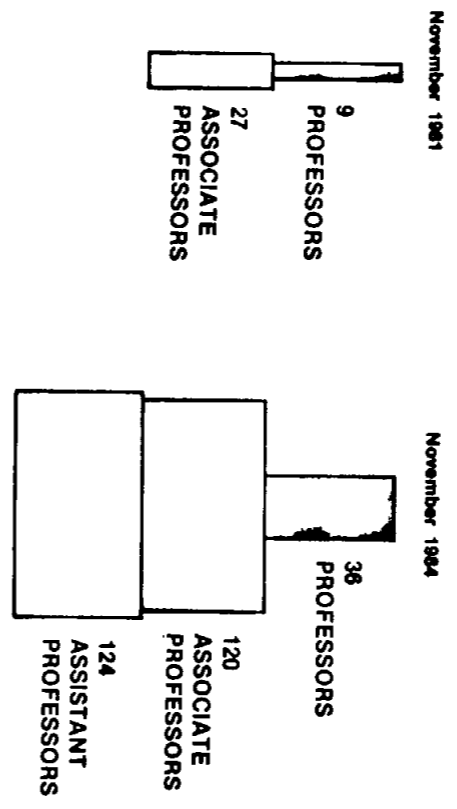


PROFESSORS AND
ASSOCIATE PROFESSORS
IN 9 UNIVERSITIES OUTSIDE
THE LARGER CITIES
(November 1981)

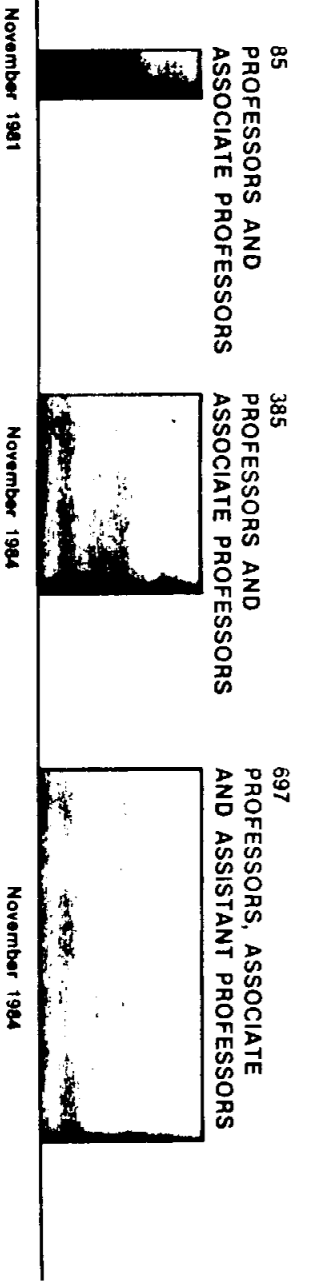
85



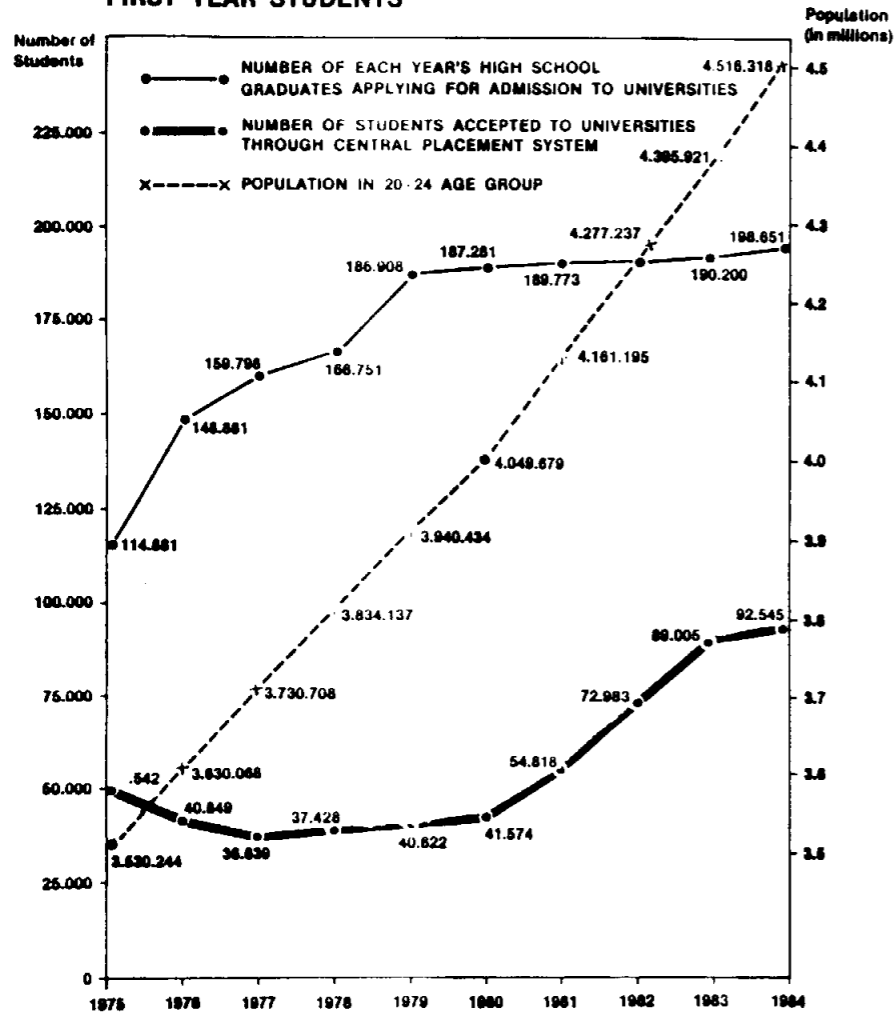
INCREASE OF FACULTY MEMBERS IN 5 SELECTED MEDICAL SCHOOLS OUTSIDE THE LARGER CITIES OF TURKEY (From 36 to 280)



INCREASE OF FACULTY MEMBERS IN 9 UNIVERSITIES OUTSIDE THE LARGER CITIES OF TURKEY

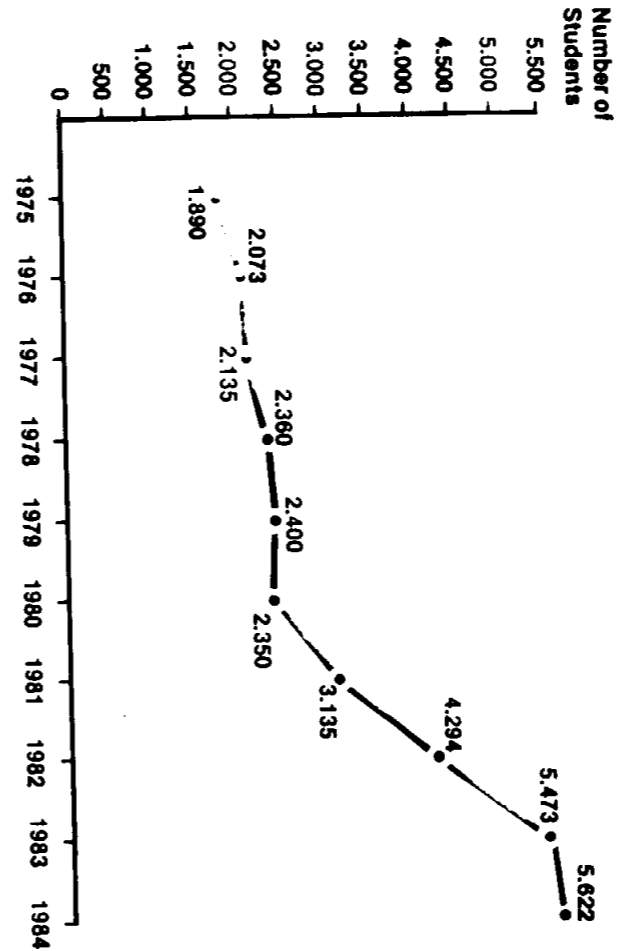


NUMBER OF EACH YEAR'S HIGH SCHOOL GRADUATES APPLYING FOR ADMISSION TO UNIVERSITY AND NUMBER ENROLLED AS FULL-TIME FIRST YEAR STUDENTS



* These figures do not include students admitted to the open university or to fine arts.

● Quinquennial census figures
 X Estimates



ANNUAL ADMISSIONS TO MEDICAL SCHOOLS

TEACHER: STUDENT RATIO

	November 1981	November 1984
5 universities in the large cities	1 : 34	1 : 28
Least staffed universities	1 : 200	1 : 33

**FACULTY MEMBERS IN 12 UNIVERSITIES
IN THE LARGER CITIES IN TURKEY**

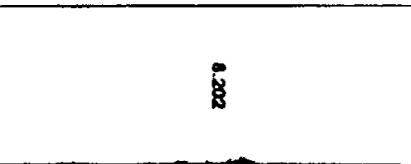
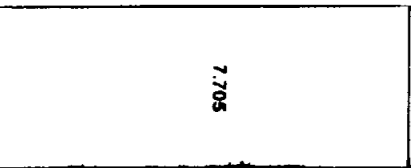
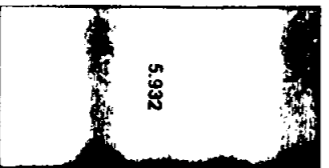
(Student Population in November 1984: 230,000)

November 1984

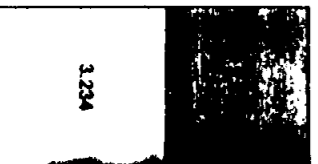
**FACULTY MEMBERS IN
15 UNIVERSITIES
OUTSIDE THE LARGER CITIES**

(Student Population in November 1984: 120,000)

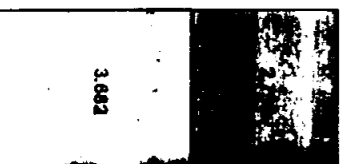
March 1984



March 1984



November 1984



JUNIOR
FACULTY
MEMBERS

SENIOR
FACULTY
MEMBERS

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SOCIAL SCIENCE IN IRELAND
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SOCIAL SCIENCE IN IRELAND

Introduction

Although it is recognized that the designation 'social science' covers a wide spectrum of disciplines, this paper is primarily developed around the three areas of economics, political science and sociology. These correspond closely to the arrangements of the faculties in the Irish universities and allow some reference to the applied areas that have had or continue to have a close relation to them. In particular they define most clearly the social sciences in a research context although here again reference will be made to areas outside this core. Law, although taught to social science students to a limited extent, is not considered a social science in the Irish context.

In introducing the discussion of the development of social science, issues of scale and location are particularly relevant to the present discussion. Ireland's location defines it firmly on the western periphery of northern Europe geographically and its small population of 3.4 million in the 26 counties of the Irish Republic and 1.5 million in Northern Ireland is - particularly in the Republic - young [31% under 14] and rural [44%].

It is also relevant to note that Ireland is a country divided by partition. The Constitution of the Irish Republic has reflected since the foundation of the state in 1922 the aspiration of a unified Ireland. The partition of 6 of the 32 counties as part of the United Kingdom of Great Britain and Northern Ireland lies behind the continuing conflict in Northern Ireland and the recent moves by the British and Irish governments to introduce new structures to help resolve it. The underlying difficulty with any proposal for unification of the two parts of Ireland relates to the fact that the dominant Protestant Unionist 65% of Northern Ireland population would itself become a fairly small minority in any merger with the predominantly [95%] Catholic and nationalist Irish Republic.

The fact of partition helps to explain some of the anomalies in the development of the social sciences in Ireland since a number of its institut-

ions which pre-date partition and most of the professional associations continue to represent an all-Ireland focus. Consequently although the main burden of this account is based on the Irish Republic, reference is made to the social sciences in Northern Ireland which form part of the relevant context.

A Brief History of Social Science in Ireland

The first Chair of Political Economy in Ireland was founded in 1832 largely as the result of the intervention and efforts of the Archbishop of Dublin. This was Richard Whateley who before being designated Archbishop, needless to say of the Protestant persuasion, had held the Drummond Chair of Political Economy at Oxford. The Chair was established originally on a part-time basis with a limited tenure of five years, had eleven occupants in the first fifty years of its existence and included Mountfort Longfield, J.E. Cairnes, Isaac Butt, Charles Francis Bastable and John Kells Ingram. This 'school' of political economy made substantial innovations to economic theory and applied economics although they were relatively little noticed outside Ireland. As Joseph Schumpeter has suggested about the first of them, Longfield, 'he overhauled the whole of economic theory and produced a system [in 1833] that would have served in 1890'.¹

These developments were associated with the formation, in 1847, of an active Statistical and Social Inquiry Society which still meets some 138 years later with meetings about five times a year in Dublin and also Belfast.

With the founding of the National University at the beginning of the present century, sociology was included with economics in the designation of one of the faculties. However neither sociology nor political science were specifically designated as disciplines although important components were introduced into the applied diploma and eventually degree courses offered at both University College Dublin and Trinity College Dublin for social workers and people engaged in social admin-

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stration. The first awards under these courses in 1934 were followed by a degree programme for evening students in 1953 and a full day degree in social science in 1962.

This pattern characterizes a process of development of the social sciences that has been fairly usual, especially in the neighbouring countries of England, Scotland and Wales. Apart from economics which initially as 'political economy' was assumed to cover the range of social science concerns, it was only in rare cases that specific developments led to the establishment of separate departments of sociology, political science and social work or social anthropology and these for most part did not occur much before the '50s and '60s when rapid expansion in the social sciences occurred.

Social Science in Relation to Society

Irish society has experienced rapid and significant changes in the past 25 years which have been associated with and have provided an impetus to the development of social science. The shift away from a protectionist economy based on strong dependency ties to Britain gave way in the '50s to a small open economy with highly successful policies to attract international industries to Ireland. This 'sponsored' industrialization together with a decline in the heavy emigration that had characterized the previous decade was associated with other characteristics of 'modernization' including the beginning of a demographic transition and consequent decline in family size. This, since it was associated with a pattern of earlier marriage, only gradually has affected population growth. Entry to the European Economic Community in the early '70s further stimulated changes in the society and led to developments in the preparation of statistical and comparative information in the wide range of areas appropriate to social science interests.

The conflict in Northern Ireland which in its recent phase dates from 1969 has been a powerful challenge to Irish social science and continues to provide an important part of the context in which research

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is undertaken in relation to the divided interests and aspirations of the two communities in Northern Ireland.

It is perhaps the shift away from a rural society to an urban one which has increasingly focussed issues in relation to the changing framework of analysis. While rural Ireland remains highly relevant it has to some degree been demythologized in considerations of a national context and debate in which a plurality of interests and traditions is represented. High unemployment, poverty and problems of social control in the urban environment increasingly have become defined as the social issues where a contribution is expected from the social sciences.

Formal Education in the Social Sciences

Social science courses are offered at each of the 5 universities in the Irish Republic [Trinity College Dublin; University College Dublin; University College Cork; University College Galway; St. Patrick's College Maynooth], although the pattern and combination of subjects varies to some extent. It is also an important component of courses at the two National Institutes of Higher Education at Limerick [which offers a programme in European Studies] and Dublin [which offers a programme in Communication Studies]. Social science components also form part of a wide range of third-level vocational courses in management, catering, architecture, child-care etc., offered at degree and diploma level.

Training in social science only appears in the secondary school curriculum to a limited extent. While both economics and economic history are examination subjects at the end of the secondary cycle, they are not assumed to be pre-requisite courses for entry to third-level courses in social science. Social science courses at third-level are either of three or four years with an honours degree being awarded. A number of courses have a common entrance year in which they cover a wide spectrum of social sciences such as law, economics, political science,

statistics, sociology, philosophy, and then specialize with a more limited selection in single- or joint-subject programmes in later years.

Education depends on research material and the production of suitable student texts. Often specifically Irish research material has been lacking in a form suitable for introduction to first year students and there has been necessarily a heavy reliance on imported texts in English from the USA and Britain. At the present time an Irish supplement is being prepared for the widely used Begg, Fischer and Dernbusch text in economics, and this winter a collection of papers on a wide range of aspects of Irish society - north and south - will become available from an Irish publisher.² This situation is principally related to the small scale of the Irish market and the diversity of the educational programme, but it also is an aspect of the intellectual dependency that we refer to elsewhere.

Major Social Science Institutes

The lack of any central policy of research funding in the social sciences tends to inhibit the development of co-ordinated research activity. Unlike those countries that have a Social Science Research Council or a similar body to channel research funds, the Irish government has not designated any agency to act as a channel for research in these areas and there is no programme of support for research students corresponding to that available for postgraduate and post-doctoral students in the physical sciences. In compensation for this situation, note must be taken of the Economic and Social Research Institute and the National Committee for Social Science of the Royal Irish Academy and one or two other bodies which promote social science directly or indirectly.

The Economic and Social Research Institute, established with an initial grant from the Ford Foundation, was set up with an independent constitution although the majority of its funding since the initial period has come from government. Now, after 25 years, the Institute has a

staff of around 50, of whom 30 are professionally qualified research personnel. The Institute publishes a Quarterly Economic Commentary, produces a series of White Papers and research documents and has in its history published some 200 major reports. In addition to undertaking research within its own programme, the Institute provides training and research fellowships for a number of recent graduates. It provides a centre for research staff and university staff more widely in the country. It also produces a most useful Register of Current Social Science Research in Ireland [32 counties]. Its research policy and projects are defined on a rolling five year basis by the Institute itself after consultation with interested parties in the universities, government departments and elsewhere.

The role of the Institute has been changing as a recent paper by its Director, Kieran Kennedy indicates:

When the Institute began 25 years ago it soon became the dominant centre in Ireland for social science research. Over the years, however, this dominance has moderated due to the considerable strengthening of social science research in the Irish Universities and in other bodies such as the Central Bank of Ireland. [3]

The Committee for Social Science Research in Ireland was established in 1973 as the result of meetings with the Ford Foundation to encourage research in the social sciences, particularly in the light of Ireland's accession to the European Economic Community. The Committee consisted of representatives from the university departments of economics, political science and sociology in both Northern Ireland and the Irish Republic. Its principal role was to support small-scale research projects in these disciplines and it awarded about 60 grants for this purpose over a ten-year period. In addition, it undertook a programme of travel grants for research students seeking specific training and embarked on a programme of research into community conflict in Northern Ireland.

It became clear at the end of 1983 that the Committee had exhausted its initial generous funding and to some degree fulfilled its purpose

to help stimulate research. A number of significant papers had been produced based on research in all three disciplines dealing with such matters as econometric modelling, external trade, inflation, employment and migration in economics and a wide and diverse range of areas focussed on topics of Irish concern were apparent in the other disciplines. It was felt that the forum provided by the Committee should, if possible, continue - particularly because of an anxiety to maintain an independent body to encourage young researchers in the social sciences. Consequently an approach was made to the Royal Irish Academy which responded by forming a National Committee for the Social Sciences which has absorbed the role of the old committee and expanded it to include social anthropology. As yet it has not attracted funding for further work.

The National Economic and Social Council conducts research on major areas of social and economic policy and includes representatives from government departments in the Irish Republic and a small staff. It has a principal function to contract research in appropriate areas in response to government initiatives, appointing consultants where appropriate. There is an equivalent Economic Council in Northern Ireland.

The Institute of Public Administration, set up in the '60s, conducts training programmes up to honours degree level and has a research unit. It acts as a publisher for a wide range of relevant books and pamphlets of public sector interest and also produces a quarterly journal 'Administration'.

The National Board for Science and Technology provides some support for social science as part of its co-ordination of technical development but does not include the social sciences as such in its brief.

These bodies - funded directly or indirectly by government, together with the universities, which receive some 75% of their overall funds from the government - represent the main channels for government

financing of research in the social sciences. In addition, many of the state-sponsored bodies and agencies retain small research units which may, in appropriate circumstances, employ social scientists and a number of government bodies such as the Central Bank and the Department of Finance maintain substantial research divisions.

There is, however, no overall co-ordinating body in Ireland which defines policy or provides funding for social science research. Neither are there any formal links between what are, inevitably, widely disparate and un-coordinated activities in which many social scientists are working in relative isolation from professional colleagues.

Professional Associations

These are a relatively recent phenomena in Irish society. In addition, because of the peripheral situation, many social scientists in the different professions feel it is necessary to belong to the external professional bodies of Britain and the United States to attend their meetings if resources allow and to associate with their members around areas of special interest. It is the nature of the case that with the small size of departments and other units, members will come to depend especially heavily on international associations if they are to develop fruitful research collaboration and actively involve themselves in specialist areas. In the case of sociology, for instance, the research sections of the International Sociological Association have been important vehicles for participation on an individual basis by researchers otherwise isolated at home. Location, peripherality and lack of critical mass for collective research activity all serve to force the Irish social scientist to look outside Ireland for professional collaboration and support. This itself may further weaken initiatives to set up a sound basis for the social sciences in Ireland itself.

Two groups of economists have maintained a loose association over the past twenty years with an annual conference held by each. One of these, the Renvyle group, is a meeting of teachers of economics and

the other, the Dublin Economics Workshop, attracts a wider community of professional economists. There is at present a move to form a professional association of economists but until a clear membership is established, it would be difficult to estimate the total number working as professional economists in Ireland as a whole - possibly 200 people.

The Sociological Association of Ireland was founded in 1973 on an all-Ireland basis and has a membership of around 120 full members and holds an annual conference and a number of workshops. It publishes the proceedings of the conference and circulates a quarterly newsletter amongst members.

A Political Studies Association of Ireland was founded in 1982 and now has about 86 members of whom about half are resident in the Irish Republic and a quarter are from Northern Ireland. The remaining members are drawn from Britain, Europe, the USA and Australia reflecting the research interests of scholars with a specialist interest in Ireland who have worked in Ireland or on Irish material. The same phenomenon is true, to a lesser degree, of the membership of the Sociological Association of Ireland.

There is also some overlapping between the professional associations and a number of political scientists, for instance, are members of the Sociological Association of Ireland and vice versa where interests coincide.

Although still young, these associations are active and provide an important liaison and information network for their members.

International Co-operation in Social Sciences

As indicated above, outside the formal structures of the research institutes and government agencies, much of the development of links with individual bodies has been a matter of individual initiative. Irish social scientists have been involved in a wide range of research projects

for different divisions of the European Commission, especially in the employment and labour field and in European social fund-supported projects. In addition, there has been liaison by individuals in one capacity or another with UNESCO, the OECD, the World Health Organization, the International Monetary Fund and the World Bank among a number of agencies. Individual staff of Irish social science departments have also undertaken consultancies and projects for governments and agencies in the third world on a number of occasions. There have also been co-ordinated projects channelled through agencies to promote particular research initiatives. Some of these have involved co-operation with researchers in other countries, especially in the EEC.

It is often difficult however to maintain these links without an adequate infrastructure and the security of resources which can encourage travel and continuity. Consequently many of these linkages endure for the purpose of a particular project but are not sustained. This is related to the lack of institutional links outside Ireland at a department level in the social sciences of the kind which might allow confident and enduring relationships to be established over a period of time. Limits of manpower and resource together with the particularities of teaching arrangements and course structure have limited the possibilities of exchange of personnel. Student exchange has occurred but in a somewhat incidental manner whereby students from overseas have attended social science courses in Ireland on a generally short-term basis.

There has been a sustained interest in Ireland by external scholars, particularly from the US, Canada, Australia, France, Germany and Britain and a number have spent periods of time in Ireland in pursuit of research interests. Although on occasion there has been a suspicion that some of these visitors were exploiting the Irish situation, it has on the whole been a beneficial mechanism for Irish social scientists to develop links internationally.

General Comment

This necessarily brief sketch of the development of the social sciences in Ireland indicates the broad characteristics of a development that has been relatively late, slow and small when compared with the metropolitan countries of Europe. That this represents a characteristic situation for peripheral societies in terms of their intellectual as well as their economic development should be no surprise in relation to the theme of this conference. There is a sense though in which the dependency problem for Irish social science has been rather more acute because of the extent to which a double periphery exists in relation to the dominant reference to Britain on the one hand, and the United States on the other.

This intellectual dependence was also in part the result of the small scale of development of social sciences in the universities and the difficulty of supporting adequate further training for graduates beyond their first degree. A number went abroad to the United States and to Britain and some to the European continent but it is only in the past ten years that any significant number have undertaken post-graduate work in Ireland itself. The lack of recruitment in the period of recession since the mid-1970s has also meant that for the universities there has been little opportunity to recruit these Irish personnel back to teach and to do research in an Irish setting. Intellectual dependency exists also in the extent to which some of the early and formative research on Irish society and the Irish economy has been undertaken by research workers from outside Ireland under contract or on their own behalf. The key work for a generation in Irish sociology was Arensberg and Kimball's study of family and kinship in Ireland published in the '40s and based on fieldwork completed by the authors in 1932.⁴ In the early '60s Ireland as a rural society became an appropriate research area for anthropological and sociological fieldwork, especially of community studies, by British, Dutch and French scholars.

However it was also in the early '60s that two significant reports produced by Irish social scientists, admittedly with outside consultation, made a substantial contribution, at an empirical level, to the develop-

ment of a research tradition in these areas. These were the Report of the Commission on Emigration and other Population Problems set up by the Minister for Social Welfare in 1948 which reported in 1954,⁵ and the Limerick Rural Survey which covered the period 1958-1964.⁶ These represented responses to major areas of social concern - emigration and rural decline - and involved in the groups responsible for them most of the leading figures of the social sciences of the period. These, together with documentation of the initiative of the programmes for economic expansion developed in the Programmes for Economic Development in 1958 and 1963 can be said to form the groundwork for the development of modern Irish social sciences.⁷ Two other significant contributions should be noted in political science. Basil Chubb's work on the Irish Constitution, first published in 1963,⁸ and John Whyte's Church and State in Modern Ireland.

In economics a more secure base already existed with a number of broad studies of the Irish economy and the basic data for an account of the Irish economy was in any case more readily available than was true of the other social sciences.

In social work training, offered at 3 of the universities in the Irish Republic as well as in Northern Ireland, the sense of dependency on external material and contributions has been emphasized by the absence of a local body for assessment and professional recognition. Although efforts have been made in recent years to set up a local body the present position is that the Central Council for Education and Training in Social Work in London acts as the body granting professional recognition to Irish social workers and approving the structure of Irish courses in this field.

In the period of major expansion in the early '70s a number of social scientists from Britain, the USA and France were recruited to posts in Ireland. Although this set up a situation in which some departments appeared to be predominantly foreign in staff and subject matter, the absence of opportunities for further academic mobility has had positive

effects. Very few of these 'blow-ins' have left Ireland and now that they have been in the country for 10 or 15 years their commitments and research concerns have come to reflect predominantly Irish interests and experience.

Thus, although dependency forms part of the account of social science development in Ireland it should not conceal the very real vigour with which growth and confidence has occurred. In a review of the first ten years of the Economic and Social Review, Ireland's leading social science journal, John Bristow describes the contrast between the situation in the late '60s and that in 1980:

When I came to Dublin in 1967, anyone in the business needed barely half a minute to provide a complete list of locally based, publishing economists. What there was was good, but there was not a lot of it. The founder-members of the Economic Research Institute had produced an enormous amount of excellent, ground-clearing research in a very short time, but university departments were small and only just starting to encourage the pursuit of scientific economics. The number of economists in the public service was trivial.

It is all so different now. University departments are much larger and there has been substantial recruitment of economists in the public service, and above all in the Central Bank which now deserves to be thought of as much as a research institute as an agency of monetary policy. This expansion of numbers has been accompanied by a significant improvement in quality - or, at least, in technical sophistication: We have been reaping the benefit of the increased professionalism of Irish undergraduate education in economics and of our ability to attract [or attract back] foreign or Irish alumni of the best British and American graduate schools. [10]

Similarly, the record of publications in that journal and other refereed journals in economics, sociology, political science, social psychology, statistics, demography and social anthropology attests to the vigour of the social sciences in Ireland. Distance, peripherality, lack of resources and small scale of organization all continue to be problems but they clearly are not insuperable nor do they prevent teaching and research reaching a standard that is highly competitive in the social sciences internationally.

APPENDIX I

Irish Republic: Primary Degrees in Social Science Awarded
in 1983 Calendar Year

	m	f	total
Economic and Social Studies	171	92	263
European Studies	15	19	34
Social Science	13	103	116
Communications	17	21	38
Commerce	439	187	626

Note: a number of the 2,244 graduates in Arts will also have included some social science courses [e.g. psychology and economic history and sociology may be taught in Arts programmes].

The total number full-time students in third level education including teaching training and technological courses in 1983/4 was 49,872, of whom 27,254 were men and 22,618 women. In addition there were 3,737 full-time postgraduates and 4,218 part-time students, of whom 1,298 were postgraduates.

Source: Accounts and Student Statistics, The Higher Education Authority, May 1985, Table 46, p. 55.

APPENDIX II

Social Science Journals in Ireland

<u>Economic and Social Review</u>	quarterly
<u>Administration</u>	quarterly
<u>Quarterly Economic Commentary of the Economic and Social Research Institute</u>	
<u>Central Bank of Ireland Quarterly Bulletins and Annual Reports</u>	
<u>Journal of the Statistical and Social Inquiry Society of Ireland</u>	annual
<u>Social Studies</u>	occasional
<u>Studies</u> [an Irish Quarterly Review on general topics]	
<u>Register of Current Social Science Research in Ireland</u> Economic and Social Research Institute	annual

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VIENNA CENTRE

CONFERENCE ON EUROPEAN COOPERATION IN SOCIAL SCIENCES
27 NOVEMBER - 1 DECEMBER 1985, VIENNA, AUSTRIA

ADULT EDUCATION IN GREECE

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Paper: "Adult Education in Greece"

" Adult Education in Greece "

- A. Introduction to the problem.
- B. Historical retrospection.
 - 1. First attempts for the creation of the institution of Adult Education.
 - 2. Content and objects of Adult Education.
 - 3. Attempts of modernizing Adult Education.
- C. The reorientation of the institution: objectives, organization, problems.
 - 1. Theoretical approaches, institutional framework and organization of Adult Education.
 - 2. Programmes and content.
- D. The new policy of Adult Education and its problems.
- E. Conclusion and suggestions for research and cooperation.

Adult Education in Greece

A. Introduction to the problem.

The necessity of education and training (further education) of the members of a society is something that was recognized many years ago and cannot be doubted by anyone nowadays. The point, of course, that is the object of disagreement both among theorists and practical experts is: the objectives, the principles, the practice and consequently the form, the content and the organization of training systems and procedures.

To the extent, of course, that we accept that education generally and training specifically are in dialectical relation to the society, it means that we accept a mutual influence, a mutual determination between the educational system and the concrete historical, social conditions.

Thus the historical development of Adult Education in Greece reflects, the historical - social development itself and the respective prevailing conceptions in the wider social field.

This paper tries to the extent, of course, that this is possible in the given frameworks - to give a brief picture of the historical development of Adult Education in Greece, stressing the present situation and the prospects of its development.

B. Historical retrospection

In contrast to many other countries (such as, for instance,

Denmark, Sweden, Germany) as where the adult-educational movement has a long history and was from the beginning a basic part of the labour and popular movement, Adult Education in Greece has always been with the exception perhaps of the period of the National Resistance after 1943 an object of state policy and is a relatively new institution. We could distinguish three stages in the development of Adult Education in Greece, where it was shaped and reshaped each time under the influence of the specific (concrete) historical-social conditions and the respective objectives and pursuits of the Government policy.

1. First attempts for the creation of the institution of Adult Education.

A first attempt for the organisation of Adult Education by the Ministry of Education was made in 1929 by the Eleftherios Venizelos Government with the 4397/29 act. The objective of this attempt was the elimination of adult illiteracy and the establishment of "Sunday agricultural schools", where the attendance of men and women of every age on Sundays and holidays was foreseen. The programme of these schools contained agriculture and cattle raising, as well as elements of hygiene, housekeeping, etc.

In 1943, during the occupation of Greece a department of Adult Education was created in the Ministry of Education with the 857/43 act, with the obvious aim of propagandising

Nazi ideology and weakening the popular Resistance. This was to be achieved by publishing books with scientific and cultural subjects in a popularized way by publishing and circulating a magazine, by organizing lectures and radio broadcasts. The realization of these objectives was begun in 1951 by the Adult education service of the Ministry of Education which changed status and from a department became a division.

During the period of occupation -in 1943- there was another attempt to institutionalise Adult Education with absolutely different aims by the Resistance organizations in the liberated areas of Greece.

These activities aimed at "the raising of the educational level of our peasants, of the new generation of peasants, informing them on subjects of contemporary land cultivation and their organisation on a cooperative basis, so that their labour cannot be exploited by oportunists."¹⁾ For this purpose schools were established for the vocational training of the youth. Both the teachers of these schools and the resistance organizations saw that schools of this kind should not operate independently of their social environment but had to be connected with the reality of life around them. Therefore the connection of these schools with the local self-government was considered necessary, so that in the future the young people of the country would face their problems collectively and organized in their

¹⁾ Sakellariou Haris: I pedia stin Antistasi (Education during the Resistance period) ed. by Filippotis, 2nd Ed., Athens 1984, p.142

agricultural unions.

Although this attempt was suspended with the end of the occupation period and with the failure of the progressive forces to seize power in 1951 the division of Adult Education in the Ministry of Education was concerned itself with the elimination of illiteracy.

2. Content and objectives of Adult Education.

As mentioned above, the main objective of Adult Education was the elimination of illiteracy. Beyond this Adult Education was concerned with the organization of lectures concerning the family, social breeding, and religion on the basis of "Greek-Christian Civilization" and the triptych: country, religion, family, but with "the correct use of free time".

Although in 1954 with the legislative decree 3094/54 an authority was organized with the exclusive purpose of eliminating illiteracy, this attempt failed, since, according to the census of 1981 8,6% of the total population of the country from the age of 10 and over, that is 706,721 persons (563,455 of which were women), have never attended a school, while at the same time 1,281,839 persons, 15,6% of the total population from the age of 10 and over have not finished primary school (704,656 of these are women).

The reasons for this failure are many and various:

- The organizational structure of the committees and the logic of the law was such that it functioned as an oppressive mechanism, since attendance was obligatory and members of the committee were the Metropolitan Bishop as honorary

president, the governor as president and as members the District Attorney, a representative of the Municipality of the country capital, the commander of the police, the inspector of labour, the commander of the rural police, the director of the prefecture, the inspectors of elementary education, the financial inspector, the chief of the social welfare office and a representative of the local press.

- The elimination of illiteracy not only did not aim at the elevation of the people's educational level, not only it did not operate as a liberating process, but on the contrary it was connected with the fear of the district attorney and the policeman, with the fear of punishment and the exclusion from the possibility of being employed and it was connected with the support and reproduction of the social system and social discrimination.

- For the elimination of illiteracy the same books, which were used for the children of the regular schools, were used without taking into consideration the specific characteristics and needs of adult.

- The literacy of adults was combined neither with any vocational and social training, nor did it take into consideration the concrete economic-social position and situation of the illiterate.

- The problem of the lack of proper programmes became more intense due to the fact that the lessons were almost exclusively performed by primary school teachers who apart from

the fact that they were not specialized were characterized by an extreme conservatism and out dated pedagogical conceptions. (The tutors in their majority were teachers, doctors, agricultural scientists, ^{or} priests ~~the~~ religious studies and ethics and policemen for "social breeding". Apart from the illiteracy programme Adult Education offered in the form of lectures some elementary knowledge on general subjects, such as the duties and the obligations of the citizens, hygiene, religion, cattle-raising, etc.

The content of these subjects, their way of teaching, as well as the qualifications of the tutors in combination with an extremely authoritarian behaviour towards the trainees led to the failure of even these activities of A.E.

Although the same structure of Adult Education was kept till the 1976 reform, the mechanism of Adult Education was almost exclusively used during the military dictatorship of the colonels (1967-1974) as a means of propaganda.

3. Attempts to modernize Adult Education.

After 1974 a greater attempt to modernize Adult-Education began with the establishment of 21 "model centres of Adult Educations" and with the creation of a regulation and a division of Adult Education with the presidential degree 147/1976 and with the regulations which followed: 1161/79 and 1316/1980. Apart from the restructuring isolated gatherings (for the purpose of teaching) and courses of

learning were established.

In spite of the attempt to modernize which of course to a great extent is due to the partial financing and the specifications of the European Social Fund, there existed an excessive and unprogrammed increase in expenditure, without the attempt to create an material-technical infrastructure, without an essential organizational restructuring which would include qualified and competent personnel. Nor, of course, was there an attempt to correctly select and train tutors or to programme, nor the activities of Adult Education in such a way that it would be based on a different conception of education and social development.

The composition of the Adult Education and their way of payment (the payment of the people responsible for the centres was defined on the basis of worked teaching hours at their centre 500,000 drachmas was set as the limit. An amount extremely high, when of course it is common knowledge that those responsible for the centres were teachers who in this way were earning a double salary), and the contents of the programmes did not allow for any serious prospective role to be played by Adult Education in the processes of development. This of course happened, because the social-economic problems of the country were ignored and Adult Education functioned like a closed system with no connection to the social process of development and in such a way that

it contributed to the reproduction of the prevailing social relations.

C. The reorientation of the institution of Adult Education after 1982: Objectives, organization, problems.

With the political change which took place after the 18.10.1981 elections it was to be expected that a change in Adult Education would also take place.

In fact Adult Education has adopted another attitude and is part of the more general attempt for social transformation at the economic, political, legal-institutional and ideological-cultural level.

The restructuring of Adult Educations by the new government was of course natural since it was dictated by its very social-political choices and ideologies. The conscious criticism and the active popular participation in social processes, as well as the democratic self-administration of the collective attempts at all levels, which the government pursues, cannot but demand of Adult Education a corresponding involvement, which of course presupposes corresponding structure and aims. The general objectives of Adult Educations, as they appear in the 826/1982 regulation, are based on the following theoretical considerations:

1. Theoretical and institutional framework and organization of Adult Education.

Individuals in their efforts to satisfy their common needs, come into economic, political, legal, ideological - cultural relations.

Social organization in every concrete historical moment appears as an organized system of economic political - institutional and ideological-cultural relations.

The structure and function of these relations which are created by the members of the society define their entire existence. In societies in which the social relations are characterized by an intense authoritative hierarchy at all levels, that is relations between masters and those dominated achievement of the objectives of social justice and social emancipation cannot but have this statement as a starting point and aim at the change of these relations. The transformation of these relations is of course a complicated procedure and depends, among other things on the way of participation of the individuals in their daily social praxis.

The way of participation then is itself defined by the social relations themselves as well as by the level of development of the social consciousness of the members of a given society.

The form of these relations and their development, which define the form and development of the society as well, have a relation of mutual dependence to the level of development of the social consciousness of the individuals which create these relations by participating in the social praxis: at the economic, political, legal, ideological and cultural level. In other words the form and texture of the social relations influences the social consciousness, that

is the perception attitude and behaviour of the individual and the social consciousness in its turn influences the form and texture of the social relations. This mutual influence takes place through the participation, biomes¹⁾ and experience of the individual in his daily social action at all levels.

The biomes and the experiences of the individual, in the sphere of his participation in the social procedures, are evaluated, classified, create knowledge which as added to the one that already exists, define his attitude and behaviour and finally form the bases upon which the acquisition of new biomes experiences, knowledge, behaviour and action will be founded.

Thus the importance of knowledge becomes manifest as regards conscious participation of the individual in social praxis. Knowledge constitutes the means of evaluation of the biomes, experiences and social relations thus defining the behaviour and the way of participation of the individual.

The fact that the experiences and biomes of each individual are limited in relation to all the sectors of knowledge, which the individual would need to consciously deal with reality, makes it necessary to transfer and impart knowledge which has been historically accumulated as a result of the continuous social-historical processes.

¹⁾biomes: from the Greek bioma - the conscious experience, of living.

As in every society, in own an educational system was created with the intention of imparting knowledge and the general socialisation of the individuals. The necessity of extending the organized, systematic transferring of knowledge also to adults of any age who are outside the established educational system is based on the simple ascertainment that: the socialisation of the individual, that is the acquisition of knowledge, abilities, skills and values on his behalf in order to be able to realize the social processes and contribute to its development, doesn't stop with the finishing of one school or even two but continues for his whole life. This happens because society knowledge and the individual himself is differentiated in time and place.

This necessity exists for all the individuals, but it is especially intense - and necessary to be satisfied - in the individuals who, because of their social position, have not had equal opportunities to be in a position to constantly readjust and enrich their knowledge on their own initiative.

The necessity for educational support becomes even more intense in historical periods in which an attempt of transition and social transformation takes place. This of course is derived from the statement that as it is not possible for social transformation to take place without the participation of the members of a society, in

the same way that conscious active participation cannot exist without knowledge, sensibility, consciousness.

Adult Education as content and structure constitutes an institution in the framework of which learning procedures are systematically organized, which aim at the many-sided development of the individual, at his active, critical and creative participation at all the levels of the social processes. This happens through the imparting of accumulated knowledge as well as giving support for elaboration on and analysis of the biases and experiences, contributing thus to the consciousness of the social position and situation and the creation of additional knowledge.

1. Areas of involvement of Adult Education

Thus, Adult Education with the imparting of knowledge, the sensibility and consciousness with regard to the social processes and relations is able to be involved in their development contributing in this way to the re-determination of the social objectives and to the more general social transformation.

This of course presupposes a corresponding determination of the learning objectives in the framework of Adult Education a corresponding organisational structure, programmes, a corresponding pedagogy and above all a direct relation with the social transformation and the social action at all the levels:

- at the economic level (i.e. economic development, the sphere of production, vocational training the sphere of work, labour and industrial relations)

- at the political-institutional level (i.e. social relations, local self-government and other institutions of popular participation, trade unionism, cooperatives, democratic planning),

- at the ideological-cultural level (i.e. way of life, human relations, social problems).

The daily participation of the individual at all the levels also dictates the necessity of specialised knowledge.

The existence, of course, of various social groups, which, because of their social position or some other special quality demand different training needs and make necessary a further distinction of the areas of involvement of Adult Education: women, migrants, (repatriated people, refugees), invalids, the aged, illiterates, Gypsies, etc.¹⁾

2. Learning objectives, pedagogy and organisational structure of Adult Education.

a) Learning objectives

Adult Education it ensues from the above considerations, aims not only at the imparting of knowledge and development of skills, but also has a social-pedagogical

¹⁾ A more detailed report on the activities and programmes of Adult Education will follow below.

dimension.

These general objectives are directly connected with the more general social objectives, which, of course, are defined and expressed by a concrete social-political perception of the social reality and its transformation.

The realization of the objectives of social justice, social emancipation and conscious participation of the members of our society demands the transformation of the above objectives into learning objectives in the framework of learning procedures in Adult Education. This means that they determine and traverse the organizational structure, the contents as well as the way of organizing the relations in the framework of the learning processes, pedagogy?

b) The Pedagogy of Adult Education

The principles and aims expressed in the Regulations of Adult Education essentially compose the principles on which the pedagogy of Adult Education is based.

The ascertainment that the objective relations of existence of discrimination, hierarchy and dependence within the framework of the social formation are also reproduced at the subjective level through institutions and their structure, leads to the conclusion that the organizing of the process of learning within the framework of Adult Education will have to contain all the characteristics which retract all these negative characteristics.

The question asked is, whether pedagogy can be "neutral", ignoring the objectively given fact of oppression and de-

pendence or whether it should, based on this discrimination, aim at making individuals conscious of this fundamental discrimination and consequently aim at liberating them from every dependence at all levels of society. The historical and scientific experience has proved the principle that pedagogy cannot be neutral to the measure it is used, either as a means of imposing the dominant ideology and consequently reproducing the social relations or as a means of becoming conscious of the relations of dominance and dependence and thus as a means of liberating the individual.

Pedagogy then, must face the development of society and take a stand. The attempt of "neutral pedagogy" "to create, as it were, correct human beings" without giving an answer to the question in "which society" results in a dangerous situation.

It reproduces the given social structure, perpetuates and stabilizes social discrimination and results in a cultural impasse. Beyond this there is the argument for a clearly and socially grounded pedagogy concerning the following.

Both the Educational system and Adult Education aim, directly or indirectly, by preparing the individual as labour force, at increasing the level of organisation of the labour force in order to make it available to the labour market. However there is the necessity for the learners to learn the "rules which regulate the game of selling"

their labour power. This means that they will have to be clearly shown all those factors which define the value, the price, the surplus value and the social role generally of their commercialised labour power.

These thoughts lead us to the conclusion that the content, the place and the way the process of learning operates, i.e. the relations between educator and learners, the means that are used etc. must be founded on the principles and the aims of Adult Education.

Thus the process of learning should be regulated by "collectivism equality, solidarity among all those participating in the process of learning"; by "the recognition that all participants have invaluable experience which must be exploited on the road to knowledge"; "the recognition that the process of learning itself is an inexhaustable source of knowledge" (AE Regulations 1982) and generally the pursued objectives of AE will have to be realized through the organization of the relations of the process of learning. In this way not only "dry" knowledge is transmitted but also, through the process of learning, itself, the principles and objectives become experience, they pass through learning to conscious, they become action within and without the process of learning.

c) The Organisational Structure of A.E.

The realization of the principles and objectives of AE become possible within the framework of a suitably structured

institution. A system of organization which is not contrary to the realization of the objectives. The structure of the institution of A.E., i.e. the organization of the relation between the members participating in the institution - those involved in the running of AE and those learning - in such that it helps the realization of the objectives of AE. The institution of AE is thus distinguished by the participation of bodies which represent the various interests of social groups and there is a flow of information and participation from the top downwards and vice-versa.

The recruitment of personnel for AE generally presents great differences compared to the situation in 1981. Apart from the fact that there are people dealing exclusively with AE there are people with much knowledge and experience on the subject of theory and practice in AE. Moreover, the decentralized organizational structure enables the personnel of AE, and especially their consultants and those responsible for the centres, to investigate, to pinpoint the educational needs at a local level and establish programmes adapted to the specific conditions and needs on a continual basis.

2) Programmes and Contents

Based on the above thoughts AE is centered on the following fields of activity:

- Vocational pre-training-training-education.
- New institutions of popular participation
- Social subjects - social groups with specific problems.

- experiential programme of vocational training and social ' setting ' for the handicapped.
 - educational programme for Gypsies.
 - educational programme for parents.
 - experiential programmes for the social resettlement of convicts
 - programmes for immigrants and repatriates
 - illiteracy programmes
 - women's programmes
- Promotion of educational films and other material.
- Infrastructure

In each case there is an attempt for the programmes to satisfy existing needs and to contribute to the improvement of the social conditions and local development.

c) The New Policy of AE and its Problems.

In spite of the undoubted improvement of the institution of AE after 1982 a number of problems and cases of malfunction have emerged, due in part to "internal" and "external" factors. The external factors are history itself and more specifically the recent part of AE (complete lack of infrastructure, lack of personnel with theoretical and practical experience, lack of a popular educational movement, and at the same time the bad reputation of AE with the public). The facing of these problems requires great effort, economic means and, of course, time. This lack and these obstacles influence any specific efforts made to reorganise AE. In spite of this it is both necessary and possible to make efforts for improvements on all levels: organisation, training

of personnel, centralization of a few activities as possible and at the same time on ungrading of quality.

But, that which is absolutely necessary for the organic binding of AE with the social reality to be achieved in its direct link to the specific efforts of local development. This means that AE must offer the necessary support to every collective effort for local development through technical and socio-political training. It will have to be transformed into a daily consultant-colleague of social praxis.

In each case what should be aimed at is for the popular training processes and activities to be located within the frameworks of specific activities or programmes, i.e. economic-productive, socio-political, trade unionism, cultural. This should not be "education for the sake of education" , but education with a specific objective which aims at social praxis and social transformation through individual and social emancipation, the development of the forces of production, the improvement of the process of production and the transformation of social relations. Of course the specific programmes and the relative research which would help in this direction are missing.

That is why the creation of a research institute at a Central level is necessary, which will undertake to coordinate and do research in all the sectors of Adult Education, to prepare a teaching syllabus, to evaluate the activities and to reflect and redefine them theoretically. The lack

of such an institute, in to my opinion, creates many problems in practice, since the personnel at all levels remains almost alone to face the theoretical as well as the practical problems. What is more ideal, one could ask than the combination of the theoretical and practical activities of the personnel.

I agree, with the proviso that the personnel has the abilities and knowledge to degree which will allow them to do this.

However, many of the personnel have neither theoretical, nor specific practical knowledge and experience in AE because the institution, in its new form, has essentially functioned for about three years.

E. Conclusions and suggestions for research and cooperation

As a matter of fact the situation of Adult Education in Greece compared with its situation four years ago is evidently better. This is, as it is referred above due to:

- institutional restructuring of Adult Education
- organisational structure
- programmes - content
- planning of activities
- attempt to connect Adult Education with the social processes.

Of course these positive ascertainments do not mean that the above do not coexist with many problems and disfunctionalities in Adult Education. These problems, which are related with the attempt to realize the objectives of Adult

Education are due not only to objective factors, but also to mistakes which concern the inability of the personnel of Adult Education to put the objectives of Adult Education into concrete form through systematic research and of course the inability to organise and coordinate the various bodies responsible for Adult Education.

What -of course- is of special interest within the framework of our conference here is the subject of research at the theoretical as well as the practical level. Fields in which research is needed are, (i.e.):

- systematic reflection on the theoretical framework of Adult Education based on the social conditions and perspectives of development,
- creation of material (for teachers, students) ,
- creation of a training programme for teachers in Adult Education,
- research of the condition of Adult Education in Greece today and consequences for future activities, etc.

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27 NOVEMBER - 1 DECEMBER 1985, VIENNA, AUSTRIA

PROBLEMS AND STRATEGY FOR THE DEVELOPMENT OF SOCIAL RESEARCH IN GREECE

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very common phenomenon. The term social and cultural development meant till then the struggle against archaic moods, trend and concepts. That is the struggle against the "surviving elements" of the preindustrial era but also against the conditions of bad linkage of the industrial way of production and of the social structures and functions. Since then the question of the content of social and cultural development started to be approached and analysed through new ways. But so far they have not given a generally acceptable standard.

The above remarks are valid for the greek society to the extent that it achieved in the post - war period rapid growth in its quantitative dimension, that is increase of production and of per capital income. Thus it was imperative to revise, in our country as in others too, the concept of development as a pure quantitative process. So it was considered that the social process must not overlook: the restrictions put by the ecological equilibrium, the qualitative composition of development ("quality of living") and the demand for a more fair participation to the duties and revenues of prosperity.

However the above approach is faced with an objective difficulty, the contemporary greek social formation, like many others, is composed on various modes of production (precapitalistic, industrial and even postindustrial) in a peculiar correlation. If moreover one takes into consideration the economic and political restrictions of today's internationalized world, the above peculiarity gains a complexity which is quite difficult to deal with.

Schematically it can be said, that, the greek society is

characterized by the lack of correspondance between the function of the economic - productive system and the sociocultural unity. Cases of such lack of correspondance is an unusual phenomenon in societies who are in a transitional stage of evolution, such as the greek society. In such societies coexist economic, social and cultural structures which belong to different modes of production.

There exists in Greece today, according to my opinion, a quite broad agreement concerning the point of view, through which the phenomena and the components of greek society can be analysed. It contains the following views:

- a. the greek economy is characterized by heterogeneity, due to the coexistence of traditional and modern sectors of technoeconomic activity.
 - b. institutions and social structures of the greek social formation are still under the influence of the inertia of the past and the social groups and classes can not develop easily and efficiently their historical action.
 - c. the cultural referents are under the continuous pressure of imported models, while the traditional models do not show signs of holding on.
2. Possibilities for development of social research in Greece.

Research in humanities and social sciences shows little progress in Greece concerning both problems which demand with increasing urgency their solution (scientific problems or pro-

blems in policy making and in relation to the already existing real or protention capabilities.

Some of the elements which describe and, to a great extend, explain this situation are the following:

- a. the teaching of social sciences and humanities is based and evolving without systematic consideration. This teaching until a few years ago existed only inlaid in the curricula of other disciplines, such as law, engineearing etc.
- b. this teaching has little relationship, if any, with research in corresponding or closely related scientific areas. Research is not an integral part of the teaching function. This means that fews teachers are also researchers and even fewer researchers do any teaching.
- c. the relatively isolation of research from the process which determine the case of the greek society and the information and the mechanisms providing for the base of research (eg. Greek National Statistic Service, ESYE).
- d. Thus the classification of research projects and their funding was not based upon a planned and programmed research policy which would in some way end up (with a definite way more or less satisfactory) expressing the pluralism and contradictions of greek society. But it ends up being the result of wishes and especially of the possibilities that research responsables have to bilt up research groups and get approvals and funds. That mean that decisions on programming depend move on the existing mean and not on specific targets.
- e. Finally the most important problem today is the existence of

a critical mass of social researches. The greek education system essentially does not produce researchers in the areas we are most interested. Postgraduate studies are almost nonexistent. Research is carried out marginally at the universities where courses on the humanities are taught. Greek social researchers are produced almost exclusively by foreign academic and research centers, a fact which could have positive results. However the organization of research in Greece uses them in a radically different way than the one they have been prepared for. Problems are thus created by the way that social researchers are used in Greece. For many of them the difficulty of integration leads them back to scientific employment abroad. Most of them remain in Greece, often considerably depressed due to the relatively limited scientific discourse of social issues and the difficulty for the creation of a "greek sociology".

3. New possibilities of development of social research.

The above mentioned findings concerning the difficulties for the development of sociological and humanistic research in our country exist of course today. However the last few years a series of factors improving the background for the development of these research activities have come into being and the outlook is brighter.

Thus at the end of 1983 was established the first independent department of sociology in a greek university. The first students entered in 1984. After about four years we will have the first greek social scientists educated in a greek university. We stress

that until now the nearly 350 greek sociologists have all studied abroad. Also, at the university of Crete a department of social sciences was founded and will be operational by 1986.

A law was passed in the summer of 1985 concerning the reshaping of primary and secondary education, which creates, for the first time, the profession of "civil servant - sociologist". The same law provides for the teaching of a sociology course - which had been included in the school-curriculum three years ago - to teachers who are sociologists.

A law that passed early in 1985 deals with reforms in research centers and improves considerably the state of affairs that existed so far in centers for social research. The new law creates the profession of the "researcher" which, in correspondence with that of the university professor, establishes four grades with complete equal salaries and status for researchers and university professors. The researchers of each grade in all disciplines are made equal. This means a clear upgrading of researchers employed in centers of sociological research, who were until now in a really lower status than the physical science researchers.

The Secretariat General of Research and Technology has started a process of more general research programming including sociological subjects. There is also a clear tendency for raising the level of funding for this area of research. Taking into account the high investments made in the recent past for the creation of infrastructure (computing systems, data banks etc.) we can reasonably hope that in the immediate future the state of social sciences and corresponding research activities in Greece will be considerably improved.

4. Research programming

The increasing research efforts, including the area of the social sciences, aims towards the fulfilment of basic and continuous national needs. The goals of the research effort can be summarized as follows:

- a. Securing the potential of the production system of the country in relation to the international technical and economic situation, through the coordinated treatment of the problems due to the economic and technological changes.
- b. Development of systems and processes for the protection, utilization and improvement of the "human capital".
- c. Formation of individual and social practices in order to secure the quality of living.
- d. Creation of legal framework, corresponding and sufficient for the requirements of the industrial way of production, taking into account the peculiarities of greek society.
- e. Establishing a social dialog for the sociocultural problem of the country.
- f. Establishing a generalized equality not only in the distribution of goods and income but, also, in the dangers and negative consequences of industrial growth.
- g. Adaption and recreation of the greek cultural identity in the contemporary internationalized world.
- h. Protection of the democratic framework.

5. Main Research institutes with activities in the fields of
Social science and Humanities

I. National Centre for Social Research (EKKE)

1, Sophocleous Str.
10559 Athens
tel 01/3211477

The largest research centre active in the social sciences.

Empirical research is conducted in various areas, such as :

- political behaviour
- problematics of youth
- urbanization
- anomie
- employment
- distribution of wealth and poverty
- function of social welfare mechanisms

II. National Research Foundation (EIF)

48, Vas Konstantinou Ave .
Athens
tel. 7217956

Includes centers for modern greek studies, byzantine studies
and greek - roman studies , which are active mainly in historical
and archeological research .

III. Institute on law studies (IOME)

74 solonos Str.
Athens
tel . 01/3641235

Is concerned mainly with :

- problems of legal procedures
- spreading out knowledge of law, its historical evolution

and its sources.

IV. Centre for Programming and Economic Research (KEPE)

22, Ippocratous Str.
Athens
tel. 01/3628911
Main activities

- research on problems of the greek economy
- technical processing and development of programmes of short-,
middle - and longterm development in national and peripheral
level .

V. Institute of Child's Health

Child Hospital "Haghia Sophia "
Athens - Ghoudi
tel . 01/777 1611

Is concerned with the specialization and training of
medical doctors, activities concerned with children health
research and proposals to the state for the prevention of
physical and mental illness

VI. Athens Academy (Research Centers)

14 Anagnostopoulou Str..
Athens
tel 3623565

Studies and research is conducted concerning medieval
and modern Greece , history of modern Greece , legal history
of Greece , Greek philosophy , Greek society.

VII. Centre of mental Health (KWY)

58, Notara Str.
106 83 Athens
tel. 01/2221269- 8238332

Its main activity is helping individuals with mental problems (prevention , treatment , special education etc.)

Its research department deals, among other topics, with problems of social psychiatry and social psychology .

VIII. Foundation of Mediterranean Studies (IMM)

2. Lyccabettous Str.

10671 Athens

tel. 01/3636026,3638461

This is a foundation spezialized in conducting social research . There are two main branches a) Sociology and b) Political Economy . The field in which research is twently being under take are

- the agricultural economy and sociology
- the productive process
- the social stratisfaction and behaviour of different social classes
- the relations of Greece with :
 - a. the EEC
 - b. the Mediterranean Countries
 - c. the Socialist Countries
- the political behaviour
- the cultural behaviour

IX . Institute of Economic and Industrial Reserch (IOBE)

12-14 Metropoleos Str.

Athens

tel. 01/3230466

Deals with the investigation of the short term development of various economic parameters, the evolution of the production of various products (Drinks, Constraction Materials etc). Also

does research on monetary and marine subjects. A research department regarding employment has been just founded

X. Centre of studies and Documentation (KEMETE)

2 Ferron Str.

Athens

tel. 01/8223179

Does studies of labor relations , collection and sorting of data concerning labor relations , seminars for further education of trade unionists

6. Professional association

Since 1983 exists in Greece the Hellenic Sociological Association (P.O.BOX 4239 10210 Athens Creece).

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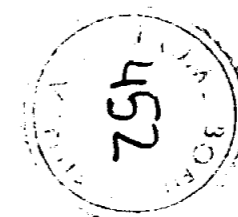
HISTOIRE ET SITUATION DES SCIENCES SOCIALES AU PORTUGAL

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IN COOPERATION WITH
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Histoire et situation des Sciences Sociales (en particulier de la Sociologie) au Portugal

1. Brève histoire

On peut affirmer que, à la fin du XIXe siècle et au commencement du XXe, le champ intellectuel portugais était assez bien syntonisé avec le développement des sciences sociales en Europe.

La sociologie, en particulier, faisait même son entrée dans l'Université en 1901 par une chaire dans la Faculté de Droit de Coimbra, mais, bien avant (en 1884), Teófilo Braga avait déjà essayé de délimiter l'objet de la matière. Comte, Spencer et, d'une manière générale, le courant européen positiviste et organiciste des sciences sociales étaient alors les références intellectuelles dominantes; pourtant, en 1911, lorsque la Sociologie cède sa place, à l'Université de Coimbra, à l'Economie Politique, le programme respectif avait déjà absorbé d'autres horizons théoriques dont ceux de la nouvelle sociologie américaine.

En dehors de l'Université, le panorama était non moins prometteur, et même une discipline consolidée - l'Histoire - était agitée (surtout à travers Oliveira Martins) par un mouvement de rénovation ouvert aux acquisitions de plusieurs sciences qui alors gagnaient une importance croissante dans toute l'Europe, telles que l'Economie, la Géographie, la Démographie, l'Anthropologie et la Sociologie elle-même. Ce courant de l'historiographie sociologique portugaise a depuis été reprise par de brillants auteurs (Jaime Cortesão, António Sérgio); mais, après le Coup de 1926 qui a établi la dictature au Portugal, cette science, ainsi que la généralité des sciences sociales dans notre pays, est devenue,

pour le pouvoir politique installé, une activité subversive. Elle nous a quand même légué d'importants éléments d'analyse de la structure sociale portugaise, et un lucide diagnostic de notre séculaire et spécifique retard économique.

A côté de ce renouveau de l'historiographie nationale, on assiste encore, au premier quart du XXe siècle à un important élan d'études ethnographiques, archéologiques et philologiques, orientés vers une restitution rigoureuse des plus diverses manifestations de la culture populaire portugaise. La découverte et l'utilisation de tels travaux, aujourd'hui encore si fréquentes, donne bien l'idée de leur importance et de leur qualité.

Pendant cette période, qui embrasse la fin du dernier et les premières décades de notre siècle, la réflexion systématique sur les sociétés se faisait souvent en même temps et à propos de l'intervention éminemment politique-idéologique. Il n'est donc pas étonnant que, au milieu de mouvements de réforme sociale très différents - le socialiste et le catholique corporatiste - aient surgi d'intéressants éléments d'analyse para-sociologique. Dans le premier cas, Proudhon et autres représentants du "socialisme utopique" sont les références fondamentales, plutôt que Marx ou Engels. L'Ecole de la Science Sociale, fondée par Le Play sous des influences idéologiques du second type a, d'autre part, étendu aussi son influence au Portugal, et y se sont formés d'ailleurs quelques uns des cadres politiques et des plus influents idéologues de la dictature salazariste.

Or, s'il est vrai que cette "sociologie" d'inspiration catholique a obtenu quelque appui de l'"Etat Nouveau", le contraire est arrivé pour d'autres branches et courants des sciences sociales.

La répression s'est abattue, cela va sans dire, d'une manière particulièrement violente sur le marxisme et si les analyses sociologiques inspirées entre-temps par cette doctrine n'ont pas été tout à fait suffoquées (elles ont même constitué un important capital initial de connaissances de la sociologie portugaise dans l'"ère démocratique") tel fait est dû à des expédients de survivance particulièrement adroits et persistants (presse clandestine, emploi de fondes bibliographiques semi-secrets, utilisation d'un langage chiffré pour déjouer la censure, etc.). Mais, comme nous l'avons déjà dit, l'historiographie sociologique proprement dite a été bannie par le régime. On peut citer comme exemple que l'une des plus originales et stimulantes interprétations du procès historique portugais - l'Histoire du Portugal de António Sérgio - a dû à l'origine être publiée en Espagne (1929). Ce n'est que quarante trois ans plus tard que cette oeuvre a été imprimée au Portugal.

Quant à une sociologie en tant que discipline scientifique et institutionnellement autonome, ce que l'on peut dire c'est que les tentatives pour sa constitution ont été non seulement ardues, mais encore exemplaires et même paradigmatiques (envisagées du point de vue de l'histoire et de la sociologie des sciences).

En effet, si jusqu'au milieu des années 50, la répression de l'Etat Nouveau sur toutes les tentatives de développement d'une pensée sociologique s'avérait en quelque sorte d'accord avec la réduite recherche sociale effective de produits scientifiques dans ce champ de la connaissance (le Portugal n'était pas encore sorti d'une phase de "capitalisme défensif" où dominait une bourgeoisie agraire immobiliste) on assiste ensuite à un contrôle politique

fondé et caractérisé autrement, car, dans un pays en phase de changement économique profond (ouverture de l'économie à l'extérieur, exode rural et émigration intenses, rapide procès d'urbanisation et extension des salariés) la demande de connaissances en sciences sociales et en sociologie en particulier devient de plus en plus élevée, même dans des secteurs proches du pouvoir.

Un moyen d'essayer de satisfaire ce nouvel intérêt, sans courir les risques d'incontrôlables infiltrations "subversives" à l'Université et à d'autres zones vulnérables de la Nation a consisté à créer, par la main d'un ministre défenseur de thèses anti-obscurantistes, des chaires de sociologie dans des Ecoles Supérieures du Génie, Architecture et Agronomie. Pourtant on refusait toujours son étude dans les Facultés dont les conditions étaient plus favorables au développement de la Sociologie (Droit, Economie, Lettres). Dans le nommé "Institut Supérieur de Sciences Sociales et Politique d'Outre-Mer" s'était entre-temps ouvert un espace de réflexion de caractère sociologique qui a donné lieu à des études dont les références - pleinement solidaires avec la structure idéologique du régime - n'avaient guère de points de contact avec le patrimoine et les principaux secteurs capables de renouveler la sociologie dominante à l'époque en Europe et dans les Amériques.

Le changement dans les structures productives et socio-démographiques du pays s'accélère le long des années 60, et avec ce changement se répandent progressivement au niveau de l'Administration et de la gestion des entreprises les modernes conceptions technocratiques de rationalisation de la décision et de l'action.

Plus évidentes se révèlent aussi, dans la perspective des élites technocratiques et politiques du pays, quelques raisons et conséquences dramatiques de notre sousdéveloppement.

Voici donc constitué le creuset où naturellement devraient se multiplier des pressions et des sollicitations dans le sens du développement d'un savoir spécialisé de type sociologique dont les résultats pratiques tendraient ou plutôt à la productivité et à la planification économique, ou de préférence à l'assistance et au contrôle social. Mais, avec le commencement de la guerre coloniale (1961), tout l'appareil idéologique - répressif du régime (censure, parti unique, police politique) se crispa, rendant impraticable l'ouverture d'institutions universitaires et d'investigation à la sociologie et à des matières analogues. Seuls quelques autres espaces, tournés vers une préparation professionnelle aux buts essentiellement pragmatiques ou même confessionnels, ont pu subsister, bien que attentivement surveillés. Mais ce n'était pas là, évidemment, le terrain convenable à essor de la sociologie, en tant que pratique scientifique organisée et auto-contrôlée.

Cependant, peut-être parce qu'il n'y a pas de dictature sans brèche, le système avait accordé insensiblement un petit espace de liberté à une sociologie de vocation scientifique. Nous parlons du Gabinet d'Investigations Sociales - Gabinete de Investigações Sociais (GIS) - fondé en 1962 par un petit groupe d'économistes, qui s'étend progressivement à des investigateurs d'autres provenances.

Politiquement traqué et réduit, pendant douze années de dictature, au minimum vital en ce qui concerne à l'appui financier,

le G.I.S. a réussi, sous la direction de A. Sedas Nunes, et grâce au travail d'une pléiade d'apprentis/militants de sociologie, à assurer la formation spécialisée essentielle de la première génération de sociologues professionnels portugais. Il a pu produire bon nombre de recherches dont la revue Analyse Sociale - Análise Social - a divulgué les résultats, et conquérir un expressif capital de crédibilité pour l'ensemble des sciences sociales dans le champ intellectuel portugais.

Pour se faire une idée de ce qu'a été le travail réalisé, il vaut la peine de rapporter que les presque 300 titres publiés par le G.I.S. pendant ces douzes difficiles années se partageaient, quant à leurs thèmes, de la façon suivante: "Economie et Sociologie du développement" (20% du total); Structure et Evolution de la société portugaise" (10%); Problèmes du Travail (11%); "Distribution des revenus" (7%); "Etudes démographiques, sociologie de la famille, émigration" (8%); "Etudes régionales et urbaines" (8%); "Niveau de vie et politique sociale" (6%); "Education, investigation, politique scientifique" (8%); Sciences Sociales: épistémologie, méthodologie, études générales et théoriques" (15%).

Les dernières années de la dictature et avec l'"ouverture démocratique" dans les Universités, on crée des chaires d'Introduction aux sciences sociales, vieille aspiration du mouvement des étudiants dans les politisées Facultés d'Economie, tandis que l'Institut d'Etudes Sociales (créé par le régime dans le but de préparer des cadres pour l'appareil d'Etat) se transforme en Institut Supérieur de Sciences du Travail et de l'Entreprise (I.S.C.T.E.), espace institutionnel où quelques chaires de caractère sociologique auront une place avec des programmes où, d'ailleurs, un peu para-

doxalement, le marxisme occupe une position importante.

Avec la Révolution d'avril 1974, les sciences sociales et en particulier la sociologie entrent dans une ère nouvelle.

Des noyaux d'investigation et d'enseignement, qui existaient avant, se répandent et se renouvellent; d'autres sont créés, soit dans les classiques Universités de Lisbonne, Porto et Coimbra, soit dans des Universités et Instituts universitaires de formation plus récente dans la capitale et autres villes, et même en dehors de l'Université (Gulbenkian, I.E.D., par exemple). Beaucoup de spécialistes en Sciences Sociales formés à l'étranger et y exerçant leur activité professionnelle, reviennent au Portugal, où ils enrichissent l'expérience de ceux qui y travaillaient. On assiste à un mouvement éditorial sans précédent dans le champ des sciences sociales.

Avec la création, après 1974, d'une licence en Sociologie à l'ISCTE (établissement auquel on a également attribué la prérogative de concéder le grade de docteur), on fait un pas décisif non seulement pour instituer la Sociologie au Portugal, mais encore pour un fructueux changement des conditions de reproduction de notre récente communauté scientifique.

Cependant, à une phase de discussion scientifique polycentrée et d'une richesse indiscutable, mais un peu anarchique, une autre succède, plus structurée, où domine la figure institutionnelle du colloque. Les plus importants ont lieu dans la Faculté d'Economie de Coimbra: ("1er Colloque d'Etudes Rurales" et "Le Portugal: 1974-1984") et aussi dans le Cabinet d'Investigations Sociales/Institut de Sciences Sociales: ("La Formation du Portugal Contemporain" et

"Changements sociaux dans le Portugal d'aujourd'hui"). Les travaux d'investigation sur la société portugaise qu'on y a présentés s'élèvent à beaucoup de dizaines.

A la revue Analyse Sociale, qui intensifie sa publication, viennent s'ajouter en 1978 la Revue Critique de Sciences Sociales - Revista Crítica de Ciências Sociais - et en 1984, Cahiers de Sciences Sociales - Cadernos de Ciências Sociais - édités respectivement à Coimbra et à Porto. Il s'agit d'espaces régulièrement remplis par des réflexions théoriques-méthodologiques pleinement syntonisées avec les plus récents et osées propositions de la communauté scientifique internationale et par des résultats de recherche empirique qui, finalement, contribuent à permettre de connaître la société portugaise dans la diversité de ses formes aussi bien que dans ses lignes structurales dominantes. D'autres revues se créent ou se renouvellent à Lisbonne, à Evora et ailleurs.

Finalement vient à propos une référence à l'histoire du G.I.S. dans la période postérieure à 1974. Jouissant, à cette date, d'un prestige tout à fait mérité, il n'en est pas moins vrai qu'il n'a pas vu tout de suite récompensé l'effort développé en faveur des sciences sociales, et il a fallu un délai de huit ans (pendant lesquels de nombreuses propositions d'institutionnalisation ont été conçues et présentées aux instances du pouvoir politique) pour que le Cabinet réussît à obtenir sa consécration formelle comme Institut de Sciences Sociales (Instituto de Ciências Sociais), lié à l'Université de Lisbonne.

Doué a présent d'un cadre de personnel d'investigation et technico-administratif et d'installations condignes à l'I.C.S., échoient de grandes responsabilités, dans le domaine de la forma-

tion et de la recherche en Sciences Sociales dans notre pays. S'il sait endosser la responsabilité des métamorphoses que le changement de grandeur provoque toujours, refusant en outre de devenir l'instrument de macrocéphalisation des sciences sociales au Portugal, il n'y a pas à craindre pour l'avenir.

A moins que - funeste perspective - la crise économique se perpétue et que la démocratie devienne trop musclée...

2. Thèmes et orientations théorico-méthodologiques dominantes

Lorsqu'elle atteignit, en 1974, le seuil de l'ère démocratique, la sociologie portugaise était encore un petit et fragile édifice.

Il est vrai que, dans le champ d'action du G.I.S., on avait conclu quelques importantes études de base sur le profil de la stratification et la structure de classes de la société portugaise, sur la situation et les fonctions sociales de notre système universitaire, sur les facteurs et effets de l'émigration. Mais, dans l'ensemble de travaux publiés par Análise Social, la part d'études réalisés avec les instruments propres d'une sociologie émancipée, ne dépassait pas 15% - de grandes lacunes dans la connaissance sociologique du pays n'étaient toujours pas remplies.

A partir du commencement des années 70, un significatif ensemble de réflexions de type épistémologique et méthodologique s'était cependant développé aussi parmi nous. L'intérêt pour ce genre de travaux venait, avant tout, des besoins de conversion professionnelle de la première génération de sociologues, dont la formation universitaire était à l'origine en Economie, Droit, Lettres, Génie, etc.; mais il se justifiait aussi par le besoin de contourner, par le choix même des thèmes de recherche, les limites imposées par la censure officielle et par

l'auto-censure. Ce qui ne fait point de doute c'est que, ayant réussi à formuler une critique fondée et convaincante au modèle empirique de la connaissance, cet amas de réflexions s'est répercuté positivement sur les lignes d'orientation théorico-méthodologiques dominantes de la sociologie portugaise dans l'ère démocratique.

Si, cependant, on fait attention encore une fois aux caractéristiques de recrutement de la première génération de sociologues portugais, les associant à l'indéfinition institutionnelle de la discipline dans sa phase de formation (incompatible avec des formes de répartition du travail trop strictes et rigides) on comprendra un autre trait important de l'héritage légué en 1974, que l'avenir devrait approfondir: celui de l'ouverture à l'interdisciplinarité et à des objets d'étude relativement innovateurs. Face aux routines et aux modèles de la scientificité de la sociologie la plus établie, on a en effet pu pendre des objets tels que l'Etat, l'administration et le Droit, les Forces Armées, la culture "cultivée" et "populaire", les rituels et d'autres pratiques symboliques, les structures productives dans l'agriculture et dans d'autres secteurs "marginiaux" de l'économie, etc.

Un autre important atout de la jeune sociologie portugaise semble être celui de pluralisme théorico-méthodologique. Au-delà d'une coexistence pacifique des diverses perspectives (historicisme, marxisme, fonctionnalisme, interactionnisme), on a aussi parfois essayé d'intéressantes tentatives de les conjuguer d'une façon aussi prudente que créative, forçant et élargissant les limites du point de vue que provisoirement avait été adopté.

On verra si la progressive institutionnalisation (et même la bureaucratisation), de la discipline, ainsi que son éventuelle dépendance des sources de financement réglées par des objectifs fortement productivistes, permettront de développer les potentialités et les atouts énoncés.

3. Système de formation universitaire et investigation

Si l'on considère l'ensemble des sciences sociales, au sens le plus étendu, on peut dire que l'enseignement de celles-ci, au niveau universitaire, a déjà une longue tradition dans le pays. En effet, soit les sciences économiques (des cours supérieurs remontant au début du siècle et des licences spécifiquement en Economie octroyées par l'Université Technique de Lisbonne à partir de 1949, et par l'Université de Porto dès 1953), soit l'Histoire et la Géographie (licences dans les Universités de Lisbonne, Porto et Coimbra dès 1926) ont pu disposer, bien avant 1974, de locaux institutionnels d'enseignement de niveau supérieur.

Pour des raisons énoncées en 1., c'étaient ceux-là, pourtant, des espaces fortement conditionnés sur le plan scientifique, en raison de la difficulté ou de l'impossibilité de s'ouvrir à des courants théoriques combattus par l'appareil idéologico-répressif du régime. La rupture politique de 1974 signifia donc aussi, pour les sciences sociales établies, un point de virage très marquant, malgré toutes les résistances institutionnelles qui lui furent opposées.

Quant à la sociologie proprement dite, nous avons déjà vu que ce n'est qu'après 1974 qu'elle conquiert une place en tant

que cours dûment structuré dans le système d'enseignement universitaire.

Il y a aujourd'hui des licences en Sociologie à l'Institut Supérieur de Sciences du Travail et de l'Entreprise (branches de Sociologie du Développement, Sociologie Politique et Sociologie du Travail) à la Faculté de Sciences Sociales et Humaines dans l'Université Nouvelle de Lisbonne et dans l'Université de Evora (branches de Plan et Développement régional, Etudes de Population et Gestion de Ressources Humaines). En 1985-1986, une licence de Sociologie sera inauguré dans la Faculté de Lettres de Porto.

Les premiers doctorats en Sociologie ont été octroyés par l'Institut Supérieur de Sciences du Travail et de l'Entreprise dans le domaine de la sociologie du développement (classes sociales et pratiques symbolico-idéologiques dans les campagnes) de la sociologie militaire et de la sociologie historique de la culture et du champ intellectuel.

Epars dans les Facultés dont la vocation dominante se situe aux champs qui vont de l'Economie aux Sciences et Technologie, il existe encore des noyaux d'enseignement et d'investigation sociologique ayant quelque autonomie et notoriété, soit à Lisbonne, Porto et Coimbra, soit en des centres universitaires plus récents, tels que Braga et Vila Real.

L'anthropologie dispose aussi d'un enseignement au niveau de licence, encore une fois à l'I.S.C.T.E., à la Faculté de Sciences Sociales et Humaines de l'U.N. de Lisbonne, et encore à l'Institut de Sciences Sociales et Politiques (ex - ISCSPU).

De tous les centres d'investigation où la composante sociologique domine, le plus important est l'Institut de Sciences

Sociales (ICS, ex GIS) dont nous avons déjà ébauché l'histoire, mais il ne faut pas en ignorer d'autres, tels que le Centre d'Etudes Sociologiques de l'ISCTE, le Centre d'Etudes Sociales, rattaché à la Faculté d'Economie de Coimbra, et aussi les noyaux de recherche épars dans les Universités, déjà énoncés.

Dans le domaine ou avec l'appui d'institutions privées, tels que la Fundação Gulbenkian ou l'Instituto de Estudos para o Desenvolvimento (IED), des équipes d'investigation font aussi un travail important sur la sociologie historique, la sociologie rurale et la sociologie de l'éducation et de la jeunesse.

4. Financement

Quant aux moyens de financement de la recherche, voici les lignes fondamentales:

- a) Financement direct à travers le Budget d'Etat (c'est le cas de la plupart des rémunérations du personnel technico-administratif et de l'investigation, et des frais pour le fonctionnement d'institutions telles que l'I.C.S.);
- b) Financement de l'Etat, pour des projets d'investigation, dépendant de l'initiative des Ministères eux-mêmes ou par l'entremise d'institutions para-gouvernementales, tels que l'Institut National d'Investigation Scientifique (INIC) et la Junta Nacional de Investigação Científica e Tecnológica (JNICT).
- c) Financement d'Etat pour des projets de recherche à travers le budget des Universités.

d) Financement privé pour des projets d'investigation: fondations nationales (Gulbenkian, surtout) étrangères (U.S.A., R.F.A. surtout) ou internationales. Les fonds respectifs sont canalisés normalement pour des institutions de recherche nationales, soit universitaires (I.C.S., par exemple), soit non universitaires (I.E.D., par exemple).

Aucune formulation explicite d'une politique nationale pour les sciences sociales n'est connue. Les décisions dans cette matière sont donc conditionnées par les orientations parcellaires des divers types de "consultants" ou "conseils scientifiques" engagés (corps de consultants de l'INIC et de la JNICT, conseils scientifiques universitaires, conseils scientifiques des centres d'investigation, aussi bien que, dans quelques cas (de plus en plus nombreux?), par la nature même des sollicitations des entités qui fournissent les fonds.

5. Associativisme et Coopération Internationale

Ayant une vie assez courte, les relations de type associatif au niveau de la communauté sociologique nationale sont encore peu nombreuses. Malgré tout on a constitué, en mai 1985, l'Association Portugaise de Sociologie qui immédiatement a été acceptée comme associée de l'A.I.S. pendant la réunion du Bureau de cette dernière réalisée à ce moment-là à Lisbonne.

Dans le champ d'action de la sociologie industrielle du travail et des organisations, un groupe d'enseignants de l'Université Nouvelle de Lisbonne a réussi à rassembler et activer la réflexion des spécialistes par un ensemble très vaste de séminaires,

débats, etc.

Le fait que, pendant l'année 1986, vont avoir lieu au Portugal, le 13e Congrès Européen de Sociologie Rurale, le Congrès de l'Institut International de Sociologie et, peut-être, une réunion de l'Association de Sociologues de langue Française paraît indiquer, cependant, que dans ce domaine aussi, le pays ne sera plus, comme hélas il a été pendant des dizaines d'années, "orgueilleusement seul".

6. Observation Finale

Sous la direction du Prof. Franz Wilhelm Heimer (ISCTE), en ce moment est déjà conclu un travail collectif d'investigation sur la situation des Sciences Sociales au Portugal. Les résultats de ce travail, en voie de publication, permettront d'approfondir les principaux topiques du rapport ici présent.

Plus précisément, on trouvera dans le texte de José Madureira Pinto et Boaventura de Sousa Santos sur la sociologie portugaise, un développement du cadre interprétatif proposé en 1. et 2.

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THE SOCIAL SCIENCES IN CATALONIA

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THE SOCIAL SCIENCES IN CATALONIA

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1.- Brief history of the social sciences in Catalonia.

In Catalonia the development of the social sciences, in the modern sense of the term, has differed from one discipline to another. The evolution of some was relatively successful since they originated in practices that were lacking in academic thoroughness but nevertheless produced an initial stock of information that later served as a basis for the development of the social sciences proper. Cultural anthropology provides an example of this since it owes much to the collections of materials on customs and folklore gathered by rambling clubs with scientific objectives which have a long established tradition in Catalonia.

The development of other disciplines has been linked to problems considered by the collective consciousness, and especially by the social actors directly involved, to require urgent solutions at a given moment in history. Applied economic research is such a field. Its origins go back to the end of the 18th century and both authors and works clearly reflect at each period the problems to which solutions were being sought. Thus trends appear which are usually related to the ideas of some contemporary European theorist, trends such as liberal and industrial mercantilism, protectionism, criticism of excessive centralism in economic policy, monetary problems and so on. Then, with the advent of the Second Spanish Republic (1931-1939), economic thought becomes clearly diversified in response to the interests of particular social groups: the industrial and commercial bourgeoisie, the left-wing republicans, and the anarchists and marxists.

Finally there are cases in which the unequal development of the social sciences may be attributed to exceptional political circumstances of long duration. One instance was the Franco dictatorship (1939-1975) which partly accounts for the poor development of certain social sciences,

such as sociology and political science, and the relative hypertrophy of others, like history. In the case of history it is possible to talk about a certain school which grew up basically around the figure of the historian Jaume Vicens Vives, who died in 1960. In a situation where the present is marked by political oppression, it is natural for research to fall back on the understanding of the past and on the recovery of collective memory.

Factors such as these account for the fact that disciplines like private law and economic history can boast a relatively long development and a large number of exponents, while others such as constitutional law, sociology and political science have evolved less, producing fewer authors and fewer works.

2.- Existing formal education in social sciences.

The same unequal development is reflected in the institutions that provide formal instruction in these subjects. The field of economics has fared better than most. The Faculty of Economics and Business Studies, through which a corpus of systematic knowledge, marked by a particular approach, has been built up, was created in Barcelona in 1954, though economic research has a much longer tradition as has already been pointed out.

A Faculty of Political Science and Sociology, on the other hand, was set up in Madrid many years ago, but it was only this year, with the transfer of political responsibility for university affairs from the central government in Madrid to the Catalan autonomous government, the Generalitat, that a similar faculty was established in Barcelona.

In addition to the social sciences courses offered in the universities, reference must also be made to established reputations in social science education and research. Among the most outstanding are: the Escola Superior d'Administració i Direcció d'Empreses (School of advanced studies in administration and business management - ESADE) set up in 1959; the Institut de Sociologia Aplicada (Institute of applied sociology-ISPAA), founded in 1964; and the Institut Catòlic d'Estudis Socials de Barcelona (Barcelona Catholic institute for social studies - ICESB). All these private institutions have made a significant contribution to the development of the social sciences. Many of them have also striven to compensate for the deficien-

cies of public institutions in the field of teaching and research at particular periods, especially during the Franco dictatorship.

In the brief overview of the Catalan institutions active in the fields of teaching and, especially, research, special mention must be made of the Institut d'Estudis Catalans (Institut of Catalan Studies), which was founded in 1907 under the Catalan "home rule" government known as the Mancomunitat and has played an important role in supporting and fostering research in the different branches of both the natural and social sciences. In the social science field the work done within the framework of the Associació Catalana de Sociologia (Catalan sociological society), Societat Catalana d'Estudis Jurídics (Catalan society for legal studies) and the Societat Catalana d'Economia (Catalan society for economics), all affiliated to the Institute of Catalan studies, are worthy of particular note.

3.-Where is research policy determined?

Discussion of research policy in Catalonia necessarily implies reference to Spanish research policy in general since political responsibility for research policy is still centred in Madrid and the transfer of powers in this field provided for under the Spanish constitution has not yet been implemented. The operation of Spanish research policy has traditionally been criticized for lack of planification and of inter-relation between the various institutions involved, both defects being due to a want of flexibility and of clear definitions in the institutional system. Since the death of General Franco, attempts to bring about changes in this area have been made by the different parties. Perhaps one of the most important is a bill from which a new science law is expected to evolve. This law will set up a legal framework which may provide a clearer distribution of powers and responsibilities. The research policy of the Spanish central government is currently elaborated jointly by the Dirección General de Política Científica (General directorate for scientific policy) and the Comisión Asesora de Investigación Científica y Técnica (Advisory commission for scientific and technological research). These two bodies together carry out the double task of planning research in the light of advice from the scientific community and of making decisions in the light of advice from the politicians. Another body, the Consejo Superior de Investigaciones Científicas (Council for Scientific Research), is active at another level. This is the main organization involved in active-

ly conducting research but it was also supposed to perform tasks related to the support and coordination of research, a mandate it cannot be said to have fulfilled.

The main innovation anticipated for the future -perhaps the immediate future- will be the Plan Nacional de Investigación Científica (National plan for scientific research). Under this plan the investments required will be analyzed at the same time as salaries and other expenses, thus bringing together considerations that were previously separate.

Catalonia has its own organizations for research planning and coordination. However these are not yet fully operational because of the fact that the transfer of powers from the central government has not taken place. The organizations affected by this situation are: the Comissió Interdepartamental de Recerca i Innovació Tecnològica (Interdepartmental commission for research and technological innovation - CIRIT), the Consell Científic i Tecnològic (Council for science and technology) and, to some extent, the Institut d'Estudis Catalans (Institute of Catalan studies). In view of the recent creation of the first two bodies, it is early yet to assess their performance. The Institute of Catalan Studies has been active for many years but it operated underground in the days of General Franco and it too has yet to recover the faculties it formerly possessed. It is certain at any rate that the coming years will be critical in determining whether any real change in the field of research will be brought about with the change in political context. Social researchers, mindful of many previous unfulfilled promises, still have doubts that this will be so.

4.- The infrastructure for social science information and data.

Another important consideration is that proper development of the social sciences requires an adequate infrastructure to provide statistical and documentary data. The situation in Catalonia in this respect has always been highly unsatisfactory. In recent years, though, it must be admitted that a considerable effort has been made to increase the availability of statistical information and improve the network of archives, museums and libraries. One aspect of this effort that deserves highlighting

is the establishment of links with international networks engaged in gathering and transmitting statistical data. The Consorci d'Informació i Documentació de Catalunya (Catalan Consortium for information and documentation) has played an important part in this process. Following recent restructuring it now operates under the joint auspices of the Barcelona city council, the Barcelona metropolitan corporation and the Catalan government and provides a good example of the action taken latterly throughout Catalonia rationalize and overhaul the network of scientific information. Relatively up-to-date figures are already available at a level of disaggregation which makes the study of small geographical units possible. Thus data on subjects such as population, housing, transport, education...etc. are now provided for individual boroughs and, in the case of large boroughs, for smaller subdivisions.

5.- Main theoretical and methodological approaches.

It is difficult to describe the main fields under study by social scientists at the present time since one of the consequences of the lack of coordination is the impossibility of obtaining adequate information on the various studies in progress. I will try, however, to indicate a few subjects that are of special concern to social science researchers in the various disciplines and can be considered, therefore, to have received particularly thorough treatment.

1.Spanish entry into the Common Market in January 1986 is drawing much attention. Economists and lawyers in particular are analyzing the direct consequences of membership for Catalonia, the need for knowledge of the legal mechanisms in force in the Community and the possible contribution of Catalonia to a more united Europe.

2.The impact of new technologies and far-reaching changes in the existing socio-economic structure is giving rise to economic and sociological research on subjects like the underground economy unemployment, the crisis affecting traditional social organizations like unions, dependence on extra-national organizations, and, more generally, the revamping of traditional left-wing ideological formulations.

3.The problems arising from urban concentrations and migratory movements have been studied for many years on account of the attraction Barcelona has held for rural populations and the establishment in the metropolis of immigrants from other parts of Spain with different cultures. Anthropo-

logists and sociologists have studied, and continue to study, a number of questions related to these social phenomena: the sociology of immigration, sociolinguistics, aculturation and the integration of rural workers in the urban labour market.

4.The analysis of federal forms of government and of stateless nations is a traditional field for political scientists, specialists in constitutional law and sociologists because of the special characteristics of Catalonia, its contribution to the conversion of Spain into a "state of autonomous communities" and the growing tensions felt by collectivities that wish to preserve their cultural and political identity in the centralized states of present-day Europe.

Methodologically speaking the following broad topics are of particular interest:

- a) problems of complementarity between quantitative and qualitative methods for analyzing social reality.
- b) The need for interdisciplinary work in order to arrive at a true understanding of problems that lend themselves to treatment by different academic disciplines.
- c) The incidence of ideological factors on the part of the public and private institutions that sponsor research projects and the demand by these same institutions for results capable of providing clear guidelines for action.

6.-Conclusion.

Spain continues to lag behind most other European countries in terms of the percentage of its gross national product that is devoted to research and development. Attempts in recent years to change this situation have not produced significant results. Most serious of all is the fact that research priorities still remain to be determined in a country where multidimensional and multidirectional research is impossible for lack of both economic and human resources.

Nonetheless Spaniards, and especially Catalans, are very anxious to join in European projects which would enable us to make up for the time lost during the isolation of the Franco regime. Catalonia never

broke off her links with Europe, for reasons of history and geography, despite the many difficulties that had to be overcome during the dictatorship. All the citizens of Catalonia hope that the present decade may serve to reinforce these ties, not only with the narrow aim of eliciting outside help in solving our own problems, but with the will to cooperate in building a more just and prosperous future for all the peoples of Europe. And in a project such as this, the social sciences are an instrument of inestimable value.

Barcelona, November 1985.

VIENNA CENTRE

CONFERENCE ON EUROPEAN COOPERATION IN SOCIAL SCIENCES
27 NOVEMBER - 1 DECEMBER 1985, VIENNA, AUSTRIA

THE VOLKSWAGEN FOUNDATION AND ITS
"SOUTHWARD ENLARGEMENT OF THE EUROPEAN COMMUNITY" PROGRAMME

DR. A. SCHMIDT

INTERNATIONAL SOCIAL SCIENCE COUNCIL

EUROPEAN COORDINATION CENTRE FOR RESEARCH
AND DOCUMENTATION IN SOCIAL SCIENCES

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A-1011 VIENNA, AUSTRIA TELEPHONE: 52 43 33, CABLES: CEUCORS WIEN



THE VOLKSWAGEN FOUNDATION AND ITS 'SOUTH-
WARD ENLARGEMENT OF THE EUROPEAN COMMUNITY'
PROGRAMME

Background Paper for the Conference on
European Cooperation in Social Sciences,
Vienna, Austria from 28 - 30 November 1985

General Information

The Stiftung Volkswagenwerk is a non-profit foundation chartered under private law. Its aim is the promotion of science and technology in research and university teaching.

The Foundation owes its existence to a treaty between the Governments of the Federal Republic of Germany and the State of Lower Saxony, by which a controversy over the ownership of the Volkswagen factories was settled. The Volkswagen firm was consequently converted into a joint stock company, 60 % of the share capital were placed into private hands by issuing so-called "people's shares" and the Stiftung Volkswagenwerk was founded (May 19, 1961) by endowing it with the proceeds from the sale of the shares.

The Federal Republic and the State of Lower Saxony each retained 20 % of the capital stock of the new Volkswagenwerk AG, it being agreed that any dividends on these holdings also accrue to the Foundation. The Foundation's capital amounts to approx. DM 1,360 million. The funds for grants are drawn from capital interest and dividends. In 1984 the Foundation was able to distribute approx. DM 116 million. From 1962 till 1984 total appropriations amounted to approx. DM 2,600 million for more than 8,000 projects.

The Foundation is governed by a board of fourteen trustees, seven of whom are nominated by the Federal Government and the other seven by the Government of Lower Saxony. The Foundation is independent both of governments and of the Volkswagen Company. Its offices are in Hannover, Federal Republic of Germany. The Foundation's staff of 95 is headed by the Secretary General, who is appointed by the Board of Trustees.

Funding Programme

The Stiftung Volkswagenwerk is free to support any area or field of science including the humanities, but has limited its funding programme to varying programme areas. In the humanities and social sciences they are at present:

- ° Tradition of Classical Antiquity in Modern Times:
Influence and Reactions

...

- ° History and Future of European Cities: Urban Research in History and Social Sciences
- ° Examples for Documentation of Cultural Heritage (individual programme under preparation)
- ° Research into German Resistance 1933-1945
- ° Germany after 1945: Formation and Evolution of the Federal Republic of Germany and the German Democratic Republic
- ° Democratic Industrial Societies in Change
- ° Southward Enlargement of the European Community
- ° Research on Contemporary Problems in Southeast Asia
- ° North American Studies
- ° Fundamental Developments in Latin America, Asia, and Africa
- ° Research Competition in Arms Control (German graduates only)
- ° Management of Research and Development

In the natural/engineering and medical sciences there is also about a dozen or so programme areas, among others the 'Partnerships in the Field of Engineering and Natural Sciences between Institutes in the Federal Republic of Germany and abroad'. The programme especially invites applications by scientists in Southern Europe and the Mediterranean countries as well as from the 'Third World'. They are given a possibility to do research in cooperation with colleagues in the Federal Republic of Germany by grants of up to 100,000 DM (e.g. for equipment or mutual visits of the partners).

Support may be given for any type of expenditure encountered in research and university teaching. It is addressed to institutions, not to individuals. Grants must not substitute regular budgets and are as a rule limited to periods of five years.

Applications should be presented in German or English. They are considered in accordance with their pertinence to programme areas. The Foundation does not use format applications. They must, however, contain sufficient information (including detailed cost schedule) for an objective evaluation by the Foundation and its expert consultants.

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Applications for international projects should be related to a particular programme area and should describe a defined cooperation with German scholars or research institutes. Applications by German institutions may include expense of cooperating foreign partners. Applications may be submitted to the Stiftung Volkswagenwerk at any time, but it is advisable to send in applications from abroad by June to allow enough time for examination of the projects, as the Board usually decides upon such projects in November.

Southward Enlargement of the European Community

This programme area, established in 1981, is intended to develop the Foundation's existing interest in research on European issues by strengthening the support of problem-oriented social science research in Southern Europe. Priority will be accorded to research on social, political, and economic problems of structures and processes of change in Greece, Portugal and Spain. The emphasis will be on issues which gain a broader European dimension as a result of these countries' joining the European Community. Applications will also be considered for research treating transnational linkages involving these countries and also the effects of the southward enlargement on the internal and external relations of the Community. Turkey may be included in applications relating to European issues, and the other Mediterranean countries may also be treated in transnational comparative studies.

The programme area is addressed in particular to the disciplines of political science, sociology and economics. Law, contemporary history as well as social and economic geography should consider themselves addressed in the appropriate instances. An important criterion will be the application of theoretically sound and methodologically proven research procedures.

Support may be provided for research projects, workshops and summer schools, and research and training activities for the promotion of young scholars. Special emphasis is laid on cooperation with academic institutions in the respective countries.

For further details see Information for Applicants (No. 30) which is enclosed as appendix 1.

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From about mid 1981, when the programme area was established to mid 1985, some 6.6 million DM have been granted for 46 projects. In terms of recipient countries these subdivide into:

Federal Republic of Germany	28
Greece	2
Portugal	5
Spain	6
others	5
	<hr/>
	46

However, grants made abroad are subject to a defined cooperation with German scholars or German academic institutions. And even those grants made to academic institutions in the Federal Republic of Germany mostly include a specific amount earmarked for a partner in the foreign country of investigation. Therefore a geographical subdivision of the individual amounts spent turns out to be difficult.

Main subjects

A very special political feature of the Southward Enlargement of the European Community is its potential contribution to the stability of the democratization of South European countries joining the European Community that was realized in the second half of the seventies. So, projects that have been supported so far, concentrated on this aspect, while most projects focussed on party systems. Since 1984, however, emphasis shifted to research into organized interest groups. Another point of vital importance for the overall development of the European Community is the crucial question for the effect that EC membership has on agricultural sectors and regions of those countries that are on the point to join the European Community. Recently though more and more projects have dealt with research areas that had been neglected, e.g. international relations or industrial sociology.

Under this programme the scientific cooperation and communication in an international research context are not only supported through joint research ventures of German and foreign scholars, but primarily through international workshops, for which in 1984/85, which is reported here, one third of all grants have been made. The Joint

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Sessions of Workshops organized by the European Consortium for Political Research (ECPR) are a good example. They became a platform for German and North West European political and social scientists to exchange information on empirical-comparative research into European politics with their South European colleagues. In 1985 the Joint Sessions have for the first time been organized in a South European city, at Barcelona. The Foundation supported two workshops under the direction of two Spanish scholars by providing a grant to the Fundació Jaume Bofill. Since 1978 the Werner-Reimers-Stiftung at Bad Homburg (FRG) maintains an "Arbeitskreis Sozialwissenschaftliche Forschung über Spanien und Portugal" (working group for social research on Spain and Portugal) that assumes important coordinative functions for the respective research in the Federal Republic of Germany and gradually integrates more and more scholars from Portugal and Spain into its work. The Volkswagen Foundation supported these endeavours several times.

Please see the enclosed list of projects (appendix 2) for further details.



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Telex 9-22985
Telefon Vermittlung (05 11) 83 81-10
Telefon Durchwahl 83 81-237
Kastanienallee 35 Hannover-Döhren

Information for Applicants

30

Program area

SOUTHWARD ENLARGEMENT OF THE EUROPEAN COMMUNITY

I. Objectives

This program area is intended to develop the Foundation's existing interest in research on European issues by strengthening support for problem-oriented social science research in Southern Europe.

In view of existing gaps in knowledge and the information requirements of political decision-makers, the Foundation will give priority to research on social, political, and economic problems of structure and processes of change in Greece, Portugal and Spain. The emphasis shall be on issues which gain a broader European dimension through the accession of these countries to the European Community. Applications will also be considered for research treating transnational linkages involving these countries and also the effects of southward enlargement on internal and external relations of the Community.

Turkey may be included in applications relating to European issues and the other Mediterranean countries may also be included in cross-national comparative studies within the terms of reference of the program area. Potential applicants are reminded that support for studies covering the Mediterranean countries may be available from other Foundation program areas:

- Democratic Industrial Societies in Change (France, Italy);
- Fundamental Developments in Latin America, Asia, and Africa (neighbouring countries of the Eastern and Southern Mediterranean).

Separate information on these program areas may be obtained from the offices of the Foundation.

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II. Subject areas

It is intended to support research in the following areas:

- social, political and economic development and structure of the new Member States as well as related issues (e.g., strengthening of democratic political systems, reduction of regional disparities, international competitiveness of industry, modernization of agriculture);
- transnational relations of the new Member States (e.g., transnational trade and factor flows, transnational party or interest group organizations);
- changes in internal Community relations resulting from southward enlargement, in particular changes in major Community policy areas (e.g., agricultural, industrial, regional, trade, monetary and budgetary policies);
- effects of southward enlargement on the external relations of the Community (in particular with the other Mediterranean countries, the ACP countries and Latin America);
- entry negotiations and processes of adaptation in the Southern European countries.

In the first instance the above subject areas will be accorded priority in the stated order. The Foundation may, in the light of experience, develop additional subject areas, which it will announce in an appropriate manner.

The program area is addressed in particular to the disciplines of political science, sociology and economics as well as - notably in recognition of scholarly traditions in the Southern European countries themselves - to law and contemporary history. Social and economic geography should consider itself addressed in appropriate instances (e.g., regional development issues).

An important criterion in the making of funding decisions will be that theoretically grounded and methodologically proven research procedures are to be applied. Explicit consideration should be given by applicants to the applicability of their intended research procedures in the countries of research.

The Foundation attaches particular importance to co-operation between scholars and research institutions in the Federal Republic of Germany and the Southern European countries of research. Topics relating especially to Southern European issues and particularly to specific countries should generally be worked upon (with German co-operation) by scholars and institutions in the appropriate countries.

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III. Modes of Funding

The Foundation may support:

- ° research projects (by provision of funds to cover personnel, running and non-recurrent expenditure, including travel assistance);
- ° scholarly meetings (workshops and summer schools) on specialized subjects with a limited number of participants; in appropriate instances the meeting may take place outside Germany, preferably in Southern Europe;
- ° training of junior scholars within research and training projects involving smaller numbers of trainees and offering proper supervision by experienced scholars.

IV. Applications

Applications may be made in writing at any time and in any suitable form to Stiftung Volkswagenwerk, Kastanienallee 35, D - 3000 Hannover 81, Federal Republic of Germany. Applications should be formulated clearly and intelligibly and provide sufficient information to allow evaluation by the Foundation and its consultants.

Applications from abroad and from Germany are treated equally. Applications from abroad, however, must specify the intended co-operation with academic institutions or scholars in the Federal Republic of Germany. They should be written in English, French or German.

The Foundation can provide funds only to academic institutions. Applicants who are not members of universities or of research institutions of international renown should supply details of legal status, trustees and finances in general of their respective institution. If available, applicants are required to supply an annual report or a general description of their institutions.

General information

The following points may serve to indicate the type of information generally required:

- ° short, but informative project title;
- ° summary (one or two pages);
- ° detailed outline (justification and objectives, methods and, if applicable, hypotheses);
- ° results expected in relation to the present international state of knowledge;
- ° applicant's previous work on the subject;

...

- ° names, qualifications (if applicable, specialism and proficiency in appropriate foreign languages) as well as lists of publications of the key researchers;
- ° details of intended research co-operation and contacts;
- ° stages of research, including timing;
- ° budget;
- ° indication of whether this or a similar application has been submitted to any other funding institution;
- ° name of the intended recipient of grant.

Specific Information for Workshops and Summer Schools

- ° name of organizer/inviting institution;
- ° program of the meeting with timetable (at a minimum, provisional list of topics for lectures or discussion);
- ° place, date and duration of the proposed workshop or summer school (if appropriate, with reference to any other related meeting);
- ° list of the participants envisaged or already invited, and of acceptances received (at least of those presenting papers);
- ° details of the overall financing of the meeting;
- ° details of the interdisciplinary and/or supraregional character of the meeting;
- ° details of how participants are to be selected (especially in relation to participation by foreign and junior scholars).

Budget

If funds are requested for various types of use, the budget should be itemized as follows:

- ° personnel expenses
 - scientific personnel
 - other personnel
- ° running costs
 - travel costs
 - other running expenses (e.g., expendable material)
- ° non-recurrent expenses
 - equipment
 - other non-recurrent purchases (e.g., literature).

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Each item must be justified - also in relation to existing resources. Staff remunerations should be based on local conditions, qualifications and the difficulties posed by the work in question. The amount actually required should be indicated on the basis of current pay rates (i.e., not anticipating future pay increases, even if they are likely to occur during the term of the project).

V. Information

Further information can be obtained from the office of the Stiftung Volkswagenwerk (Dr. Alfred Schmidt, telephone FRG (0) 511 / 83 81 - 237).

ADDRESS

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D-3000 Hannover 81
Federal Republic of Germany.

UNIVERSITÄT BIELEFELD
FAKULTÄT FÜR GESCHICHTSWISSENSCH.
UND PHILOSOPHIE, ABT. GESCHICHTE
PROF. DR. H.-J. PUHLE
POSTFACH 8640
4800 BIELEFELD
PARLAMENTSWAHLEN IN SPANIEN - KONSOLIDIERUNG EINER NEUEN DEMOKRATIE

UNIVERSITÄT BIELEFELD
FAK. F. GESCHICHTSWISSENSCHAFT
UND PHILOSOPHIE ABT. GESCHICHTE
PROF. DR. H.-J. PUHLE
PF. 8640
4800 BIELEFELD 1
NATIONALISMUS UND ARBEITERBEWEGUNG IM BASKENLAND ZWISCHEN 1876 UND 1936

UNIVERSITÄT BIELEFELD
FAKULTÄT FÜR GESCHICHTSWISS. UND
PHILOSOPHIE, ABTEILUNG GESCHICHTE
PROF. DR. H.-J. PUHLE
PF. 86 40
4800 BIELEFELD 1
SYMPOSIUM 'SOZIALSTRUKTUREN IM LÄNDLICHEN RAUM/ SPANIEN UND PORTUGAL
IM 20. JAHRHUNDERT'
9.-11.5.85/REIMER-STIFTUNG, BAD HOMBURG

UNIVERSITÄT ERLANGEN-NÜRNBERG
INSTITUT FÜR POLITISCHE
WISSENSCHAFT
PROF. DR. H.-R. GANSLANDT
KUCHSTRASSE 4
8520 ERLANGEN
DEMOKRATIE IN GRIECHENLAND AM ÜBERGANG ZU MODERNER PARTEIENSTAATLICH-
KEIT

UNIVERSITÄT ERLANGEN-NÜRNBERG
SOZIALWISS. INSTITUT, LEHRSTUHL FÜR
ROMANISCHE SPRACHEN U.AUSLANDSKUNDE
PROF. DR. H.-A. STEGER
FINDELGASSE 9
8500 NÜRNBERG
VERBÄNDE UND VERBANDSMACHT IN SPANIEN. NEOKORPORATIVE STRUKTUREN BEI
DER ARTIKULATION UND REPRESENTATION VON GRUPPENINTERESSEN IN SPANIEN

UNIVERSITÄT FRANKFURT
INSTITUT FÜR KULTURGEOGRAPHIE
PROF. DR. D. FREUND
SENCKFÜBERGÄNGLAGE 36
6000 FRANKFURT 11
ARBEITSTAGUNG - 'FORMIERUNG UND AKTIONSWEISE GESELLSCHAFTLICHER INTE-
RESSENVERTRETUNGEN IN PORTUGAL SEIT 1950'
13.-15.12.1983 /WERNER REIMERS-STIFTUNG, BAD HOMBURG

EMPFANGER

UNIVERSITÄT HEIDELBERG
INSTITUT FÜR POLITISCHE
WISSENSCHAFT

PROF. DR. D. NOHLEN
HAUPTSTRASSE 52
6900 HEIDELBERG 1

DIE UNION DE CENTRO DEMOCRATICO IM DEMOKRATISIERUNGSPROZESS SPANIENS

UNIVERSITÄT HEIDELBERG
INSTITUT FÜR POLITISCHE WISSEN-
SCHAFT

PROF. DR. D. NOHLEN
MARSTALLSTRASSE 5
6900 HEIDELBERG 1

SYMPOSIUM "REGIONALPOLITIK UND POLITISCHE DEZENTRALISIERUNG IN SÜD-
EUROPA"
19.-21.7.84/

UNIVERSITÄT HOHENHEIM
INSTITUT FÜR AGRARPOLITIK UND
LANDWIRTSCHAFTLICHE MARKTLEHRE

PROF. DR. W. GROSSKOPF
SCHLOSS-SÜDOST
7000 STUTTGART 70

AGRARSTRUKTUR UND AGRARSTRUKTURPOLITIK IN SPANIEN - EINE ANALYSE VOR
DEM HINTERGRUND DER ERWEITERUNG DER EUROPÄISCHEN GEMEINSCHAFTEN

UNIVERSITÄT MANNHEIM
INSTITUT FÜR SOZIALWISSENSCHAFTEN
UND EUROPA-INSTITUT

DR. KARLHEINZ REIF
SCHLOSS
6800 MANNHEIM

WEITERE VORBEREITUNG DES VORHABENS "DIE MITTLERE FÜHRUNGSSCHICHT DER
POLITISCHEN PARTEIEN DER EG-MITTELMEERLÄNDER"

UNIVERSITÄT MANNHEIM
INSTITUT FÜR SOZIALWISSENSCHAFTEN
UND EUROPA-INSTITUT

DR. KARLHEINZ REIF
SCHLOSS
6800 MANNHEIM

DIE MITTLERE FÜHRUNGSSCHICHT DER POLITISCHEN PARTEIEN DER EG-MITTEL-
MEERLÄNDER

UNIVERSITÄT MARBURG
FACHBEREICH GEOGRAPHIE

PROF. DR. G. MERTINS
DEUTSCHHAUSSTRASSE 10
3550 MARBURG

AUSWIRKUNGEN DES EG-BEITRITTS SPANIENS AUF DIE AGRARSTRUKTUR
PERIPHERER REGIONEN. DAS BEISPIEL DER EXTREMADURA

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UNIVERSITÄT MARBURG
FACHBEREICH GEOGRAPHIE

PROF. DR. G. MERTINS
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3550 MARBURG

AUSWIRKUNGEN DES EG-BEITRITTS SPANIENS AUF DIE STRUKTUR LANDWIRT-
SCHAFTLICHER GROSSBETRIEBE OSTANDALUSIENS

UNIVERSITÄT REGENSBURG
INSTITUT FÜR SOZIOLOGIE

PROF. DR. D. GOETZE/R. HETTLAUF
UNIVERSITÄTSSTRASSE 31
9400 REGENSBURG

REGIONALE UND LOKALE SELBSTHILFEORGANISATIONEN ZUR LINDERUNG RURALER
ARBEITSLOSIGKEIT IN ANDALUSIEN

UNIVERSITÄT HANNOVER
INSTITUT FÜR GARTENBAUKUNDMIE

PROF. DR. P. VON ALVENSLEGEN
HERRENHÄUSER STRASSE 2
3000 HANNOVER 21

WOHLFAHRTS- UND VERTEILUNGSWIRKUNGEN VON MARKTPOLITISCHEN MASSNAHMEN
BEI JAUERKULTUREN IN EINER ERWEITERTEN EG

UNIVERSITÄT HANNOVER
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PROF. DR. P. VON ALVENSLEGEN
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AUSWIRKUNG DES EG-BEITRITTS AUF DEN AGRARSEKTOR IN SPANIEN - UNTER
BESONDERER BERÜCKSICHTIGUNG DES OBST- UND GEMÜSEMARKTES

UNIVERSITÄT -GHS- SIEGEN
FB 5 VOLKSWIRTSCHAFTSLEHRE IV

PROF. DR. V. ALEXANDER
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5900 SIEGEN 21

STABILITÄTSPOLITIK IN GRIECHENLAND VOR DEM HINTERGRUND NEUER ENTWICK-
LUNGEN IN DER MAKROÖKONOMIE - EINE THEORETISCHE UND EMPIRISCHE ANALYSE

INSTITUT FÜR LÄNDLICHE STRUKTUR-
FORSCHUNG AN DER UNIVERSITÄT
FRANKFURT

PROF. DR. H. PRIESE
ZEPPELINALLEE 31
6000 FRANKFURT

ENTWICKLUNGSPROBLEME DER LÄNDL. RÄUME IN GRIECHENLAND, SPANIEN UND
PORTUGAL NACH IHREM BEITRIFF ZUR EG UND SCHLUSSEFOLGERUNGEN FÜR DIE
POLITIK DER LÄNDER UND DER GEMEINSCHAFT

ERWEITERUNG DER EG

EMPFANGER

UNIVERSIDADE DE LISBOA
INSTITUTO DE SCIENCIAS SOCIAIS
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AV. FORÇAS ARMADAS, EDIF. ISCTE
P 1600 LISBON

DAS VERHÄLTNISS VON STAAT UND GESELLSCHAFT - DER FALL DES PORTWEIN-
SEKTORS SEIT 1945

UNIVERSITY OF ESSEX
DEPARTMENT OF GOVERNMENT
DR. D. MCKAY
GB COLCHESTER CO4 3SU

ESSEX SUMMER SCHOOL IN SOCIAL SCIENCE DATA ANALYSIS AND COLLECTION
- ZUSCHUSS FÜR SÜDEUROPAISCHE TEILNEHMER AB 1982

UNIVERSITY OF AARHUS
INSTITUTE OF POLITICAL SCIENCE
PROF. E. DAMGAARD
UNIVERSITATSPARKEN
DK 8000 AARHUS C

WORKSHOP 'PATTERNS AND PROSPECTS OF LATE DEMOCRATISATION. POLITICAL
CULTURE AND PARTY SYSTEMS IN SOUTHERN EUROPE' / 29.3.-3.4.1982 IN
AARHUS

FUNDACION UNIVERSIDAD EMPRESA
M. M. MEGIA
SERRANO JOVER, 5, 7
E MADRID 3

RÜCKKEHR VON WANDERARBEITERN NACH SPANIEN

INSTITUT FÜR WIRTSCHAFTSFORSCHUNG
KOMMUNIKATION UND VERWALTUNGSWESEN
NEO PSYCHIKO
PROF. DR. SP. ZEVGARTIS
OMIKRON 9,
GR ATHEN

WETTBEWERBSFÄHIGKEIT DER GRIECHISCHEN INDUSTRIE ZUR VERARBEITUNG VON
LANDWIRTSCHAFTLICHEN PRODUKTEN

THE OHIO STATE UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
PROF. G. SAHII, R. GUNTHER, G. SHAJAD
223 DERBY HALL, 154 NORTH OVAL
USA COLUMBUS, OHIO 43210

PARLAMENTSWAHLEN IN SPANIEN - KONSOLIDIERUNG EINER NEUEN DEMOKRATIE

SÜDERWEITERUNG DER EG

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UNIVERSIDAD DE CADIZ
FACULTAD DE DERECHO, DEPARTAMENTO
DE DERECHO POLITICO
E CADIZ
PROF. DR. J. R. MONTERO
E CADIZ
PARLAMENTSWAHLEN IN SPANIEN - KONSOLIDIERUNG EINER NEUEN DEMOKRATIE

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TRANSNATIONALEN ZUSAMMENSCHLÜSSEN IN DER EUROPÄISCHEN GEMEINSCHAFT

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IBERISCHE INTEGRATION INNERHALB D. EUROPÄISCHEN INTEGRATION - AUSSICHTEN
FÜR DIE BEZIEHUNGEN ZWISCHEN SPANIEN UND PORTUGAL UNTER DEN BEDINGUNGEN
IHRES BEITRITTS ZUR EUROPÄISCHEN GEMEINSCHAFT

THE ATHENS SCHOOL OF ECONOMICS AND
BUSINESS
PROF. DR. TH. P. LIANOS
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GR ATHEN 104

DIE MODERNISIERUNG DER GRIECHISCHEN LANDWIRTSCHAFT

UNIVERSITÄT SALZBURG
SENATSWIRTSCHAFTLICHES INSTITUT FÜR POLITIK-
WISSENSCHAFT
PROF. DR. V. LAUBER
FERD.-PORSCHE-STRASSE 8/1
A 5020 SALZBURG

WORKSHOP 'LEFT, RIGHT AND CENTRE IN SOUTHERN EUROPE' / IM RAHMEN DER
ECPR JOINT SESSIONS
13.-18.4.84/SALZBURG

INVESTIGACIONES ECONOMICAS Y
SOCIALES APLICADAS / IEASA
E ALONSO
RIOS ROSAS, 19, 8.ºB
E MADRID 3

BETRIEBLICHER QUALIFIKATIONSWANDEL IN SPANIEN

EMPFANGER

ARNOLD-BERGSTRAESSER-INSTITUT
FÜR KULTURWISSENSCHAFTLICHE
FORSCHUNG

PROF. D. OBERNDORFER/F.-W. HEIMER
WINDAUSSTRASSE 16
7800 FREIBURG

POLITISCHE KULTUR IN PORTUGAL SEIT 1974

INSTITUT FÜR SOZIALFORSCHUNG AN DER
UNIVERSITÄT FRANKFURT

PROF. DR. L. VON FRIEDBURG
SENCKENBERG-ANLAGE 25
6000 FRANKFURT 1

TECHNOLOGISCHER WANDEL UND ORGANISATION DES ARBEITSPROZESSES IN EINER
HALBINDUSTRIALISIERTEN REGION/ DER FALL GALIZIENS

GESELLSCHAFT FÜR WIRTSCHAFTS- UND
VERKEHRSWISSENSCHAFTLICHE
FORSCHUNG E.V. BUNN

PROF. DR. F. VOIGT
ZUM KLEINEN BLBERG 44
5330 KÖNIGSWINTER 41

BEITRÄGE EINES LEISTUNGSFAHIGEN VERKEHRSSYSTEMS ZUR ERFOLGREICHEN
INTEGRATION UND ANBINDUNG SPANIENS UND PORTUGALS AN DIE EUROPÄISCHE
GEMEINSCHAFT

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GESELLSCHAFTSPOLITIK E.V., KÖLN

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LANDWIRTSCHAFTLICHEN PRODUKTEN

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DIE SOZIALWISSENSCHAFTEN IN PORTUGAL - ENTWICKLUNGSSTAND UND
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SYMPOSIUM "STAAT UND GESELLSCHAFT IN DER JÜNGSTEN TÜRKISCHEN POLITIK"
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AUSWIRKUNGEN DES STRUKTURWANDELS IN PORTUGAL AUF VERWALTUNG, STREIT-
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SÜDEUROPA
25.-30.3.85/BARCELONA

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STADTENTWICKLUNG IN PORTUGAL ZWISCHEN LOKALER MACHT UND FINANZKRISE

VIENNA CENTRE

CONFERENCE ON EUROPEAN COOPERATION IN SOCIAL SCIENCES
27 NOVEMBER - 1 DECEMBER 1985, VIENNA, AUSTRIA

TOWARDS EUROPEAN SOCIAL SCIENCE COOPERATION

POSITION PAPER OF THE VIENNA CENTRE

INTERNATIONAL SOCIAL SCIENCE COUNCIL

EUROPEAN COORDINATION CENTRE FOR RESEARCH
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Towards European Social Science Cooperation.

Position Paper of the Vienna Centre

In our contemporary society, the role that social sciences could play in order to have a clearer perception of social processes and phenomena is constantly increasing. The development of society does not only require far more active participation by social scientists but also gives them, to an increasing extent, new possibilities and interesting problems to study. For instance, what are the consequences of the increasing use of modern technology in our daily life; what importance must be given to the development of families, women and youth as well as education and the welfare system for the elderly and unemployed. How can we apprehend the evolution of mentalities and social systems, get a better view of our environmental problems, see if our laws and institutions are still in accordance with the present situations confronting us?

These very few examples show us that social sciences are confronted with the task of analysing what the conditioning agents are for these social processes and phenomena in our society.

But at the same time no one can deny that these processes also have an international character, that they really challenge social scientists to find a solution by cooperating beyond their borders and social-political systems.

Even, if in certain disciplines, it is sometimes considered that social sciences have not reached the same state of maturity as the natural sciences it is a fact that in order to take better or more topical political and social decisions, they will have to be increasingly based on the contributions they can receive from social science research on an international cooperative level.

Of course, every nation or every region of nations has its own specificities. And we should not try to formulate general theories before knowing much more about the different cultural backgrounds, political systems and prevailing ideologies. But it is doubtless that all nations are faced with common or similar problems which, more than is often thought, have either analogous origins or represent steps of development which all countries, in the North or South, and in the East or West have to experience or have to find solutions.

Even more, the social science way of thought has gathered much knowledge and experience in the countries of our region which we must use both in respect to further development of the social sciences themselves, as well as regarding a better understanding between the social scientists with a view to peaceful coexistence. And there is not one country or research institution which is not worthy of inclusion in international cooperation.

With this in mind we are organising this conference on European cooperation and are grateful to UNESCO for asking us (and giving us financial support) to deliberate about problems of regional cooperation. Worthy of mention in this connection is that the Vienna Centre accords great importance to questions of international scientific cooperation and thus will organise a number of meetings. We would greatly appreciate it if we could collaborate with UNESCO in this domain in the future as there is an evident concordance of interests. The aim should be to slowly extend regional cooperation beyond its present borders.

The Vienna Centre has a clear position to questions of international cooperation in the social sciences:

- the Vienna Centre sees its role as further developing its existing achievements in scientific-personal contacts on a non-governmental level, and by doing so contributes to the realisation of the Helsinki Act.
- in the coordination of its projects, the Centre attempts to create the best possible conditions to realise and compare the different theoretical concepts and various solutions of those

problems up for discussion. The Vienna Centre's point of departure is: the more detailed and true to life the image of the partner is, as well as that of his social system, the greater the possibility to communicate with him and the greater the readiness to cooperate;

- by communication only, the scientists can gain a better mutual understanding of their respective conceptions, problems and possible solutions. More particularly, it can be stated that comparative and cooperative international research in the social sciences is probably one of the best means to communicate and to induce progressively a process of supporting the flow of scientific information and making all new results accessible to every scientist;
- besides encouraging the exchange of information among researchers and increasing the efficiency of the utilisation of existing resources, scientific cooperation also gives researchers the opportunity to get to know each other better as colleagues. Therefore it may largely contribute to relaxing present tensions and to solving problems and conflicts peacefully among different traditions, attitudes and policies;
- this kind of cooperation should also contribute to raising the level of scientific activity. Not only spreading useful methods, but permanent exchange of experience can bring a higher level of scientific planning, assessment and the definition of research priorities suitable to the needs of the respective country;
- scientific cooperation should result in profitable findings for the different national research institutions because it does not only transfer results from all other teams involved, but it can advise on specific national problems, e.g. environmental problems;

- scientific cooperation initiated by the Vienna Centre should continue in multiple forms between social scientists, even if the Centre's project has terminated.

Are there rules or prerequisites to become involved in scientific cooperation organised by the Vienna Centre? We are of the opinion that four aspects considerably contribute to successful cooperation in international scientific research projects:

- . an objective approach to the problems to be studied jointly;
- . the willingness to discuss all issues of importance for common activities, regardless of however controversial they might be, creativity in reconsidering all paradigms and finding innovative solutions;
- . tolerance towards divergent views;
- . an effort to imagine possible consensus, even limited in scope.

With its projects the Vienna Centre can not guarantee a perfect programme for successful scientific cooperation. All the scientific activities develop their own dynamics according to the chosen topic and the interests of the participants. It is of decisive importance that such topics and problems are found which are of general interest and which allow procedure according to the "golden rule" of UNESCO: by patient and frank discussions aiming at agreement and making compromises possible.

It is not by chance that the Vienna Centre has this position of cooperation among social scientists from East and West, North and South as elaborated above. This position corresponds to its basic principles and thus in the following the Centre will be presented in more detail.

The Centre and its role to encourage and coordinate cross-national comparative and cooperative research, conferences, round-tables and training seminars in the domain of the social sciences is known to some degree. It was founded in 1963 as a permanent, external and autonomous body of the ISSC in response to a need of European scientists to communicate and work together on a regular basis and to investigate problems of regional scope and importance.

To better understand the Centre it will be helpful if we depict, in a condensed form, principles of its work organisation and main fields of activity.

Three core objectives govern the activities of the Centre:

- to strengthen scientific cooperation between East and West Europe
- to investigate social problems of international relevance, aiming at a formulation of culture- and system relevant solutions.
- to contribute to the advancement of comparative research

These three objectives receive their practical significance through a specific work organisation. The Centre's projects are developed together with researchers from various countries who not only formulate the problem and the research design but who also carry out the investigation themselves. Our working groups are composed of social scientists from several disciplines, which is necessary when approaching complex problems.

The Centre's work structure is designed to transcend an administrative and formalist frame of cooperation; personal communication among scientists is the dominant element. Non-mediated scientific contacts and cooperation in an international team to tackle the same problem aiming at a comparative analysis is for the Vienna Centre the essential issue in its role as coordinator. We have learned that comparative research in this cooperative form implies an awareness of and an open approach to other systems and cultures and those involved in this process contribute in a personal and very dynamic way to the idea of peaceful co-existence. It also enables them to gain knowledge which cannot be found in culture-bound investigations only or by mere data comparisons.

The Centre's work does not need decision-making on the political plane. Indeed, it was founded 22 years ago as a result of a political decision, but its on-going work builds on a direct and not politically premediated approach to social problems. As a non-governmental body the Centre's work is to a great degree not disrupted by international political frictions. It might be of importance to know that the Centre's policy as such is formulated by a group of scientists (Vienna Centre Board of Directors) from 21

European countries, representing East and West Europe in equal numbers. And we need not stress the issue that this numerical equality does not mean that the Centre is half East and half West.

The Centre's daily work can be depicted as a kind of confluence of five elements and its activities and their effectiveness depend on the successful synthesis of these elements:

- the topics of common interest to East and West
- the research methods to be applied
- the information and documentation back-up to harness existing knowledge
- the participating scientists (i.e. having the right people) cooperating with recommended resource people, through exchange fellowships, and by helping to put social scientists in contact even on topics on which the Centre itself is not working currently
- and the financial and organisational resources: and these resources are needed both at a national and international level

Although the Centre is open to coordinate research in all domains of the social sciences, a certain number of priority fields have crystallised:

- theory and methodology of comparative research
- dominant technological innovations and their social consequences for working and living conditions
- industrial and agricultural production and concern for environment
- social and cultural development of the Mediterranean and Black Sea area
- social sciences and their contribution to peaceful coexistence
- exchange and dissemination of national social science research material and data
- cultural studies

Although the Vienna Centre's achievements during its 22 years of existence are unquestionable (in a way it is still the only institution in Europe which enables voluntary scientific cooperation between East and West European researchers), it certainly has to constantly cope with problems which are linked

to the organisation of its scientific activities. I am convinced that all those who have collaborated in one form or another with the Centre are well aware of some of these problems.

- Many problems arise because the Vienna Centre is trying
- to act as a regional centre in a region which has highly developed cultural, socio-economic and political differences and realities, and different research traditions and cultures.
 - by bringing together social scientists in a voluntary way since the Centre does not pay those who work in any of its different activities; funding comes to the participants from national sources and is to finance national studies.

What then are the problems?

At the beginning of each endeavour there is a considerable problem of finding a common language, both a common scientific language and a common working language.

Second, comparing such different entities as East and West and organising their cooperation are very difficult and complex tasks both at the beginning when you try to create a research design and when you are actually underaking the comparison towards the end - it takes a considerable amount of time to work out: it is a major scientific challenge and simply takes time.

Third, funding agencies take different attitudes to this preparation time needed for comparison; and different national funding agencies have different goals, different funding periods and application dates, and different criteria about how things should be formulated; the length and type of support granted differs too - all of these different patchworks have to be integrated into one big quilt - and it affects the project's possibilities and timing.

Fourth, obtaining access to research sites and/or data may be different in different countries and lead to different capacities to fulfil the project's aims and time-schedule.

Fifth, there are implementational and operational questions: e.g. different experiences in handling computer-related techniques: different understanding of fieldwork handbooks and guides.

Sixth, everyone likes to do his own analysis in his own way, but there are problems of availability of resources for making such analyses, and availability and movement of the project's data.

Seventh, there are different levels of sophistication in the different disciplines and different countries, and different schools of thought.

Eighth, writing, editing and publishing to a high standard of the complex, data-related, and often controversial results take time and requires high professionalism and considerable resources: resources which are not always easy to secure in today's world; it is at this stage that the linguistic problems surface again.

Ninth, there is the apparently simple problem of work discipline when some project co-directors are too occupied with other things; or not adequate to the difficult task requirements; or when the participants simply cannot or do not deliver what they have promised to do when they promised to do so.

In a way these problems are inherent for any type of international scientific cooperation. The unique, interesting and at the same time delicate problem of the Vienna Centre is of course that it is dealing with researchers from not only different, but also in many respects opposing social and political systems.

What are the present developments in the Vienna Centre?

In the past the Vienna Centre was able to overcome the above-mentioned problems successfully and therefore its present situation is characterised by a firm and stable institutionalisation in the social science structure of most European countries. This does not mean, however, that we are satisfied with the present level of coordination in international social science cooperation.

The Centre sees its role for the immediate future principally in improving the quality of cooperation, the theoretical level of its projects and finding possibilities of participation also for those social scientists who are not in a position to participate in expensive and time-consuming empirical research. (Secondary analyses of already existing knowledge on the national level will be carried out increasingly).

Therefore, looking at the reality in which the Centre's projects are being shaped, the first issue is their cooperative aspect. And it is in this aspect that the Centre's work is developing so that international cooperation in social sciences could achieve new content and meaning. To develop this argument further, again a brief look at the factors which play an important role in the Centre's coordination work is necessary:

there exist

- different scientific ways of thinking and different understandings of social processes and phenomena;
 - different conceptional systems connected with linguistic and cultural traditions;
 - varying levels in the development of scientific disciplines;
 - different research policies;
- and also
- readiness for scientific cooperation and for presenting and considering different points of view;
 - need for personal scientific contacts and need for the exchange of knowledge;

- realisation of researchers that working in the Centre's projects is itself an important contribution to peaceful coexistence.

This given framework calls for a strategy within the Centre's projects whereby stronger emphasis is given to the in-culture description of phenomena and their culture-bound patterns. The Centre wants to strengthen this aspect (it can be called the cooperative one) to an increasing extent in order to support the theoretical disputes and outcomes of its scientific programme. For this reason the following main focal points for international projects can be proposed:

1. Point of departure should be the common definition of a problem (this involves common identification and delimitation of problems in a problem field).
2. Theory- and model building by various participants; case studies and depiction of the problem in the socio-cultural context.
3. System - and culturally relevant development of scenarios.
4. Finding issues where common research in a comparative manner (in the strict sense of the word) is possible and desirable.

The already existing project implementation and structuring in the above-described way is accompanied by 3 other activities: the promotion of theoretical pluralism which exists in the European social science community; the creation and maintenance of networks that transcend the borders of existing networks in terms of disciplines, schools of thought and countries and giving greater attention to methodological problems of international comparative research as being different from cross-national research.

Such a project organisation and the development of networks have led to much more flexible organisational forms of cooperation. Instead of long lasting projects with a relatively small number of participants the Centre has now developed multi-activity programmes around basic social problems which combine research

projects with workshops and small conferences making it possible to involve larger numbers of scientists and to draw from more extensive and comprehensive intellectual resources.

Another step for the near future would be to better integrate the various activities of the Centre, especially its research and documentation.

Finally, the Vienna Centre, in agreement with UNESCO's policy, is opening itself to other regions. From the beginning of its existence researchers from all those European countries whose representatives are participating in this conference and Canadian and American scientists have been engaged in our projects. This should be maintained in the future. For a number of reasons (intellectual, organisational but also financial) the Centre would like to give this cooperation a more stable basis so that both the Centre and the social scientists can profit from each other in the long run also. The Vienna Centre would be most happy if this were the result of the discussions.

VIENNA CENTRE

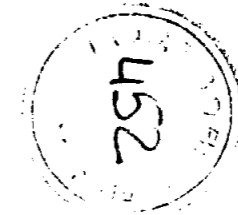
CONFERENCE ON EUROPEAN COOPERATION IN SOCIAL SCIENCES
27 NOVEMBER - 1 DECEMBER 1985, VIENNA, AUSTRIA

INTERNATIONAL SOCIAL SCIENCE COUNCIL
AND
INTERNATIONAL FEDERATION OF SOCIAL SCIENCE ORGANISATIONS

INTERNATIONAL SOCIAL SCIENCE COUNCIL

EUROPEAN COORDINATION CENTRE FOR RESEARCH
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INTERNATIONAL SOCIAL SCIENCE COUNCIL

Unesco, 1 rue Miollis, 75015 Paris. Tel. : 568 2558/59
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ISSC was founded in October 1952, following a Resolution adopted at the Vth session of the General Conference of Unesco held in 1951. The sponsors of the Resolution wished to crown the network of international disciplinary Associations established under Unesco auspices between 1945 and 1950 with an interdisciplinary body. The purpose of this body would be to facilitate the drawing together of the different branches of knowledge, and to accelerate the resumption of intellectual communication between the nations of the world, so regrettably interrupted by the Second World War. At that time there were 10 Council members, chosen on the basis of two members by each of the five following international disciplinary Associations : International Economic Association, International Committee of Comparative Law, International Political Science Association, International Union of Psychological Science, International Sociological Association. In 1953, another disciplinary association, the International Union of Anthropological and Ethnological Sciences, received the right to nominate two other members of the Council, and six other members were co-opted. In 1961, the number of international organizations requested to designate representative members to the Council was brought to ten, with the addition of the International Committee for Social Science Documentation, the International Union for the Scientific Study of Population, the World Association for Public Opinion Research and the World Federation for Mental Health.

In 1963, a European Co-ordination Centre for Research and Documentation in Social Sciences was created in Vienna (Austria) as an external body of the Council, and an International Centre for Intergroup Relations was established in 1965 in Paris under the auspices of the Council and the Ecole pratique des hautes études (Paris). The latter's mandate was terminated in 1983.

In 1972, the decision was taken to transform the Council into a federation of eleven international disciplinary Associations. Since then, three new members have joined the Council : the International Geographical Union in 1974, the International Institute of Administrative Sciences and the International Federation of Social Science Organizations in 1977.

Since its inception, the ISSC was admitted to Category A in its relationship with Unesco (consultative and associate relations). The ISSC is also a Member of the permanent Council of the Unesco's NGO Standing Committee.

Since this year, the ISSC is in consultative status, Category II with the United Nations Economic and Social Science Council (ECOSOC).

PRESENT ORGANIZATION

At present the Council consists of 3 categories of members : regular (14) co-opted (13) and associate (14)

The regular Members of the ISSC are 13 disciplinary Associations representing the main fields of social science today, and an Organization which regroups national social science research bodies. Their list is as follows:

International Association of Legal Science (IALS)
International Economic Association (IEA)
International Law Association (ILA)
International Peace Research Association (IPRA)
International Political Science Association (IPSA)
International Sociological Association (ISA)
International Union of Anthropological and Ethnological Sciences (IUAES)
International Union of Psychological Science (IUPsyS)
International Union for the Scientific Study of Population (IUSSP)
World Association for Public Opinion Research (WAPOR)
World Federation for Mental Health (WFMH)
International Geographical Union (IGU)
International Institute of Administrative Sciences (IIAS)
International Federation of Social Sciences Organizations (IFSSO)

The organs of the Issc are :

- the General Assembly, which meets normally every two years
- the Executive Committee
- the Secretariat, located in Paris at Unesco House

For the period 1983-1986, the officers of the ISSC are :

Executive Committee

President :

Candido A. Mendes de Almeida (IPSA)

Vice-Presidents :

Academician Piotr N. Fedoseev (USSR Academy of Sciences)
Ulf Himmelstrand (ISA)

Members :

Abdalla S. Bujra (CODESRIA)
Paul Dussault (IFSSO)
Chavdar Kiuranov (IFSSO)
Michel Lesage (IIAS)
Victor Urquidí (IEA)

Secretariat

Secretary General

Luis I. Ramallo (Spain)

Deputy Secretaries-General

Evelyne Blamont (France)

Stephen C. Mills (United Kingdom)

An Extraordinary General Assembly will meet in Paris on 16 to 18 December 1985 to approve several amendments to the present constitution of the ISSC and rules of procedure. The proposed amendments basically aim to clarify the present constitution taking into account the progress of regionalization and with a view to a better Third World participation. The principal changes affect the membership, by proposing the integration of the co-opted members into the category of Associate Members.

AIMS AND FUNCTIONS

The International Social Science Council has as its aim the promotion of the social sciences throughout the world and their application to major contemporary problems, by means of co-operation among social scientists and social science organizations at the international and regional level.

The International Social Science Council shall :

- (a) encourage international scientific activities in the social sciences by facilitating collaborative activities, at a multi-disciplinary or inter-disciplinary level, among members of the Council, with due regard to their full autonomy;
- (b) collaborate with the United Nations and its specialized Agencies, particularly with the United Nations Educational, Scientific and Cultural Organization;
- (c) contribute to the organization and development of training and research in the social sciences in different regions of the world, in collaboration with the appropriate organizations;
- (d) provide all possible assistance in establishing or strengthening national or regional structures in the social sciences;
- (e) co-ordinate its activities with those of other organizations in the field of the social sciences, particularly with the International Federation of Social Science Organizations;
- (f) ensure permanent contact and eventual coordination with international non-governmental organizations dedicated to scientific activities.

ACTIVITIES OF ISSC

The ISSC Secretariat's main priorities have been outlined at a meeting of Presidents and Secretaries-General of its Member Associations which took place in Barcelona in May 1983. Their recommendations were then endorsed by the XVth ISSC General Assembly which met in Paris in December 1983.

The ISSC's present activities cover the following fields :

1. Collaboration with and among Member Associations
2. Relations with Unesco, and particularly with the Human and Social Science Sector
3. Relations with the United Nations
4. Relations with other Non-Governmental Organizations
5. The Standing Committee on Conceptual and Terminological Analysis (COCTA)
6. Several on-going or new activities

1. Collaboration with and among Member Associations

1.1 Following a first meeting of the Scientific Activities Committee (SAC) held in 1984 in Paris at which the fourteen ISSC Member Associations and two Associate Members were represented, two Issue Groups were established as follows :

- An Issue Group on Peace, under the Chairmanship of Prof. R. Väyrynen and to which twelve ISSC Member Associations appointed a representative. Its first meeting took place in Paris in September 1984 and was also attended by several observers. The Issue Group unanimously agreed to prepare a high level transdisciplinary study of warfare as a human institution that would examine causes and consequences of large scale violence and different social levels ranging from human consciousness to the global system. It is hoped that this book, the title of which is The Quest for Peace : Transcending collective violence and war among societies, cultures and states, will be published as a contribution from the social science disciplines to the UN International Year of Peace in 1986.
- An Issue Group on Youth, Employment and Technological change, under the Chairmanship of Prof. J. Dofny, to which twelve ISSC Member Associations appointed a representative. This Issue Group has already met twice and sees its work as an attempt and contribution towards multidisciplinary cooperation within a major problem area. Its first step consisted of a stock-taking by the representatives of the various Associations on the basis of several review papers prepared within a general framework. The second step will be a workshop to take place in spring 1986 which will review approximately 15 papers presenting points of views from the different disciplines;

- The establishment in 1986 of two additional Issue Groups, - one on Women, - and the other on a Decade of low growth in the world economy : the perspective of the social sciences.

1.2 The collaboration with Member Associations has been reinforced :

- by having representatives of the ISSC Secretariat attending world Congresses of Member Associations and addressing their Executive bodies;
- by organizing special multidisciplinary sessions at the occasion of Member's World Congresses in co-operation with congresses organisers

2. Relations with Unesco, and particularly with the Human and Social Science Sector

involved :

- several exchanges of views with the Director General, with a view to furthering cooperation between Unesco and the Council;
- regular working sessions with representatives of the Human and Social Science Sector to review the collaboration of ISSC and its Member Associations in the execution of Unesco's programme;
- the representation of the ISSC Secretariat by observers at scientific and administrative meetings organized by Unesco and relevant to the social sciences;
- the participation in the execution of Unesco's ongoing program by the implementation of research activities or organization of meetings under contracts.

3. Relations with the United Nations

involved :

- a close cooperation with the UN Department of Political and Security Council Affairs in the preparation of the 1986 International Year of Peace;
- the representation at UN Meetings such as the UN Conference on Population (August 1984, Mexico) (ECOSOC's sessions, etc.)

4. Relations with other Non-Governmental Organizations

- 4.1 The ISSC has a long standing collaboration with the International Council for Philosophy and Human Sciences and the International Council of Scientific Unions, which involves both scientific cooperation and administrative exchange.
- 4.2 Links are also established with several other Non-Governmental Organizations such as the International Association of Universities, the International Council of Medical Sciences Organizations, the International Council of Cinema and Television and the

International Council of Museums.

5. The Standing Committee on Conceptual and Terminological Analysis (COCTA)

This Standing Committee has also the status of Research Committee with the International Sociological Association and the International Political Science Association. Its Chairman is Prof. J. E. Lane.

COCTA has established a Sub-Committee, - INTERCOCTA -, under the chairmanship of Prof. F.W. Riggs. The INTERCOCTA project, supported by Unesco and the ISSC provides for a series of publications to constitute a social science Encyclopedia. The first volume prepared by Prof. R.W. Riggs, has just come off the press. Its title is INTERCOCTA Glossary - Concepts and terms used in Ethnicity Research. A Russian language version is in preparation. A Spanish language Glossary on Development is also in preparation. Similar work has already been done on Growth. Additional studies of key concepts have been or will be prepared.

COCTA plans now to focus on basic problems in social science theory information. A group of scholars under Prof. J. GILLESPIE will examine formal theory, model building and data testing. Another group under Prof. Gerstlé will work on fundamental social science paradigms. Several COCTA panels will be held at the World Congress of the International Sociological Association in 1986.

6. Several on-going or new activities

- 6.1 The ISSC in cooperation with the Ministry of Higher Education and Scientific Research of Tunisia organized in Sidi Bousaid in October 1985 a colloquium on Muslim Family and Modernity. Several papers were presented and discussed at the meeting. They will be published as a book in French in early 1986 by PUBLISUD. A summary report of the meeting and abstracts in English will be published in the September Issue of Current Anthropology.
- 6.2 The ISSC was able to provide some financial support to Prof. U. Himmelstrand to organize a second workshop, which took place in Paris in November 1984, within his project on Interdisciplinary Dimensions of Economic Analysis (IDEA). Papers presented at this meeting will be published in volume 24, Nos 3 and 4, 1985, of the journal Social Science Information.
- 6.3 In cooperation with the ISA Research Committee on social ecology, and with the Metropolitan Corporation of Barcelona, the ISSC organized in Barcelona in February 1985 a major Conference on Giant Cities of the World and the Future : Problems and Policies. The ISSC commissioned well-known international specialists who prepared 14 case studies, 6 comparative regional studies and 5 specific papers. At the end of the colloquium, the participants endorsed a Barcelona Declaration summarizing the spirit and substance of the scholarly contributions made by the Seminar participants. A two volume publication entitled "The Metropolis Era" is planned by SAGE for April

1986. Follow-up panels will be organized at the ISA Congress in New Delhi in August 1986, with plans for the publication of a third volume.

6.4 The ISSC, under contract with Unesco, organized an international symposium on Human Rights in the face of Recent Advances in Science and Technology, in Barcelona, in March 1985. Five background papers concerned with brain research, genetic manipulations, neurosciences, psychiatry, and molecular biology, were prepared and will be published together with the summary of the proceedings and conclusions of the meeting in the seventh issue of the periodical "Human rights teaching" by Unesco in 1986.

ISSC MEMBER ASSOCIATIONS

For information on ISSC Member Associations's activities, please contact those listed below :

REGULAR MEMBERS

IPRA - INTERNATIONAL PEACE RESEARCH ASSOCIATION

(No President)

Secretary General:

Chadwick F. ALGER
Mershon Center
The Ohio State University
199 W. 10th Avenue
Columbus, OH 43201, USA

Secretary General :

S. FRIEDMAN
c/o ISSC
1, rue Miollis
75015 Paris, France

IPSA - INTERNATIONAL POLITICAL SCIENCE ASSOCIATION

President :

Professor Kinhide MUSHAKOJI
United Nations University
29th floor, Toho Seimei Building
15-1 Shibuya 2-chome, Shibuya-ku
TOKYO 150, Japan

Secretary General :

J. E. TRENT
University of Ottawa
Faculty of Social Sciences
Ottawa K1N 6N5, Canada

IEA - INTERNATIONAL ECONOMIC ASSOCIATION

President :

Prof. Kenneth ARROW
Department of Economics
Stanford University
Stanford, California 94305
USA

Secretary General :

Prof. Jean-Paul FITOUSSI
23 rue Campagne Première
75014 Paris, France

ISA - INTERNATIONAL SOCIOLOGICAL ASSOCIATION

President :

Prof. Fernando H. CARDOSO
CEBRAP
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Villa Mariani
04015 Sao Paulo, SP, Brazil

Executive Secretary :

Dr F. GEYER

Deputy Executive Secretaries :

- Dr I. BERLINSKA
- Dr P. REINSCH

Sociological Institute
University of Amsterdam
PO Box 19100
100- GC Amsterdam, Netherlands

WFMH - WORLD FEDERATION FOR MENTAL HEALTH

President :

Dr Edith MORGAN
34 Swaine Lane
London N6 6QR, UK

Secretaries General :

Dr Eugene B. BRODY
Professor of Psychiatry & Human
Behaviour
University of Maryland School of Medicine
660 W. Redwood St
Baltimore MD 21201 - USA

Mr. Richard C. HUNTER
Deputy Director
1021 Prince Street
Alexandria, Va 22314, USA

ILA - INTERNATIONAL LAW ASSOCIATION

President :

Me Jean LISBONNE
82 rue Vaneau
75007 Paris, France

Secretary General :

Mr R. BRIGGS
3 Paper Buildings
The Temple
London EC4Y 7EU, UK

IUPsyS - INTERNATIONAL UNION OF PSYCHOLOGICAL SCIENCE

President :

W. HOLTZMAN
The Hogg Foundation for Mental Health
University of Texas
Austin, Texas 78712, U.S.A

Secretary General :

Dr. Kurt PAWLIK
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Von-Melle-Park 6
D-2000 Hamburg 13, FRG

IUSSP - INTERNATIONAL UNION FOR THE SCIENTIFIC STUDY OF POPULATION

President :

Prof. W. BRASS
Centre for Population Studies
London School of Hygiene &
Tropical Medicine
31 Bedford Square
London WC1 E3EL, U.K.

Secretary General :

Prof. Georges TAPINOS
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75005 Paris, France

Mail to be sent to :

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IUAES - INTERNATIONAL UNION OF ANTHROPOLOGICAL AND ETHNOLOGICAL SCIENCES

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Mose Plade 158
PO Box 291
YU-41001 Zagreb, Yugoslavia

Secretary General :

Dr Eric SUNDERLAND
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WAPOR - WORLD ASSOCIATION FOR PUBLIC OPINION RESEARCH

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PSYCHOLOGY

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IGU - INTERNATIONAL GEOGRAPHICAL
UNION

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Secretary General :

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IIAS - INTERNATIONAL INSTITUTE OF
ADMINISTRATIVE SCIENCES

President :

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Universität
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IFSSO - INTERNATIONAL FEDERATION OF
SOCIAL SCIENCES ORGANIZATIONS

President :

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Director
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Secretary General :

Academician Werner KALWEIT
Vice President
Academy of Sciences of the GDR
Otto-Nuschke Strasse 10/11

ASSOCIATE MEMBERS

ASSOCIATION INTERNATIONALE D'HISTOIRE
ECONOMIQUE

Secretary general :

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FACULTAD LATINOAMERICANA DE CIENCIAS
SOCIALES (FLACSO)

Secretary General :

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San José, Costa Rica

INDIAN COUNCIL OF SOCIAL SCIENCE
RESEARCH

Member Secretary :

Iqbal NARAIN
35, Ferozeshah Road
New Delhi 110001, India

INTERNATIONAL INDUSTRIAL RELATIONS
ASSOCIATION

Secretary :

Alan GLADSTONE
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Labor
CH-1211 Geneva 22, Switzerland

MAISON DES SCIENCES DE L'HOMME

Administrateur :

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54, boulevard Raspail
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PACIFIC SCIENCE ASSOCIATION

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Dr. TAIWHAN SHIN
Pacific Science Association

SCIENCE COUNCIL OF JAPAN

President:

Ryogo KUBO
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SOCIETE INTERNATIONALE DE
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Président :

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Genoa, Italy

Secretary General :

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SOCIAL SCIENCE FEDERATION OF CANADA

Executive Director :

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SOCIETE SUISSE DES SCIENCES HUMAINES
(Swiss Academy of Humanities)

Secretary general :

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INTERNATIONAL FEDERATION OF DATA
ORGANIZATIONS (IFDO)

President :

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INTERNATIONAL STUDIES ASSOCIATION

Executive Director :

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James Byrnes International Center
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CONFEDERATION INTERNATIONALE DE
GENEALOGIE ET D'HERALDIQUE

President :

S. de VAJAY
1, Place de l'Ancien-Port
CH-1800 Vevey (Vaud)
Switzerland

International Federation of Social Science Organizations

Secretariat : Danish Research Administration, 7 Holmens Kanal, 1060 Copenhagen K, Denmark
Tel. : 01 31 48 48 - Telex 15652 FS

History

IFSSO was founded in November 1979 and holds the status of international, non governmental organization. Before that time IFSSO had been a Standing Committee within the International Social Science Council, first under the name of the Standing Committee for Co-operation with National Social Science Councils and Analogous Bodies (SCCNC); later as the Conference of National Social Science Councils and Analogous Bodies (CNSSC).

The main objectives of IFSSO are to encourage international co-operation in the field of the Social Sciences, to contribute to the development of the social sciences, especially in the developing countries, and to further the active participation by the social sciences in the discussions about the problems of Modern Society and in the attempts to find solutions.

In order to attain these objectives IFSSO enters into co-operation with its Member Organizations about arranging a number of activities. Examples of such activities are workshops and seminars and the biennial General Conferences.

IFSSO has an Administrative Visitors Fellowship Programme, under which it creates an exchange of administrative officers of Member Organizations between research councils of developed and developing countries. It functions as a centre of communication and information between Member Organizations and between IFSSO and the outside world, among other things through the publication of a Newsletter and an International Directory of Social Science Organizations.

Membership

IFSSO has 41 members, of which 35 are national research councils or academies and the following 6 regional social sciences organizations : Council for the Development of Economic and Social Research in Africa (CODESRIA), Centre de Coordination des Recherches et de Documentation en Sciences Sociales pour l'Afrique Sub-Saharienne (CERDAS), Center for Social Science Research and Documentation for the Arab Region, Federation of Arab Scientific Research Councils (FASRC), Consejo Latinoamericano de Ciencias Sociales (CLACSO), Facultad Latinoamericana de Ciencias Sociales (FLACSO).

Executive Board

President :

D.D. Narula, Indian Council of Social Science Research

Vice-Presidents :

Pär-Erik Back, Swedish Council for Research in the Humanities and Social Sciences

Jose Blahoz, Czechoslovak Academy of Sciences

Sung-Chick Hong, Korean Social Science Research Council

Treasurer :

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Secretary-General :

Werner Kalweit, Academy of Sciences of the GDR

Ordinary Members :

Centre National de la Recherche Scientifique, France : P. Jacquemot

Social Science Federation of Canada (not yet appointed)

Norwegian Research Council for Science and the Humanities (not yet appointed)

Bulgarian Academy of Sciences : C. Kiuranov

Social Science Research Council of Bangladesh : M.N. Huda

Natural Resources, Energy and Science Authority of Sri Lanka : R.P. Jayewardene

FLACSO : W. Ackermann

Meetings

- The seventh General Conference of IFSSO will take place in New Delhi, India, on 2-4 December 1985. Its main theme will be Social Change and the Role of the Social Sciences. Furthermore, the theme will be addressed in papers representing the three membership groups of IFSSO (First World, Second World and Third World). The last day of the Conference will be dedicated to science policy and research funding matters under the theme of Resource Allocation to Social Science Research

Scientific Programme Activities

- Sponsorship of workshops, seminars or other types of scientific meetings.
- Administrative Visitors Fellowship Programme
- Possible involvement in the Organization of summer schools and projects on topics related to comparative research, the allocation of funds to research and other science policy questions is being investigated

Finance

1983 budget : total revenues (fees) US \$ 69 000; total expenditures (salaries, administration and meetings) US \$ 45 500.

VIENNA CENTRE

CONFERENCE ON EUROPEAN COOPERATION IN SOCIAL SCIENCES
27 NOVEMBER - 1 DECEMBER 1985, VIENNA, AUSTRIA

CONSORTIUM OF SOCIAL SCIENCE ASSOCIATIONS

INTERNATIONAL SOCIAL SCIENCE COUNCIL

EUROPEAN COORDINATION CENTRE FOR RESEARCH
AND DOCUMENTATION IN SOCIAL SCIENCES

ADDRESS: GRÜNANGERGASSE 2, P.O.BOX 974,
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CONSORTIUM OF SOCIAL SCIENCE ASSOCIATIONS

1200 SEVENTEENTH STREET, N.W., SUITE 520, WASHINGTON, D.C. 20036 • [202] 887-6166

The Consortium of Social Science Associations (COSSA) represents more than 175,000 American scientists across the full range of the social and behavioral science disciplines, functioning as a bridge between the academic research community and the Washington community. COSSA was initially established as an informal coalition of the major disciplinary associations in the social sciences. Member associations, which govern the Consortium, are listed below. At the present time, 43 universities or independent research institutes are also contributing to COSSA, and some 29 scholarly associations are COSSA Affiliates.

Responding to the severely disproportionate cuts proposed in 1981 for federal research budgets in the social and behavioral sciences, COSSA established a Washington office to organize and coordinate a response on behalf of the social science community. Because the Consortium's resources were limited and the budget process was well under way, its initial focus was largely on restoring the budgets for social and behavioral science research in the National Science Foundation. In this endeavor COSSA has met with success. Today the budgets for social and behavioral science research at NSF are nearly restored to their 1980 level (although with some changes of emphasis).

Since the beginning of 1982, the Consortium has moved beyond NSF and beyond budgets. COSSA now monitors research and research funding in most federal agencies where externally granted, competitively awarded research and research-related funds form a significant portion of the portfolio. It also concerns itself widely with research management and policies affecting good practice in the conduct of federally funded research. Increasingly, COSSA also serves as a source of information and guidance for social science groups -- professional, interdisciplinary, subdisciplinary -- that do not have a ready understanding of or a 'presence' on the Washington scene.

One of the primary missions of COSSA is to inform and educate Members of Congress, congressional staff, and officials in the administration and in federal agencies about recent research in the social and behavioral sciences, its importance, and the need to maintain adequate financial support for research. To this end, COSSA conducts congressional seminars and briefings on important current and emerging research in the social and behavioral sciences, particularly in areas of congressional interest and responsibility.

In order to keep social and behavioral scientists informed about legislative actions and federal policies that bear directly on the conduct of social and behavioral science research, COSSA issues a biweekly newsletter, the COSSA Washington Update, which is sent to over 1,000 social scientists, research managers, and policy makers and is circulated widely to many more. COSSA also stays closely in touch with the science and general press.

For more information about COSSA, contact Dr. David Jenness, Executive Director, Dr. Howard Silver, Associate Director for Government Relations, or John H. Hammer, Executive Associate (202/887-6166).

September, 1985

VIENNA CENTRE

CONFERENCE ON EUROPEAN COOPERATION IN SOCIAL SCIENCES
27 NOVEMBER - 1 DECEMBER 1985, VIENNA, AUSTRIA

SCIENCE CENTER BERLIN
FOR SOCIAL SCIENCE RESEARCH

INTERNATIONAL SOCIAL SCIENCE COUNCIL

EUROPEAN COORDINATION CENTRE FOR RESEARCH
AND DOCUMENTATION IN SOCIAL SCIENCES

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Wissenschaftszentrum Berlin für Sozialforschung - WZB

(Science Center Berlin for Social Science Research)

1. Social Science Research at the WZB

The charter of the Science Center Berlin (WZB) is to conduct basic research in the social sciences, oriented to problem-areas in society. The Center comprises a number of research units which, under different aspects, study the developmental tendencies, adjustment problems, and opportunities for innovation in modern societies.

Social developments are born of a complex relationship between technological, economic, social, and cultural changes and decisions made by a vast array of decision-makers. Many of these decisions must take account of the interplay between sociological, political, economic, psychological, and legal aspects as well as other facets. An adequate analysis must thus often go beyond the bounds of a single scientific discipline, often beyond the horizons of a single country, too, since the conditioning factors and repercussions of social processes more and more frequently transcend national borders. Moreover, these processes may be similar in various countries. The entire world is thus replete with "natural" experiments that social scientists can use - with all due caution in transferring the results - when working on their particular research questions. For these reasons, multidisciplinary, internationally oriented investigations based on broad empirical foundations and carried out by large research teams are often necessary.

The WZB takes on such assignments by focusing on complex topics with an interdisciplinary and internationally, comparative approach usually involving teams consisting of scientists from different countries, who work in extensive research units. The research units of the WZB focus on problems that policy-makers, the affected public, and society at large have a special interest in solving. Although such work is oriented to social problem areas, the WZB primarily aims at basic scientific research that looks beyond immediate needs, avoids becoming detached from the larger theoretical framework, and preserves and nurtures the link to the scientific activity at the universities and other research institutes.

2. Legal Structure and Organization

The Science Center Berlin was founded in 1969 as an independent research institution outside the universities, funded by, but operating in autonomy from the government. It is structured as a non-profit corporation with limited liability. The Federal Republic of Germany and the Land Berlin (West) have been shareholders since 1976, with the federal government funding 75 percent of the organization, the Land Berlin 25 percent.

According to its charter, the WZB is committed to conducting social science research. The organization is charged with planning, establishing, and running research units with international staffs that

carry out problem-oriented social science research of a basic nature as well as with promoting the dissemination of the findings among members of the scientific and decision-making communities.

The WZB has 142 permanent positions, of which 86 are for research fellows. In addition, visiting fellows, doctoral candidates, temporary personnel, and staff members working on externally funded projects are engaged at the WZB.

At the WZB scientists from different disciplines collaborate, usually conducting their research in the framework of international comparative projects. As a rule the project teams are composed of individuals from a variety of countries. There is extensive cooperation with similar institutions and universities in the Federal Republic of Germany and other countries.

The organs of the corporation consist of the shareholders, the Board of Trustees, and the managing directors (president and administrative director). The shareholders decide in particular on the appointment and recall of the managing directors and on the management principles. They are also responsible for selecting some members of the Board of Trustees.

The Board of Trustees establishes the basic directions of the research policy and concurs in all of the corporation's essential financial affairs and matters of research policy. Seven of the eleven members of the Board of Trustees are representatives of the scientific community; the remaining four votes represent the government of the Federal Republic of Germany, the Berlin Senate (the government of West Berlin) and the German Bundestag (the Lower House of Parliament of the Federal Republic) respectively. Non-voting members are the chairman of the Board of Advisors and two representatives of the research fellows.

The president of the WZB is responsible for planning and coordinating the research units and for directing research projects and teams outside the research units.

3. The Research Units

The WZB presently comprises four research units and one research team outside the research units:

- Labor Market Policy
- Industrial Policy
- Labor Policy
- Environmental Policy
- Research Team GLOBUS (Generating Long-term Options By Using Simulation).

The research units are dedicated to the scientific treatment of mutually independent fields of work within the framework of coordinated research programs. On the basis of plans developed by the president, each research unit is established by the Board of Trustees, which considers the main aspects of the unit's scientific merit and practical relevance. The directors of the research units are responsible for elaborating research programs and for planning and running their various individual projects. They are independent in the management of the scientific work carried out within the re-

search units. In regular intervals the President will organize an evaluation process by which the achievements of a research unit are subject to an independent scientific review.

Research Unit: Labor Market Policy
Director: Professor Egon Matzner

The persistence of high unemployment and the altered constraints and opportunities of labor market policy and employment policy constitute the starting points for the present research program of the research unit on labor market policy. It focuses on the analysis of the institutional and economic conditions required to achieve a maximum level of socially acceptable employment opportunities. In addition to investigating the possibilities for development offered by new technologies and by initiatives from within the business community, studies examine the influence which industrial relations and regulations of the welfare state have on the number and distribution of employment opportunities, and investigate the altered international conditions affecting the national economies as well as the factors determining the impact of promising labor market and employment policy.

Research Unit: Industrial Policy
Acting Director: Professor Meinolf Dierkes (President of WZB)

Industrialized western countries are concerned about low economic growth and the persistence of high levels of unemployment. The research unit is currently investigating whether there are structural causes of and policy solutions for this economic stagnation. The research focuses on the economic interrelationship between the legal and institutional framework, and economic processes and structural development. By employing theoretical and applied micro-economic models, the impacts of government regulations and the relationship between individual actions and markets are investigated. This provides a basis for a better understanding of macroeconomic processes.

Current activities also cover research in health economics, the formation and allocation of human capital, and industrial economics. The work at this research unit is supported by the traditionally international profile of its staff, a feature providing the necessary framework for international comparative research projects.

Research Unit: Labor Policy
Director: Professor Frieder Naschold

The research unit on labor policy deals with the problems of development in labor, particularly paid work, and the way in which it is regulated by society. The rapid change that new market situations, technologies, and work structures have brought about in the world of work alters the social setting, qualifications, and health of the employed, redefining the substance and form of industrial relations. Regulation through social policy is used in part to reinforce, compensate, and counteract such developments.

Central issues therefore include:

- the identification of the physical and psychological consequences that processes of industrial rationalization entail through technology, and the impacts such processes have on qualifications, wages, and the social welfare network; and
- strategies and measures developed by employers, employees, their representative organizations, and government authorities to address these problems of individual and society.

Research Unit: Environmental Policy
Director: Professor Udo E. Simonis

The program of this research unit covers the following project areas:

- Environmental Monitoring and Assessment: This project area includes the development and improvement of concepts and methods of media-specific and trans-media environmental monitoring and assessment on the regional, national, and international level.
- Environmental Impacts and Environmental Behavior: The aim of this project area is to examine the conditions governing the perception of environmental problems and of people's involvement in environmental issues (environmentalism, environmental learning).
- Evaluation of Environmental Policies: Analyses carried out in this project area are to identify the most efficient regulatory systems in conventional, media-specific environmental policy, especially air-pollution policy.
- Evaluation of Selected Policy Areas from Environmental Perspectives: The focus of research in this project area is on the ecological orientation of other relevant sectoral policies like energy policy, agricultural policy, and technology policy.

Research Team GLOBUS (Generating Long-term Options by Using Simulation)

Director: Stuart A. Bremer Ph.D.

With the aid of the macroquantitative long-term computer simulation model - GLOBUS - which has been developed here, the research team examines causes of, and relationships between, economic and political issues. Existing world models were reviewed for their usefulness in predicting key problem areas over the next twenty-five years. Building on this foundation, the research team began developing its own model (GLOBUS), which departs from earlier models by including special economic and political questions and utilizing a broad political and social data base. The model, which simulates the behavior of governments reacting to domestic and international economic and political developments, encompasses twenty-five nations that are politically and economically interlinked in the international sphere. The model outlines some of the consequences of alternative decisions which governments might take.

4. Scientific Tasks and Research Activities of the President

President: Professor Meinolf Dierkes

The president is responsible for identifying the fundamental scientific issues for the WZB. It is part of the president's duties to specify the goals of the research, clarify its background, determine the emphasis, coordinate the work, and assess its success. Members of the Research Policy and Planning Unit (headed by Dr. Georg Thurn) assist the president in carrying out these duties and in pursuing his own research interests. In this framework

- basic questions of the development and organization of the social sciences are addressed in research projects and scientific conferences for the purpose of clarifying methodological and conceptual problems and institutional parameters of social science research and specifying the special characteristics and possible perspectives of the research activity at the WZB;
- planning and coordinating tasks arise, particularly in connection with developing the basic features of the scientific agenda and research policies of the WZB, preparing new WZB research units, conducting research projects bridging the research units, elaborating the principles and procedures of research evaluation, and collaborating with other scientific institutions;
- specific studies are undertaken in connection with the president's personal research interests primarily in the areas of corporate social responsibility and social impacts of technological progress.

Basic Issues of the Social Sciences

A central part of the scientific work pursued by the president and his team concerns conceptual possibilities and problems of the social sciences and questions of how to deal with them in an institutional setting. This involves systematically observing trends in the theory and methodology of the social sciences and in the choice of research topics. Relations between social sciences and society are monitored and developments in research evaluation practices are examined. Close contacts are maintained with representatives of other social science institutions in the Federal Republic of Germany and abroad to exchange information and views about these various issues. Further, attention is devoted to probing the conceptual advantages and disadvantages of the specific characteristics of WZB research - interdisciplinary, policy-oriented, international comparative research approaches - and relating them to the formulation of social science theories.

Recently, links between basic issues of social science research and the substance and features of WZB research have been treated in projects, conferences, and workshop discussions on

- theories and methodologies of cross-national comparative research,
- development and present state of policy research in different European countries.

5. Cooperation with other Institutions

The work of the WZB is carried out in constant interchange with other scientific institutions. In cultivating a variety of contacts and cooperative exchanges with similar institutes both in the Federal Republic and abroad, the WZB attaches particular significance to the connection with the universities. Many of the research fellows employed at the WZB are teaching at universities, mainly those in West Berlin. The WZB also holds joint seminars and research colloquia and assists doctoral candidates whose dissertations fit into the work areas of the research units.

6. Dissemination of Research Results

Communicating the results of the research conducted at the WZB is regarded as a special responsibility, fulfilled in a variety of ways, including conferences and seminars. Keeping regular contact with colleagues and with practitioners from the relevant fields, the research fellows of the WZB are also active in advisory activities involving a wide range of groups and official bodies. Publications and numerous information materials about research projects and results are made available to scientists, practitioners, the interested public, and the media through:

- German language books brought out by Campus Verlag, Frankfurt am Main/New York, and edition sigma, Berlin;
- English language books published chiefly by the Gower Publishing Company Ltd., Aldershot, England;
- various publication series of the research units;
- bulletins and newsletters appearing several times a year, particularly the quarterly WZB-Mitteilungen; and
- press reports and press conferences.

VIENNA CENTRE

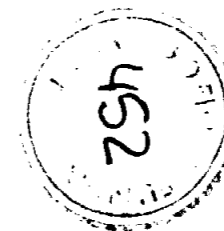
CONFERENCE ON EUROPEAN COOPERATION IN SOCIAL SCIENCES
27 NOVEMBER - 1 DECEMBER 1985, VIENNA, AUSTRIA

THE SOCIAL SCIENCES TODAY AND THE
PROPOSED MEDITERRANEAN INSTITUTE FOR SOCIAL SCIENCES
(UNIVERSITY OF MALTA)

INTERNATIONAL SOCIAL SCIENCE COUNCIL

EUROPEAN COORDINATION CENTRE FOR RESEARCH
AND DOCUMENTATION IN SOCIAL SCIENCES

ADDRESS: GRÜNANGERGASSE 2, P.O.BOX 974,
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Malta: The Social Sciences Today and
the proposed Mediterranean Institute
for Social Sciences (University of Malta)

In establishing social science as a specific scientific area of study, Malta shares its experience with those countries which due to their more recent stage of industrialisation have a much younger tradition. It is true to say that this has not been the case across the board with all subjects. Philosophy and laws have had a much older tradition. However, the shift of emphasis to economics, sociology and political science initiated in the late 50's and developed throughout the sixties and early seventies. A milestone within this development was the establishment of a chair in Economics at the University in 1965.

In the late 70's the turn to more utilitarian studies and courses - in accountancy, business management and public administration saw the establishment of new Faculties - the Faculty of Management Studies and the Faculty of Education. Both faculties have in their own ways developed and proliferated the subject areas in the social sciences. It is important to note that this development could only come about through the availability of newly social sciences graduates most of whom coming from the Department of Economics (later to be renamed as Department of Social Studies and later still mingled within the Public Administration division of the Faculty of Management Studies).

The present distribution of social scientists within the University is as follows:

<u>Faculty</u>	<u>Field</u>	<u>Number of Social Scientists</u>
Management Studies	Economics	4
	Sociology	2
	Political Science	3
	Managerial Sciences	5
Education	History	3
	Education	4
	Philosophy	2

Growing interest in the Social Science can be gauged in several other ways.

- (1) The interest in the social sciences has filtered down to the secondary levels of education. Many more students than ever are taking their advanced matriculation subjects in economics.
- (2) The University is also making plans to introduce Social Science as a subject for matriculation in the near future.
- (3) The traditional requirement of an undergraduate student dissertation on a social sciences subject has been kept in the Faculty of Management Studies and Education.

- a) The research projects presently under way are:
 - 1) Mediterranean Island Environmental Management (including Simulation Modelling).
 - 2) Maltese economy (economotive work)
 - 3) Social policy: the family
 drugs
 old age
 - 4) Industrial relations: workers participation (self-management)
 - 5) History of the labour movement
 - 6) History of political development

- b) Research projects in the pipeline include:
 - water resource management
 - ocean management (with the International Ocean Institute based on Malta for the last 15 years)
 - socio-economic aspects of alternative energy resource development, especially solar energy.
 - socio-economic aspect of fish-farming.

It should be emphasised that the above are regional projects covering all Mediterranean studies, and, will be conducted in close collaboration with and/or sponsorship by the E.E.C., Council of Europe, UNDP, and Unesco. Bi-lateral arrangements are also envisaged.

- c) The main innovation of concern to the Vienna Centre is the creation, in Malta, as from January 1987, of a University-linked International Foundation for International Studies, which will essentially comprise three research and training institutes; dealing respectively with Mediterranean environmental and ocean affairs.

The Mediterranean Institute will bring together researchers and University teachers from the Mediterranean world, as well as from other institutions around the world interested in Mediterranean affairs. The Institute will have, as one of its social priority areas, the development of social sciences. Apart from initiating research, it will organize specific training programmes at both undergraduate and graduate level (up to and including Ph.D.), specialised summer courses as well as acting as a 'clearing house' for Mediterranean researchers wishing to meet colleagues, for short periods, in a university atmosphere.

VIENNA CENTRE

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CONFERENCE ON EUROPEAN COOPERATION IN SOCIAL SCIENCES
27 NOVEMBER - 1 DECEMBER 1985, VIENNA, AUSTRIA

ON SOCIAL SCIENCES IN YUGOSLAVIA

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ON SOCIAL SCIENCES IN YUGOSLAVIA

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1. INTRODUCTION

To describe the state of affairs in social sciences means to describe the state of the scientific field encompassing economy, sociology, political science, communicology, psychology, law, criminology, public administration, pedagogics, social geography, ethnology, socio-linguistics, philosophy and probably some other science as well. In a description of the situation in this scientific domain in Yugoslavia, consideration should be given to the respective situation in eight federal units, i.e., six republics and two autonomous regions. They have great autonomy in determining the scientific and research policy, the university system and scientific activity is their responsibility. Hence, the description of the state of social sciences in Yugoslavia should show the "average" of the situations in (at least) 104 "subsystems" of Yugoslav science (104 = 13 x 8; where 13 stands for the number of scientific branches, and 8 for the number of federal units).

In this paper, our aim is not to give an "average" of the situations in all 104 subsystems but merely to give a sample estimate of the "average situation". As the sample estimate we have taken the description of the state of sociology (the author of this paper is a sociologist).

Of course the state of sociology is at most similar and not at all equal to that of other social sciences. However, we can safely claim that the state of sociology coincides in many features with the state of other social sciences as well. Or in other words, the description of the situation in sociology illustrates reasonably well the situation in social sciences in Yugoslavia.

2. HISTORY

We can speak of four periods (see, for example, Mlinar, 1985, p.19) of Yugoslav sociology! (1) Before the year 1950, sociology as an independent scientific branch did not exist in our country. The fifties are the years of the initial period. (2) The sixties are the years of expansion. (3) The seventies are the years of stagnation. (4) The eighties are the years of revitalization.

3. STATUS OF SOCIOLOGY

The status of sociology is roughly the same as the status of science in traditional societies: sociology is considered luxury that we can afford in good times but can live without in bad times. (The status of economy is significantly more favourable: sociology has still to prove its relevance and utility in terms of contribution to the

solution of societal problems, while economy does not face the challenge of having to prove its relevance and usefulness, it receives much more attention from policy-makers than sociology.)

4. MAIN THEORETICAL AND METHODOLOGICAL ORIENTATIONS

In the sociological science three genotypes or three main orientations can be distinguished, which can be placed along a continuum ranging from regarding sociology as a noncritical social science to regarding sociology as an extremely critical social science. These three genotypical orientations can be called: (1) the legitimist, (2) the reformistic, and (3) the radical-critical orientation (see, for example, Bernik, 1985, p.181-191).

Legitimist sociology refers to marxism and elaborates, i.e., theoretically substantiates the existing institutional system. By way of empirical research it tries to establish to what degree the normative institutional project has been realized. Herein it often uses the ideological and political vocabulary.

Reformistic sociology rejects politization and demands autonomy in choosing research problems, rejects isolationism and demands socialization of sociology. It is open to various theoretical tendencies and develops new research methods. It does not recognize the traditional analytical and descriptive methods as sufficient, because it is increasingly oriented towards evaluative analyses, anticipative studies and quasi-experimental introduction of the programmes for social change which are supposed to be leading towards greater efficiency and democracy of Yugoslav institutional system.

Radical-critical sociology presents the discrepancy between the existing societal state and the goal state of societal development, this goal state being derived from the value and normative components of marxist theory.

FINANCING AND RESEARCH POLICY

The way of financing the applicative research programmes is significantly diverse from the way of financing fundamental research programmes. The financing of applicative research programmes is decentralized, the particular areas of this research are delineated by policy-makers, the specific topic and objectives are roughly designated by "the client", i.e., the research users. The financing of fundamental research programmes is quite centralized, main financial resources for conducting fundamental research are distributed at the national level (= at the level of republics). The fundamental research programmes are intended to contribute to the discipline knowledge base and are initiated by

researchers. One of the tantalizing issues of research policy is the right ratio between applicative and fundamental research.

6. RESEARCH NETWORK

The sociological research is almost entirely carried out at university institutes. This year a consortium of the institutes for social sciences was established. The consortium consists of 21 research institutes from all Yugoslav republics.

In the years to come, the consortium will carry out the research project entitled "The Structure of Yugoslav Society". So far, the following studies have been defined in the framework of this project: (1) theoretical and methodological problems of the study of global society, (2) stratification and quality of life, (3) basic changes in the socio-economic and spatial structures, (4) forms of ownership, accumulation and reproduction, (5) institutions - state and self-management, (6) principal developmental trends.

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VIENNA CENTRE



REPORT ON

CONFERENCE ON EUROPEAN COOPERATION IN SOCIAL SCIENCES
27 NOVEMBER - 1 DECEMBER 1985, VIENNA, AUSTRIA

ORGANISED IN COOPERATION BETWEEN THE VIENNA CENTRE AND UNESCO

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I. Introduction

The European Coordination Centre for Research and Documentation in Social Sciences (the Vienna Centre) has as its main aim to strengthen and facilitate the cooperation in social sciences among East and West European countries.

Joining the Vienna Centre's international network offers a unique possibility of scientific cooperation across the political and economic lines dividing Europe. However, this cooperation possibility is not equally used in all European countries and the Centre wishes whenever possible to do its utmost to involve researchers from more countries in international cooperative and comparative research activities.

Similarly UNESCO has in its present medium-term plan a programme on "Research, Training and International Cooperation in the Social and Human Sciences" where a regional European Workshop was proposed for 1985 with the purpose of promoting international cooperation in the social sciences and helping to overcome inequalities between countries as regards the social sciences.

The conference was therefore organised in cooperation between the Vienna Centre and UNESCO with the aim of furthering the integration into the international social science networks of researchers from those European countries which are now less integrated.

Establishing social science as a specific scientific area is very closely linked with a particular historical and political context, namely the development of capitalism in 19th century Europe. The development of the sciences is of course also closely linked to the particular economic, social and political context in each country. Those European countries which are only relatively recently taking the step from being predominantly rural to becoming industrialised have accordingly much younger traditions in social sciences and less developed scientific infrastructures - this again implying that these countries have had less opportunities to join international cooperation and the international networks.

Participation in the conference from countries on a somewhat equal level regarding the development of social sciences should help identify common needs and strategies for the future development of infrastructure and content in social sciences and for international cooperation in research, training and exchange of information.

II. Structure of the conference

The conference was structured in the following way:

On the first day each participating country presented an outline of the historical development in the social sciences, its present organisation and some of the major problems challenging social science today.

On the second day focus was laid on the existing international networks and programmes for cooperation in social sciences and the possibilities they offer.

On the third day suggestions relating to future needs and possibilities of cooperation were presented and a number of concrete decisions for cooperation and exchange were made.

Background Material

National papers

Participants from each country were asked to prepare in advance a paper describing the situation of the social sciences in the country.

It should contain

- very short history of social sciences
- the status of social sciences in relation to society
- existing formal education in social sciences
- main theoretical and methodological approaches
- major research interest at present
- major social science research institutes
- ways of financing social research (central/decentralised)
- where is research policy determined

- professional associations in social sciences
- international cooperation in social sciences
- needs for future development for the social sciences as well as for international cooperation

Papers from international organisations/programmes

Each of the participating international organisations was similarly asked to provide a short paper.

It should deal with

- very short history of the organisation
- activities
- organisation
- financing
- how to join the activities
- possible benefits of joining the activities.

Participants

Invited were researchers and research administrators from the following countries:

Austria, Bulgaria, Cyprus, Czechoslovakia, Greece, Ireland, Italy, Malta, Portugal, Romania, Spain, Turkey, Yugoslavia.

Observers from Canada and the USA.

Representatives of international organisations and programmes such as UNESCO, International Social Science Council, European Science Foundation, International Federation of Social Science Organisations, ISPRON, Stiftung Volkswagenwerk, Science Center Berlin, European Welfare Centre.

III. Timetable

Wednesday, 27 November Arrival day

Thursday, 28 November

Morning Welcome and opening of the meeting:
Oskar Vogel (Vienna Centre), Ali Kazancigil (UNESCO),
Maren Bak (Vienna Centre)

1st PLENUM Chairperson: Maren Bak
Introductory statements from each participating country on
status of social sciences (Austria, Bulgaria, Canada,
Czechoslovakia, Greece, Ireland, Italy, Malta, Portugal, Spain,
Turkey, USA, Yugoslavia)

Afternoon WORK IN GROUPS on national wishes and priorities

Evening Round table discussion on "Social Sciences in a Global
Perspective", introduced by Ali Kazancigil, held at the Vienna
Institute for Development, Karntner Str. 25/6, 1010 Vienna.

Friday, 29 November

Morning 2nd PLENUM Chairperson: Ali Kazancigil
Introduction of some relevant international
organisations and programmes in social sciences:
Vienna Centre (O. Vogel), UNESCO (A. Kazancigil), ISSC and IFSSO
(E. Blamont), Stiftung Volkswagenwerk (A. Schmidt),
Wissenschaftszentrum Berlin (G. Thurn), European Welfare Centre
(H. Nowotny), European Science Foundation (H. Nowotny),
Institute for Mediterranean Studies, ISPRON (E. Casolino),
Mediterranean Institute for Social Sciences, Malta (S.
Busuttil), Consortium of Social Science Associations (D.
Jenness).

Afternoon Reception and press conference together with guests from
Viennese social science institutes, representatives from
embassies and other organisations, held at the Vienna Centre,
Grünangergasse 2, 1010 Vienna.
Buffet.

Saturday, 30 November

Morning WORK IN GROUPS
Concrete suggestions, proposals for future cooperation regarding
research, training, information, forming of new networks

Afternoon 3rd PLENUM Chairperson: Maren Bak
Report from working groups
Decisions on concrete steps for future cooperation
Conclusion of conference.

Evening OFFICIAL FAREWELL DINNER

Sunday, 1 December Departure day.

IV. National problems and needs of social science, especially in periphery countries (1st day)

The meeting was opened by Usmar Vogel, director of the Vienna Centre. He expressed his gratitude to all the participants for joining the conference and to UNESCO for its good and constructive support. He pointed to the importance of being aware of the North-South dimension in European scientific cooperation in the same way as of the East-West dimension. Ali Kazancigil, representative of UNESCO's Social and Economic Sciences Division, underlined the achievements of the Vienna Centre even in times of tension between the two parts of Europe. He stated furthermore that the Vienna Centre has already accumulated numerous data, has developed the international comparative research and built solid networks of social scientists. He also stressed that the present conference offered the possibility to broaden the scope of Vienna Centre activities and involve social science communities that have not yet taken part in the Vienna Centre work.

Maren Bak, scientific secretary at the Vienna Centre and organiser of the conference, finally underlined the main idea of the conference, namely focussing on the social science situation in the periphery countries of Europe. The conference should be used as a market place for ideas and knowledge and participants should have in mind concrete results which could be implemented rather than more general wishes.

After the opening of the meeting a representative from each country gave a short introduction to the national situation of the social sciences. The presentation and discussion during the first day revealed some very important general points.

The need for identification and exchange on a European level became apparent. The fragility and vulnerability of social science during times of political change and in monolithic political situations as well as the challenge for social science to deal with important societal problems became clear. In many countries at present the social sciences are constantly called upon to show their usefulness. Although this challenge can be useful for self-reflection

and re-evaluation of research activities, it also contains a dangerous tendency towards a mechanistic cost-benefit way of looking at the results of social science. The very limited financial resources allocated to social sciences as compared to the "hard" natural sciences and medicine was stressed as being the case in each participating country.

The overall common problem for social science in the periphery countries was how to be able to analyse and cope with the questions and problems arising in the national development process. Political changes, the transformation from agricultural to industrial society, the position as a periphery country within Europe, all raises series of societal problems which social science should help to solve.

In trying to do so a number of common problems for the social sciences also emerged: the need to improve the infrastructure as well as the teaching and research facilities, the need to gear the content of social sciences more towards the specific national problems.

Periphery countries are faced with the need to adapt external ideas and social science thinking to their national reality since all these countries have been influenced in the development of their social science by some of the dominant schools in occidental social thinking. In addition their students have often studied abroad and there have been numerous faculty members from foreign countries.

In most of the periphery countries there is no overall coordination of the research interests and the allocation of funds. Although governmentally influenced national research plans can be limiting and mechanistic (as mentioned above) there certainly appeared a need for more national coordination in order to use scarce resources in the most constructive way.

In several of the countries attempts of coordination were now achieved through the formation of professional associations or consortiums of institutions. Just a few examples: In Portugal a sociological association has just been formed (April 1985). In Yugoslavia a consortium of 21 social science research institutes from all the republics and self-governing areas has just been founded.

V. International networks (2nd day)

The presentation of international organisations and programmes in social science was intended to point out some of the possibilities offered by the existing networks. Most of the networks are presented in background papers and in these cases only a few remarks will be given here.

In the presentation of the Vienna Centre, Oskar Vogel first stressed its role in comparative research, then 3 of the scientific secretaries (Barbara Rhode, Christiane Villain-Gandossi and Georgy Soloviev) presented the ongoing activities for which they are the responsible coordinators. They also indicated programmes open for new participants. With its very restricted budget the Vienna Centre accomplishes to have an extended net of contacts in 22 countries and a very wide range of activities in many fields of the social sciences.

Ali Kazancigil gave a presentation of the status of social science within UNESCO. Most of the organisations in the UN family are supposed to use or deal with the social sciences. In UNESCO the section on Social and Human Sciences and the sections on Education, Culture, Communication and Natural Sciences are all involved with the social sciences. The section on Social and Human Sciences within UNESCO has been accorded the special task of developing all social science disciplines.

UNESCO's social science programmes are organised along two main axes: one concerns the development of the social sciences at the national, regional and international levels, through the promotion of training, research, documentation and cooperation across the borders. The other concerns the promotion of social science research in certain specific areas, considered to be of high priority by the Member States: development, human rights, women, youth, population, socio-cultural aspects of environment.

As regards the development of the social sciences at the regional and international levels, UNESCO has been instrumental in setting up centres and networks. In this way, the Organisation has played a leading role in the institutionalisation of the social science cooperation at the global level.

In the late 1940s and early 1950s, UNESCO helped in the creation of the international disciplinary associations, as well as the International Social Science Council. In the late 1950s, it also started the creation of regional organisations, first in Latin America, with FLACSO, then CLACSO. Later came similar organisations in other regions, starting with the successful example of the Vienna Centre, in Europe, followed up in Africa, Asia, the Arab States, with organisations and centres such as CODESRIA, CERDAS, ADIPA, AASSREC, ARCSS, AICARDES. UNESCO is currently encouraging the setting up of regional and sub-regional networks between national training and research institutions. It also promotes the exchange of knowledge and information through such instruments as its International Social Science Journal or its International Social Science data bank "DARE".

Evelyne Blamont presented the International Social Science Council and stressed among new developments the creation of issue groups of an inter-disciplinary character which have led to promising results. She also briefly described the aims of IFSSO.

Alfred Schmidt explained the character of the "Stiftung Volkswagenwerk", being a foundation, not a research institute. It supports research in all fields of science with a yearly budget of about 100 mio DM, of which approximately half a million is devoted to social and human sciences. Within its funding operations there exists the possibility of direct grants to foreign academic institutions if they are engaged in activities related to the programmes of the Stiftung. The programme on Southward Expansion gives preferential treatment to projects from Southern Europe carried out in cooperation with a German partner. The programme started in 1981 and might possibly continue for another 3-5 years.

The Science Center Berlin, introduced by Georg Thurn, is a research institute with a budget of ca. 20 mio DM. It understands itself as an institute parallel to the universities. It concentrates on interdisciplinary problem-oriented work and there is a pronounced interest in international comparative research. Among its academic staff a high percentage is foreigners, mostly Scandinavian and Anglo-Saxon scholars, but there is a wish to turn more towards cooperation with Southern and Eastern Europe, provided proposals fall within the general programmes of the Science Center.

Helga Nowotny introduced the work of the European Centre for Social Welfare Training and Research, being a UN-affiliated institution in charge of the European Social Development Programme and the only body within the UN concerned with research on social policy. Although organisationally and financially relying on Austrian sources, the European Centre has a strong international element in its work. At present it is preoccupied with the following areas: welfare state, youth, health care and social services, population groups of particular social concern, theoretical and methodological reflections, empirical research at the local level, social work education, and new technologies.

The European Science Foundation was described as an organisation promoting scientific work, with an emphasis on the natural sciences. The Social Science Committee, of which Helga Nowotny is presently the chairperson, is rather small within the whole organisation.

Three networks specially dealing with the Mediterranean area were introduced. The ISPROM, Centre for Programmes and Studies in the Mediterranean Area, situated in Cagliari, Sardinia; the Foundation of Mediterranean Studies, IMM, in Athens; and a proposed Mediterranean Institute for Social Sciences in Malta.

Finally David Jenness presented some of the ways of operation and achievements of COSSA, the Consortium of Social Science Association, Washington.

VI. Results of the conference: Needs and suggestions for future cooperation
(3rd day)

On the background of the national situations as revealed in the plenary discussion and in group work clear needs for intensified European cooperation and for cooperation on a regional basis within Europe emerged. It was quite obvious that the needs for European cooperation are not fulfilled at the present level and that the needs concern all levels of scientific exchange: information, research, training, new networks.

1. Meta problems of social science

The importance of international cooperation in order to secure, analyse and develop the position of social sciences within every nation was a theme recurring frequently in the discussions. Cooperation in order to understand the relationships between social science and social needs as perceived by the social scientists themselves and by decision makers as well as cooperation between social scientists and natural scientists was considered essential for solving some of the overwhelming problems of the present time: protection of the environment, development of underdeveloped areas without creating new disasters, etc. But also cooperation with natural scientists to avoid the eradication of social sciences by the natural-technical sciences and a total take-over by a technical rationality should be of major concern.

Discussing the needs and ways of cooperation especially between the periphery countries several issues were raised. The need for the self-generation of social sciences in the small periphery countries was mentioned as well as the need to analyse the social science in periphery countries in relation to international social science. It was also felt necessary to analyse the similarities between the periphery countries and the extent to which they have common concerns, and to compare different traditions and paradigms in science as a precondition for cooperation.

Departing from this need to continue considerations on a meta level, which was expressed in various forms by all three working groups, the decision emerged to work towards a conference with the proposed theme: "Factors affecting the development of a self-supporting social science research community in periphery countries". The conference should, if possible, take place in Bulgaria in 1986 and George Ivanov Kalushev took the responsibility to undertake first steps.

Several other proposals of conferences within this meta level of science were put forward:

A conference dealing with comparative methodology was suggested. The Science Center Berlin might be interested to cooperate in the organisation of such a conference but no decisions were taken.

Regarding the relation of social science to decision makers and the public it was expressed that very little research has actually been made assessing the public's view and expectations of social science. Also along this line it was suggested to organise workshops between scientists and users of social science.

2. The information and coordination need - concrete steps

In all the working groups it was expressed that information is not disseminated in an efficient way and that the existing channels do not fulfil the needs. Especially between periphery countries information channels are not very well established.

The Vienna Centre's role was stressed and the need to expand its information and coordination activities. It appeared that the Centre has not yet been able to fulfil its role as an information centre, which becomes so crucial since the Centre is the only institution which could satisfy this information need on the European level. Several proposals for newsletters giving information on research activities, research institutes and general development of social science were put forward. It was clear, however, that any real expansion of Vienna Centre activities presupposed more resources in the Centre. The need for Eastern and Southern European countries to send scientific secretaries to the Centre was acknowledged by all participants.

A more intensified dissemination of information on the Vienna Centre and its activities, however, was regarded as a precondition for extending the number of member institutions and for promoting cooperation.

To fulfil some very immediate information needs it was decided that all participants in the conference upon their arrival home would write an article or report on the conference and its outcome including information on the Vienna Centre in a relevant national social science newsletter or journal.

It was also decided that each participant will furnish the Vienna Centre with addresses and a short description of the main social science institutes and councils in their countries in order to further the development of networks. This list of addresses will be sent to all participants.

The background material prepared for the present conference was regarded as a valuable documentation. The topic of the national papers: "Development of social science in relation to the development of society" was found to be a valuable intellectual exercise to reflect upon and a topic which would need further development. It was the wish of the participants that the papers and proceedings of the conference should be made available for a larger audience as soon as possible as an important step to intensify cooperation and exchange in social science.

It was agreed that the Vienna Centre and UNESCO would ensure that the proceedings will be duplicated and sent to the most important social science research institutes and councils throughout Europe.

It was also suggested that the International Social Science Journal, published by UNESCO, might publish some of the conference papers and results of the conference.

To meet the apparent needs of exchange of information and intensified cooperation especially within the Mediterranean area including the non-European parts, the proposal for a Mediterranean Institute for Social Science in Malta was warmly welcomed by the participants. The meeting recommended the creation of a Mediterranean social science network which will operate through a permanent secretariat, including a data bank, and will be based at the Mediterranean Institute in Malta. The secretariat will liaise with the Vienna Centre in promoting and coordinating social science research in the Mediterranean region. The secretariat will try to secure the exchange of information by establishing a newsletter informing on relevant institutes, research initiatives, meetings, seminars etc. in the region. The possibility offered by the institute in Malta to open cooperation also with non-European countries was considered important.

3. Practical/organisational obstacles and solutions

Seed money for travel. This need was stressed again and again. Periphery countries are in the periphery and cannot join in cooperation as long as travel is almost impossible due to unavailable resources. The lack of travel funds reveals the inequalities within Europe.

No immediate solutions were available. The Vienna Centre never pays travel costs out of its own funds but it can help in promoting applications to research councils or foundations.

The Stiftung Volkswagenwerk programme on "Southward expansion" exceptionally just for this particular programme subsidises workshops or seminars held outside the Federal Republic of Germany.

Another (partly) solution lies in a model of "equalising travel costs" where each participant pays the same amount of money, irrespective of travel distance.

Lack of resources in periphery countries also shows itself in the difficulty of researchers to get involved in long-term projects (which is typical of international comparative research). Partly there are no funds for long-term research projects, partly the social scientists have to fulfil very extensive teaching, research and administration tasks since there are very few to fill a lot of duties. Accordingly the time and human resources for long-term commitments are lacking.

One of the groups discussed a proposal for establishing a new European Association of Social Scientists. It was concluded in this group that there was at the moment not a need for a new formal European professional association. What was stressed in all groups was the need for better possibilities to come into contact with existing professional and research networks or to create new networks on specific topics. The discussion refers back to the information needs.

4. Research proposals

Each working group produced an extensive list of proposals for comparative research projects. The aim of the conference was not to decide on any specific topic but to open the possibility of direct agreements between interested participants or of presenting proposals to some of the relevant institutions or foundations at a later stage.

The proposals presented by the working groups will be listed here. They are not exhaustive but express the interest of the individuals and institutions represented at the conference. The list is not a priority list but an enumeration of proposed themes. Several of the themes were mentioned in slightly different forms by different participants.

- New technology and its social and cultural impact, its influence on quality of life, the transfer of new technology. This theme was referred to in all the working groups and it was decided to work for a conference on New Technology, proposed to take place at the University of Istanbul, Turkey, at the end of 1986 or in the spring of 1987. Bener Karakartal undertook the responsibility to take the first preparatory steps and to try to secure the support of UNESCO and the Vienna Centre for such a conference.
- International migration and the problems of return.
- Agricultural and rural studies. Development and modernisation problems. Underdeveloped areas in Europe.
- Studies of fishing communities
- Environmental studies. How to protect the Mediterranean environment during massive tourist development and industrial development. An informal conference on environmental problems involving one social and one natural scientist from each participating country was proposed. The conference should compare specific plans and investigate the cooperation of social and natural sciences in solving environmental problems (could concentrate on countries in south-east Europe).
- Changes in administration. Welfare state and welfare state crisis, new jobs and professions including civil servants, qualification research, national policies, new culture, values and educational systems.
- Social indicators. Explore less well-known indicators referring to quality of life.
- Study on relations between national and international professional networks relating to the development of new topics.
- Specific characteristics of periphery countries. Development models. Economic and social structure compared to the more developed countries. How to generate development models not repeating the errors of the already highly industrialised countries. Stress could be put on how social science and technology could support each other in solving development problems. Relation to EEC.

- Adult education. Systematic reflection on the theoretical framework and practical implementation of Adult Education based on the social conditions and perspectives of development in the participating countries.
- Creativity in Youth. Emphasis on the development of man and of the human resources. Development cannot take place if the human aspect is disregarded. The Academy in Bratislava, CSSR, might try to develop an international project on this theme.

5. Training

Only one of the groups discussed the needs for training activities and proposed that training for young scholars could take place in immediate connection with research conferences or research projects. Young scholars should be integrated to a greater extent in international cooperation.

VII. Conclusion

The conference showed the high commitment of European social scientists to develop social science in a way which takes into account the burning problems in their own countries as well as the needs for cooperation and solidarity between countries within the European region and in other regions of the world.

The participation of observers from the USA and Canada proved to be a most valuable contribution towards cooperation and understanding. Social science institutions in the USA and Canada are interested and open to develop further their European contacts and the European conference participants got valuable insights into research interests overseas.

The discussions gave clear evidence that cooperation in the social sciences is considered a necessary and valuable enterprise but that the possibilities of cooperation are not equal throughout the countries of Europe. The periphery countries need special support to be able to join in international cooperation but they also need to develop a self-supporting scientific community. The periphery countries are facing serious development problems and their social

scientists need to cooperate both between themselves and with scientists in the more developed countries in order to promote adequate development models taking into account both the human, social and technical aspects of development.

The Vienna Centre can play an important role in promoting further cooperation, and especially its information role could be considerably improved.

However, alongside the Vienna Centre and in liaison with the Vienna Centre other networks and centres covering smaller areas could fulfil important needs of promoting cooperation. The establishment of one such centre covering the Mediterranean area was recommended by the conference.

It was clear that this conference was only the beginning of an intensified cooperation effort and the Vienna Centre and UNESCO feel that the conference in this way fulfilled its purpose in a successful way. Both the Vienna Centre and UNESCO will continue its contribution to develop such cooperation alongside with other European and international networks and institutions.

Vienna, December 1985

VIII. List of participants and working groups

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IRL- Dublin 2 Tel. 77 29 41 ext.1871

Italy Dr. Enzo Casolino
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Protezione Sanitaria
CNR
Via Serchio 8
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84 40 855

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 European Welfare Centre
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Stiftung Volkswagenwerk
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Science Center Berlin
 Dr. Georg Thurn
 Science Center Berlin
 Golegstr. 5-7
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Willem Stamatiou

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Peter Grootings
Luise Zimmermann

• chairman

IX. List of papers

- The Social Sciences in Bulgaria Dr. George Kalushev
Dr. Todor Petev
Mr. Plamen Nedkov
Bulgarian Academy of Sciences

- The Social Sciences in Canada Dr. Erika v. C. Bruce
Social Sciences and Humanities
Research Council of Canada

- The Social Sciences in Catalonia Dr. Jordi Porta Ribalta
Fundacio Jaume Bofill, Barcelona

- Problems and Strategy for the Development of Social Research in Greece Dr. Nikitas Patiniotis
General Secretariat of Research
and Technology

- Adult Education in Greece Dr. Skevos Papaioannou

- Social Science in Ireland Prof. John A. Jackson
Trinity College, Dublin

- La Recherche dans les Sciences Sociales en Italie Dr. Enzo Casolino
Consiglio Nazionale delle Ricerche

- Histoire et Situation des Sciences Sociales au Portugal José Madureira Pinto
University of Porto in cooperation with
Joao Ferreira De Almeida
University of Lisbon

- The Higher Education Reform in Turkey Dr. Insan Dogramaci
Council of Higher Education
of Turkey

- On Social Sciences in Yugoslavia Dr. Vojko Antoncic
University of Ljubljana

- Towards European Social Science Cooperation
Position Paper of the Vienna Centre

- International Social Science Council and
International Federation of Social Science Organisations

- The Volkswagen Foundation and its "Southward Enlargement
of the European Community" Programme, Dr. A. Schmidt

- Science Center Berlin for Social Science Research

- The Social Sciences Today and the
Proposed Mediterranean Institute for Social Sciences
(University of Malta)

- Consortium of Social Science Associations

X. List of social science institutions

This is a selection of additional social science institutes indicated by conference participants.

International Federation of Social Science Organisations (IFSSO)
Secretariat
Jette Fredensborg
c/o Danish Research Administration
7, Holmens Kanal
DK-1060 Copenhagen K

Instituto di Studi e Programmi per il Mediterraneo (ISPRM)
Nuovo Grattacielo
Casella Postale 81
I-07100 Sassari Tel. (079) 237 364

Austria

European Centre for Social Welfare Training and Research
Berggasse 17
1090 Wien Tel. (0222) 31 45 05

Univ.Doz. Dr. Helga Nowotny, Executive Director

Institut für Berufsbildungsforschung (OIBF)
Kolingasse 15
1090 Wien Tel. (0222) 34 13 76-0

Dr. Ilan Knapp, Director

Institut für empirische Sozialforschung (IFES) GmbH
Raffaelgasse 12
1200 Wien

Institut für Honore Studien und Wissenschaftliche Forschung
Stumpergasse 5b
1060 Wien

Institut für Stadtforschung
Währingerstr. 6-8
1090 Wien

Internationales Institut für Umweltschutz, Umwelttechnologie und
Umweltwissenschaften
Rudolfplatz 6
1010 Wien

Österreichische Akademie der Wissenschaften
Kommission für Sozial- und Wirtschaftswissenschaften
Fleischmarkt 22
1010 Wien

Österreichisches Bundesinstitut für Gesundheitswesen
Stubenring 6
1010 Wien

Österreichisches Institut für Jugendkunde
Pouthongasse 3
1150 Wien

Kammer für Arbeiter und Angestellte in Wien
Prinz-Eugen-Str. 20-22
1040 Wien

Czechoslovakia

Czechoslovak Academy of Sciences
Institute for Philosophy and Sociology
Jilská 1
CS-11000 Praha I

Slovak Academy of Sciences
Institute of Philosophy and Sociology
Hviezdoslavovo Namesti 10
CS-81102 Bratislava

Academician Vladimir Cirbes, Director

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Instituto de Estudos para o Desenvolvimento (I.E.D.)
Rua de S. Domingos à Laguna, 111, 3º, P-1200 Lisboa

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Rua Dr. Roberto Frias, P-4200 Porto

Instituto de Ciências Sociais
Av. das Forças Armadas (Edifício ISCTE), P-1600 Lisbon

Instituto Superior de Ciencias do Trabalho e da Empresa
Av. das Forças Armadas, P-1600 Lisbon

Departamento de Economia e Sociologia da Instituto Universitario de Trás-os-
Montes e Alto Duro
Rua Almeida Larcena, apartado 206, P-5001 Vila Real

Curso de Sociologia da Faculdade de Letras do Porto
Rua do Campo Alegre, P-4100 Porto

Faculdade de Ciencias Sociais e Humanas da Universidade Nova de Lisboa
Av. de Berna, 24, P-1000 Lisboa

Faculdade de Ciencias e Tecnologia da Universidade Nova de Lisboa - Leccad
Autonoma de Ciencias Sociais Aplicadas
Quinta da Torre, P-2825 Monte da Caparica

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Consortium of Social Science Associations (COSSA)
1200 Seventeenth Street, N.W. - Suite 520
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605 Third Avenue
USA- New York, N.Y. 10158

Dr. Francis X. Sutton, Acting President

National Research Council
Commission on Behavioral and Social Sciences and Education
2101 Constitution Avenue
USA- Washington D.C. 20418

Dr. David A. Goslin, Executive Director

Major U.S. Social Science Institutions and Centers

American Enterprise Institute for
Public Policy Research
1150 17th Street, N.W.
Washington, D.C. 20036

William Baroody, Jr., PRESIDENT

Brookings Institution
1775 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Bruce K MacLaury, PRESIDENT

Bureau of Social Science Research
1990 M Street, N.W.
Washington, D.C. 20036

Albert H. Cantril, DIRECTOR

Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037

G. Richard Tucker, DIRECTOR

Commission on Behavioral and Social Sciences
and Education
National Research Council
2101 Constitution Avenue, N.W.
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Cornell Institute for Social and
Economic Research
323 Uris Hall
Cornell University
Ithaca, New York 14853

Dr. Robert McGinnis, DIRECTOR

East-West Center
1777 East-West Road
Honolulu, Hawaii 96848

Victor Hao Li, PRESIDENT

Institute for Social Research
University of Michigan
Ann Arbor, Michigan 48109

Dr. F. Thomas Juster, DIRECTOR

National Bureau of Economic Research
1050 Massachusetts Avenue,
Cambridge, Massachusetts 02138

Dr. Martin Feldstein, PRESIDENT

National Opinion Research Center
University of Chicago
6030 South Ellis
Chicago, Illinois 60636

Dr. Robert Michael, DIRECTOR

Population Council
1 Dag Hammarskjold Plaza
New York, New York 10017

George Verbelstein, PRESIDENT

Rand Corporation
1700 Main Street
Santa Monica, California 90406

Dr. Donald B. Rice, PRESIDENT

Resources for the Future
1616 P Street, N.W.
Washington, D.C. 20036

Dr. Emery Castle, PRESIDENT

Russell Sage Foundation
112 East 64th Street
New York, New York 10021

Marshall Robinson, PRESIDENT

School of Advanced International Studies
Johns Hopkins University
1740 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Dr. George Packard, DEAN

Sloan School of Management
Massachusetts Institute of Technology
77 Massachusetts Avenue
Cambridge, Massachusetts 02139

Prof. Abraham J. Siegel, DEAN

Survey Research Center
University of California
2538 Channing Way
Berkeley, California 94720

Prof. Percy Tannenbaum, DIRECTOR

Twentieth Century Fund
41 East 70th Street
New York, New York 10021

Murray Rossant, PRESIDENT

Urban Institute
2100 M Street, N.W.
Washington, D.C. 20037

William Gorham, PRESIDENT

Greece

Main Research institutes with activities in the fields of

Social science and Humanities

I. National Centre for Social Research (EKKE)

1, Sophocleous Str.
10559 Athens
tel 01/3211477

The largest research centre active in the social sciences.

Empirical research is conducted in various areas, such as :

- political behaviour
- problematics of youth
- urbanization
- anomie
- employment
- distribution of wealth and poverty
- function of social welfare mechanisms

II. National Research Foundation (EIE)

48, Vas Konstantinou Ave .
Athens
tel. 7217956

Includes centers for modern greek studies, byzantine studies and greek - roman studies , which are active mainly in historical and archeological research .

III. Institute on law studies (IANME)

74 solonos Str.
Athens
tel . 01/3641235

Is concerned mainly with :

- problems of legal procedures
- spreading out knowledge of law, its historical evolution

and its sources.

IV. Centre for Programming and Economic Research (KEPE)

22, Ippocratous Str.
Athens
tel. 01/3628911
Main activities

- research on problems of the greek economy
- technical processing and development of programmes of short-, middle - and longterm development in national and peripheral level .

V. Institute of Child's Health

Child Hospital "Haghia Sophia "
Athens - Ghoudi
tel . 01/777 1611

Is concerned with the specialization and training of medical doctors, activities concerned with children health research and proposals to the state for the prevention of physical and mental illness

VI. Athens Academy (Research Centers)

14 Anagnostopoulou Str.,
Athens
tel 3623565

Studies and research is conducted concerning medieval and modern Greece , history of modern Greece , legal history of Greece , Greek philosophy , Greek society.

VII. Centre of mental Health (KVY)

58, Notara Str.
106 83 Athens
tel. 01/2221269- 8238332

Its main activity is helping individuals with mental problems (prevention , treatment , special education etc.) Its research department deals, among other topics, with problems of social psychiatry and social psychology .

VIII. Foundation of Mediterranean Studies (IMM)

2. Lycabettous Str.

10671 Athens

tel. 01/3636026,3638461

This is a foundation spezialized in conducting social research . There are two main branches a) Sociology and b) Political Economy . The field in which research is twently being under take are

- the agricultural economy and sociology
- the productive process
- the social stratisfaction and behaviour of different social classes
- the relations of Greece with :
 - a. the EEC
 - b. the Mediterranean Countries
 - c. the Socialist Countries
- the political behaviour
- the cultural behaviour

IX . Institute of Economic and Industrial Reserch (IOBE)

12-14 Metropoleos Str.

Athens

tel. 01/3230466

Deals with the investigation of the short term development of various economic parameters, the evolution of the production of various products (Drinks, Constraction Materials etc). Also

does research on monetary and marine subjects. A research department regarding employment has been just founded

X. Centre of studies and Documentation (KEMETE)

2 Ferron Str.

Athens

tel. 01/8223179

Does studies of labor relations , collection and sorting of data concerning labor relations , seminars for further education of trade unionists

6. Professional association

Since 1983 exists in Greece the Hellenic Sociological Association (P.O.BOX 4239 10210 Athens Creece).

Spain

Centro de Investigaciones Sociológicas
Pedro de Teixeira, 8
28020 MADRID

Centro de Estudios Constitucionales
Plaza de la Marina Española, 9
28013 MADRID

Associació Catalana de Sociologia
Institut d'Estudis Catalans
Carme, 47
08001 BARCELONA

Asociación Española de Ciencia Regional
Egipcíacques, 15
08001 BARCELONA

Institució "Alfons el Magnànim"
Plaça Alfons el Magnànim, 1
46003 VALÈNCIA

Fundació Jaume Bofill
Provença 324 pral.
08037 BARCELONA

E.S.A.D.E (Escola Superior d'Administració i Direcció d'Empreses)
Av. Pedralbes, 60
08034 BARCELONA

INSTITUT ZA DRUŠTVENA ISTRAŽIVANJA SVEUČILIŠTA U ZAGREBU
ZAGREB, Amruševa 8/III

SFR Yugoslavia: Social Science Institutes

1. CENTAR ZA RADNIČKO SAMOUPRAVLJANJE, Božidara Adžije, 11000 Beograd
2. EKONOMSKI INSTITUT, Kennedyev trg 7, 41000 Zagreb
3. INSTITUT DRUŠTVENIH NAUKA, Narodnog fronta 45, 11000 Beograd
4. INSTITUT ZA DRUŠTVENA ISTRAŽIVANJA, Amruševa 8/III, 41000 Zagreb
5. INSTITUT ZA DRUŠTVENA ISTRAŽIVANJA FAKULTETA POLITIČKIH NAUKA, Skenderija 7o, 71000 Sarajevo
6. INSTITUT ZA EKONOMIKU POLJOPRIVREDE I SOCIOLOGIJU SELA POLJOPRIVREDNOG FAKULTETA, Veljka Vlahovića 4, 21000 Novi Sad
7. INSTITUT ZA DRUŠTVENA ISTRAŽIVANJA FILOZOFSKOG FAKULTETA U NIŠU, 18000 Niš
8. INSTITUT ZA FILOZOFIJU I SOCIOLOGIJU FILOZOFSKOG FAKULTETA U NOVOM SADU, Stevana Musića b.b, 21000 Novi Sad
9. INSTITUT ZA FILOZOFIJU I SOCIOLOGIJU FILOZOFSKOG FAKULTETA U PRIŠTINI, 38000 Priština
10. INSTITUT ZA PRAVNE I DRUŠTVENE NAUKE PRAVNOG FAKULTETA U BEOGRADU, Bulevar Revolucije 67, 11000 Beograd
11. INSTITUT ZA SOCIJALNU POLITIKU, Krfska 7, 11000 Beograd
12. INSTITUT ZA KRMNOLOŠKA I SOCIOLOŠKA ISTRAŽIVANJA, Gračanička 18, 11000 Beograd
13. INSTITUT ZA SOCIOLOŠKA ISTRAŽIVANJA FILOZOFSKOG FAKULTETA, Čika Ljubina 18-2o, 11000 Beograd
14. INŠTITUT ZA SOCIOLOGIJO, Cankarjeva 1, 61000 Ljubljana
15. FAKULTET ZA PRAVNE I POLITIČKE NAUKE, Bulevar Koste Misirkova bb, 91000 Skopje
16. JUGOSLAVENSKI CENTAR ZA TEORIJU I PRAKSU SAMOUPRAVLJANJA "EDVARD KARDELJ", Kardeljeva ploščad 1, 61000 Ljubljana
17. ZAVOD ZA SAMOUPRAVLJANJE, Kuševićeva 2, 41000 Zagreb
18. ZAVOD ZA SOCIOLOGIJU OOUR-a HUMANISTIČKE I DRUŠTVENE ZNANOSTI FILOZOFSKOG FAKULTETA, Djure Salaja 3, 41000 Zagreb
19. Raziskovalni inštitut FSPN, Kardeljeva ploščad 5, 61000 Ljubljana
20. UNIVERZITET : U TITOGRAU, NASTAVNIČKI FAKULTET, 81000 Titograd
21. ZAVOD ZA PROUČAVANJE SOCIJALNIH PROBLEMA GRADA BEOGRADA, Ruska 4, 11000 Beograd



BULGARIAN ACADEMY OF SCIENCES

THE SOCIAL SCIENCES IN BULGARIA

DR. GEORGE KALUSHEV
DR. TODOR PETEV

NATIONAL COMMISSION FOR
SOCIAL SCIENCES AT THE
PRESIDIUM OF THE BAS

PLAMEN NEDKOV

DEPARTMENT FOR INTERNATIONAL
COOPERATION - BAS

SOFIA

1985

C O N T E N T S

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THE SOCIAL SCIENCES IN THE P.R. OF BULGARIA

1. INTRODUCTION

THIS PAPER IS AN ATTEMPT TO PRESENT SOME GENERAL TENDENCIES IN THE DEVELOPMENT OF THE SOCIAL SCIENCES IN BULGARIA. IT IS ALSO AN ATTEMPT TO OUTLINE SOME SPECIFIC ASPECTS OF THE THEMATIC STRUCTURE FORMATION AND INSTITUTIONALIZATION OF THE DIFFERENT DISCIPLINES. THE BULK OF THE PAPER FOCUSES ON THE POSITIVE OUTCOMES OF THE INTERNATIONAL SCIENTIFIC COOPERATION, WHILE SOME OF ITS NEGATIVE ASPECTS ARE BEING LEFT OVER IN THE SHADE OF CONSTRUCTIVE PROPOSALS.

THE AUTHORS ARE AWARE ALSO OF SOME OTHER LIMITATIONS OF THE REPORT. FIRST OF ALL, THE CONSIDERABLE DIFFERENCES IN THE WAYS THE SEPARATE SOCIAL SCIENCES HAVE EVOLVED, OFFER A SERIOUS CHALLENGE TO THE HISTORIAN OF SCIENCE IN HIS ATTEMPT TO DRAW A GENERAL PICTURE OF THE PROCESSES AND EVENTS IN THE AREA. SECONDLY, THE COGNITIVE AND THE ORGANIZATIONAL INSTITUTIONALIZATION OF THE SOCIAL SCIENCES IN THIS COUNTRY ARE PROCESSES, WHICH HAVE BEEN MATCHING EACH OTHER IN FEW INSTANCES ONLY. AMONG THE MANY INFLUENCING FACTORS IN THIS RESPECT ONE SHOULD MENTION THE EARLY TRANSFER OF THEORETICAL CONSTRUCTS AS WELL AS THE PREMATURE ORGANIZATIONAL INSTITUTIONALIZATION OF SOME BRANCHES OF SOCIAL SCIENCE, BROUGHT TO LIFE BY THE PRESSURE OF URGENT OR EMERGING SOCIAL ISSUES. LASTLY, THE REPORT CANNOT PAY DUE TRIBUTE TO THE INTERDISCIPLINARY INFLUENCES, THAT PLAY AN IMPORTANT ROLE AS AN INTEGRATING FACTOR IN SOCIAL SCIENCES.

CONTEMPORARY MANAGEMENT OF SCIENCE REFLECTS THE NEEDS FOR CLOSER LINKS BETWEEN SCIENTIFIC OUTCOMES AND SOCIETAL REQUIREMENTS. IN THE SAME TIME THE SCIENCE POLICY IN BULGARIA TAKES INTO ACCOUNT THE NEED FOR SELFDETERMINATION OF CERTAIN INTRINSIC MECHANISMS OF THE DEVELOPMENT OF SCIENCE AND THE DIFFERENT SCIENTIFIC COMMUNITIES. THE SELECTIVE STRATEGY,

CARRIED OUT AT THE NATIONAL LEVEL, REFLECTS THE PRINCIPLE OF COMBINING THE SOCIETAL REQUIREMENTS TOWARDS SCIENCE WITH THOSE FOR INTEGRATED FUNCTIONING AND REPRODUCTION OF THE RESEARCH POTENTIAL.

2. SHORT HISTORY

THE BULGARIAN STATE HAS COME INTO EXISTENCE AT THE NATURAL COMMERCIAL AND CULTURAL CROSSROAD BETWEEN EUROPE AND ASIA. THIS ACCOUNTS TO A CONSIDERABLE EXTENT FOR THE DIVERSITY OF FOREIGN INFLUENCES , THAT THE RISING BULGARIAN INTELIGENCIA EXPERIENCED DURING THE XIXTH CENTURY.

THE RISING UP OF THE SOCIAL SCIENCES IN THIS COUNTRY HAS A RATHER UNUSUAL HISTORY. AS EARLY AS 1869, PRIOR TO THE LIBERATION FROM THE OTTOMAN DOMINATION, SOME SOCIAL SCIENCES CLAIMED THEIR EXISTENCE THROUGH THE FORMATION OF THE BULGARIAN LEARNED SOCIETY IN BRAILA, RUMANIA. THIS SOCIETY CAN BE CONSIDERED A PROTOTYPE OF A NATIONAL ACADEMY OF SCIENCES, FUNCTIONING, HOWEVER, ABROAD.

THE PERIOD BETWEEN THE LIBERATION (1878) AND THE WORLD WAR I IS ONE OF ACTIVE PROPAGANDA FOR AND INITIAL ESTABLISHMENT OF THE SOCIAL SCIENCES IN THE NEWLY FORMING STATE. THE SOFIA UNIVERSITY IS BEING ESTABLISHED (1888), WHILE THE LEARNED SOCIETY DEVELOPS INTO THE BULGARIAN ACADEMY OF SCIENCES (1911). LAW, POLITICAL SCIENCE /IN PARTICULAR - SCIENTIFIC SOCIALISM/, DEMOGRAPHY, SOCIOLOGY, SOCIAL PSYCHOLOGY AND NATIONAL PSYCHOLOGY ARE THE FIRST DISCIPLINES AND RESEARCH AREAS, DEVELOPING DURING THESE YEARS. THIS DEVELOPMENT GOES ALONG WITH THE PROCESSES OF BUILDING UP OF THE BULGARIAN STATE AND CONTRIBUTE TO THE CONSOLIDATION OF THE NATIONAL IDENTITY.

THE FIRST SURVEYS IN THE AREAS OF ECONOMICS, SOCIOLOGY, AND DEMOGRAPHY ARE BEING CARRIED OUT AT THE BEGINNING OF THE CENTURY. THEY COVER TOPICS LIKE LABOUR CONDITIONS IN THE SOFIA PRINTING HOUSES, HOME-CONDITIONS OF THE SCHOOLCHILDREN IN SOFIA, LABOUR CONDITIONS OF WOMEN IN THE CARPET AND TEXTILE INDUSTRY,

PSYCHOLOGICAL STATE OF THE SOLDIER PRIOR TO ATTACK, LABOUR ACCIDENTS (1897 - 1911).

THE INITIAL PERIOD OF FORMATION OF THE SOCIAL SCIENCES IN BULGARIA ENDS UP BY WW I. THE SPREADING OUT OF THE IDEAS OF SCIENTIFIC SOCIALISM GIVES A CONSIDERABLE IMPULSE TO THE DEVELOPMENT OF THE POLITICAL SCIENCES IN THE COUNTRY. THE FOLLOWING THREE DECADES SAW, ALONG WITH THE TRANSLATION OF THEORETICAL BOOKS AND BROSHURES, THE CREATION OF IMPORTANT WORKS IN PHILOSOPHY, POLITICAL ECONOMY, DEMOGRAPHY, SOCIOLOGY, LAW, NATIONAL PSYCHOLOGY. THE EMPIRICAL RESEARCH OF THE TIME REFLECTS SIGNIFICANT CHANGES IN FERTILITY, ANTISOCIAL ACTIVITIES /CRIME AND SUICIDES/, THE SOCIAL CONDITIONS FOR THE SPREADING OF TUBERCULOSIS, THE ECONOMIC CONDITION IN THE COUNTRY, HIDDEN UNEMPLOYMENT IN THE VILLAGES, ETC. THE FIRST INTERNATIONAL COMPARATIVE STUDIES OF SOCIO-ECONOMIC AND SOCIOLOGICAL NATURE TAKE PLACE ALSO DURING THIS PERIOD*

THE PERIOD BETWEEN THE TWO WORLD WARS IS MARKED BY AN INTENSIVE COGNITIVE AS WELL AS ORGANIZATIONAL INSTITUTIONALIZATION OF THE SOCIAL SCIENCES IN THE COUNTRY. THE FIRST SOCIETY OF SOCIAL PSYCHOLOGISTS IS FOUNDED IN 1921. FOUR YEARS LATER IS ORGANIZED THE FIRST PHILOSOPHICAL-SOCIOLOGICAL SOCIETY. THE FREE UNIVERSITY IN SOFIA, THE ECONOMIC INSTITUTES IN SOFIA, VARNA AND SVISHTOV, AS WELL AS THE THEOLOGICAL SEMINARY TEACH COURSES IN SOCIOLOGY, PHILOSOPHY, ECONOMICS AND LAW.

THE THIRD PERIOD STARTS IN 1944 WITH PROFOUND ORGANIZATIONAL REFORMS IN THE SYSTEM OF SOCIAL SCIENCES. THIS REFORM

* The international surveys carried out by Iliya Yanulov include: "The takeover of Ruhr and the world economy", Leipzig, 1921; "The labour contract in Europe", Berlin, 1929; "Syndicate liberties in the different countries", Geneva, 1930; "A questionnaire on the spreading of tuberculosis and the sociohygienic measures against it in Switzerland, Holland and at home", (1937-38).

ENDS UP DURING THE SIXTIES, WHEN THE INSTITUTIONAL STRUCTURE OF THE SCIENTIFIC FRONT GETS STABILIZED. 1969 MARKS THE FORMATION OF THE INSTITUTE OF SOCIOLOGY AT THE BULGARIAN ACADEMY OF SCIENCES AS WELL AS THAT OF INFORMATION-SOCIOLOGICAL CENTRES IN A NUMBER OF CENTRAL ORGANIZATIONS. BY THAT TIME THE OTHER SOCIAL SCIENCES HAVE ESTABLISHED ORGANIZATIONAL STRUCTURES.

A SPECIFIC STAGE IN THE SOCIAL SCIENCES' DEVELOPMENT IS THE FORMATION OF CENTRES FOR SCIENCE AND TRAINING AT THE BULGARIAN ACADEMY OF SCIENCES /BAS/. THOSE CENTRES INTEGRATE THE ACTIVITIES OF INSTITUTES AT THE BAS WITH THOSE OF CORRESPONDING FACULTIES AT THE SOFIA UNIVERSITY. THE AIM OF THE INTEGRATION POLICY IS TO PROVIDE FOR A CLOSER LINK AMONG RESEARCH, TRAINING AND THE WIDER SOCIAL ENVIRONMENT, THROUGH INVOLVING THE LEADING RESEARCHERS IN THE TRAINING PROCESS AS WELL AS THROUGH ENCOURAGING INTERDISCIPLINARY RESEARCH.

3. CONTEMPORARY EDUCATION IN SOCIAL SCIENCES

THE INSTITUTES OF HIGHER EDUCATION TRAIN SPECIALISTS IN ALL THE AREAS OF THE SOCIAL SCIENCES. THEY RUN ALSO POST-GRADUATE COURSES, USUALLY BIENNIAL ONES. THESE INSTITUTES, THE INSTITUTES AT THE BAS, THE UNITS AT THE ACADEMY OF SOCIAL SCIENCES AT THE CENTRAL COMMITTEE OF THE BULGARIAN COMMUNIST PARTY AND ALSO A NUMBER OF RESEARCH INSTITUTES AT CENTRAL INSTITUTIONS AND MINISTRIES AWARD "CANDIDATE OF SCIENCE" AND "DOCTOR OF SCIENCE" DEGREES. INTERNATIONAL AGREEMENTS PROVIDE FOR THE OBTAINING OF SIMILAR DEGREES ABROAD.

HIGH SCHOOLS OFFER COURSES ON NATURE AND DEVELOPMENT OF SOCIETY, MORALS AND LAW, POLITICAL ECONOMY, MANAGEMENT. THERE ARE ALSO TWO-YEAR SCHOOLS, AFTER THE SECONDARY EDUCATION, WHICH OFFER DIPLOMAS IN ECONOMICS AND MANAGEMENT SCIENCES.

4. MAIN THEORETICAL AND METHODOLOGICAL APPROACHES

IN SPITE OF THE DIVERSITY OF THEORETICAL AND METHODOLOGICAL APPROACHES, THERE IS A COMMON BASIS FOR ALL OF THEM, THAT IS THE MARXIST HISTORICAL-MATERIALISTIC UNDERSTANDING OF SOCIETY

AND ITS DRIVING FORCES.

THE THEORETICAL MODELS USED FOR THE DESCRIPTION, CLASSIFICATION AND EXPLANATION OF SOCIAL PHENOMENA ARE BEING CONSTRUCTED ON THREE LEVELS - MACRO, MEZO AND MICRO. IN RECENT YEARS, ATTENTION IS FOCUSED UPON METHODS FOR GENERATING OF ALTERNATIVE FORECASTING MODELS. THIS FOSTERS THE R & D FUNCTIONS OF THE SOCIAL SCIENCES IN THE SCIENTIFIC SUPPORT OF MANAGERIAL DECISIONS. THE IMPROVEMENT AND REFINEMENT OF RESEARCH INSTRUMENTS, FOR THE COLLECTION AS WELL AS PROCESSING OF EMPIRICAL DATA, ARE RECEIVING SPECIAL ATTENTION TOO.

THE INTERDISCIPLINARY INFLUENCES ARE AN IMPORTANT SOURCE FOR RENOVATION OF THE METHODOLOGICAL APPROACHES AS WELL AS FOR ENRICHMENT OF THE PROBLEM AREAS. THE TRANSFER OF METHODS AND HEURISTIC TECHNIQUES AS WELL AS OF RESEARCH PERSPECTIVES IS A COMMON PHENOMENON. THE CENTRES FOR SCIENCE AND TRAINING PROVIDE AN APPROPRIATE ORGANIZATIONAL SUPPORT IN THIS RESPECT. FROM A COGNITIVE POINT OF VIEW, THE SYSTEM APPROACH PROVIDES ALSO AN IMPORTANT SUPPORT FOR THE INTENSIFICATION OF INTERDISCIPLINARY INFLUENCES AND GENERATION OF NEW PROBLEM AREAS. FROM A PRAGMATIC POINT OF VIEW, THE INTERDISCIPLINARY INFLUENCES ARE A RESOURCE FOR HEURISTIC IDEAS IN SOCIAL SYSTEMS DESIGN, ON NATIONAL, REGIONAL (COUNTY) AND LOCAL LEVELS. THE SAME APPLIES TO RESEARCH ON HUMAN SETTLEMENTS AND WORK TEAMS.

5. MAJOR RESEARCH INTERESTS

SOCIAL CHANGE AND SOCIETAL DEVELOPMENT REPRESENT A MAJOR INTEREST IN THE FIELD. THE SOCIAL IMPACT OF SCIENCE AND TECHNOLOGY AND ITS EFFECTS UPON VARIOUS SECTORS OF SOCIETY ARE CONSIDERED TO BE AN IMPORTANT ASPECT OF THIS PROBLEM AREA. OTHER MAJOR AREAS OF RESEARCH INTEREST ARE:

- SOCIO-TECHNOLOGICAL PROBLEMS OF INNOVATIONS
- SOCIAL MANAGEMENT AND DESIGN
- LABOR RELATIONS AND LABOR MANAGEMENT
- STANDARD OF LIVING AND WAY OF LIFE
- SOCIAL REPRODUCTION PROCESSES
- REGIONAL DEVELOPMENT AND HUMAN SETTLEMENTS
- MAN AND HIS ENVIRONMENT

- FAMILY AND THE STATUS OF WOMEN IN SOCIETY
- SELF-MANAGEMENT AND SOCIAL CONTROL
- MECHANISMS IN ECONOMIC MANAGEMENT
- LEGAL ISSUES OF SOCIALIST DEMOCRACY
- LEGAL ISSUES OF SOCIALIST ECONOMIC INTEGRATION
- INTRA-CLASS DIFFERENCES IN THE CONTEMPORARY
SOCIALIST SOCIETY

THE ABOVE LIST OF PROBLEM AREAS IS NOT EXHAUSTIVE AND SHOULD NOT BE CONSIDERED AS A SET OF PRIORITIES. THE PRIORITIES WITHIN A GIVEN DISCIPLINE ARE QUITE DIFFERENT, COMPARED TO THEIR STATUS AT THE LEVEL OF SOCIAL SCIENCES AS A WHOLE.

6. MAJOR RESEARCH INSTITUTES

ACCORDING TO THEIR ORGANIZATIONAL AFFILIATIONS THE SCIENTIFIC RESEARCH INSTITUTES AND LABORATORIES IN THE COUNTRY COULD BE CLASSIFIED IN THE FOLLOWING GROUPS

- A/. THE BULGARIAN ACADEMY OF SCIENCES AND THE ACADEMY OF SOCIAL SCIENCES AND SOCIAL MANAGEMENT
- B/. RESEARCH UNITS AT MINISTRIES, CENTRAL INSTITUTIONS AND PUBLIC ORGANIZATIONS
- C/. UNIVERSITIES AND HIGHER EDUCATIONAL INSTITUTES

THE MAJORITY OF SOCIAL SCIENCE RESEARCH UNITS ARE AT THE BULGARIAN ACADEMY OF SCIENCES. THE FUNCTION OF THESE UNITS IS TO EXERCISE METHODOLOGICAL INFLUENCE ON THE REST AND TO MAINTAIN AND PROMOTE SCIENTIFIC RESEARCH IN THE COUNTRY.

A SHORT LIST OF THE MAJOR RESEARCH UNITS FOLLOWS:
BULGARIAN ACADEMY OF SCIENCES

- CENTRE OF PHILOSOPHY AND SOCIOLOGY
- INSTITUTE OF PHILOSOPHY
- INSTITUTE OF SOCIOLOGY
- CENTRAL LABORATORY ON PSYCHOLOGY
- RESEARCH LABORATORY FOR SOCIETAL STUDIES-PLOVDIV

RESEARCH ISSUES:

METHODOLOGICAL PROBLEMS OF SCIENTIFIC KNOWLEDGE; PROBLEMS OF CONTEMPORARY SOCIALIST SOCIETY; SOCIALIST WAY OF LIFE; SOCIOLOGICAL ASPECTS OF SCIENCE AND TECHNOLOGICAL PROGRESS; SOCIAL-CLASS STRUCTURE; LIVING STANDARDS; DIALECTICS, EPISTEMOLOGY, LOGICS AND HISTORY OF PHILOSOPHY

-CENTRE FOR RESEARCH IN STATE AND LAW SCIENCES

INSTITUTE FOR STATE AND LAW SCIENCES

LABORATORY OF SOCIAL MANAGEMENT

MAIN FIELDS OF RESEARCH:

LEGAL PROBLEMS OF THE DEVELOPMENT OF THE POLITICAL ORGANIZATIONS IN SOCIALIST SOCIETY; DEVELOPMENT OF SOCIALIST PROPERTY; REGULATION OF RELATIONS UNDER CIVIL AND FAMILY LAW; REGULATION OF LABOUR AND SOCIAL INSURANCE; LEGAL GUARANTEES OF THE CITIZENS' RIGHTS; LEGAL PROBLEMS OF INTERNATIONAL RELATIONS.

-INSTITUTE OF ECONOMICS

MAIN FIELDS OF RESEARCH:

METHODOLOGICAL PROBLEMS OF THE POLITICAL ECONOMY OF SOCIALISM; PRODUCTION RELATIONS' DEVELOPMENT; MANAGEMENT OF THE NATIONAL ECONOMY; ECONOMIC ASPECTS OF SOCIAL POLITICS; PROBLEMS OF REGIONAL DEVELOPMENT; CHARACTERISTICS OF THE MATERIAL AND TECHNOLOGICAL BASE OF THE SOCIALIST SOCIETY.

-INSTITUTE OF INTERNATIONAL RELATIONS AND SOCIALIST INTEGRATION

MAIN FIELDS OF RESEARCH:

INTERNATIONAL SOCIALIST ECONOMY; INTERNATIONAL ECONOMIC RELATIONS; ECONOMICS OF CAPITALIST AND DEVELOPING COUNTRIES, -INSTITUTE FOR CONTEMPORARY SOCIAL SCIENCE THEORIES IDEOLOGICAL CONFLICTS AT PRESENT; GLOBAL AND REGIONAL PROBLEMS; THEORIES OF DEVELOPMENT

-INSTITUTE OF CULTURE

LABORATORY IN PLOVDIV AND A REGIONAL CENTRE IN KJUSTENDIL

MAIN FIELDS OF RESEARCH:

COMPARATIVE STUDIES IN CULTURE;INTERNATIONAL CULTURAL RELATIONS; CULTURE & COMMUNICATIONS;MANAGEMENT OF CULTURE.

-SCIENCE OF SCIENCES CENTRE

MAIN FIELDS OF RESEARCH:

SCIENTIFIC AND TECHNOLOGICAL REVOLUTION AND SCIENCE POLICY; INTERACTIONS AMONG SOCIAL,NATURAL AND TECHNICAL SCIENCES; REGIONAL SCIENCE POLICY; OPTIMIZATION OF SCIENTIFIC ACTIVITY; DEVELOPMENT OF SCIENTIFIC PERSONNEL.

-CENTRE FOR DEMOGRAPHIC RESEARCH

ACADEMY OF SOCIAL SCIENCES AND SOCIAL MANAGEMENT

-INSTITUTE FOR SOCIAL MANAGEMENT

MAIN FIELDS OF RESEARCH:

SOCIAL SYSTEMS MANAGEMENT AND DESIGN; QUANTITATIVE METHODS FOR DECISION MAKING; STRATEGIC PLANNING; SOCIOLOGICAL ISSUES OF MANAGEMENT.

-CENTRE FOR THEORY AND MANAGEMENT OF IDEOLOGICAL PROCESSES.

BRANCH INSTITUTES

-RESEARCH INSTITUTE FOR YOUTH STUDIES AT THE CENTRAL COMMITTEE OF THE DIMITROV YOUNG COMMUNIST LEAGUE.

LABORATORIES IN PLOVDIV, VARNA, VELIKO TIRNOVO.

MAIN FIELDS OF RESEARCH:

COMPARATIVE STUDIES OF YOUTH; YOUNG WORKERS AND STUDENTS;YOUNG FAMILIES; SOCIALIZATION OF CHILDREN; COMPUTERIZATION AND YOUTH.

-RESEARCH INSTITUTE FOR TRADE-UNIONS AT THE CENTRAL COMMITTEE OF THE BULGARIAN TRADE-UNIONS.

MAIN FIELDS OF RESEARCH AND TRAINING:

MANAGEMENT AND SELFMANAGEMENT IN TRADE-UNION ORGANIZATIONS; PUBLIC OPINION RESEARCH; TRAINING OF FOREIGN TRADE-UNION PERSONNEL; POST-GRADUATE COURSES.

-RESEARCH INSTITUTE FOR LABOR STUDIES AT THE COMMITTEE FOR LABOR AND SOCIAL AFFAIRS.

MAIN FIELDS OF RESEARCH:

LABOR MANAGEMENT;CONDITIONS OF LABOR;SOCIAL ENSURANCE; WORK MEASUREMENT; WORKER AND MANAGEMENT TRAINING.

UNIVERSITIES AND HIGHER INSTITUTES

RESEARCH ACTIVITIES IN THE AREA OF SOCIAL SCIENCE IS BEING CARRIED OUT IN ALL THE UNIVERSITIES AND HIGHER INSTITUTES IN SOFIA, PLOVDIV, VARNA, RUSSE, VELIKO TIRNOVO, SVISHTOV AND BLAGOEVGRAD.

7. PROFESSIONAL ASSOCIATIONS

THESE ASSOCIATIONS PERFORM THE FOLLOWING MAIN FUNCTIONS:

- FOSTERING THE INTEGRATION OF PROFESSIONAL COMMUNITIES AND THE SOCIAL STATUS OF SCIENTISTS;
- MEDIATING THE INTERACTIONS OF THE DIFFERENT SCIENTIFIC COMMUNITIES WITH THE REST OF SOCIETY IN AREAS OF APPLIED RESEARCH AND SCIENCE PROPAGANDA;
- PROMOTING PROFESSIONAL DEVELOPMENT AND REPRODUCTION VIA PROFESSIONAL STANDARDS AND NORMS SETTING;
- FACILITATING INTERNATIONAL CONTACTS AND JOINED VENTURES.

THE MAJOR PROFESSIONAL ASSOCIATION IN THE COUNTRY IS THE UNION OF SCIENTIFIC WORKERS IN BULGARIA, FOUNDED IN 1944. COLLECTIVE MEMBERS OF THE UNION ARE ALL THE PROFESSIONAL ASSOCIATIONS IN THE DIFFERENT BRANCHES OF SCIENCE. THOSE OF THEM IN THE SOCIAL SCIENCE AREA INCLUDE:

BULGARIAN PHILOSOPHICAL SOCIETY

FOUNDED IN 1968, IT UNITES 10 LOCAL SOCIETIES IN SOFIA AND 17 IN OTHER CITIES. THE INTERNATIONAL VARNA SUMMER SCHOOL OF PHILOSOPHY PLAYS AN IMPORTANT ROLE IN PROMOTING INTERNATIONAL CONTACTS, AS YET MOSTLY AMONG SCIENTISTS FROM THE SOCIALIST COUNTRIES.

BULGARIAN SOCIOLOGICAL ASSOCIATION

FOUNDED IN 1959, INITIALLY AS A SOCIOLOGICAL SOCIETY. AFTER HAVING EXPERIENCED A RAPID GROWTH, ITS PRESENT DAY MEMBERSHIP

COMPRISES 1500 RESEARCHERS, LECTURERS, INDUSTRIAL SOCIOLOGISTS AND OTHER EXPERTS, UNITED IN 28 SOCIETIES. ITS ANNUAL PUBLICATION "BULGARIAN SOCIOLOGICAL JOURNAL" IS PUBLISHED IN BOTH ENGLISH AND RUSSIAN, JOINTLY WITH THE INSTITUTE OF SOCIOLOGY. THE TWO INSTITUTIONS ORGANIZE JOINTLY THE INTERNATIONAL VARNA SOCIOLOGICAL SUMMER SCHOOL. IT MAINTAINS INTENSIVE CONTACTS WITH THE INTERNATIONAL SOCIOLOGICAL ASSOCIATION, THE ISSC, THE IFFSO, WHOSE EXECUTIVE BODIES' MEMBERS INCLUDE BULGARIAN REPRESENTATIVES.

UNION OF LAWYERS

FOUNDED 1966. IT RUNS AN OPEN UNIVERSITY WITH 18 FACULTIES. IT SUPPORTS THE JURIDICAL ACTIVITIES OF DIFFERENT ORGANIZATIONS, CONSULTATORY COMMITTEES AND JURYMEN; ORGANIZES INTERNATIONAL ACTIVITIES.

BULGARIAN ASSOCIATION FOR POLITICAL SCIENCES

FOUNDED IN 1967. MEMBER OF THE INTERNATIONAL ASSOCIATION FOR POLITICAL SCIENCES. CARRIES OUT SCIENTIFIC AND PROPAGANDA ACTIVITIES.

NATIONAL COMMISSION FOR SOCIAL SCIENCES TO THE PRESIDUM OF THE BULGARIAN ACADEMY OF SCIENCES

FOUNDED IN 1982. COORDINATES AND PROMOTES INTERNATIONAL CONTACTS THROUGH THE VIENNA CENTRE, IFFSO AND OTHER ORGANIZATIONS, MEMBERS OF THE ISSG. PROVIDES ORGANIZATIONAL SUPPORT TO JOINT RESEARCH PROJECTS.

8. RESEARCH POLICY AND FINANCIAL SUPPORT

RESEARCH POLICY IS DETERMINED AT DIFFERENT LEVELS, DEPENDING ON THE SOCIAL IMPORTANCE AND SCOPE OF RESEARCH ACTIVITIES. STRATEGY FORMULATION RESULTS FROM PROPOSALS MADE INITIALLY BY DIFFERENT RESEARCH GROUPS. FINAL POLICY FORMULATION TAKES PLACE THROUGH ITERATIVE SPECIFICATION ON ALL LEVELS OF MANAGEMENT.

THIS ARRANGEMENT IS SUPPOSED TO MEET SOME OF THE SELF-MANAGEMENT NEEDS OF RESEARCHERS WITHIN THE LIMITS AND REQUIREMENTS, POSED BY SOCIAL PRACTICE. THE FINAL DECISION MAKING AND CONTROL ARE PREDOMINANTLY CENTRALIZED.

RESEARCH UNITS ARE BEING FINANCED MOSTLY THROUGH THE STATE BUDGET. THIS APPLIES ALSO TO PROJECT TEAMS - A NEW AND RAPIDLY ESTABLISHING ITSELF FORM OF RESEARCH. PART OF THE FINANCING RESULTS FROM CONTRACTS BETWEEN SPONSORING ORGANIZATIONS AND RESEARCH ORGANIZATIONS, GROUPS AND SEPARATE INDIVIDUALS. SUCH CONTRACTS ARE OFTEN FACILITATED BY PROFESSIONAL ASSOCIATIONS.

9. INTERNATIONAL COOPERATION

PROFESSIONAL ASSOCIATIONS AND RESEARCH INSTITUTES CARRY OUT INTERNATIONAL COOPERATION IN FOUR MAIN DIRECTIONS: EXCHANGE OF SCIENTIFIC INFORMATION, JOINT SCIENTIFIC MEETINGS, JOINT RESEARCH PROJECTS, EXCHANGE AND TRAINING OF PERSONNEL.

THE BULGARIAN ACADEMY OF SCIENCES CLAIMS THE MOST DIVERSE AND INTENSIVE INTERNATIONAL ACTIVITY.

THE MOST INTENSIVE INTERNATIONAL CONTACTS ARE THOSE MAINTAINED WITH THE ACADEMIES OF SCIENCES OF THE SOCIALIST COUNTRIES. COOPERATION IN THIS FIELD TAKES PLACE ON THREE LEVELS: DIRECT AGREEMENTS AND CONTACTS AMONG INSTITUTES, BILATERAL AGREEMENTS AND MULTILATERAL COOPERATION AMONG ACADEMIES.

AN IMPORTANT DOCUMENT IS THE MULTILATERAL AGREEMENT SIGNED BY THE ACADEMIES OF SCIENCES OF BULGARIA, USSR, HUNGARY, GDR, POLAND, CSSR, VIETNAM, CUBA AND MONGOLIA. MULTILATERAL COOPERATION IS BEING COORDINATED THROUGH BIENNIAL MEETINGS OF THE DEPUTY PRESIDENTS OF THE ABOVE ACADEMIES , RESPONSIBLE FOR SOCIAL

SCIENCES, AND IS SET UP ON A LONG-TERM BASIS. THERE ARE ABOUT 10 PROBLEM COMMISSIONS AND ABOUT 30 MULTILATERAL PROJECTS. THE VARIED FIELDS OF RESEARCH INCLUDE: GLOBAL ISSUES AND DEVELOPMENT OF THE SOCIALIST COMMUNITY; ECONOMICS AND POLITICS OF DEVELOPING COUNTRIES; PEACE AND DESARMAMENT; THE WORKING CLASS AND THE WORLD REVOLUTIONARY PROCESS; MANAGEMENT OF THE NATIONAL ECONOMY. INTERNATIONAL COOPERATION IS FACILITATED BY THE AUTOMATED INFORMATION SYSTEM OF THE INTERNATIONAL SOCIAL SCIENCES INFORMATION SYSTEM (AIS MISON). IT IS ELABORATED IN ACCORDANCE WITH THE AGREEMENT SIGNED IN 1976 BY BULGARIA, HUNGARY, GDR, POLAND, USSR, CSSR AND MONGOLIA. VIETNAM JOINED THE SYSTEM IN 1979, TO BE FOLLOWED BY CUBA IN 1985.

THE BULGARIAN ACADEMY OF SCIENCES MAINTAINS INTENSIVE CONTACTS WITH SCIENTIFIC ORGANIZATIONS IN A NUMBER OF COUNTRIES, AS WELL AS INTERGOVERNMENTAL AND NONGOVERNMENTAL ORGANIZATIONS.

BRITISH ACADEMY (UK)

THE LAST AGREEMENT OF 1984 ENVISAGES AN EXCHANGE OF SCIENTISTS IN THE FIELD OF SOCIAL SCIENCES FOR 8 MAN-MONTHS PER YEAR. FOR THE PERIOD 1984-1989 THE TWO ACADEMIES WILL COOPERATE IN THE FIELD OF HISTORY, THE PROLIFERATION OF BYZANTINE CULTURE AMONG THE SLAVS, ECONOMICS, SOCIOLOGY, CONTEMPORARY INTERNATIONAL RELATIONS AND OTHER.

CNRS (FRANCE)

LATELY, THERE IS AN EFFORT TO STRENGTHEN AND BROADEN THE COOPERATION IN SOCIAL AND HUMANITARIAN SCIENCES BETWEEN THE TWO ORGANIZATIONS. AT THE MOMENT SCIENTISTS ARE COOPERATING ON THE THEME "THE PROCESS OF DECISION MAKING IN INDUSTRIAL ENTERPRIZES". THERE ARE ENCOURAGING POSSIBILITIES FOR MUTUAL WORK ON THE FOLLOWING THEMES: NEW TECHNOLOGIES

AND NEW FORMS OF WORK ORGANIZATION, THE FAMILY AS A DEMOGRAPHIC FACTOR AND A SOCIO-ECONOMIC UNIT FOR PERSONALITY FORMATION, THE FORMATION OF THE CONTEMPORARY STATE, HISTORY OF SCIENCE AND TECHNOLOGY AND OTHER.

CNR (ITALY)

THE AGREEMENT INCLUDES THE FOLLOWING THEMES: HISTORIC AND CULTURAL RELATIONS BETWEEN BULGARIA AND ITALY FROM ANCIENT TIMES UP TO NOW, ARCHAEOLOGICAL RESEARCH ON ANCIENT TOWNS IN BULGARIA AND ITALY, ACCOMPANIED BY EXCAVATION WORK.

GREECE

THERE ARE SEVERAL DIRECT AGREEMENTS BETWEEN INSTITUTES, MAINLY IN HISTORY AND BALKAN STUDIES. ON OUR PART, THE INSTITUTE FOR BALKAN STUDIES IS AN ACTIVE PARTICIPANT.

USA

THERE ARE SEVERAL AGREEMENTS WITH THE NATIONAL ACADEMY OF SCIENCES, DUMBARTON OAKS AND IREX MAINLY IN MEDIEVAL HISTORY, PHILOSOPHY AND SOCIOLOGY. EPISODICALLY, FELLOWSHIPS ARE GRANTED BY THE AMERICAN COUNCIL OF LEARNED SOCIETIES.

IN SHORT, THIS IS JUST A REPRESENTATIVE PART OF THE COOPERATION OF BAS WITH SEVERAL SCIENTIFIC ORGANIZATIONS FROM OTHER COUNTRIES. AT PRESENT, COOPERATION WITH NATIONAL ORGANIZATIONS FROM DEVELOPING COUNTRIES IS EXPANDING. SO IS THE COOPERATION IN THE FIELD OF SOCIAL SCIENCES WITH COUNTRIES FROM THE EUROPEAN REGION.

INTERNATIONAL ORGANIZATIONSUNESCO

FOR THE COUNTRY AS A WHOLE, COOPERATION IS COORDINATED BY THE NATIONAL COMMISSION OF THE PRBULGARIA FOR UNESCO, THE BULGARIAN ACADEMY OF SCIENCES IS, HOWEVER, ONE OF THE MOST ACTIVE ORGANIZATIONS, PARTICIPATING IN PROGRAMME VI.4. FROM THE MEDIUM TERM AND BIENNIAL RESEARCH PLANS OF UNESCO. MORE ACTIVE COOPERATION IN THE SOCIAL SCIENCES IS ENVISAGED, FOLLOWING THE RECENT XXIII SESSION OF THE GENERAL CONFERENCE OF UNESCO IN SOFIA.

THE BULGARIAN ACADEMY OF SCIENCES IS A MEMBER OF THE FOLLOWING ORGANIZATIONS:

-IFSSO

-THE VIENNA CENTRE

-THE INTERNATIONAL ASSOCIATION FOR POLITICAL SCIENCES

-THE INTERNATIONAL LAW ASSOCIATION

-THE INTERNATIONAL COMMITTEE FOR HISTORICAL SCIENCES

-THE INTERNATIONAL ASSOCIATION FOR LEGAL SCIENCES

-THE INTERNATIONAL ASSOCIATION FOR PENAL LAW

-THE INTERNATIONAL FEDERATION FOR CLASSICAL STUDIES

-THE INTERNATIONAL UNION FOR HISTORY AND PHILOSOPHY

OF SCIENCE;

-THE INTERNATIONAL COMMITTEE OF SLAVISTS

-THE INTERNATIONAL COMMITTEE FOR THE HISTORY OF THE WWII

-THE INTERNATIONAL ASSOCIATION FOR RESEARCH ON SOUTH-EAST EUROPE.

A NUMBER OF BULGARIAN SCHOLARS ARE INDIVIDUAL MEMBERS OF INTERNATIONAL ORGANIZATIONS.

10. SOCIAL SCIENCE DEVELOPMENT NEEDS AND INTERNATIONAL COOPERATION

THE CONTEMPORARY GLOBAL PROBLEMS AND THEIR REGIONAL AND NATIONAL ASPECTS PRESENT ISSUES, WHICH THE SOCIAL SCIENCES ARE NOT PRESENTLY WELL PREPARED TO HANDLE. COORDINATION OF EFFORTS ON INTERNATIONAL LEVEL IN THIS AREA IS A PRESSING NECESSITY OF THE DAY. THE CONDITIONS FOR EFFECTIVE INTERNATIONAL COOPERATION CAN BE OUTLINED ON TWO LEVELS.

FIRST LEVEL: THE CONSENSUS ON THE PRACTICAL SIGNIFICANCE OF SPECIFIC SOCIAL ISSUES.

SECOND /COGNITIVE/ LEVEL: OVERCOMING OF TERMINOLOGICAL DIFFERENCES, AS WELL AS THEORETICAL INCOMPATIBILITIES THROUGH DEVELOPMENT OF METHODOLOGICAL FRAMEWORKS OF REFERENCE.

THE SEARCH FOR MUTUAL SUPPORT AND REINFORCEMENT OF THE SOCIAL DISCIPLINES IN HANDLING OF GLOBAL ISSUES CALLS FOR AN OVERCOMING OF A NUMBER OF ORGANIZATIONAL CONSTRAINS IN THE COURSE OF MULTIDISCIPLINARY RESEARCH. THE LATTER INCLUDE: INFORMATION SHORTAGE; INADEQUATE COMMUNICATION AMONG NATIONAL UNITS WITH SIMILAR RESEARCH INTERESTS; CUMBERSOME FORMS OF FINANCIAL SUPPORT AT INTERNATIONAL LEVEL; LACK OF FLEXIBLE FORMS OF OVERCOMING THE RIGID STRUCTURAL AND PROCEDURAL PATTERNS IN INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS.

Conference on European Cooperation in Social Sciences

Vienna, 27 November - 1 December 1985

TIMETABLE

- Wednesday, 27 November** Arrival day
- Thursday, 28 November**
- 09.30-10.00 Welcome and opening of the meeting:
Laszlo Cseh-Szombathy (Vienna Centre), Ali Kazancigil (UNESCO),
Maren Bak (Vienna Centre)
- 10.00-13.00 1st PLENUM
Introductory statements from each participating country on
status and needs for international cooperation (Austria,
Bulgaria, Czechoslovakia, Canada, Greece, Ireland, Italy, Malta,
Portugal, Spain, Turkey, USA, Yugoslavia)
Chairperson: Maren Bak
- 13.00-16.00 LUNCH
- 16.00-18.00 WORK IN GROUPS on national wishes and priorities
- Friday, 29 November**
- 09.00-12.00 2nd PLENUM
Introduction of some relevant international
organisations and programmes in social sciences
Vienna Centre (O. Vogel), UNESCO (A. Kazancigil), ISSC and IFSSO
(E. Blamont), Stiftung Volkswagenwerk (A. Schmidt),
Wissenschaftszentrum Berlin (G. Thurn), European Welfare Centre
and European Science Foundation (H. Nowotny), Institute for
Mediterranean Studies, ISPRM (E. Casolino), Association
d'Economistes du Tiers-Monde (I. El-Zaim) and others.
- 13.00- Reception and press conference together with guests from
Viennese social science institutes and other organisations, held
at the Vienna Centre, Grünangergasse 2.
Buffet.
Afternoon and evening free.
- Saturday, 30 November**
- 09.00-12.00 WORK IN GROUPS
Concrete suggestions, proposals for future cooperation regarding
research, training, information, forming of new networks
- 12.30-15.00 LUNCH
- 15.00-18.00 3rd PLENUM
Report from working groups
Decisions on concrete steps for future cooperation
Conclusion of conference.
Chairpersons: Maren Bak
Oskar Vogel
- 19.30 OFFICIAL FAREWELL DINNER
- Sunday, 1 December** Departure day.
ADDRESS: GRONANGERGASSE 2, P.O. BOX 974, A-1011 VIENNA, AUSTRIA TELEPHONE: 52 43 33, CABLES: CEUCORS WIEN