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TOWARDS FP7 / ENLARGING THE SSH RESEARCH AGENDA

Perspectives for Future Research Collaborations between the EU and Turkey in the Social Sciences

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1. Introduction

The Report “Perspectives for Future Research Collaborations with the Social Science Community in Turkey” tries to elaborate some considerations about possibilities for the future development of international research collaborations with the Turkish social sciences, in particular between the Turkish social sciences with the social sciences in the EU.

This report is an activity of the work-package (WP 7) 7 carried out in the ESSHRA project, aiming at initiating research collaborations with Turkish scholars via a series of three conferences held about some topics, which are key issues on the research agenda of the European social sciences and of the EU Framework Programmes.

While the three conferences tried to create platforms for the exchange of research findings between scholars from previous EU funded projects in FP 5 and 6 and scholars from Turkey as from other accession countries and from there to develop ideas and initiative for future research collaborations.

The WP 7 intended to compliment the overall project aims by carrying out some research about the internationalisation of the Turkish social sciences in order to find out the particular needs of the Turkish social sciences to improve their international academic activities, especially with regard to collaborations with the EU, last but not least within the European Research Area.

The idea to carry out research about the internationalisation of the social sciences in Turkey on the side of the Turkish project partners and thus to provide a better scientific bases for discussing research collaborations between the EU and Turkey, last but not least motivated by a belief shared by Turkish scholars of comparatively low developed collaborations between Turkish and European scholars compared to the collaborations with scholars from North America.

“International relations in academic community was strong with United States but not with Europe. We are always encountering heavy problems in collaborating with European universities. This is another reason, to shift our research to American universities which are more practical from our point of view.” (Group Discussion Istanbul)

The low developed research collaborations with European scholars had been explained by the Turkish social scientists due to lacking knowledge about the real scientific capacities of the Turkish social sciences and also due to some prejudices among European scholars about the international scientific role of Turkish scholars.

“...when it comes to these cooperation with Europe, most of the difficulties comes from the prejudices or whatever the difficulties in the minds of Western people are.” (Group Discussion Ankara)

As one will see below, during the performance of our research activities the *substance* of what the Turkish scholars consider as prejudices about the Turkish social sciences were widely confirmed; however, prejudices are based on lacking knowledge transformed into a prejudice via any biased intentions towards those who are the victims (or sometimes beneficiaries) of such pretentiously biased ideas.

It should, however, be quite difficult to prove the transformation of lacking knowledge into such prejudices among European scholars and it makes much more sense that European academics rather simply know very little about Turkey and – one has to add – might also not be very keen on learning more about the social sciences in this country, certainly due to the academic prestige collaborations with Turkish scholars are supposed to contribute to social science research. It might, however, also be the case that not only Europeans foster what the Turkish colleagues consider as prejudices about the Turkish social science community, but that even the Turkish scholars in some respects lack knowledge about their own science community.

The Turkish colleagues might, however, also not be entirely wrong when they complain about a problematic image made up by Europeans about their social sciences community, less in the US but especially in Europe. It is certainly not only a possibly lacking academic interest, constituting the lacking knowledge and some scientifically biased views one encounters about the Turkish academia.

In the context of the political discussions in Europe among the European political elites and, may be even more, in the European media, political and religious prejudices seem to govern the debates.

This might be illustrated by just one example, which reveals the political dilemmas constituting the obvious political prejudices about Turkey, which might also have affected the views about the Turkish academia. During the quite recent stay in Germany, a leading Turkish politician claimed that Turkish people living in European countries should keep their Turkish nationality and stated that assimilation was violating human rights, in other words, he claimed nationality as human right. Not at all surprisingly, this caused an enormous riot among the political elite in Germany and in the German media.

Applying the very same argument made by a German politicians about the German nationality of Germans who live abroad would be considered by the very same politician as the media as more than natural and incomparable with the Turkish case. European claim their nationality as something on a fundamentally different level than the Turkish nationality.

For many Europeans, at least for some leading European parties and by no means only conservative political parties, a European identity claims to be more than the identification with a European political body. Especially the Trans-European identity as Europeans is often defined as the identification with the culture of a European concept of humanity which in this interpretation historically originates from Europe and thus claims to be not only unique, but beyond the lower nationalistic forms of other nationalisms. Europeanness thus often claims to represent humanism as such and thus European nationalism claims to be different from all those “lower” forms of nationalism if it is considered as any nationalism at all.

With regard to such a way that Europeans are supposed to see themselves as a higher version of national identities, of representing human civilisation as such, the motivations of the Turkish scholars for improving the knowledge among European scholars about the Turkish social sciences match with the motivations of the authors of this work-package, trying to discuss issues from the world of sciences with an international social sciences community beyond any most obviously politically motivated biases. If the social sciences are not able to reflect on the social sciences

in other parts of the world without any prejudices, who then could try to insert into all the discussions on all the pressuring political issues a bit more scientific rationality, last but not least into reflections about international collaborations between the different social science communities and thus into the creation of an international social science community.

Based on some scientifically raised insights, it is the intention of this report to allow improving our knowledge about the social science research community in Turkey and thus to make a small contribution to a more rational debate about the internationalisation of social sciences in Turkey, last but not least among academics as among science policy experts - and, who knows, also among some politicians discussing the case of Turkey as a future member of the European Union.

2. Methods

Methodological challenges for international reflections about the internationalisation of social sciences and humanities

The main methodological challenge of the work varied in the work-package was at least a twofold one:

Firstly, the topic of reflections of social sciences in this work-package as in this report is the social sciences, more specifically, the internationalisation of social sciences in a particular country.

Secondly, reflecting about the internationalisation of social sciences as an international collaborative activity of academics coming from different national academic communities, not to mention their different disciplinary backgrounds.

Given the widely shared experiences about the conceptual confusions occurring in discourses among scholars from different disciplines, who often have already major difficulties to communicate with each other due to lacking a shared set of categories, constituting the discourses with social sciences disciplines, the fact that this project could achieve any outcomes resulting from discourses with academics from very different disciplines is already a remarkable outcome of the work carried out in the work-package.

Even more worth mentioning are the well known methodological and conceptual challenges in international collaborative research projects this project had to master via designing an approach which allowed building methodological bridges for the participating scholars and their different conceptual backgrounds.

To make it even more complicated and methodologically even more demanding, the methods designed for the study in this work-package has to serve not only for international reflections about any "normal" social science topic, but for reflecting on the social sciences themselves. And even with this, the entire rather exceptional methodological challenges for this study are not yet fully described. While international collaborations about any topic in the social sciences might have

achieved a kind normal methodological exercise in international projects, while even making reflections of the social sciences about the social sciences with academics having different disciplinary backgrounds might be considered as a solvable methodological problem, international collaborative reflections with social scientists with different disciplinary backgrounds about the internationalisation of social sciences seems to be quite an impossible methodological mission.

In other words: methodologically no concept, no method not even any managerial approach could be taken as a shared starting point for the collaborative endeavour making the internationalisation of social sciences to a topic of joint international reflections among social scientists.

Given the methodological and conceptual problems, previous international research projects with a theoretically much less demanding design face¹ it would not be very exaggerated assuming that this study would as many previous EU funded projects end up in all kind of debates about the conceptual and methodological conditions for carrying out the project investigations. Indeed, it seems that the outcomes of this project would be the best preconditions to solve all those methodological problems.

The project tried to solve this methodological catch twenty two circles via two main methodological decisions: firstly, no conceptual definition was applied to the data collection activities beforehand; instead the clarification of concepts was a proceeding subject of discourses among the key partners of the project; thus secondly, the main methodological decisions made before the project was to incorporate all methodological issues as an accompanying methodological element of the project proceedings. Thus, no beforehand developed conceptual or methodological issues were imposed to any project partner but instead made the accompanying topic of each scientific project task.

The outcomes of such a collaborative method developing process will be presented while presenting the individual data collection activities of the project below before presenting the outcomes of this work-package in section 3 of this report.

This report focuses on two major aspects while discussing the internationalisation of social sciences in Turkey: It tries to shed some light on the social sciences community in Turkey as on some aspects of science policies supporting international collaborations in the social sciences, here in particular with regard to improve the research collaborations between Turkish and European scholars in the European Framework Programmes.

Analysing a national social science community

Designing methods for a work-package that aims at finding out about how to improve the international research collaborations of a research community in one country with

¹ See Kuhn, M., Greco, L., Weidemann, D. (2005) The 'EU Dimension' Project – Methods and Research Design, in: Kuhn, M., Remoe, S. O. (ed.) (2005), Building the European Research Area: Socio-economic Research in Practice. New York: Peter Lang, pp. 40-47.

the research activities of the European Union is inevitably confronted with the manifold scientific challenges of how to grasp the international research activities of a national research community as a part of an overall picture of a national social science research community. In other words, nothing less is requested than a sound set of methods and the accordingly raised data to draft a picture about the various elements constituting a research community of a country.

These elements to get a full picture about an academic community obviously range from analysing the research agendas of social sciences and humanities disciplines, their forms of institutionalisation and the legal frameworks in which they accumulate knowledge, the reproduction modes of the academic communities via Higher Education, their historical and contemporary embeddedness in the societies, economies and policies, their cultural mission and cultural environment and – in the context of globalisation – their involvement in international scholarly activities.

Needless to say that the design of the WP 7 of the ESSHRA project could and did not intend trying to cover all these aspects and thus to give systematic insights in the complexity of social sciences research community of Turkey. Though the starting point of this WP 7, to focus on the international activities of the Turkish social sciences, requires some insights into the Turkish social sciences in general, the data collected in this work package could and did not even try to develop a methodological approach that covers the complexity of analysing the social science research community of a country.

As usual, the existing literature in this respect is as scattered as the enumeration of aspects constituting a research community. There is literature about some disciplines, though again only about some contextual aspects of a disciplines. There are attempts to discuss institutional aspects or aspects of analysing research agendas or at least some aspects of agenda setting, though not in an international context. There are attempts to collect statistical data about national social science research communities, which are most useful but do not provide more than food for further questions about how to use these data for a systematic analysis of a research community.

In short, it seems that the only quite recent question of the emergence of an international social science research community raises the interest in how this could grow from the national research communities and only in this context the methodological question emerges what constitutes the existing nationally constructed research communities.

Nonetheless, despite of a certain eclecticism this study about the social sciences in Turkey could not avoid, the focus on the international activities of the academic social science community in Turkey led to a methodological conclusion. That is, that the relativation of all the regulative, institutional and cultural aspects which are constitutive for national academic communities when it comes to international research collaborations challenges the social scientists as the key actors in building an international social science research community - both practically and theoretically.

That is why the study about the international scholarly activities of the social sciences and humanities in Turkey methodologically considers the Turkish social scientists as the key addressee of this study. For this very reason different kind of interview

approaches interviewing Turkish social scientists became the core methodological approach in this study. The collection of data from individual scholars via a questionnaire, the Group Discussions with Turkish scholars and the “Working Conferences” with academics and research policy experts mirror the focus on the social scientists as key actors building an international social science research community within Europe and beyond.

The concept of “internationalisation of social sciences”

Before elaborating on the more detailed methodical aspects of the data procedures collected for the reflections in this report, at this stage, one conceptual clarification needs to be made concerning the notion of internationalisation of social sciences. This conceptual clarification is also one result of the collaborative reflections with other scholars involved in this project and can thus be considered as an example of the above mentioned collaborative method developing process applied to this project.

International collaboration in the social sciences and humanities is, of course, no new phenomenon. SSH have engaged in international activities since they emerged from philosophy and differentiated into disciplines in the context of the creation of modern nation states. The extent to which international activities played a role in the past certainly varies across disciplines. While some disciplines, e.g. anthropology, have always been international due to the nature of their topics, some other disciplines have only recently expanded their international activities.

In the context of globalisation, international collaboration in the social sciences and humanities faces two major challenges: firstly, internationality is no longer limited to comparing similar phenomena across different nation-based societies; instead, because of the globalisation of social reality, internationality becomes part of the nature of the social sciences phenomena themselves. Reflecting on international aspects thus is no longer an additional optional scientific activity but becomes a necessary ingredient of investigating social reality.

This implies, secondly, that international collaboration in the social sciences is no longer mainly a matter of exchanging ex post views about the outcomes of research that was usually carried out in the context of nation-based societies; *the collaborative generation of knowledge about the international nature of the phenomena social sciences are dealing with rather becomes a sine qua non for scientific work.*

These trends can be considered as paradigmatic changes of social science work that are widely underestimated. They create fundamental challenges for research as well as for research policies that have not yet been fully understood.

As of today, internationality in SSH research is commonly still defined by the multiplicity of research subjects’ national backgrounds, thus – unconsciously and certainly unwillingly – re-introducing national categories as the guiding perspective into international academic activities. This relapse into national perspectives is not only still dominating research agendas, but also research policies that promote international partnership. While the EU Framework Programmes undoubtedly constitute a valuable approach to internationalize social sciences and even to internationalize the mode of social sciences knowledge production, it is still a vivid

example of how programme characteristics counteract possibly best international intentions.

The conceptualization of international collaboration on the basis of national categories and the construction of research agendas that serve the needs of individual nation states have most obviously severe implications for constructing an international research agenda. Very often, aims and topics of international research cooperation are dominated by the agendas of a limited number of countries, which define what should be considered the major concerns of a globalised world. Again, the EU Research Programmes may serve as an example. By assigning the goal of creating “knowledge based societies” paramount importance, these research programmes shape SSH discourses as well as conceptualizations of international collaboration in a way that may well be called hegemonistic.

The methods used for research activities in this work-package tried to overcome such a nationally driven view that inevitably results in hegemonistic approaches that dominate the international knowledge production in the SSH. The mix of methods applied to the collections of data in the work-packages thus were constructed around a bottom up approach making the Turkish academics the key persons while collecting data about the social sciences in Turkey with the different data collection instruments applied to this project.

The data for discussing the above mentioned two major issues addressed in the study of this report shedding firstly some light on the social sciences community in Turkey as secondly on some aspects of science policies supporting international collaborations in the social sciences, were collected in a multi faceted set of data collections activities, focussing on the social scientists and science policy experts as the key actors in international collaborations and thus also the key addressees of our data collections.

Data were collected

- via a questionnaire survey interviewing Turkish social scientists,
- via Group Discussions with high level Turkish scholars focussing on the scientific aspects of international collaborations and
- via two working conferences focussing on the science policy aspects.

Further details of this three data collection instruments and activities are presented below.

The particular outcomes of the Group Discussions are presented in the “Group Discussion Report” (deliverable D.7.1); the outcomes of the Working Conferences are published in the “Research Policy Workshop Report” (deliverable D.7.2) of this work-package.

This report about the “Perspectives for International Research Collaborations with the Social Science Community in Turkey” synthesizes the findings of the questionnaire survey as some key findings from the Group Discussions and from the Working Conferences.

The Questionnaire survey

As a basis for the design of the questionnaire, firstly an intensive review about the literature has been carried out. This literature review was mainly focused on three topics: a) The history of social sciences in Turkey b) Approaches and political measures to internationalize the social sciences and humanities academia in general and in Turkey in particular c) International elements in social sciences Higher Education curricula in Turkey, especially in study programmes of the faculties of political sciences, economy and sociology.

Based on the found trends in the Turkish social science community towards international activities, - then secondly - an extensive set of data about the curricula of the three leading Turkish universities in the three major social science disciplines (economics, sociology and political theory) have been collected.

Based on the above literature studies about the Turkish academia and the data collection about Turkish universities, then – thirdly – the main questionnaire topics to be addressed in the questionnaire were identified. Based on these topics the semi-open questionnaire consisting of 23 questions was designed as an online questionnaire.

The Final version covered the following topics:

- a) Academic background variables
- b) International academic activities and practices in transnational research
- c) Formats of knowledge applications and knowledge users
- d) Competencies for transnational research
- e) Policy measure supporting the internationalization of SSH

The questionnaire was distributed via the website of ESSHRA to about 4000 Turkish social scientists. 430 Turkish academics completed the questionnaire, which equals a response rate over 10%. No, doubt the data collected from the questionnaire can be considered as data basis providing a representative view on the internationalization practices of the social sciences and humanities of the Turkish social science community.

Needless to say, questionnaire surveys, even a semi-open questionnaire, are naturally limited to the collection of basically quantitative data. However, the quantitative data collected from and about Turkish social scientists concerning their views about the internationalization of social sciences and Turkey as about their individual international activities provide a statistically valid data base for some substantial insights into the internationalization practices of the Turkish social sciences and humanities.

The outcomes of this survey are mainly presented in section III under the headline “The Internationalisation of Social Sciences and Humanities in Turkey: Views and Practices of the Turkish academia”. Other findings of the questionnaire survey can be found in other section of this report.

The Group Discussions

As the questionnaire survey the group discussions focused on the scientific aspects of internationalising social sciences and humanities in Turkey. However, since Group Discussions different from a questionnaire survey allow due to their nature an intensive exchange of views about the topics

Methodologically the Group Discussions were conceptualized as a Grounded Theory based analytical instrument complementing the quantitative data collections via the questionnaire through the collection of qualitative data about topics complimentary to the topics of the questionnaire.

Two Group Discussions were held in Turkey with eminent social scientists and research policy experts, selected and invited by TUBITAK. A nine pages document “Group Discussion Guidelines”, outlining the objectives, topics and the procedure for the Group Discussions had been circulated to the Group Discussion participants prior to the meeting together with the first statistical data analysis results from the questionnaire as background material for the Group Discussions.

Four social scientists and research policy experts from Turkey participated to the Group Discussions Meeting in Ankara on 22nd May 2007, and 6 social scientist and research policy experts to the Group Discussions Meeting in Istanbul on 23rd May 2007.

Moderated by the work-package coordinator the Group Discussions focused on three major topics:

1. “The mission of social sciences in Turkey”,
2. “The Turkish social sciences in international contexts: Mission, motivations, expectations, practices and challenges” and
3. “Political challenges, strategies and practices responding to the internationalisation of social sciences in Turkey”.

The Group Discussions were conducted after an introductory presentation by the work-package coordinator along a beforehand distributed agenda following the Grounded Theory approach of an open moderated discourse.

Each Group Discussion lasted one full day. The statements of the experts were tape recorded and transcribed into a 120 pages document building a second data resource for developing this report.

The outcomes of the Group Discussions are presented in this report in section III under the headline “*Scientific Perspectives and Hurdles for research collaborations between the Turkish social sciences community and the social sciences in the EU*”.

The Working Conferences

The working conferences focused on the science policy aspects of internationalising social sciences. The two workshops were data collecting activities complementing the data collections via the questionnaire survey and the Group Discussions.

While the first workshop discussed science policy issues only among Turkish and European social scientists and some European science policy experts, the second was widened to an international perspective and audience, discussing the Turkish case together with other cases, reflecting on science policies promoting international collaborations with developing countries.

- *The design of workshop statements*

The design of the papers or statements presented on the workshops tried to provide an open structure for topics to be addressed while describing the situation of social sciences in the developing countries and how the research community responds to internationalisation.

Four aspects were suggested to be addressed in the statements or papers, however, the authors were encouraged to adjust their papers to topics allowing them to sketch the situation in the countries:

1. A brief overview of the recent historical development of the SSH embedded in the history of the country and reflection of influences on the SSH.
2. How is the country and how are the SSH affected by and how do they respond to globalisation? This concerns their mission, their topics, their geographical preferences for collaborations, the prevailing social sciences paradigms as the controversies about the mission and approaches of SSH in the context of globalisation.
3. How does HE respond to and prepare or not prepare for the internationalisation? What are the institutional means or constraints for international research collaborations?
4. If so, how do research policies reflect on the need for more international research collaborations, how are research policies re-designed, are there new strategic aims towards internationalisation and what are the political means for this?

Needless to say, as expected the presented papers for good reasons varied enormously and reflected both the particular situation of the country as the individual perspective of the invited academic, last but not least influenced by their academic background.

All papers were drafted working papers not for publication or quotation. The quotations in this report are based on the transcripts of the workshop discussions.

- *The workshop agendas*

The workshop agendas, more the one in Ankara than the first one in Istanbul, were designed around two major objectives: via some country presentations, they should firstly provide all the participants with some basic information about the situation of the social sciences in Turkey and in the other developing countries participating on the Ankara workshop, thus providing all the participants with some substantial foundations for the discussions about the overall issue, science policies in developing countries in the context of internationalisation.

Based on these country reports, the workshop agenda was secondly constructed in a way allowing participants from the developing countries to adjust the agenda to the needs occurring during the workshop discussion. At two places the agenda provided space for discussing the workshop agenda itself: both at the beginning of the workshop as after the presentation of the country cases the workshop participants were given space to reflect on the issues raised or to be raised during the workshop and to re-design the agenda to their discussion needs.

The outcomes of the two working conferences are presented in this report in section IV. under the headline *“Challenges for science policies supporting international collaborations with developing countries”*.

3. International Scientific Practices, Challenges and Perspectives for Research Collaborations between the Turkish Social Sciences Community and the Social Sciences in the EU

Introduction

Any reflections about the role of the Turkish social sciences must reflect on a striking discrepancy: it is already remarkable that an academia of the sheer size of the Turkish academia as a whole given the geographical affinity to Europe does not play a more important role in collaborations with the European academia, a role that corresponds with the scientific potential for international collaborations in the social science community in Turkey.

The below figures about the sheer size of the Turkish academia in general and the Turkish social science academic might at a very first glance underline why it is somewhat inevitable to reflect on reasons which might become some fundamental hurdles for the Turkish social sciences and humanities to develop their collaborations with scholars in Europe towards an extent that matches with the scientific capacities of the Turkish academia and that – more importantly – corresponds with the political, economic, societal and cultural issues they share.

Table 1: Number of Academics²³

	Female Academics	Male Academics	Total
Professor	3 706	9 788	13 494
Assoc. Prof.	2 177	4 690	6867
Assistant Prof.	6 186	11 888	18 074
Research Assistants	16 350	18 434	34 784
TOTAL	28 419 (39%)	44 800 (61%)	73 219 (100%)

Table 2: Number of Students⁴⁵

	Female Students	Male Students	Total
Universities⁶	1 085 988	1 411 485	2 497 473
Other Education Agencies	4 912	30 237	35 149
TOTAL	1 090 900 (43%)	1 441 722 (57%)	2 532 622 (100%)

Graduate Students	62 126 (45%)	77 417 (55%)	139 543 (100%)
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² Total number of academicians working in Turkey (all fields)

³ Source: <http://www.osym.gov.tr/BelgeGoster.aspx?F6E10F8892433CFFF88F742D0D71125168BB5005A7961B47>

⁴ Total number of continuing, higher education students in Turkey (all fields)

⁵ Number of continuing students in vocational training schools, undergraduate schools, second education schools and medical interns.

⁶ Source: <http://www.osym.gov.tr/BelgeGoster.aspx?F6E10F8892433CFFF88F742D0D71125168BB5005A7961B47>

As the figures about the number of academics working in the faculties of social sciences and the number of graduate students in the social sciences show, any problem for the development of research collaborations cannot be due to a lacking number of academic activities in the social sciences. The number academics and the number of graduate students in the social sciences allow some insights into the reservoir and the sheer quantitative potential for collaborations with the Turkish academia in the social sciences.

Table 3: Number of Academics in Faculties of “Economic and Administrative Sciences”⁷⁸

	Female Academics	Male Academics	Total
Professor	173	563	736
Assoc. Prof.	119	307	426
Assistant Prof.	437	1 000	1 437
Research Assistants (Other)	861	1 027	1 888
TOTAL	1 590 (35%)	2 897 (65%)	4 487 (100%)

⁷ Number of academicians working in Turkey only in the faculties of Economics and Administrative Sciences.

⁸ Source: <http://www.osym.gov.tr/BelgeGoster.aspx?F6E10F8892433CFFF88F742D0D71125168BB5005A7961B47>

Table 4: Number of Graduate Students in Social Sciences⁹¹⁰¹¹

	Female Students	Male Students	Total
Masters	23 750	29 302	53 052
Doctorate	4 974	7 731	12 705
Total Social Sciences	28 724 (44%)	37 033 (56%)	65 757 (100%)
TOTAL ALL Fields	62 126	77 417	139 543
Percentage of SSH	(46%)	48%	47%

Given the quantitative potential of the Turkish social sciences and humanities, another information might be important to mention here while exploring some perspectives for future research collaboration with the Turkish academia: it is certainly hardly anywhere outside of Turkey known that the degree of the internationalisation of at least an elite of the Turkish social sciences and of the Higher Education in Turkey can be considered as at least as developed as in most of the very developed European countries, confirmed by the data below presented data from our survey.

One could certainly argue about indicators measuring internationalisation; however, some facts about the Turkish academia are beyond any argument. Some figures might illustrate how international the Turkish social sciences and Turkish Higher Education are. If one can consider Turkey's involvement in international publications as an indicator for the status of internationalisation of the Turkish academia, one can find Turkey's ranking in the SSCI in 2006 on the 23rd place in the world with a rapidly increasing tendency.

The Turkish Higher Education system consists of a number of exclusively English speaking elite universities mainly in Istanbul, Ankara and Izmir providing students with extraordinary preconditions for international collaborations. The academic elite of the Turkish social sciences gains his/her PhD in the top elite US universities thus certainly providing a high standard of internationalisation.

Given this level of internationalisation, the really striking and hardly anywhere discussed question about the Turkish social sciences is: why is there so little

⁹ Number of graduate students in Turkey continuing their education in the field of social sciences

¹⁰ Total number of continuing graduate students in Turkey (all fields)

¹¹ Source: <http://www.osym.gov.tr/BelgeGoster.aspx?F6E10F8892433CFFF88F742D0D71125168BB5005A7961B47>

knowledge in Europe about the potential for international collaborations in the Turkish social sciences?

The explanation for this phenomenon via a historical approach, explaining this situation with a historical prioritisation of Turkish scholars for collaborations with US scholars¹² explains this with a slightly tautological argument, saying they do not collaborate so much with Europeans, since they traditionally prefer to collaborate with others.

In fact, the Social Sciences Citation Index concerning the figures about the number of publications per million citizens shows that the publications have grown from 1990, with 21 publications (79th in the world) to 2006 with 252 publications (44th in the world) and thus indicates the rapidly increasing international activities of the Turkish academia. The figures about the recent development of international partnerships for joint publication also show the priorities of Turkish scholars in international collaborations, more precisely in international publications, obviously with a clear preference for joint publication with US based scholars:

Table 5: International publication activities¹³

	USA	UK	Germany
Joint articles of scholars based in Turkey (1981)¹⁴	47	20	12
Joint articles of scholars based in Turkey (2006)	1026	273	289

International academic publication activities of Turkish scholars with European scholars have no doubt increased but they have much less increased compared to the growth of joint publications with US scholars. However, the question must be raised if the conclusion - last but not least obviously also shared by Turkish scholars – that Turkish scholars prefer to collaborate in joint research projects with US scholars, can be drawn from their preferences to jointly *publish* with US scholars. This preference to publish with US scholars might be, just as their preference to graduate from some prestigious US universities rather a matter of – prestige, but not

¹² See e.g. Group Discussion Istanbul: “*American research has always been more relevant than the European research.*”

¹³ Quoted from: Ayata, S., Erdemir, A, The internationalisation of social sciences and humanities in Turkey, paper presented on the ESHHRA workshop Ankara, May 2008

necessarily of any shared research agenda or a prioritisation for research collaborations with US scholars. In fact, as we will see later via the data from our questionnaire survey this assumption does not coincide with the data about the geographical priorities of Turkish scholars collected from them.

Turkish scholars do indeed have traditionally very close ties with the US academia but does this mean that their research collaborations with the European academia are as poor as even Turkish scholars believe? And more importantly, even if it was true that Turkish scholars prefer to collaborate with US scholars, what could be learned from research with US scholars if one wants to reflect on perspectives for future research collaborations with scholars in the EU, in particular within the European Research Area? This might require some reflections about issues which should be found *within* the relations between the Turkish and the European academia and less in their relations with others.

The need to look into the relations between European scholars and Turkish scholars, rather than into their relations with others, becomes even more obvious if one looks at what constitutes some of the close ties of the Turkish academia with the US academia. If one, in fact, takes into account that year by year young Turkish scholars make their PhD at US universities, one might wonder why generation after generation mistrusts their own academic elite educated in the leading US universities and continues to make their academic career in the US universities and not in Turkish Universities full of academics who graduated in the United States?

Given this phenomena, that young Turkish academics continue making their PhD in US Universities despite of the fact that the teaching staff at Turkish Higher Education institutions in Turkey consists of professors graduated from US Universities, allows to conclude that one aspect of the ties between the Turkish academia with the US academia is obviously less motivated via some shared interests in a shared research agenda; it rather seems that the ties between the US and the Turkish academia seems to be a matter of academic prestige. Gaining a PhD from US universities seems to count much more than a PhD from Turkish universities to make a career in the Turkish academia. To mention this particular interest of Turkish scholars as a matter of academic prestige while collaborating with US universities is in fact important if one reflects on perspectives for future collaborations of Turkish scholars within the European research area as one will see later while comparing the research collaborations both between Turkey and Europe and the US.

The really striking question thus is: if the Turkish social sciences seem to be scientifically as prepared for international collaborations as most of the research communities in the EU and if their ties to the US Universities to a great extent seem to be more a matter of caring about prestige for the academic career than about collaborative research, how could research collaborations between the Turkish and the European academia be improved, given all the political, economic and societal challenges they are jointly facing, not to mention the capacities and expertise one encounters in the Turkish social sciences and humanities found in the below presented survey outcomes ?

A closer view on the actual international practices of the Turkish social sciences academia might help to better understand both where the Turkish social sciences and humanities are and also how to develop their international research activities in the future, in particular in relation to the academia in Europe.

3. 1. The Internationalisation of Social Sciences and Humanities in Turkey: Views and Practices of the Turkish academia

Looking at the international practices of the Turkish academia, or better, how the Turkish academia see their international activities might reveal an answer on this question. The below presented findings from the survey investigated the international research practices of Turkish scholars through the perspectives of individual scholars. The outcomes of this survey might not only allow a better understanding about their preparedness for collaborations within the European Research Area but also to better understand the views Turkish social sciences scholars have on international collaborations in general and with the social sciences academia in the European Union – the views they have about the own social science community.

Background variables

The background variables showing the profile of the respondents can be briefly described as follows:

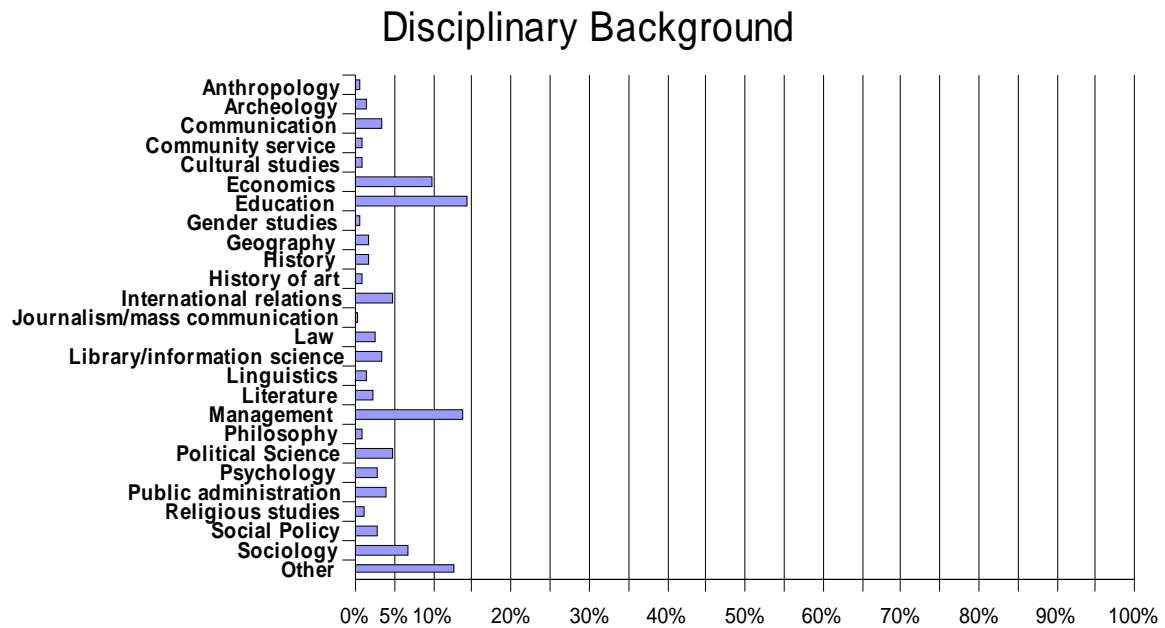
The vast majority of respondents are

- almost equally professors, assistant professors, associated professors or research assistants
- covering the age from 21 to 60 years old
- mainly employed at the bigger Turkish universities with more than 500 to more than 2000 employees,
- more or less equally female and male
- master one or two foreign languages, mainly English, German and French.

The disciplinary background of the respondents are

- firstly economics, education, management studies each representing around 10% to 15% of the sample;
- then, secondly, sociology, political science and international relations with around 5% to 10%.

Table 6: Disciplinary Background



Humanities like Anthropology, Archeology, History, History of Art, Literature and Religious Studies are also represented in the survey, much less than the social sciences with an average of about 2,5% of the sample.

Overall, the sample can be considered as representative both for the different types of scholars as the disciplines in the social sciences and humanities.

Topics of selected survey findings

The presentation of the views and practices of Turkish scholars on the internationalization of social sciences in Turkey, allowing some insights into how the above described Turkish scholars interpret their scholarly practices, will focus on the below six topics:

- What are the overall international scholarly activities of the Turkish social science community?
- How do Turkish scholars see their experiences made in international research practices?
- What are their competencies for international research and how do they gain these competences?
- How do they use the knowledge they create and who are the main users?
- What kind of political support do Turkish scholars need?

- How do they see the relation between politics, science politics and the social sciences and humanities academia?

What are the overall international scholarly activities of the Turkish social science community?

Discussing the questionnaire data concerning the overall international scholarly activities, one should firstly mention again the size of the sample: the fact that a questionnaire dealing with the unusual issue of a truly interdisciplinary topic and even more dealing with reflections about the emerging issue of internationalising social sciences may be more than all the following details about the international activities of Turkish scholars documents the enormously high motivation among Turkish for international collaborative activities.

No doubt, academics are flooded with all kind of questionnaires; however, inviting scholars from the social sciences and humanities reflecting not about any disciplinary issue they are familiar with, not even reflecting about their discipline as a whole but sharing some thoughts about the national social science and humanities community in a country does not only mean to confront social scientists with a topic they normally do not reflect on.

Discussing the challenges of international academic activities, the experiences made in international research projects, the scientific competencies needed for such an endeavour and, on top of everything, also discussing the issues of the interplay of the academia and the society, the modes and application of social science knowledge as relations between the academia and science policies can be truly described as a scientific challenge for any social scientists, certainly even more for the humanities, in either case, not to mention the time 430 out of addressed about 4000 Turkish scholars invested to deal with all the demanding questions concerning their international academic practices, both their contemporary and their future plans for international activities.

Compared to the much lower response rates in other countries, which seemingly are much more influential in international research like the Japanese or the Russian social science communities, the response rate of 10% mirrors the engagement of a social science community in international activities, in which 75% percent of the interviewees indicated to be currently involved in international scholarly activities and in which more than 95% plan to work in an international context in the future.

Table 7: International scholarly activities (present)

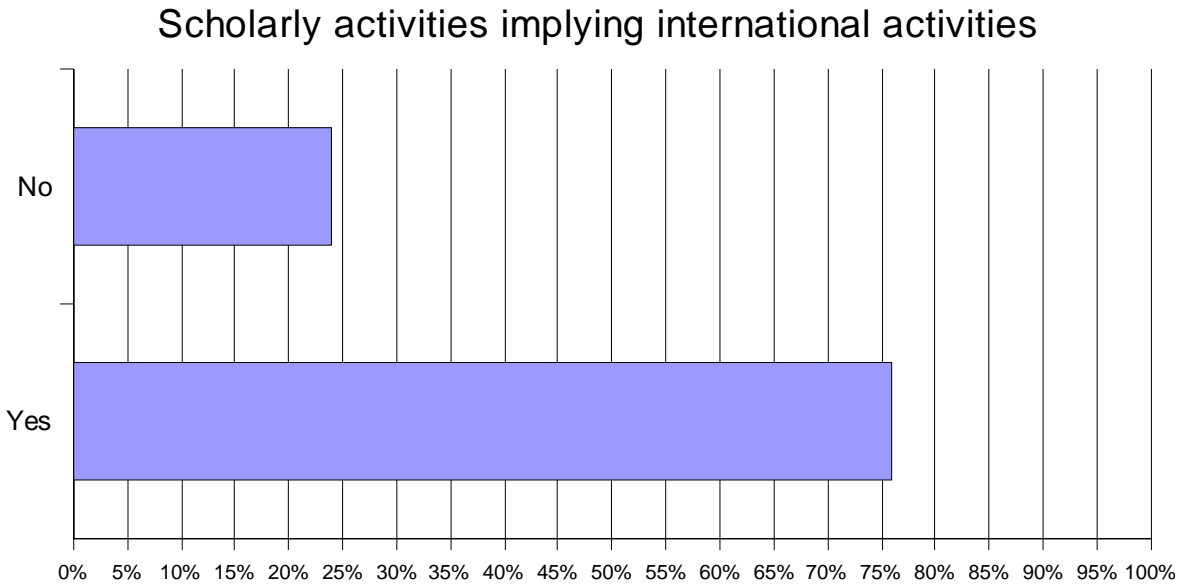
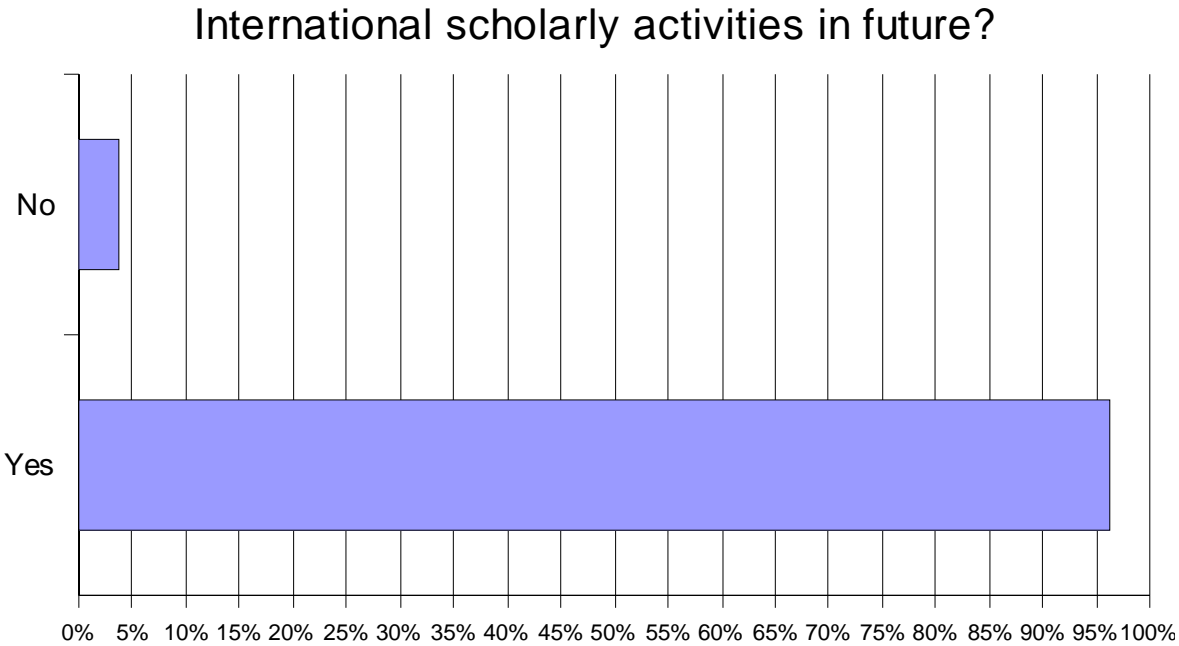


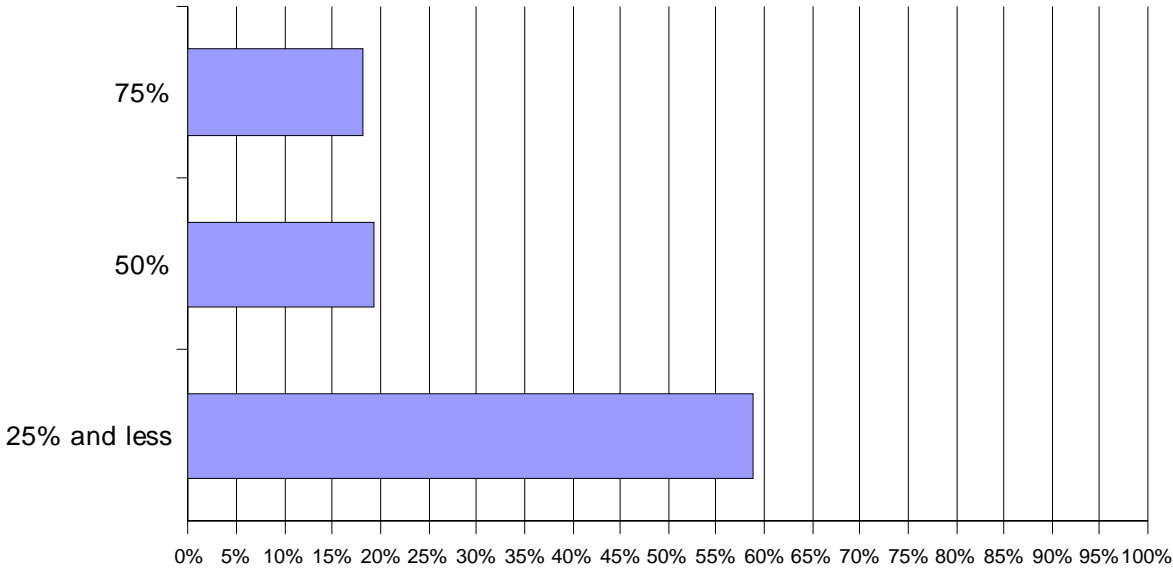
Table 8: International scholarly activities (future)



The proportions of the international and non-international scholarly activities certainly underpin the extent to which international activities seem to be - to phrase it as a working hypothesis - more a normality in developing social sciences communities due to their very dependency from the advanced countries than in the science communities in the advanced countries themselves.

Indeed, the fact that for more than 15% of the respondents attribute 75% of their academic work to international activities, another 20% considers 50% of the scholarly activities as international and that more than every second Turkish social scientist indicates that less than 25% of their academic work consists of any international elements underlines the above assumption that the social science communities in countries, in which the social science community is already an internationally created product, might be better motivated and even prepared for international collaborations than the communities in advanced countries.

Table 9: Proportions between international and non international scholarly activities



A figure, indicating that around 15% of the Turkish scholars work more than 75% in international contexts, might be a phenomenon that is typical for such an internationally created type of a social science academia.

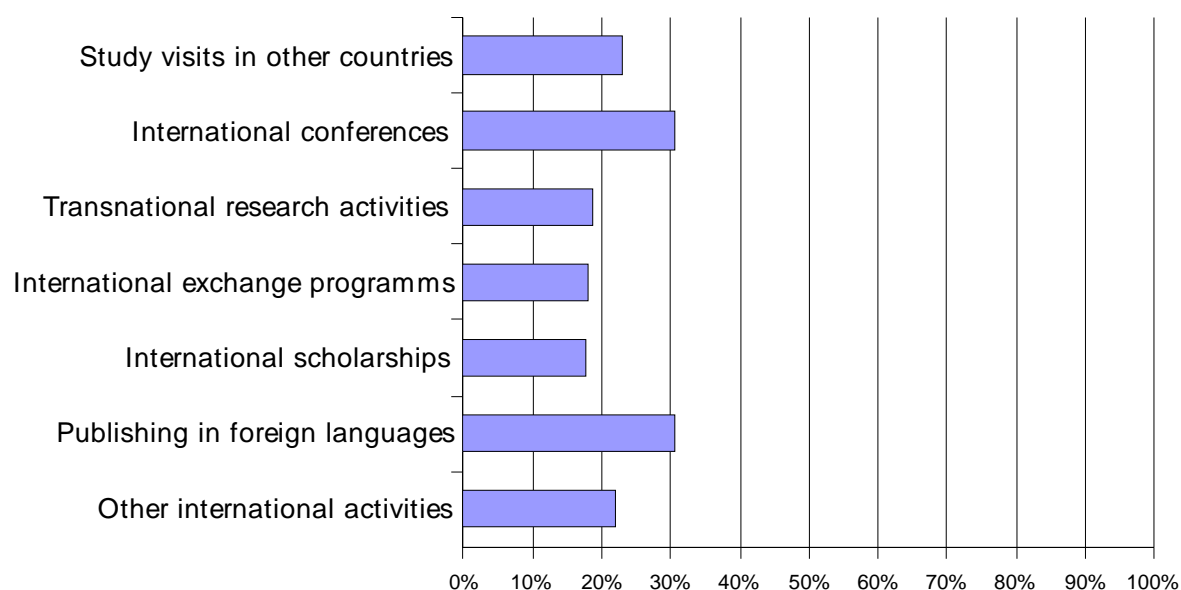
Obviously, the Turkish social science and humanities community owns an elite of academics who preferably in an international contexts. One might question both to estimate the relative proportion of the academic work of around 15% of academic work as international as to estimate this proportion as 75% of the overall work of this group of Turkish social scientists.

However, even if these figures are only approximately mirroring the reality of the Turkish social science community, they do indicate the existence of an most developed international elite in the research community in a developing country like Turkey, developing also in the sense of a developing scientific community - with all the implications for the social science community as a whole as for international science policies. The impact of such an almost exclusively internationally working elite both on the social science community within Turkey as on science policies

beyond the country, namely, in the context of this report, the science policies of the EU, will be discussed later in section IV of this report.

A typology showing the relative proportions of different types of international scholarly activities seem to confirm that for the social sciences and humanities community in Turkey the various international activities are part of their academic normality.

Table 10: Typology of international scholarly activities



The arithmetic means of the different international activities show a twofold result:

Firstly all individual international activities including study visits, international conferences, international research collaborations, exchange programmes, scholarships and the publication in foreign languages are to an extent of about 20% more or less equally part of all international academic activities of Turkish scholars.

Secondly, taking into account the figures from the previous chart, indicating the proportions of international and non international scholarly activities, one can conclude that about 50% of the Turkish scholars are actively involved in the above international scholarly activities.

Thirdly, especially for elite of Turkish scholars, namely the participation on international conferences and the publication in foreign languages are part of their normal academic practice.

How do Turkish scholars see their international research practices?

While the previous section tried to get an overview over the overall international academic activities, comprising all approaches of international scholarly activities like

study visits, international scholarships and – certainly most popular- the participation on international conferences and the publication in a foreign languages, the following set of questions focuses exclusively on the experiences Turkish scholars made in international research activities.

International research, the generation of knowledge about an international research topic, may it be individually or in an international team as an approach typical for EU research projects, can be considered as the scientifically most challenging international scholarly activity. Since the social sciences and humanities as a whole are closely connected to the contexts of the nation states or the nation state societies in which and for which they generate knowledge, it implies that their research agendas, the concepts and categories as the methods they use for their reflections on social sciences phenomena have close ties to the particular social practices they investigate. This also implies that the circles of knowledge accumulation in the social sciences are deeply rooted in the historical development of the nation states and their societies; this concerns in particular the interplay between the society and the social sciences setting up the social science research agenda as the modes and procedures to apply the knowledge to the societal practices.

Different from the traditional modes of international collaborations like international conferences and foreign language publications, in which the outcomes of knowledge produced in the national settings of a nation based society are ex post presented to an international audience, the international creation of knowledge implies some paradigmatic challenges, since it requires to overcome the established means of knowledge production and to creatively create new modes for the generation of knowledge allowing to tackle the foreign research phenomena.

This concerns firstly the concepts and sets of categories which often fail to be applicable to the phenomena of foreign societies but, secondly, also applies to the scientific management of a knowledge production process, not to mention the methodological challenges to apply the outcomes of an international knowledge production process to the practices of the diverging nation based societies. In short, whatever the particular modes for the international production of knowledge might be, they require particular scientific challenges.

Looking now more specifically at the international research activities of Turkish scholars, the overall impression about the Turkish social sciences becomes confirmed in two respects: Firstly, Turkish scholars in general seem to be not only very much motivated to work internationally, on an average basis they also seem to be quite familiar with the particular scientific demands raised by international research. It seems again that for the social science research communities in developing countries which have been created via international relation to foreign research communities also international research activities are part of their academic normality.

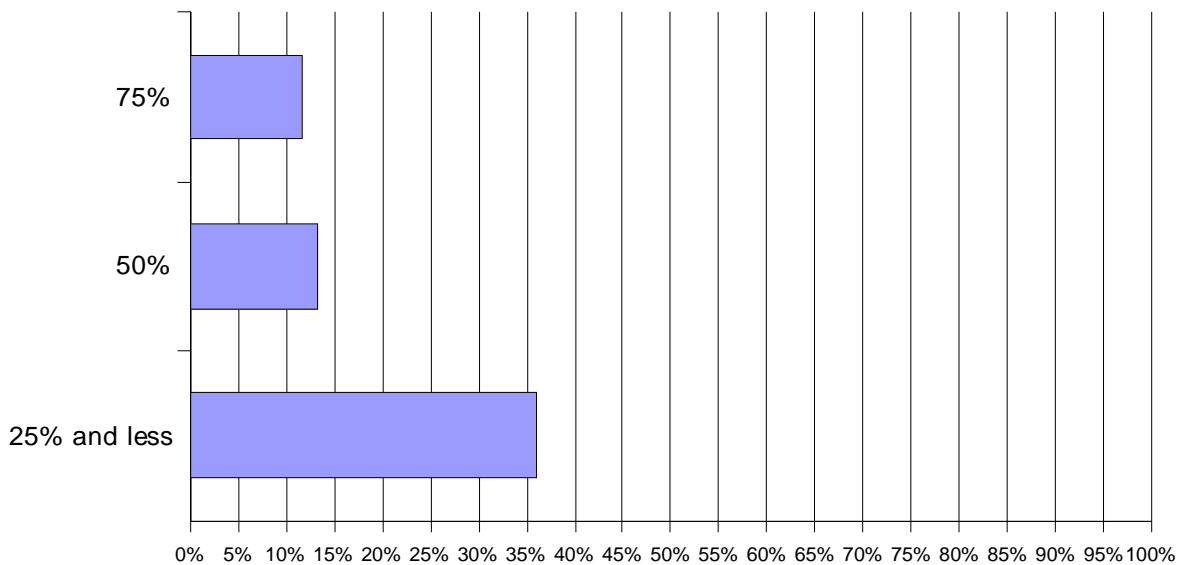
One can however also see, secondly again, that the practical engagement in international research activities remains the privilege of a minority, which seem to be extremely experienced in the generation of knowledge in an international context – though with some particular limitation we will discuss later.

- *Proportion of transnational and non- transnational research*

While the table No 9 showed the proportions between international and non-international scholarly activities the below Table 11 indicates the proportions of international and non-international research.

One could, of course, discuss what the Turkish colleagues consider as transnational research, which in fact might range from applying the publication of research published in a foreign language to the context of any Turkish phenomenon to the certainly scientifically more demanding production of new knowledge about any international phenomena created in international research teams.

Table 11: Proportions between transnational and non-transnational research



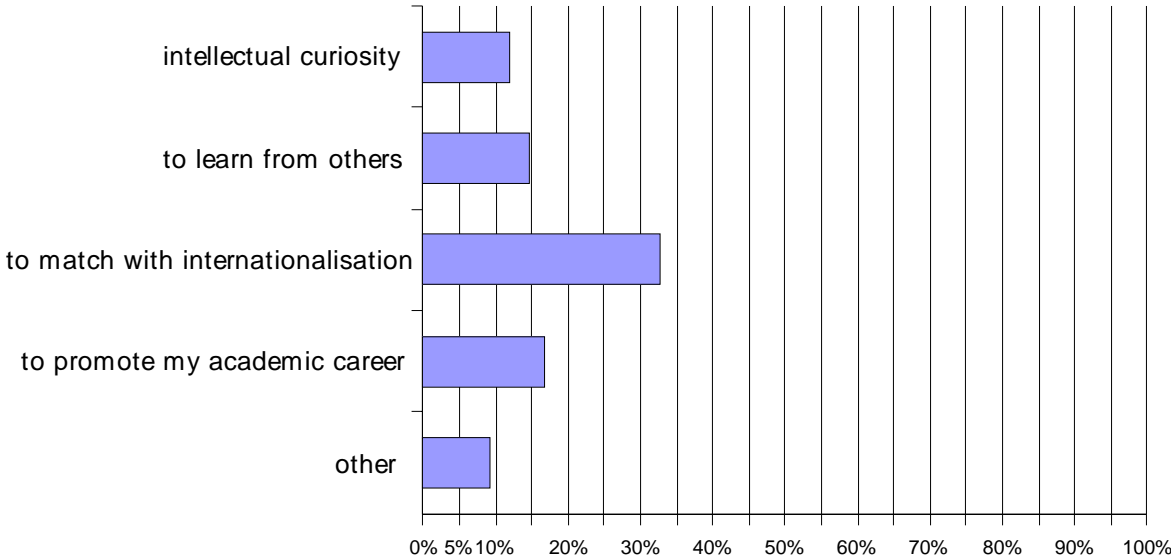
Whatever Turkish scholars define as transnational research, the figures indicating the proportions between transnational and non-transnational research of Turkish scholars clearly show the previously identified internationally working elite does not only gain the international experiences through conferences, exchange programmes and foreign language publications but also through any form of international knowledge production. Around 10% of the sample indicates that up to 75% of their research activities are carried out in an international context and another more or less 10% of the Turkish scholars describe their research as 50% connected to any international knowledge productions elements.

In other words: for around 20% of the Turkish scholars, the international production of knowledge is by no means an alien scientific endeavour. For a relevant part of the Turkish social sciences reflecting on social science phenomena in an international context seem to be a familiar scientific practice.

- *Motivations for transnational research*

A previous study carried out about FP 4 and 5 projects also tried to understand the motivation of European scholars to collaborate in the transnational teams of EU funded projects. To identify motivations is certainly an issue one should discuss most carefully. However, it might not be a coincidence that different from the scholars based in the member states of the EU very much focused on the notion of “learning from others”; the comparison of phenomena in the different contexts of European nation states was and certainly still mirrors the major interest of European scholars in transnational research.

Table 12: Motivation for transnational research



They seem to be motivated for transnational research to understand the different ways other countries are dealing with the same phenomena as an option to incorporate alternative ways of thinking and alternative practice models into their mind sets. The idea of “best practices” circumscribes quite appropriately a view on international collaborations in which alternative theories and practices remain to be reflected in the context of nation based societies as the remaining reference system for social sciences producing knowledge in the accordingly constructed international research collaborations.

It would be certainly most speculative to state that for the Turkish scholars the Turkish societies are a less important reference as for European scholars. It suits, however, into the overall picture Turkish scholars seem to have about international collaborations as an activity if their preference for motivations to carry out research internationally is rather “to match with internationalisation” than “to learn from others”.

Again: it is important to notice that social science communities which originated through international scientific collaborations seem to be much more open for international collaborative research and much less concerned with the national context they come from and thus with the question how to relate the knowledge gained abroad back to the own societal context. Learning from others certainly

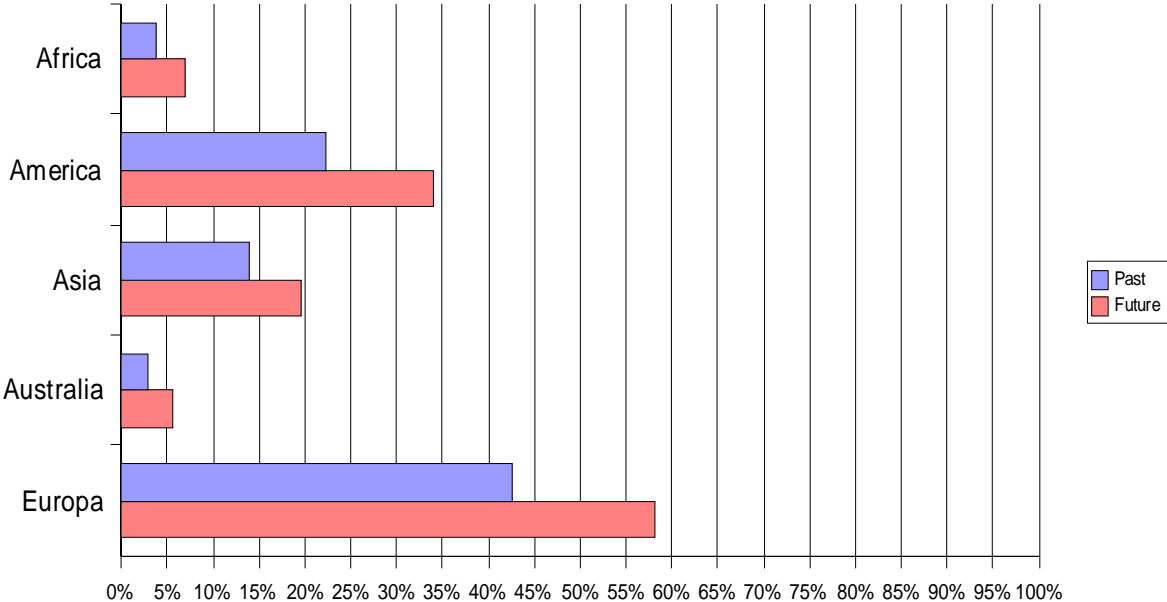
conceptualizes international research rather as a way to benefit from other, while matching with internationalisation rather focuses on positioning the view of a scholar in an international context, more academically phrased positioning ones views in an international social sciences community.

However, this might also mirror another phenomena typical for social science communities in developing countries mentioned earlier: it seems to be a typical and serious problem for the national social science communities in developing countries that the research activities of a leading internationally working elite tends to become isolated from the national contexts both in terms of the national social science community as the societal reality of a developing country, thus creating a new type of an international “ivory tower” as a new type of international “brain drain”. I will discuss this further down in the section about science policies again.

- *Geographical contexts: areas investigated (continents)*

The geographical preferences of Turkish social science and humanities scholars provide some other – for European and may be even for Turkish academics – certainly surprising results underpinning the previous findings about the status of internationalisation in the Turkish social sciences and humanities.

Table 13: Geographical areas investigated (past and future)



Firstly: Without going into further details at this point about the data concerning the topics of previous and future international research activities, already the fact that Turkish scholars obviously carry out research about phenomena in all global regions might be worthwhile to mention. The fact that Turkish scholars are engaged in Africa, Asia, Australia and to a large extent in America and even more in Europe might not

be really very much known among European scholars - and also among Turkish scholars themselves.

Secondly: Unlike their own view previously quoted to preferably collaborate with US scholars, our survey with 430 Turkish scholars show some results revealing some “prejudices” Turkish scholars seem to have about their own international activities: Undoubtedly, already the figures about their current research activities prove a priority on research about phenomena in Europe. Their future research activities even indicate to be twice as much focused on research about Europe than on the US and the figures about the origination of their research partners confirms their preference collaborating with European scholars about issues related to Europe.

It might well be the case that Turkish scholars who propagate the idea of the US dominated Turkish SSH research have become a victim of their own individual preferences to graduate at US Universities and to publish in US based publication houses. It might be also due to the fact that some of leading scholars, who are certainly an influential part of the internationally working Turkish elite, are based in the leading Universities in Istanbul and Ankara, who were in fact founded by the United States and thus naturally have their ties to the US social science community. However, the figures created by the Turkish social science community as a whole in our survey about their geographical preferences do not allow any doubt that the main research activities of Turkish scholars focus on issues in Europe and are carried out in collaborations with Europeans.

A closer look at the particular countries their research focuses on in the different global regions will allow some insights into some more details what their preferences are within Europe and beyond.

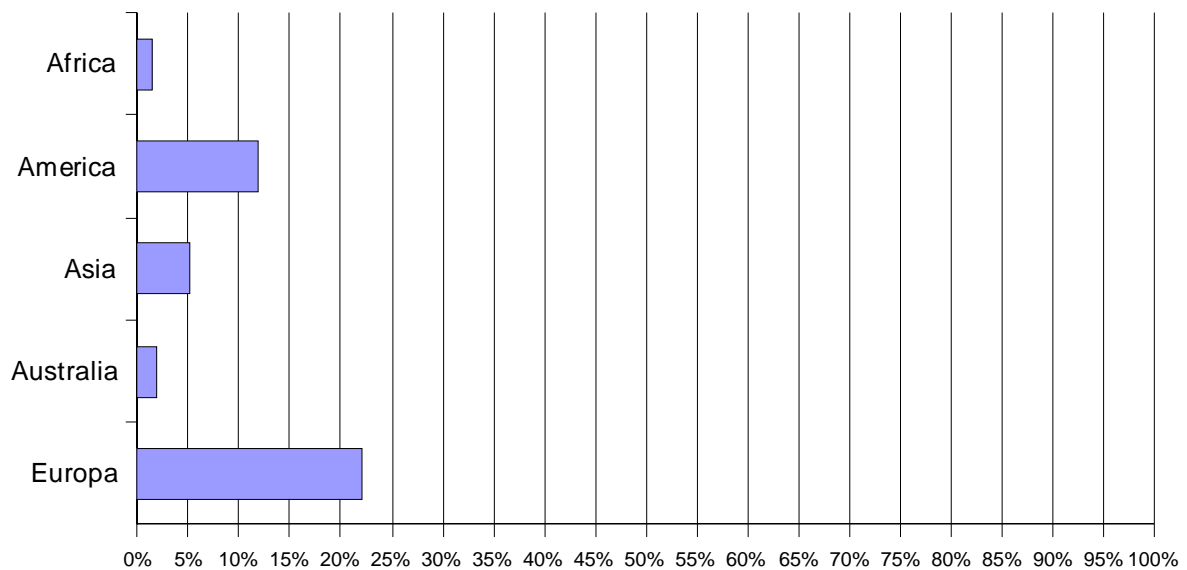
In any case, one must notice that Turkish scholars are not only experienced in international research activities; they are also geographically involved in research activities in a true global context, to which extend in which global regions will be discussed below.

Thirdly: Looking more specifically at the differences between the global regions already investigated and the global regions in which social science and humanities phenomena plan to carry out research in the future, one can again find a enormously growing scientific interest of Turkish scholars in research about Europe, thus another sign that the development of future collaborations between Turkish and European scholars is certainly not a matter of lacking motivations of Turkish scholars for research about research issues located in Europe.

- *Geographical origination of research partners*

If one looks at the below chart indicating the geographical origination of research partners collaborating with Turkish scholars in international research activities, the preference of Turkish scholars for European academics becomes even more striking, especially if one takes into account the ties Turkish scholars, presumably those based in the US founded Universities in Turkey, do have with the US based academia.

Table 14: Geographical origination of research partners



The majority of Turkish scholars preferably collaborates with European scholars in research activities about research issues located in Europe. It also seems to be the case that there are also many Turkish scholars, namely those who graduated from US based Universities and who seem to have some preferences to publish in US based publication houses, that once they got a position at Turkish universities tend to orientate their research activities towards Europe.

This might be a different story for the US founded Universities in Ankara and Istanbul for the majority of Turkish scholars collaborating with European about Europe is according to the data they provided a very likely academic practice.

Another conclusion must be drawn from the twofold fact that Turkish scholars do not only thematically focus international research on phenomena occurring in European countries but that their research partners also originate from Europe: if 40% to 60% of the Turkish scholars involved in international research investigate research topics located in Europe and if 20% also indicate to collaborate with scholars originating from Europe one must conclude that Turkish scholars are very much experienced in collaboration with European scholars.

Recalling the preferences of Turkish scholars to publish their research findings with US based scholars and the above figures about the geographical areas they investigate, showing a dominance of Europe as their focus of research, another conclusion must be made: not only do Turkish social scientists focus their international research to an important extend on issues in the context of Europe, given their preferences publishing their research findings with US scholars one must assume that they apparently carry out research about Europe possibly also to some in collaboration with US scholars but publish their European research findings in US based publications.

Given the engagement of Turkish scholars namely in “western” countries and the fact that the funds for their international research activities in most of the cases come from the funds from foreign countries or foundations, one must finally also conclude

that Turkish scholars have some expertise in using international funding strands from national, private funds or foundations to subsidize their research activities, especially in European countries collaboratively carried out with European scholars.

- *Geographical contexts: areas investigated (countries)*

The situation becomes even more interesting if one looks more detailed at the countries in the different global regions about which Turkish scholars carry out research or about which they plan to carry out research in the future and thus get some more detailed insights into the geographical foci of their international research activities.

Continents and countries

Table 15: America

Geographic Areas: America		
	Past	Future
USA	92	118
Canada	17	32
Mexico	3	7
South America	2	5
Brazil	1	8
Cuba		3
Venezuela		3
Argentina		2
Bolivia		1
Chilli		1
Colombia		1
Peru		1

The figures about America contain two main messages:

Firstly Turkish scholars obviously focus their research in America on issues in the United States and Canada.

This is, secondly, by no means trivial: the figures in this table indicate the geographical areas investigated by Turkish scholars, not the countries from which they received their research funds. In case that the figures showing a preference of Turkish to carry our research about issues located in America on the US and Canada

might still sound most natural, one should consider some fundamental differences between the Turkish and the US societies.

In other words: the second point to be made here is about the fact that Turkey, more specifically the Turkish society, the Turkish economy as Turkish politics share certainly much more with the developing countries in South America, that they however focus their research on the US and Canada allows to raise the question, if and how the research activities carried out about the US are related to societal challenges the Turkish society is facing. The below mentioned example of an currently emerging middle class in Turkey and the fact that reflections on “classes” as a relevant category in the European social sciences was an issue in the 70th and that the very same European and US social sciences these days discuss the issue of “post modernity” might illustrate a contextual alienation of social sciences due to their very engaged research activities international contexts.

Table 16: Africa

Geographic Areas investigated: Africa		
	Past	Future
Egypt	8	12
South Africa	3	4
Tunisia	3	7
Morocco	2	1
Algeria	1	5
Gambia	1	
Nigeria	1	
Sudan	1	2
North Africa		1
Senegal		1
Uganda		1
Zimbabwe		1

Firstly: Turkish scholars carry out research about research issues located in countries of Africa. Though the research efforts focussing on countries in Africa are compared with other continents low, carrying out research in Africa is by no means a “natural” for European social science communities with the exception of those countries who have colonial ties with countries in Africa.

Secondly: If one adds the figures about the North-African Muslim countries the total of 26 entries indicating research carried out by Turkish scholars in these Arabian countries, Turkish scholars do have a basis for research collaborations with Arabian countries, which is a issue that cannot be highly estimated enough, given the political importance of a scientific dialogue with the social sciences in these countries.

This is of particular importance if one takes into account the need to establish non-colonized research collaborations with Arabian scholars, especially in the light of the emergence new Islamic social science disciplines. This point will be elaborated in section IV of this report about sciences policies targeted towards developing countries.

Thirdly, though on a very low level, it is important to notice that Turkish scholars seem to be about to initiate research collaborations with countries in Africa, which are yet widely beyond the “maps” of international research collaborations.

Table 17: Asia

Geographic Areas investigated: Asia					
	Past	Future		Past	Future
Iran	11	9	Afganistan	1	2
China	9	24	Georgia	1	2
Japan	9	19	Korea	1	3
Kyrgyzstan	9	3	Kuwait	1	2
Turkey	8	12	Lebanon	1	1
Irak	6	3	Palestine	1	2
Jordan	5	2	Phillipines	1	
Kazakhstan	5	3	Caucasia		5
Russia	5	7	Central Asia		2
Syria	5	9	Malaysia		2
Uzbekistan	5	1	Middle East		2
Azerbaijan	4	5	Oman		1
India	5	11	Saudi Arabia		2
Israel	4	2	South Korea		1
Pakistan	4	2	Sri Lanka		1
Taiwan	4	1	Tatarstan		1
Singapore	3	1	Thailand		1
Turkmenistan	3		United Arab Emirates		1
Armenia	2	3	Vietnam		1
Indonesia	2	4	United Arab Emirates		1
Ukraine	2		Vietnam		1

Firstly: Turkish colleagues address with their research activities, though to a very different extent, almost all countries in Asia, including all the important countries in Asia, are targeted by Turkish social sciences, while only Korea seems comparably underrepresented.

Secondly, if one, however, compares the political and economic importance of the countries in Asia like China, India, Japan and last but not least Russia, the research activities focusing on the Asian neighbourhood countries seems to be a major

concern of Turkish social sciences. It would be interesting to find out what the motivations, research topics and the research outcomes of the research activities are focusing on countries in the Black Sea neighbouring countries in central Asia. It might be the case that social science research in these countries is motivated by political ambitions of Turkey in this region and a shared history of the people in this region.

Thirdly, the figures indicating the geographical areas for future research show a slightly growing interest also in the smaller developing countries in Asia and an extended interest in other Arabian countries beyond Africa.

Table 18: Europe

Geographic Areas investigated: Europe					
	Past	Future		Past	Future
Germany	74	88	Bosnia & Herzegovina	2	1
England	58	86	Latvia	2	1
France	39	50	Macedonia	2	
Italy	30	37	Malta	2	2
Netherlands	29	8	Moldova	2	2
Greece	23	31	Norway	2	8
Austria	19	17	Belarus	1	
Spain	19	33	Croatia	1	1
Turkey	19	8	Estonia	1	1
EU	18	31	Iceland	1	2
Belgium	14	21	Israel	1	
Bulgaria	13	19	Luxembourg	1	
Sweden	11	19	New EU members	1	2
UK	11	18	Northern Ireland	1	1
Czech Republic	9	8	Scandinavian countries	1	1
Poland	9	9	Scotland	1	
Switzerland	9	12	Serbia	1	
Denmark	8	9	Slovakia	1	1
Ireland	8	3	Wales	1	
Finland	7	10	Baltic countries		1
Romania	6	9	Central Europe		2
Balkan Countries	5	10	Easten Europe		4
Hungary	5	14	Kosovo		1
Cyprus	4		Slovenia		1
Portugal	4	7	Ukraine		1
Lithuania	3	3	Western Europe		1
Russia	3	3			

Different from what not only many Turkish scholars also seem to believe, research about Europe does not only represent the main interests of the Turkish social science and humanities if they conduct international research, *Turkish academics in the social sciences and humanities do play a role in all European countries* and in all European countries really means including countries, which even with the European research area are not playing such a major role. Turkish colleagues carry out

research also in countries like Portugal, Hungary, the Balkan countries, Rumania, Finland Belgium, the Netherlands, Czech Republic and not to mention all the other smaller countries.

In other words, the Turkish social sciences and humanities are very present in Europe as a whole and by no means only in the bigger countries, in which one would assume, last but not least due to the most attractive research funds.

In these big European countries, they are in fact also quite massively carrying out international research: Germany, France, Italy and the UK (including England and Wales) are places in which apparently scholars from Turkey to a remarkable extent are conducting research about social sciences phenomena.

Even the EU as a whole has been and will be a relevant subject for Turkish researchers in the social sciences.

All this brings us back to the previously discussed question about the publication of the research outcomes of research carried out in Europe by Turkish scholars, almost exclusively published in English.

Which means: what has been discussed before as a problem for the interplay between the internationally working Turkish social scientists and the feed back of their research on the development of the locally working Turkish academic, becomes even more serious for the internationally working Turkish scholars and their feed back into all the social science communities in the countries in which they work but which can not easily benefit from their research activities if they publish all their research results only in English with the exception of those European scholars who also frequently publish in English and are thus able to recognize that the Turkish scientific community is a most internationally working research community not only worldwide, but namely in Europe.

This bizarre situation of Turkish scholars that even Turkish scholars do not recognize their research activities in Europe seems to result not from any lacking abilities in international research but rather from the opposite: from their very abilities to collaborate internationally based on the origination of the Turkish social sciences in a very international context like the foundations of some key universities founded by the US.

In other words: what could be recognized in some developing countries as a tendency to create what I call further down the risk of a split academic community, split into locally working social scientist on one hand and on an internationally working community alienating from each other due to a lacking interchange of their research outcomes, must be considered as an already existing reality for the Turkish social sciences in Europe, strangely enough, not despite of but due to their internationally advanced status.

Worse than this: this alienation might even create what the very Turkish colleagues working in Europe interpret as prejudices about a lacking of scientific acknowledgement Turkish scholars among Europeans – though it might all simply nothing else but just lacking knowledge about the knowledge Turkish produce about Europe but publish it all only exclusively in English. Taking into account that mainly e.g. German social scientists, representing the country Europe in which Turkish

scholars are by far more active than in other European countries, who work with qualitative approaches and who only publish in English in a more limited way than those who are working with quantitative approaches¹⁵, the publication policies of the Turkish scholars might thus contribute to their own lacking acknowledgement not only in the Turkish research community but also abroad in the international contexts in which they though are very productive.

Thus one could conclude that can only be described as an irony that partly the prejudices Turkish scholars face when they work internationally are the product of their very international scholarly work, more specifically their publication policies, neither they seem to be aware about nor those who express those prejudices.

However, these prejudices apply to the internationally established Turkish social scientists. As the Turkish social science community already shows all signs of a split community, those prejudices concerning the acknowledgment of scholars who rather work on local issues remain a serious hurdle for future research collaborations; And more importantly there are other judgments Turkish scholars consider as prejudices, which certainly do not originate from their publication policies and which do create much more important hurdles for future collaboration between Turkish and European scholars. These prejudices and hurdles will be discussed below in the section about *“Hurdles and perspectives for future international collaborations with the Turkish social sciences and humanities”*.

Geographical contexts: Global comparative perspective

Comparing the data about the engagement of Turkish scholars in the different global regions one can summarise:

Firstly, Turkish social sciences conduct research in worldwide context and are not only represented in all continents but carry out research about a huger variety of countries in all continents including African countries which is rather unusual for a developing country.

Secondly, the vast majority of research they carry out about other countries in the world is focusing on research issues in Europe. Within the Europe almost all countries are subject of social science and humanities research, thus one can say Turkish scholars most broadly approach social sciences issues across Europe.

Given the below discussed widespread of disciplines involved in international research, one can conclude that - taking Europe as a whole – phenomena reflected on by social sciences and the humanities are a subject for the international Turkish research activities.

Led by Europe, the US and Canada are the on the second place of the countries in a global comparative perspective attracting research of Turkish scholars. They are also present in South America, however, at a quite low level.

¹⁵ Skudlik, Sabine (1990). Sprachen in den Wissenschaften. Deutsch und Englisch in der internationalen Kommunikation. Tübingen

They are engaged in Asia. Compared to the political and economic importance of countries like India, China, Japan and Korea, their research activities are at a comparably low level, especially compared to other politically and economically much less developed countries, in many of which they are however active.

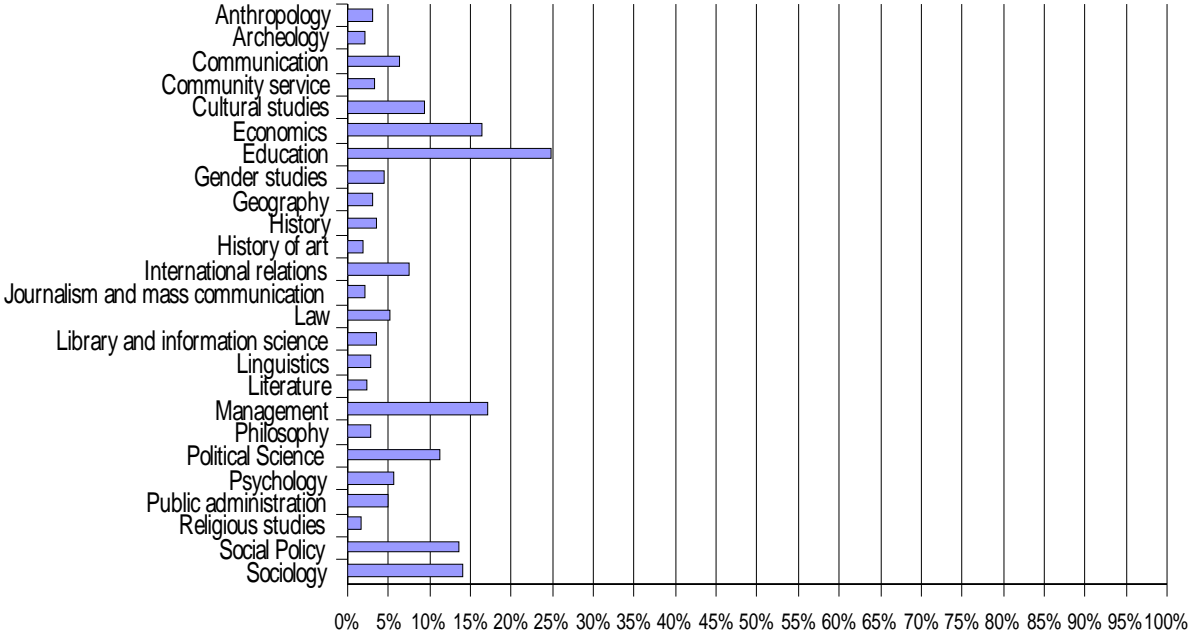
Within Asia and Africa, they carry out more research about the Arabian countries with a clear preference on Egypt.

Typical for the geographical orientation of the international research activities of Turkish social sciences and humanities are research activities in the neighbouring countries in the Middle East, obviously focused on countries with ethnic ties to the Turkish people.

- *Disciplinary research backgrounds of international research activities*

If one compliments the above data about the variety of countries addressed by Turkish scholars in their international research activities another important conclusion must be drawn from the data in the below table:

Table 19: Disciplinary backgrounds of international research activities



Turkish scholars, at least the previously mentioned internationally working elite, do not only carry out research about almost all countries in the world, the disciplinary backgrounds of the researchers engaged in international research activities also shows in the context of the focus of this report two important results:

Firstly, international research carried out by Turkish scholars covers both research in the social sciences as research in the humanities.

Secondly, the dominating disciplines, all social sciences, are:

- Education
- Management
- Economics
- Sociology
- Social Policy
- Political Science

Combined with the also raised data about the research topics they addressed in previous and intend to address in future research, one could in fact create disciplinary profiles with the thematic orientations of international research carried out and planned by Turkish scholars and thus provide some information about the international expertise contributed and contributing by the Turkish social science community to an international knowledge accumulation process.

However, in the context of this report focusing on the question what might prevent Turkish scholars from closer collaborations with European scholars and – more specifically – what are the possible hurdles for a stronger involvement of the Turkish social sciences and humanities in the European Research Area, one should stress that international research conducted by Turkish scholars does very well cover all those research disciplines required to address the research topics predominantly addressed by the research priorities of the research agendas of the EU research programmes.

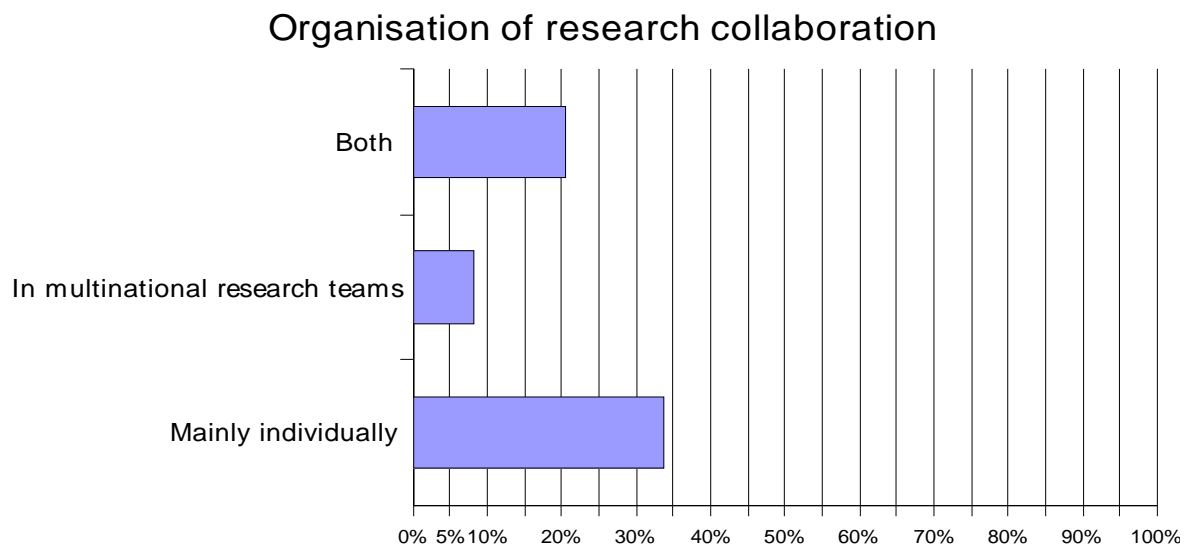
Thus, the key question what are the possible hurdles preventing the most experienced Turkish scholars to more participate in the research activities in the European research area in the future can hardly be explained via a lacking match between the disciplinary expertise and research priorities Turkish scholars in the social sciences and humanities do have an also do address in their international research activities – however, not very much in the context of EU research programmes.

- *Organisation of research collaborations*

Given the discrepancy between the overall amount of international research activities and the fact that only about 50% of the Turkish scholars indicate to collaborate with researchers from other countries, one must also conclude that an important part of international research carried out by Turkish social science scholars is rather carried out individually than in transnational research teams. This might also help to at include a hint on some of the reasons why Turkish scholars play a comparably small role in research funded by the EU programmes compared to their well developed international activities around the world despite of their profound international expertise.

In the survey, Turkish scholars were asked to indicate to which extend they carry out their international research individually or in multinational research teams. Though the below chart shows that 8% of the Turkish scholars do also work in teams and 20% work both in teams and individually one can certainly conclude that – including those who do both work individually and in teams - individually carried out international research activities dominates the international research practices of Turkish scholars.

Table 20: International research practices: organisation of research



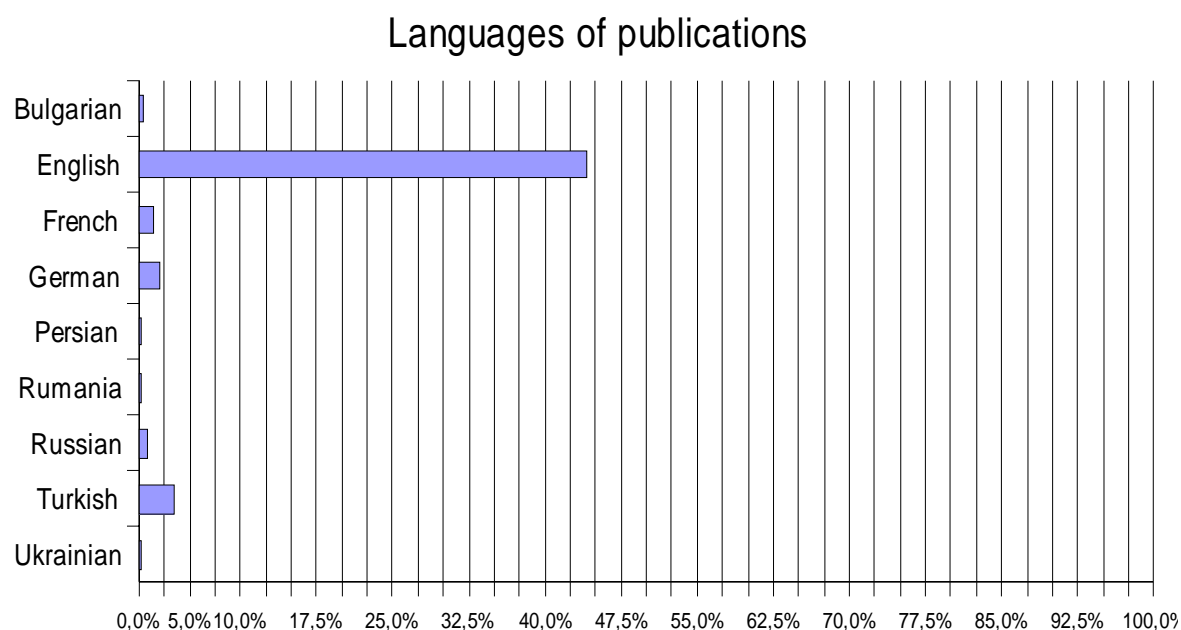
Referring to the previous reflections about the ways Turkish scholars preferably organise their international research activities, it seems that the design of the according two questions in the questionnaire apparently were not phrased precisely enough. In fact, the distinction made between working in “multinational research teams” and working “individually” was based on the assumption that multinational research teams consists not only of two ore three partners with a different nationality, but that multinational research teams are those we know from the ways research teams in EU FP project are constructed with a minimum of around 5 to 6 academics, not only coming from different countries but also with a different disciplinary background due to the requested interdisciplinarity of these projects.

This is important to be taken into considerations for the discussions of the following points reflecting on the practises of international research carried out in multinational research teams. In other words:

- *Publication of research findings*

The message is obvious: Turkish scholars creating knowledge in an international context publish almost exclusively in English, certainly many of them the previously mentioned publishing houses based in the US.

Table 21: International research practices: publication of research



Three lessons can be learned from this table:

Firstly, around 50 % of the respondents did either not indicate in which language they publish, or they do not publish at all.

Secondly, the internationally working scholars are most familiar and may be more capable of communicating their research into an international research community than many social science communities in some European countries.

However, the strong preference for English also raises the question about how the international research activities are connected to the social science community in Turkey. Raising this question about the priority, publishing the research findings almost exclusively in English raises in fact a most serious question the emergence of an international social science research community is facing and more particularly the internationally Turkish elite is certainly also confronted with.

Raising the question of how international research is related to and feed into the discourses of the local research communities does by no means mean to define the mission of any social science community as being devoted to the local society the scientists originate from. International research must be international and must disregard any national context as defining the contribution of individual researchers to the research agenda for an international knowledge production. Researchers considered as national scientific ambassadors, as it is the case in EU programmes fail to match the challenges of international research.

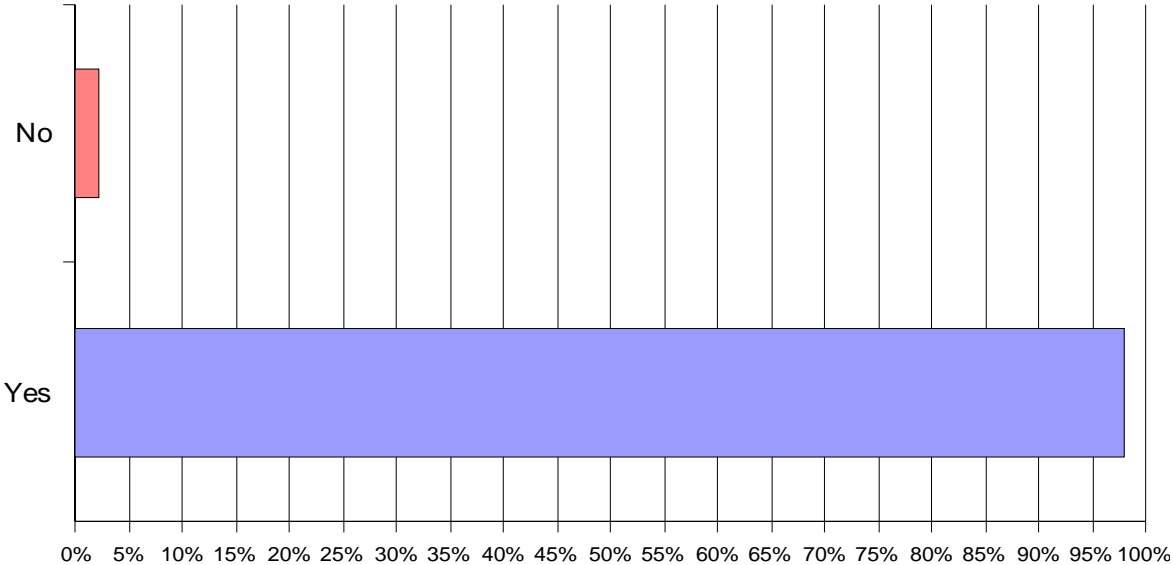
The point to be made here about those Turkish scholars who carry out research about the US is a twofold one: firstly, it seems to be quite obvious that research about the US as about any other country that provides funding resources for research is dragged towards those countries due to the resources they provide.

Needless to say that is more the case for academics coming from countries which do not or hardly provide any local resources for research. However, as much as such an internationally working social science elite builds the basis for the development of an international research community, the alienation of the elite from any local research communities, except those who carry out the knowledge accumulation in English, seems to become a serious problem for the impact international research must have on the local research communities. The creation of split national research communities and the particular problems in developing countries will be discussed again below in the context of reflecting on some aspects of the science policies targeted towards developing countries.

What are their competencies for international research and how do they gain these competences?

Given the experiences and expertise in international research widely spread across the social sciences and humanities disciplines, the judgments of Turkish scholars about the competencies needed for international research mirror their expertise:

Table 22 International research practices: particular competencies needed



Almost 100% of the interviewees believe that international research requires distinctive research competencies.

However, the prioritisation of the different competencies shown by the means for each competence allows the following hypotheses:

Table 23: International research practices: priorities of competencies (means)

Language competencies	2,01
Managerial competencies	2,95
Methodological competencies	2,27
Social competencies	2,55
Other competencies	2,91

1 highest priority, 5 lowest priority

The figures firstly show that Turkish social scientists are aware of the importance of particular scientific competencies needed for an international knowledge production. They slightly prioritise language competencies as the main challenges for scientific competencies in international research activities.

Since Turkish scholars secondly slightly prioritize methodological competencies compared to the data about level of prioritisation of language competencies in European countries which are significantly higher than among Turkish scholars, one must draw a twofold conclusion: Turkish scholars seem to be less challenged communicating their research activities in lingua franca communications, means in English. Their comparably lower prioritisation of language competencies compared with the prioritisation in European countries, their prioritisation might also be due to the fact that they do much less carry out their international research in multinational teams consisting of a broader variety of project partners with a broader variety of mother tongues. The challenges for the language competencies in international research collaborations are obviously much lower if one carries out research either in small research teams or even individually, as the majority of Turkish researchers apparently do (see table “organisation of research collaborations”, page 40).

The lowest importance they attribute to “Managerial Competencies” certainly also not only underestimates the managerial competencies needed in multi national research teams and mirrors their lacking experiences working in project partnerships as the ones usually characteristic for EU funded projects; they might also be based on a very common misinterpretation of managerial competencies as dealing with administrative work. In the scientific context managerial competencies are rather

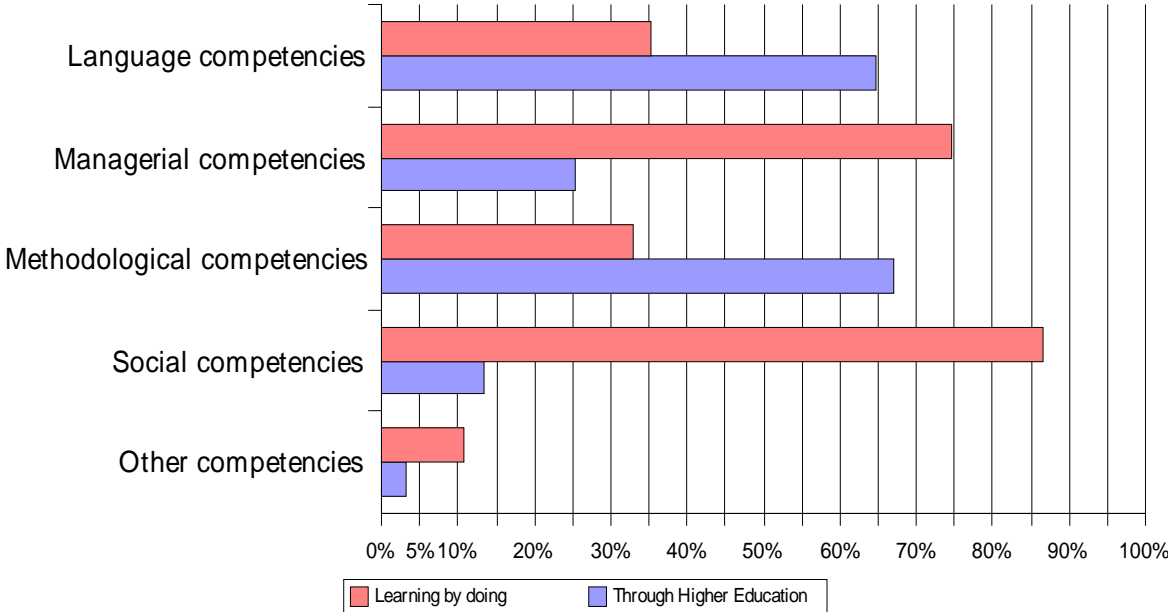
about the scientific management of a collaborative knowledge production process in multinational research teams.

The same seems to apply to the methodological and social competencies: in the context of dominantly individually carried out international research activities, the challenges by methodological and – even more obvious – the social competencies might be “naturally” underestimated. To identify the preparedness for Turkish scholars for international research in broader multi-national research teams, it would be important to find out if Turkish scholars share another quite common misinterpretation of the scientific substance of both methodological and even more of social competencies and share a rather common shallow interpretation of both competencies.

As an overall conclusion, one must, however, summarize that Turkish scholars seem to be most familiar with the particular scientific competencies needed for international research activities. In other words: substantially lacking scientific research competencies or lacking confidence in their own scientific abilities to work in international contexts cannot be concluded from their views about competencies for international research collaborations.

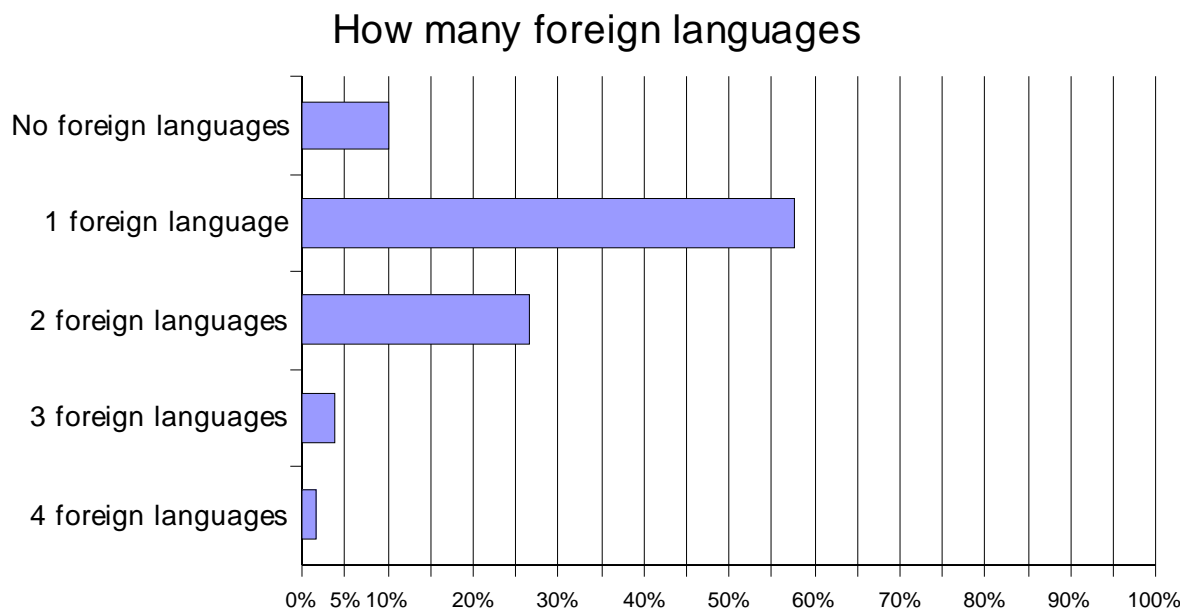
The data about the question, how Turkish scholars gained the competencies they consider as particularly important for international research show a very common picture about the current deficiencies of Higher Education also in Turkey establishing or one should better say hardly establishing young academic with those competencies during their University studies with the striking exception of language competencies and methodological competencies.

Table 24: International research practices: achievement of competencies



The fact that Turkish scholars state that Higher Education plays a much higher role in providing the language competencies than usually indicated by European scholars in interviews in a previous study¹⁶ about practices in transnational research projects under FP 4 and 5 must be due to profile the respondents show via the figures in the background variable about the language abilities of Turkish social scientists:

Table 25: International research practices: language competencies



In fact, more than 55% indicated to master 1 foreign language and more than 25% master 2 foreign languages, which is in more than 90% English, much less German and French. Given English as the lingua franca in international research, one can understand why the Turkish academia considers the Turkish Higher Education as the main provider of the language competencies for international research.

However, it should be mentioned here again that mastering foreign languages and the challenges of scientific communications in international research project, especially in the kind of research typical for EU projects is a fundamentally different thing. For such international scientific communications, mastering English is an inevitable precondition but it is also not more than a precondition.

Interestingly enough, concerning the “methodological competencies”, the “managerial competencies” and the “social competencies” Turkish scholars and – more important – Turkish Higher Education seem to share all typical misunderstandings about these competencies leading to an also typical underestimation of the manifold challenges for international research with regard to these competencies. Social competencies for international research are also not in Turkish Higher Education interpreted as knowledge about the different concepts and modes of knowledge creation in different

¹⁶ Kuhn, Michael & Remoe, Svend Otto (ed.) (2005). Building the European Research Area: Socio-economic research in practice. New York: Peter Lang.

science cultures one encounters in international research and thus not a subject of Higher Education learning but as matter of learning by doing, just as if the experiences academics make could replace to professionally study such science cultures an element of HE curricula professionally preparing for international research.

The opposite is the case for methodological competences, the misunderstanding about their role in international research results in the same professional deficiencies: methodological competencies are a subject of Higher Education but most likely not those particularly needed for international research, resulting in the typical misunderstanding Higher Education does prepare for international research with regard to the methodological competencies. However, this judgment of Turkish scholars might just mirror again the methodological challenges encountered in international research that is widely carried out individually or in very small groups of researchers. In both cases of the social and the methodological competencies, Higher Education will certainly be confronted with those scientific challenges once Turkish scholars increase their participation in international research in multi-national research teams which are constitutive for EU funded research projects.

Methodological competencies in international research become a major challenge in these projects due to their nature of interdisciplinary projects. Considering the fact that Turkish scholars gathered their experiences in international research activities predominantly in individual research or in small groups of researchers, they might change their view about their methodological preparedness.

How do they use the knowledge they create and who are the main users?

Given the priority of “policy relevant research” as the key element of EU funded research next to the two other constitutive elements “transnational” and “interdisciplinary” research on one hand and the fact that international research for Turkish scholars almost inevitably means to carry out research about topics in other countries than Turkey on the other hand, a question that is most typical for international research carried out by academic coming from developing countries comes into play: what are the concepts and strategies to apply the knowledge they create in international research to social practices, may this be in the foreign countries about which they conduct research or in the country the originate from.

To find out what Turkish scholars think about applying the knowledge they create in the context of international research, they were asked two sets questions in this survey, aiming at firstly their views about the objectives to create knowledge and secondly their views about the users of the knowledge they create.

Though logically the question about the users to which Turkish scholars address their research outcomes should come at the second place, it might be easier to understand the particular problems of Turkish social scientists applying their knowledge and the implications, this might have for future research in the European research area if one starts with the users towards they target their research activities:

Table 26: International research practices: Users of transnational research outcomes (means)

Academics	1,96
Civil society	2,60
Politicians	3,15
Companies	3,57
Others	3,04

1 highest priority, 5 lowest priority

The result is obvious: seen from the philosophy of EU funded research the prioritisation of academics as users of the research outcomes would already be considered as a major mismatch with a key criterion in the evaluation of project applications for such projects if academics were indicate as the main users of such a project.

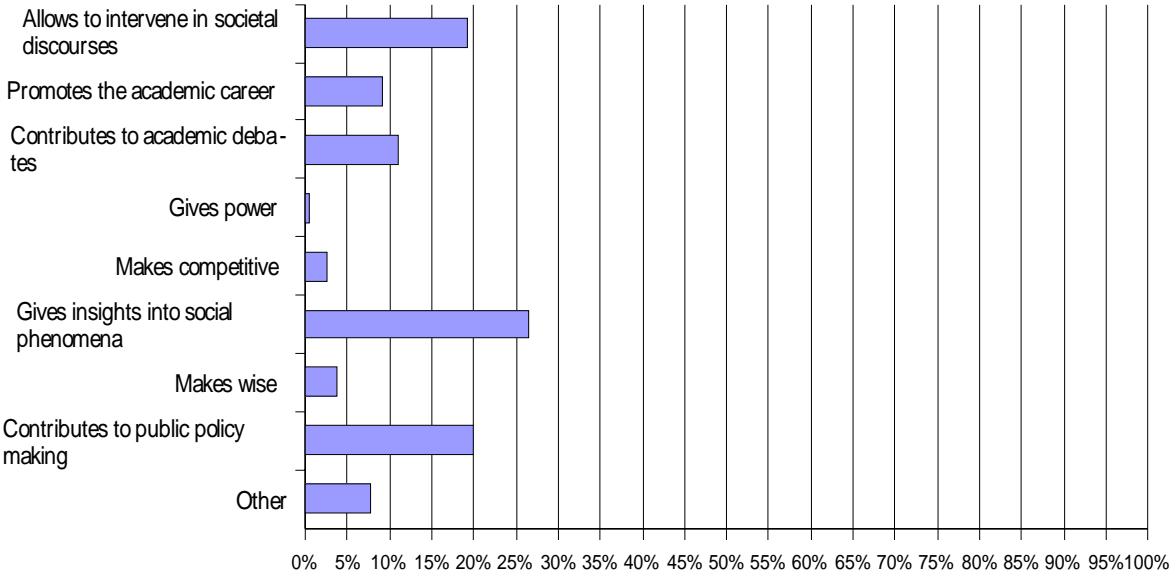
If one accepts the most narrow concepts of policies and relevance guiding the idea of policy relevant research, the issue of applying knowledge generated in international research is, however, already not only a serious challenge for any international EU funded project, since identifying the political beneficiaries in the jungle of the political competencies constructed between an “open method of coordination” and “subsidiarity” is already most challenging for the most professional policy experts in the EU; it is also already a problem for social sciences researchers who are a bit more experienced in declaring research outcomes as relevant for policies, which are conceptualized in the bodies of the EU and – possibly – put into the political practice at what is called “the level of member states”, a level of national policies on which the relevance of international research is quite naturally often questioned.

Given the circumstances under which Turkish scholars work in an international context in which most likely only foreign countries policies come into play as addressees for policy relevant research, it is only natural that Turkish scholars target their research towards – the academia; judging from the philosophy of EU research programmes, especially the ideas of what is called “policy relevant research” a way to target research outcomes of international research that would be considered from that perspective as the “best practice” example of research in and for the “academic ivory tower”.

Whatever the perspective might be through which one interprets the targets of Turkish social science research outcomes, targeting research primarily towards the academia and – if possible to the civil society, but neither to politician and companies might anyway be the inevitable result of international research that is carried out by an international academic elite which inevitably alienates from any societal context if the funding policies of their own country as their complimentary publication policies forces them to carry out international research and to publish the research outcomes beyond any local contexts.

At the very beginning of the questionnaire the interviewees were asked to answer the question what their objectives are to create knowledge.

Table 27: Objectives for the creation of knowledge



It might rather mirror the contradictory situation of an alienated international research community if the Turkish social scientists engaged in international research serving the research needs of foreign funds and their research priorities consider the objectives of their knowledge production in the accordingly contradictory way:

While in the previous chart politicians were hardly considered as users of the knowledge they produce, the chart about the way they prioritise the objectives of knowledge they create allows the following picture:

Turkish scholars produce social science knowledge firstly in order “to get insights into social phenomena” and – as one can conclude from their other priorities – “to intervene into societal discourses” as to “contribute to public policy making”. The latter objective does not, however, correspond with the previously low level of politicians as targeted users of their knowledge.

This might have two reasons, which might turn out to be the same side of one coin:

The international research does hardly seem to be connected to the policy agenda of the country Turkish scholars originate from, rather to the countries in and about which they carry out research, the results of which they, however, tend to publish in English, a language which is hardly accessible for local policy makers, with the exception of US and English politicians.

It might, however, be also the case, whatever Turkish colleagues might really intend to achieve through their research, that the usual interpretation of policy relevant research, namely the one dominating the EU research philosophy, can anyway hardly be applied to policies which are too much a topic of a controversial societal debate to be considered as the unified addressee for social science research, as EU research programmes seem to take for granted in their concept of policy relevant research for any country in the world, a science philosophy that might not only be an obstacle for Turkish scholars to improve their participation in a research area in which the ideal of a unified Europe is the more denied as a policy aim the more it is put into practice – not only in European social sciences research and in science policies.

What kind of political support do the Turkish scholars need?

Asked to priorities measures to improve international research collaborations, the highest priority is on “more financial resources”; however, the overall means show only some very slight differences in the prioritisation of all possible measures, though it is certainly no coincidence that looking at the absolute number of entries they all show the very same figures.

In other words: while the above mentioned small elite group of Turkish scholars successfully manages to gain support from foreign research funds for their international research activities, the means for the different infrastructural measures show for the average Turkish social sciences and humanities scholar that there is an equal need for all measures in order to support their involvement in international research. According to the average view of Turkish scholars, they equally need better research competencies, more information about research activities in other countries, more financial resources, improved institutional support and more intercultural acceptance by their colleagues from other countries

Table 28: Infrastructural Measures to improve Transnational Research Collaboration

	n	mean	SD
Better research competencies	430	2,25	1.42
Better exchange of information about research activities in other countries	430	2,20	1,40
More financial resources	430	2,15	1,41
Improved institutional support	430	2,30	1,41
Improved intercultural acceptance	430	2,69	1,49
More information about transnational research programmes	430	2,40	1,46
Other	24	2,79	1,89

1 highest priority, 5 lowest priority

The extent to which international research activities of Turkish scholars are dependent on public funding they seek to get from foreign funds due to lacking funds in Turkey can be seen from their also almost equal answers on the question about the priorities they give to the below listed policy measures supporting international collaborations:

Table 29: Research Policy Measures

	n	mean	SD
Scholarships	355	2,11	1,46
Travel money	358	2,42	1,43
Support to applying to funded projects	357	2,18	1,35
Matching funds in transnational projects with partial funding	354	2,31	1,36
Bilateral agreements containing support	356	2,50	1,40
Equipment and infrastructure	355	2,61	1,42
Language training	356	2,49	1,52
Others	24	3,29	1,81

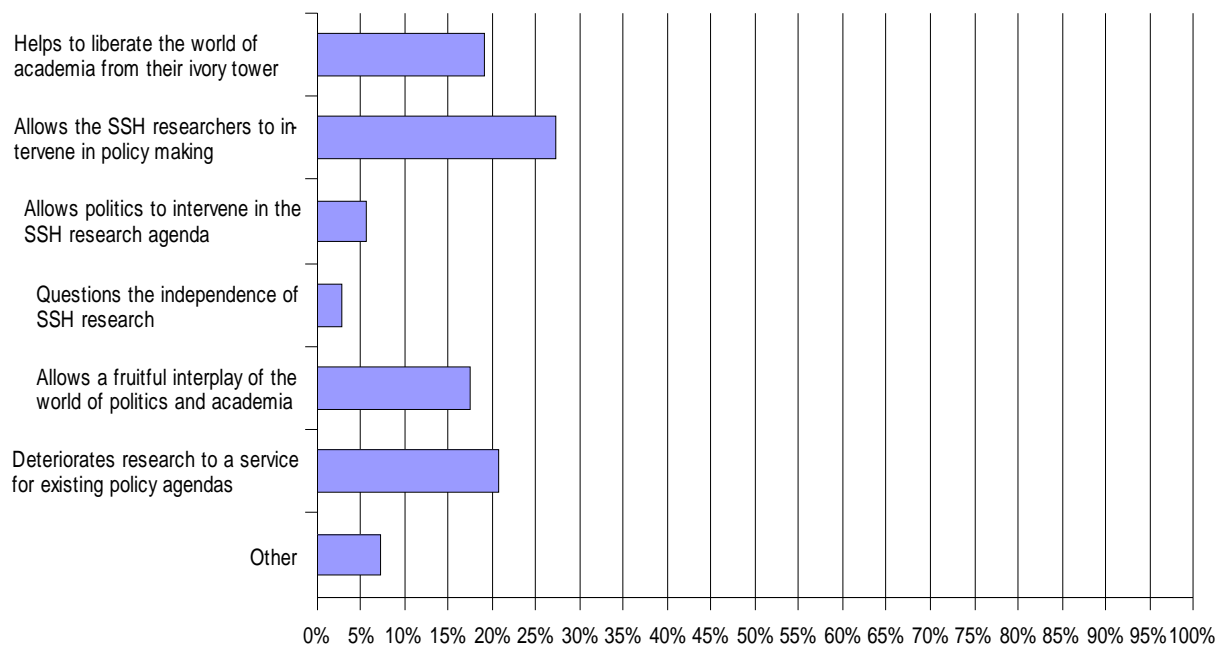
1 highest priority, 5 lowest priority

As anywhere, else the social sciences are obviously entirely dependent of political support or on support from private foundations for their international scholarly activities. Universities or other research organisations hardly seem to provide any sufficient funds for international research. Consequently, asked to prioritise possible policy measures they prove to need any available political support equally.

How do they see the relation between politics, science politics and the social sciences and humanities academia?

Turkish scholars in the social sciences and humanities were indeed asked about their views on public funded research.

Table 30: Public Funded Research



While the previous table showed the extent to which Turkish scholars are dependent on political support to improve their future international activities, thus also underpinning the obviously low support they get from Turkish social science policy bodies for international activities, their view on the very public funded research mirrors not only a “split society” as a participant of the Group Discussion mentioned but also a very controversial view among the Turkish social sciences and humanities community on the interrelations between policies and the social science community in Turkey: while about 45% consider public funded research as liberating the world of academia from their ivory tower or as a possibility for social scientists to intervene in policy making about the same percentage of scholars is concerned that public funded research questions the independence of social science research and deteriorates research to a service for an existing policy agenda. A third of smaller group of scholars represents a kind of compromise of the two previous controversial views and considers public funded research as a chance for a fruitful interplay of the world of politics and academics.

As the judgments of Turkish scholars show, public funded research is considered as being more ambiguous than science policy makers might be aware of, not at all only in Turkey. Especially in the context of international research public funds obviously paradigmatically conflict with multinational research collaborations carried out beyond the context of any individual nation states and their national policy or their national research agendas. Turkish scholars might share these views on the ambiguities of public funded research with other national research communities, in the context of international research, though Turkish scholars seem to much more express their more fundamental concerns about their relations to politics, mainly their concerns about their scientific independency.

While in the context of EU funded research the major aims on the European research agenda rather seem to be considered as shared between the social science community and the European political elites and thus the controversies between

social sciences and policies is more about *how* to put a widely shared agenda into practice, in the Turkish case the policy agenda and a research agenda derived from a national policy agenda seem to be an issue for a controversial discourse about the very policy and research agenda as such.

The political difficulties incorporated in public funded research in such a political context might also be one reason for some Turkish scholars to either carry out international research beyond the context of Turkey or to use foreign funds for more independent research activities beyond any political intervention into their own research priorities.

Reflecting on future international research activities with Turkish scholars, the more important it seems to be to take into account their views on public funded research expressed in our survey in the controversial views of Turkish scholars about the interrelations between policies and the social sciences and humanities, an issue that will be discussed again in the next two sections of this report.

Summarising the survey findings

In brief, the main survey findings can be summarized as follows:

1. Capacities for international collaborations

The Turkish Higher Education and social science and humanities community do not only have the capacities for increasing international research, in particular with the emerging European research community, originating from the creation of the Turkish social science community via the wide involvement of international support, for the Turkish social sciences and humanities international collaboration can be considered a “natural” part of the academic life of Turkish scholars.

2. Motivations

Turkish social sciences and humanities are across all disciplines highly motivated in carrying out international research; they are particularly motivated in research collaborations with European scholars. Their motivations are less a matter of individual preferences but a strategic means to position social sciences in a society, in which nationalistic or religious ideologies play a predominant role in the societal discourses.

3. International scholarly activities

While for about 50% of the Turkish scholars international scholarly activities ranging from the participation on international conferences over transnational research to the international publication activities are on a lower level part of their academic normality, a small elite of Turkish scholars seemingly works more in

international than in the local Turkish context and is thus most experienced in all kind of international collaborations.

4. International research

This applies in particular to the international research activities, which consists in the case of a minority of Turkish social scientists more of international research than research in a local context. This implies the risk of an alienation not only from the Turkish academia but also from research in an international context that could contribute Turkish perspectives into international research activities. The high rate of publishing the research outcomes only in English underpins the possible trend to create a new type on internal brain drain *through* the internationalisation of social sciences in countries which do not provide a funding basis for international research activities.

5. Geographical orientation of international research

Different from the view possibly also created by this Turkish elite about the geographical orientation of the Turkish international research activities, Turkish social sciences and humanities carry out research not only across all global regions across all disciplines with a disciplinary priority on social sciences; geographical they focus their research at the first place on countries in Europe, an the second place on North America and in the third place on Muslim countries in North Africa and the Middle East. Within Europe, Turkish scholars are present via their international research activities in all European countries including the smaller countries. The major scientific attention is devoted to phenomena in Germany, France, England and on the fourth place in Italy. Besides, their global international research activities carried out in the neighbouring countries in the Central Eastern Europe seem to be rather politically motivated mission.

6. Experiences in multinational collaborative research

Turkish scholars predominantly carry out their international research either individually or in small teams with research partners from foreign countries. They are thus certainly experienced with the scientific challenges encountered in the international collaboration in general and in international knowledge production process; however, the expertise developed from experiences in individual international research activities or in smaller groups varies certainly from the methodological, managerial and lingua franca challenges necessary for the knowledge production process in the multinational research projects typical for EU funded research projects. This certainly applies to all aspects of such projects starting from the collaborative design of a project agenda towards the publication and exploitation of knowledge in multinational contexts

7. Scientific competencies for international research

Due to the above mentioned normality of international academic activities within the Turkish academia, a wide range of Turkish scholars does have the scientific competencies needed for international research collaborations. This applies in particular to their language abilities.

It is by no means a peculiarity of the Turkish social sciences that with the exception of language competencies also Turkish scholars gained these competencies more through leaning by doing than through Higher Education. Their view to be sufficiently provided with methodological competencies for international research through Turkish Higher Education underlines their confidence in their international research abilities; it might, however, also mirror their lacking experiences working in the bigger multi-national research teams implying knowledge about methodological challenges in multi-paradigmatic research approaches.

However, underestimating the challenges of methodological, language – better scientific communication competencies - and may be even more the managerial competencies, is something they certainly share with other, possibly even more experienced research communities.

8. International knowledge production and knowledge applications

Turkish social sciences share another misunderstanding with their colleagues in Europe, a misunderstanding about the mission of social sciences – a misunderstanding according to the views EU research programmes have about this mission according to which policy makers and other stakeholders are the main users of the social sciences knowledge production. The main user of knowledge produced in the social sciences and humanities for the Turkish academics, however, are academics, policy makers and companies play a minor role. Turkish scholars produce knowledge predominantly for the development of their knowledge about social science phenomena and the discourse within the social sciences community.

9. Objectives of social science knowledge

Given the most obvious contradiction between their preference of academics as the main users of the knowledge they produce and their objectives to create knowledge which is “to intervene into societal discourses” and to “contribute to public policy making”, one must either conclude that policies which are a subject of the most controversial debate in the Turkish society do not allow to put their utilitarian concepts of knowledge into practice, at least not in the context of policies in Turkey or that the Turkish social sciences and humanities do not really share the utilitarian and affirmative knowledge concepts incorporated in the interpretation of policy relevant research in EU research programmes.

In any case, the knowledge concepts and the accordingly constructed research agendas derived from the leading political ideology in European policies, the

“knowledge based society” seem to be the biggest hurdle for future research collaboration within the European research programmes with the Turkish social sciences and humanities

3.2. Hurdles and Perspectives for Future International Collaborations with the Turkish Social Sciences and Humanities

In this report section, we will focus on some hurdles and difficulties for Turkish social scientists in international collaborations concluded from the intense discourses with Turkish scholars carried out in the above described Group Discussions, mainly responding to the above raised question: why the involvement of the Turkish academia is comparably weak given the scientific and institutional preparedness of the Turkish academia, or at least the elite of the Turkish social sciences, for international collaborations found in the above presented survey about the Turkish social science community.

There are no doubt a couple of others but strategically much less important aspects creating some minor hurdles for a stronger participation of Turkish social sciences in the European research area, some of which were also discussed in the Group Discussions with Turkish scholars.

This section of the report, however, focuses on some drawbacks stressed by Turkish social scientists in intensive discourses allowing a better understanding of the main strategically relevant reasons Turkish scholars see for the low level of collaborations with European scholars, which are assumingly also less known among European scientists and European research policy makers and – most importantly – which seem in fact to be the most important problems and, last but not least, which are also most difficult to be solved, since they only partly originate from a particular European impact on the Turkish social science community but rather describe some general international issues encountered in international collaborations. These hurdles do neither originate from any phenomena in international collaboration one can only find in academic collaborations with the Turkish social science community, as one will see later in the section about science policies.

As it turned out during our research about collaborations with the Turkish social science and humanities community, the case of Turkey seems to represent a quite typical case of collaborations between developing research communities and research communities in the advanced countries both in terms of the scientific aspects as in terms of the science policy aspects of international collaborations in the social sciences and humanities.

However, in the following section, we will try to elaborate on the scientific aspects applied to Turkey based on the joint reflections with Turkish scholars about the hurdles for closer co-operations with European scholars. Later, in section IV of this report while discussing the science policy aspects, we will extend the debate about

hurdles for international collaborations with social sciences communities in developing in general.

The main issues discussed in the section about scientific hurdles and challenges are:

1. Social sciences serving the European policy agenda
2. The mission of Turkish social sciences: “...*carry out research on Islam.*”
3. Social science fashions
4. International academic division of labour: “...go west for theory, east for data”

Social sciences serving the European policy agenda

*“...when you limit research agenda to only existing problems, you exclude immediately a large number of researchers who are not working on current problems.... I find in the framework programme is exactly that it's very social problem oriented, very today oriented.”
(Group Discussion Ankara)*

Discussing the *effects* of the European concepts of “policy relevant research” on the social sciences research community in a country like Turkey does, by no means, mean to critique the research policies of the EU. These research policies and the concept of policy relevant research do deserve to be reflected and to be reflected critically, last but not least in terms their political aims as the ways they are constructed and also their effects on other national research communities.

This is, however, a political debate and this report, despite of discussing the implications of EU policies for the social sciences in a country like Turkey, only intends to focus on some difficulties for a social science research community to participate in a way in EU research activities that corresponds with its scientific potentials.

Needless to say that reflecting on those reasons for some hurdles also provides some food for strategic research policy reflections in relation to newcomers in the EU and in particular in relation to newcomers whose social sciences as a whole can be considered as a developing research community¹⁷.

The above quotation commenting on the EU research agenda as only supporting research on “*only existing problems*” reveals some most serious and manifold restrictions “*excluding immediately a large number of researchers who are not working on current problems.*” (Group Discussion Ankara)

Indeed, the in-depth discussions with most eminent and internationally most successful Turkish scholars show the manifold exclusive implications of the concepts of policy relevant research, an important, if not, the key feature of research carried out under the EU Framework Programmes.

To understand the exclusive effects of this very applied concept of research for Turkish social scientists, one has to recall that for the design of the research agenda

¹⁷ Some more fundamental problems with EU research funds shared by developing countries will be discussed in the “Research Policy Report”.

of a research project and even more for the composition of a project partnership the selection of project partners is based on the principle of national representativity. Any project partner entering an EU project partnership is considered as responsible for carrying out research on the national context of a research issue if not for the national variation of a topic a project investigates.

Already at a more concrete policy level compared to the more general abstraction of focusing on “existing problems”, the difficulties for Turkish scholars to contribute to a policy relevant project become quite obvious. Whereas European scholars meanwhile more or less manage to translate the European Commission’s policy jargon into precisely the policy problems they suggest to research because any national policy agenda of the “Member States” applies this jargon to their national policies, this is obviously almost impossible in a country in which not only these political concepts are not used but in which – much more importantly – the policy agenda of the EU simply has no economic or political and even more cultural basis in the political problems of a country like Turkey.

The expectation, Turkish social scientists are just as any other European social scientists able to more or less share the assumption of a shared transnational policy agenda, aiming at a vision of “Europe in the world” or at becoming “the most competitive society in the world” and are even able to apply such policy visions to their Turkish political environment inevitably lacks any economic, societal and political basis in the real life of this country.

How could under the given historical reality of the economic, political and cultural reality of a country that does not even participate in the construction process of the policy agenda of a transnational political body as the EU, how could the social sciences from Turkey represent the Turkish variation of a European policy agenda focussing on policy issues the Turkish society certainly can by any chance not share?

Worse than that: in the concept of policy relevant research, the research outcomes are expected to be relevant to a given policy agenda in relation to which the research agendas of EU research programmes are consequently constructed. How should a Turkish scholar significantly prove that and how research carried out in a country which can neither politically nor economically nor culturally claim to share a policy agenda designed for the political and economic ambitions of a global competitor make a substantial contribution from and about Turkey to that policy agenda?

In a country with a traditionally strong national identity, it is thus not at all surprising and should be considered as a signal towards European scholars that the few Turkish colleagues participating European research are not everywhere welcome in the Turkish academia:

“...in Turkey we have a very divided political culture.” (GD Ankara) For this reason “...all kind of international projects are ... met with suspicion. Who is doing it? Why? What do they want from us?” (Group Discussion Istanbul)

However, the notion of policy relevant research implies more than just the difficulty to create knowledge in the particular context of the Turkish society, economy and political environment and at the same time to contribute to the policy agenda of a not

only geographically far away EU. The concept of policy relevance implies some other traps for Turkish social scientists to participate in such a research agenda.

It implies that research on topics which are not relevant to EU policies cannot be included in international research activities. Thus, a major range of research topics arising from the particular context of their own country can hardly find any entrance into international research collaborations, also not those of the EU. Many topics relevant to Turkey and Turkish scholars cannot enter international research projects. This is particularly bizarre since the research topics the current development of the Turkish society raises do very much correspond with research outcomes resulting from research carried out by European scholars.

“Now at this stage in Turkey I think there we can see as a result of the economic development a fascinating growth of the new middle class, but there is no single research, no study in Turkey on the new middle class, since in Western Europe this was an issues in the seventies or sixties.” (Group Discussion Ankara)

However, though these are research topics raised and relevant to the contemporary Turkish society, they have no chance to be researched in international collaborative projects. I will come back to this issue under the point “social science fashions”. Research topics which relevant to the policy of a country like Turkey and which would constitute a truly shared research agenda for collaborative projects are thus excluded via the European concept of policy relevance.

The notion about the even more fundamental focus of European research on “*only existing problems*” sheds some light on even more fundamental problems of Turkish social scientists joining European research projects. Focusing on “*only existing problems*” does not primarily mean that certain topics and certain disciplines cannot participate in such a research agenda though this is, of course, the case.

Touching a most fundamental concept of social science and social science research raises the attention to some difficulties to perceive social science firstly as a problem solving tool for existing policies both concerning their research questions as their criteria for scientific quality and their societal relevance; the notion of focusing on “*only existing problems*” thus secondly - and more fundamentally - considers the given reality as the sine qua non of their reflections implying a fundamental affirmative concept of social science knowledge production.

Such a fundamentally affirmative concept of social science knowledge contrasts with a mission of social sciences in a country where opposing society and policy models are dominating the public, political and scientific discourses. In other words: in a country where the political discourse reflects about most alternative directions for the nation state and for the society the concept of social sciences as a consultant helping to carry out a given policy agenda fails its mission in a country where not only the policy agenda but even the very fundamentals of the nation state are the subject of the discourse of very split society about fundamentally opposing directions in which the country should be developed.

A concept of social science knowledge and research devoting their reflections to a view on the reality seen through the perspectives of (supra-national) politics, the world constructed through the eyes of a political elite which basically shares the

major political challenges of a society and discusses the best ways to achieve a shared set of political goals, such a constructive or even affirmative concept of social science knowledge substantially conflicts with social sciences whose fundament as an acknowledged intellectual means relating subjects to the world is under the pressure of a religiously dominated political and societal environment.

Requesting from social sciences in such an environment policy relevant research in which social sciences as such are questioned as an acknowledged societal voice via a massive religious pressure in a country with “*a very divided political culture*” (*Group Discussion Ankara*) might highlight some very basic cultural problems for the social sciences in a country like Turkey to participate in research constructed around a – presumably – secularized widely shared mission of the polis.

At this point, it should be stressed again that the above sketched scientific challenges for the Turkish social sciences to adjust their concepts of social science knowledge and its societal mission to the philosophy of knowledge underlying research policies as those of the EU, do not intend to critique those policies.

Such a critique has to start with the discussion of the strategic political aims of such research policies and the instruments putting them into practice measuring the latter as their achievements against their aims. This report and, in particular, this section only intends to reflect on some implications and effects on a social science community and their difficulties to join and share the philosophy of EU research considering their embeddedness in their political and cultural environment.

One could discuss possible political conclusions from these difficulties, however, this is another issue to be discussed in another context than this report about some reflections with Turkish social scientists about how they see their involvement in international scholarly activities, namely those of the European Union. It might very well be the case that the philosophy behind the European Research council will help to overcome the above exclusive effects of the concept of policy relevant research guiding in the Framework Programmes.

The mission of Turkish social sciences: “...carry out research on Islam”

“OK, you will become a partner. We want to do something on religious parties in Europe and we want to extend this to AKP, to the present governmental party, and can you please participate?” ‘ Otherwise they don’t.” (Group Discussion Ankara)

“They always include when they want to talk about Turkey, Islam is the basic issue... when you do carry out research on Islam then you get money in Europe. (Group Discussion Ankara)

As much as the fundamentally affirmative concept of social sciences knowledge in the design, EU research programmes and the included expectations in research aiming at assisting a given policy agenda contrasts with a social science mission which finds itself in a fundamental conflictive situation in which the secular fundaments of sciences and thus the basis of science are questioned by a public mind set based on a religious ethos, the more the social sciences in such a country do need the collaborations with the social sciences in Europe or elsewhere.

While numerous Turkish scholars, especially those working or trying to work internationally, are under enormous pressure of Islamic and nationalistic movements and have to fight hard for a social science research agenda in Turkey via which they try to internationally share research priorities also beyond the national context of the country and even more beyond a nationalistic and religious definition of what research should focus on, it contains a certain tragic irony that especially Western social scientists quite exclusively invite Turkish scholars to international collaborations, given the accept to focus on Islamic issues.

The fact that some Turkish scholars admit that they have some reservations against the European research agenda with all the topics pretending that the whole world consists of economic and political problems occurring only in some globally competitive high-tech economies and all those social policy problems typical for some leading western societies that they, however, have no other chance to collaborate with western scholars and their research agenda as with their instrumentalistic knowledge concepts if they want to have a chance to scientifically survive in the cultural environment of their local ideologies, such considerations show dramatically the counterproductive effects of academic prejudices among European social scientists pushing the Turkish colleagues back to research on ideologies which they so much try to refuse to accept as guiding their research communities.

One might wonder if once in Turkey an “Islamic sociology” will play a role in the Turkish academia as it already does in countries like Egypt, European social scientists should ask themselves today which part they contributed to this historical scientific tragedy. It would indeed not be the first example where western prejudices certainly unconsciously and unwillingly support the very rebirth of middle aged ideologies they so much wish to oppose as historically overcome.

Religious topics are no doubt a most vibrant issue in the Turkish society. However, given the philosophy of EU research programmes considering researchers via their nationality as representing the perspective of a country, ironically consider the natural mission of Turkish scholars in EU projects as reflecting on religious issues, namely on Islam.

While social scientists in Turkey for many reasons try to stress against all kind of opposition in their own country that their economy, politics and society is confronted with all kind of issues which have nothing to do with religion, European colleagues devote a mission to any Turkish social scientists, whatever their disciplinary background might be, whatever their research priorities might be and that is, to be or to become experts in Islam.

The desperate complaint of Turkish scholars should be taken very serious, namely by other scholars from Europe, inviting or excluding Turkish colleagues from collaborations if they do not fulfil the western mission they have been given and they cannot refuse to accept if they want to collaborate:

“... But there are so many joint projects, collaborative research efforts, etc. where Islam doesn't figure out at all, any religion doesn't figure out at all.” (Group Discussion Ankara)

Turkish scholars must be experts in Islam, is the non questionable mission they have been given by those who can prove this with a most convincing argument, their access to the funds:

“...when you do carry out research on Islam then you get money in Europe.” (Group Discussion Ankara)

As a matter of scientific correctness: If not, not, one should, of course, add.

The effect of this natural mission given them against their own research interests and their scientific expertise, not to mention their struggle with growing influence of religions on social sciences, is more than bizarre:

“...the government is now establishing thirteen new universities....but in these universities there is also a part of influence of Turkish nationalist ideology and also Islamic ideology.” (Group Discussion Ankara)

How will this alarming message be interpreted by the academic elites in Europe? Within the logic of their prejudices about Turkish scholars one might rightly be concerned that it confirms their mission they have been given by their European colleagues.

Social science fashions

“...people who are (eh) world-wide influential and these people really set the fashion and the taste for social scientists.” (Group Discussion Ankara)

A third hurdle articulated in the Group Discussions by the Turkish scholars was the effects of what they called the “fashions” of an international social sciences research agenda on a social science research community

A typical example might illustrate the gabs between the fashionable concepts set by the international academic elite and the real research needs emerging through the historical development in a country like Turkey.

“In Western European societies the social structure is different. Most people are attracted by these big fashions in the Western world. Modernism, post modernism, etc., all those structures are so little established in Turkey, however, people follow the fashion and they say: OK, if eminent western scholars is doing this, then we must follow it. Or they look at another fashion, the “civil society” in Turkey which is maybe really just developing here.” (Group Discussion Ankara)

It is obvious from the above example that the difficulty joining an international research community is not only a challenge for social sciences in a developing country but also a tremendous difficulty designing an international research agenda.

However, when discussing hurdles for social scientists in a country like Turkey, one should be aware of the pitfalls both the participation as the non participation includes

and this, in particular, in a period of increasingly growing international research collaborations. However, this point cannot be elaborated in this report.

I will also not discuss here the strikingly most important issue of how to construct an international research agenda for social sciences in the context of globalisation.

In this report, I just want to raise the awareness among academics and research policy makers that most obviously not only for the research communities in countries in which those fashions do not correspond with the social reality but also for the research communities in which those fashions are created, the global discrepancies between international social science fashions and the global diversity of the social realities is one of the historical challenge for the social science in the era of globalisation.

More concretely: while it might be inevitable for a research programmes like the ones of the EU to play a role in setting the scientific standards for international research, even within the European Union, not to mention a country like Turkey or other countries in Eastern Europe, could and should not be attracted into research agendas which have no basis in the real world of their societies. Scientifically following those fashions results in the creation of an international research community which, after all, might successfully perform a discourse about some fashionable topics generated by the academic elite grown from the particular economic, political and cultural development of some elite countries widely disconnected from any local research community. It is another question if an international research community thus creates a new version of an international academic ivory tower, this time in a truly global dimension.

To just illustrate the striking contrasts between those scientific fashions and the social reality with an example of Turkey quoted above by a Turkish social scientist in our Group Discussions, the concept of the currently fashionable issue related to a “civil society” shows some of the scientific challenges of these international “fashions”.

It is not only the case, as the Turkish Group Discussion participant already mentions in his quotation that the concept of the civil society fails to have any corresponding social reality in Turkey.

To underpin the scientific challenges for Turkish social scientists to join any research about such a topic, in particular, when the Turkish society becomes a part of research about civil society issues, there is – not very surprisingly in a country with the history of Turkey - not even a corresponding concept for the sociological term “society” in the Turkish language.

“Toplum” means something like society but rather in the sense of certain groups like a marriage society, a society of bakeries or of hunters; however, the western sociological term “society” is very much connected to a certain concept of a very sociological way of thinking defining an entity as a society which is different from and – possibly - even in opposition to the political entity of nation states or at least in opposition to the policy agenda of a nation state and thus a rather recently emerged independent player next to nation states.

The previously mentioned strong nationalism in a country like Turkey mirrors the lacking identity of Turkish citizens beyond their entity as members of the Turkish

nation state. The idea of the “civil society” as a communality of individuals or groups of individual despite of their different or opposing economic interests is – for very good historical reasons - not represented in the Turkish concept of “toplum”.

The many scientific traps for Turkish social scientists who hardly have any other choice but saying “OK, if eminent western scholars is doing this, then we must follow it,” are too obvious to be further elaborated. What the attempts to participate in a discourse about such issues or even to participate in collaborative research about such issues implies, given the above mentioned prejudices about the mission Turkish scholars as the widely lacking knowledge about the scientific and societal context Turkish social sciences even among western academics, does not require too much scientific fantasy.

International academic division of labour: “...go West for theory, East for data”

“...when it comes to these cooperation with Europe, most of the difficulties comes from the prejudices or whatever the difficulties in the minds of Western people.” (Group Discussion Ankara)

“...go West for theory, East for data for a long time went on as a real prejudice in the SSs. The idea was that anybody from outside of Western Europe or North America couldn't really come up with any theoretical contribution to the SSs. (Group Discussion Ankara)

After the ideal Turkish scholar has successfully passed the test carrying out a policy relevant research agenda which has no relevance to a Turkish scholar in the country he/she is supposed to represent in a research project, after the ideal Turkish scholar has accepted to focus his/her research part on the Islamic aspects of a topic which has not corresponding Turkish reality, he/she can be relieved realizing that his/her scientific work frees him/her from any thorough reflections about what he/she is asked to do in a project. Theorizing is not his/her business; he/she delivers data for those who were born for this higher level of academic labour!

Of course, this is the cartoonish exaggeration of the almost last hurdle for Turkish social scientists to join a transnational research endeavour, this time not only in EU research programmes but generally in any Western funded research, as – not only - Turkish social scientists know. The fact that he/she shares this experience of a very un-scientific division of academic labour with many other colleagues from many other countries cannot really comfort the vision of transnational research projects the philosophy of EU programmes definitively intend to avoid.

This internationally established division of labour, ironically described as if it was a western commercial, is the most serious intervention of any discrete international academic elite, not only setting the fashions of the international research agenda, not only defining the scientific mission for social scientists dependent on their nationality and the contextual contributions they are allowed to contribute, but even the type of scientific work of certain social scientists in the knowledge production process is predefined via a truly colonialistic prejudice about the scientific abilities and the accordingly defined tasks devoted to Turkish social scientists.

While the above cartoonish description of the hurdles for Turkish social scientists to participate in international, namely EU research, was an intended way to exaggeratedly describe their most serious difficulties, the cartoon about the international division of labour is apparently the sheer cartoonish reality, not only or – better – even in EU funded projects, despite of the fact that their criteria to set up project partnerships quite strictly try to prevent such a division of labour between academics who think and academics who deliver data for the thinkers. Such a division of academic labour is no doubt more than an obstacle for social scientists to join such a discriminating concept of “collaborative” research.

May be even worse than this is to mention here that - though indeed exceeding the context of this Group Discussion Report about Turkish social scientists- worse than this is the light shed on some internationally prevailing scientific methodological paradigms which seem to allow such a bizarre division of academic labour in a knowledge production process not coincidentally reminding us of an industrial production process. Such a concept of knowledge production and the division in thinkers and data providers does not seem do any scientific harm to such knowledge generation approaches; just as if the delivery of scientific data is the same as the delivery of oil or so.

Since this issue, though explored in the discussions with Turkish social scientists goes, in fact, beyond the context of Turkey and will, therefore, be discussed in the Research Policy Report, focusing on Turkey as an example of a developing social science research community, I will not elaborate on this here.

Interim conclusions

To conclude from the above considerations, especially to conclude towards some constructive recommendation how to deal with the hurdles is quite difficult, due to the nature of these hurdles.

The first set of hurdles are due to the design of the EU research programmes, their political aims as their means to put them into practice and cannot be discussed in this report. The other set of hurdles is caused by prejudices or a view of an international academia about the Turkish social science community. These views may be called prejudices or may they be just biased or only lacking knowledge, these views have been built over time and cannot be abolished overnight.

However, there are some perspectives to at least lower both hurdles.

Turkish scholars are highly motivated to collaborate with scholars from the EU

Before, however, reflecting on any conclusions about how to deal with the hurdles discovered in the in-depth discussion with Turkish scholars, one point has to be stressed under any circumstances here: by no means, the comparably low level of participation of Turkish social scientists is a matter of a lacking interests in EU research.

The opposite is the case: Turkish scholars do not only stress very clearly their individual academic interests in collaborating with colleagues from European countries.

“We are not basically trained in writing that sort of proposals and therefore we’ve had great difficulties in adjusting ourselves to the situation....I think filling out those forms certainly is more time consuming than doing the research.... extremely time consuming and for a serious researcher it’s very discouraging. Turkish social scientists have to learn to maximise their own entry into circles where new knowledge is defined and created in Europe.” (Group Discussion Istanbul)

The way Turkish colleagues transform their complaints about the well known bureaucratic hurdles when preparing project applications into a mission for Turkish scholars *“to learn to maximise their own entry into circles where new knowledge is defined and created in Europe”* can be considered as a very typical way to stress that it is matter of their own efforts to improve their position in international research.

Such a view taking any obstacle as an incentive to improve their abilities underpins the strong motivations of Turkish social scientists to join European research activities under any circumstances. And there are, in fact, good reasons for Turkish scholars to be as determined as they are.

In fact, more important than any individual intellectual interests taking part in the creation of knowledge with research colleagues in Europe are the science-political needs to internationally collaborate in order to intellectually strengthen their position in a partly both anti-scientific and anti-international cultural environment via their involvement in an international academic.

While for social scientists from other European countries the participation in EU research might be a matter of scientific curiosity, academic career or any other more individual and academic motivation, for Turkish scholars much more crucial reasons come into play for their engagement in international research collaborations.

Research collaborations for the Turkish social science researchers are, in fact, a matter of crucial political importance for the future development of the Turkish social sciences in a very fundamental sense, not only for playing any scientifically acknowledged role in an international social science research community. For Turkish social sciences, the participation is most importantly a means to position social science as a major voice in the discourses about the future direction in which the Turkish society develops and within this about how social sciences will develop in what they describe as “a divided society”.

Support via international collaborations for Turkish social scientists, respecting and taking into account the reality of the Turkish political and cultural environment, is thus a matter beyond any individual scientific motivation and rather a fundamental matter of their role in the Turkish society – and beyond.

Given this very science-political background of Turkish social sciences for international research collaborations and the above reflected hurdles, the above mentioned two major different kinds of drawbacks for Turkish social scientists to

increase and improve their participation in EU research activities imply some very different ways of dealing with them due to their very different nature.

Hurdles caused by the European Research Programmes

The first set of hurdles is caused by some features of EU research programme. These research programmes have their – good or bad – rational and the philosophy of these programmes, their strategic aims and the means to achieve these aims have, of course, not been developed to serve the particular needs of a national research community or in particular the needs of the Turkish social sciences. Hence, drawing from the effects these Research Programmes have on the Turkish social sciences, both from the mentioned positive effects on the development of Turkish social sciences as from its restrictions, any conclusions about how the research policies of the EU should be changed, would obviously fail in helping to improve these Research Programmes and in serving the interests of the Turkish social science academia.

The restrictive effects some Programme features do have on a research community like the one in Turkey which are not at all only typical for the Turkish social sciences could and should, however, provide some food for future reflections on the design and on some instruments of the EU Programmes.

- *European scientific bureaucratism*

To start with the concern that might be solved easier than those problems caused by some conceptual fundamentals on which the whole programmes philosophy is constructed, the very well-known overwhelming bureaucracy of EU programmes, both to submit an application, but more importantly to carry out a project.

“One very serious drawback of these programmes, of all European programmes I think is something that everybody complains about – the red tape, the bureaucracy. I think filling out those forms certainly is more time consuming than doing the research.... extremely time consuming and for a serious researcher it's very discouraging.” (Group Discussion Istanbul)

Of course, these complaints are very well-known among European academics as among the policy experts imposing this bureaucracy on the research projects. It is certainly not even exaggerated to say, as interviews with coordinator from FP 4 and 5 projects show, that project coordinators consider as one of their main task to prevent their projects from becoming an organisation that, instead of carrying out research, mainly deals with the requests of all kind of reporting and thus in many cases create a duplicated project life: one project life deals with and satisfies the bureaucratic requests and the other project carries out the research the international research team is interested in, the latter one beyond any influence by the European bureaucracies and thus also beyond their benefits.

All this is certainly better known anywhere else than in the according political bodies of the European Commission and since the reasons for this are very well-known also among European academics they found a way to cope with this, as e.g. via the double life of research projects.

However, in the case of the Turkish academia, this issue gains a serious political dimension which is beyond the ordinary complaints of social scientists who do not appreciate doing all the bureaucratic work. As one can see from the above quotation from a Turkish scholar the bureaucracy in EU programmes is a *“very serious drawback of these programmes, of all European programmes “* and this serious drawback is indeed a more serious problem for co-operations with Turkish scholars than it is for inner European collaborations. While European scholars alternatively carry out their research via national research funds or foundations, due to the fact that there are only very limited Turkish funds for Turkish scholars other national funds or foundations in other countries are the only alternative resources for their international research activities. And since they do not only have other alternatives but since these alternatives, namely the mentioned US funds provide much easier access they carry out their research via funds from the US, Asia or any other global region and thus do not feel very attracted by a programme which – as they say – requires more time for “filling forms” than for research.

- *The concept of internationality*

Though this cannot be lengthy discussed in the context of this report, most obviously a major hurdle originates from a problematic concept of international research incorporated in the Framework Programmes and - more importantly – which also applies to some programme features and instruments, which in some cases conflict with their own philosophy about international research.

The Turkish example illustrates quite well that the concept of “policy relevant research” and its incorporated national bias contrasts with its own - though also very westernized – concept of internationality – though on the other hand the very concept of policy relevant research mirrors so perfectly a typical post modern, European concept of knowledge and of knowledge accumulations.

To summarize, all the difficulties arising from European research policies and from their research programmes can be quite easily discussed and certainly also handled. Very much in contrast to the reputation among social scientists, EU research Programmes have proved in the past to be extremely flexible.

The exclusive impact of academic “prejudices”

Hence, more dramatically is the impact of the academic prejudices about Turkish scholars and they are also more difficult to discuss and to change.

It has to be stressed at this point that one would fundamentally underestimate the influence of what Turkish colleagues consider as prejudices if one interprets the

mentioned prejudices as just some negative opinions about the Turkish social science academia among academics.

With regard to the Turkish social scientists -and certainly not only towards them - these prejudices constitute all kind of scientific activities and decisions in all kind of international networks, or as a Turkish colleagues call it, in “circles”, which impose not only the “scientific fashions” as an internationally binding research agenda – not only for the Turkish academia; these “circles” create via their views about “who is who” an international division of academic labour, which devotes clearly defined contributions and roles to the research agenda set by these circles to other academics around the world, devoting scientific roles to national research communities, including or excluding nothing less but an entire national research community from international research.

They finally do have control via a system of peer review over who can publish what in which journals and which publishers and last but not least who is allowed to enter the exclusive circles and who is not.

To avoid a common misunderstanding: though it does inevitably also effect individuals, their publication activities, their career and what else, by no means, however, are any individual academics the subject of the governance of those circles. The interpretation of the ways Turkish colleagues experience their academic activities in these international circles as “prejudices” is their view on their experiences. In other contexts, these prejudices would be considered as an internationally widely shared view about the Turkish social science academia. In short, the prejudices of the “academic tribes” (Becher, T.,1989), just reveal the fundamentally lacking knowledge about the Turkish social sciences and thus represent the current status of an international social sciences research community and its knowledge deficiencies about each other.

It would be a second may even more fundamental misunderstanding if the prejudices governing these circles and even more their exclusive effects on the social sciences in any country are intended effects. If this was the case, the international influence of these academic networks could be quite easily changed towards an international, more collaborative community. One could certainly state that any of those effects of prejudices like the ones on Turkey, if they were ever known to those very circles, would certainly raise the most serious concerns of these very circles. Their set of judgements about the Turkish social sciences is the result of historically rooted and developed views social scientists have created over time about research communities in other countries which as in the case of Turkey are mainly based on a lacking knowledge or even simply lacking interest.

In other words: the prejudices are prejudices from the perspectives of the Turkish academia; from the perspective of an international social science community they just represent the knowledge or may be better the lacking knowledge about a country like Turkey.

Being aware of those different views also allows some conclusions how to overcome an unacceptable situation, unacceptable for either part, not only for the victims of such a colonized knowledge.

Firstly, these prejudices or judgments are the existing reality of the international social science research community and thus also the basis from which the future of a new decolonised international community has to be developed.

Secondly, due to the historical roots of these academic paradigms governing the international social sciences, there is no short time solution for this. Changing historically grown knowledge takes time.

However, since the basis of these prejudices mainly is an enormous lack of knowledge about the situation of the social sciences in countries like Turkey, mirroring the non-developed status of an international research community, improving our knowledge and sharing this knowledge about the particular situation of social sciences in countries like Turkey is certainly a major effort only the social sciences can make via a decolonised knowledge production about the global varieties of social sciences, thus learning about the most diverse concepts of knowledge, diverse research priorities, the institutional embeddedness as about the political and cultural environment in and for which social sciences work while collaborating with others.

Some general lessons learned for internationalising social sciences and humanities from the Turkish case

Concepts of applied research

To understand the exclusive effects of applied concept of research for social scientists like the ones in Turkey, one has to recall that for the design of the research agenda of a research project and even more for the composition of a project partnership the selection of project partners is based on the principle of national representativity. Any project partner entering an EU project partnership is considered as responsible for carrying out research on the national context of a research issue if not for the national variation of a topic a project investigates.

Already at a more concrete policy level compared to the more general abstraction of focusing on “existing problems”, the difficulties for scholars from non-EU countries to contribute to a policy relevant project become quite obvious. Whereas European scholars meanwhile more or less manage to translate the European Commission’s policy jargon into precisely the policy problems they suggest to research because any national policy agenda of the “Member States” applies this jargon to their national policies, this is obviously almost impossible in a country in which not only these political concepts are not used but in which – much more importantly – the policy agenda of the EU simply has no economic or political and even more cultural basis in the political problems in a country like Turkey.

The expectation, social scientists of countries like Turkey are just as any other European social scientists able to more or less share the assumption of a shared transnational policy agenda, aiming at a vision of “Europe in the world” or at becoming “the most competitive society in the world” and are even able to apply such policy visions to their Turkish political environment inevitably lacks any economic, societal and political basis in the real life of these countries.

Worse than that: in the concept of policy relevant research the research outcomes are expected to be relevant to a given policy agenda in relation to which the research agendas of EU research programmes are consequently constructed. How should Turkish scholars or any other scholars in countries like Turkey significantly prove that and how research carried out in a country which can neither politically nor economically nor culturally claim to share a policy agenda designed for the political and economic ambitions of a global competitor make a substantial contribution from and about a country like Turkey to that policy agenda?

The concept of policy relevance implies some other traps not only for Turkish social scientists to participate in such a research agenda.

It implies that research on topics which are not relevant to EU policies cannot be included in international research activities. Thus, a major range of research topics arising from the particular context of their own countries can hardly find any entrance into international research collaborations, also not those of the EU. Many topics relevant to countries like Turkey and for the scholars from these countries cannot enter international research projects.

Concepts of policy relevant research applied to “split” societies

Considering the given (political) reality as the sine qua non of scientific reflections implies a fundamental affirmative concept of social science knowledge production.

Such a fundamentally affirmative concept of social science knowledge contrasts with a mission of social sciences in a country where opposing society and policy models are dominating the public, political and scientific discourses. In other words: in a country where the political discourse reflects about most alternative directions for the nation state and for the society, the concept of social sciences as a consultant helping to carry out a given policy agenda fails its mission in a country where not only the policy agenda but even the very fundamentals of the nation state are the subject of the discourse of very split society about fundamentally opposing directions in which the country should be developed.

A concept of social science knowledge and research devoting their reflections to a view on the reality seen through the perspectives of (supra-national) politics, the world constructed through the eyes of a political elite which basically shares the major political challenges of a society and discusses the best ways to achieve a shared set of political goals, such a constructive or even affirmative concept of social science knowledge substantially conflicts with social sciences whose fundament as an acknowledged intellectual means relating subjects to the world is under the pressure of a religiously dominated political and societal environment.

Requesting from social sciences in such an environment policy relevant research in which social sciences as such are questioned as an acknowledged societal voice via a massive religious pressure in a country with “*a very divided political culture*” (*GD Ankara*) might highlight some very basic cultural problems for the social sciences in a country like Turkey to participate in research constructed around a – presumably – secularized widely shared mission of the polis.

The discrete missions of national research communities in internationalising social sciences and humanities

According to a discrete international social science community, different national social sciences community have a mission contributing to a discrete international research agenda.

According to this discrete share of labour Turkish social scientists are experts in Islam in international research collaborations – or they are not.

While numerous Turkish scholars, especially those working or trying to work internationally, are under enormous pressure of Islamic and nationalistic movements and have to fight hard for a social science research agenda in Turkey via which they try to internationally share research priorities also beyond the national context of the country and even more beyond a nationalistic and religious definition of what research should focus on, it contains a certain tragic irony that especially Western social scientists quite exclusively invite Turkish scholars to international collaborations, given they accept to focus on Islamic issues, otherwise they have hardly any chance to collaborate. To complete this irony: by contributing what they are supposed to contribute they confirm their discrete mission.

Needless to say that the mission the Turkish social sciences have been given is just an example of a discrete devotion of missions other social science communities are given by a discrete international social science community.

Serving international social science fashions creating a new version of an international ivory tower in global dimensions

The contrasts between the fashionable topics of a mainstream international research agenda imposed by the research communities of the advanced countries illustrates via the case of Turkey for setting up an international research agenda: not only for the research communities in countries where those fashions do not correspond with the social reality but also for the research communities in which those fashions are created, the global discrepancies between international social science fashions and the global diversity of the social realities is one of the historical challenge for the social science in the era of globalisation.

While it might be inevitable for a research programmes like the ones of the EU to play an international role in setting the scientific standards for international research, even within the European Union, not to mention a country like Turkey or other countries in Eastern Europe, could and should not be attracted by research agendas which have no basis in the real world of their societies.

Serving those fashions results in the creation of an international research community which after all might successfully perform a discourse about some fashionable topics, generated by the academic elite grown from the particular economic, political and cultural development of some elite countries, however, disconnected to any local research needs. It is therefore a question if an international research community thus creates a new version of an international academic ivory tower, this time in a truly global dimension.

The international division of scientific labour in data providers and thinkers

This internationally established division of labour is a most serious intervention of any discrete international academic elite, not only setting the fashions of the international research agenda, not only defining the scientific mission for social scientists dependent on their nationality and the contextual contributions they are allowed to contribute, but even the type of scientific work of certain social scientists in the knowledge production process is predefined via a truly colonialistic prejudice about the scientific abilities and the accordingly defined tasks devoted to Turkish social scientists.

According to this discrete international division of labour, Turkish scholars in international collaboration are given the role to provide data for thoughts carried out and fed in to the discourse in the research communities in the advanced countries.

Needless to stress that Turkey is just an example that one must apply to all research communities in countries which do not provide national resources for international research. Governing the funds means in a global context governing the division of labour in data providers and thinkers; thus coincidentally confirming the “existence” of an international division of academics in advanced and developing research communities.

IV. Challenges for Science Policies supporting International Collaborations with Developing Countries.

Introduction

This section of the report focuses on the research policy aspects raised via the debate among social scientists and science policy experts about the internationalisation of social sciences firstly in Turkey, later extended to other developing countries. The report in this section is based on the statements and the debates on two workshops held with Turkish, other European and international academics from developing countries and research policy experts in Istanbul and in Ankara.

The two workshops were designed around two different thematic foci. The first workshop in Istanbul, carried out in the context of the third ESSHRA conference in order to discuss the science policy issue with a broader audience of social scientists, discussed science policy issues only in the context of internationalisation of social sciences in Turkey.

During this debate among Turkish scholars about science policy issues related to collaboration between Turkey and the EU, it turned out that the case of Turkey was much more interesting in a wider global perspective than originally expected: while reflecting on the particular science policy challenges for the Turkish social sciences in the context of internationalisation, it became clear that the Turkish social science

community showed a lot of phenomena which seemed to be not only typical of Turkey but of other developing countries.

Thus, instead of discussing on the second research policy workshop, as originally planned, the particular case of Turkey for the second time with other mainly Turkish scholars and policy experts, the second workshop was designed with a more international agenda and with international participants focusing on the challenges for social science policies in developing countries with presentations from colleagues from a couple of developing countries.

This section in this report, therefore, reflects on science policies issues with regard to the particular situation and the needs of developing countries not only with regard to the individual case of Turkey. Thus, this section about science policies is not as originally planned a report about the social science policy issues with respect to Turkey only. Turkey as the other countries involved in the second research policy workshop held in Ankara are rather considered as examples for reflecting on the challenges for international science policies supporting international research with developing countries in general.

Since there was little knowledge about the social sciences communities in developing countries and even less about science policies in and for developing countries with regard to the internationalisation of social sciences, there was no systematic criterion to select the developing countries to participate in the workshop. Thus, the selection followed more the geographical criteria trying to invite participants from developing countries which could represent some major global regions.

Social science scholars were invited from the following developing countries:

- For Europe, Turkey
- For South America, Argentina
- For Asia, Korea
- For South East Asia, Indonesia
- For Middle East, Jordan and Lebanon
- For Eurasia, Belarus
- For Africa, South Africa.

The first lesson from the workshop in Ankara about the challenges for social sciences and social science policies in developing countries in the context of internationalisation could be learned before the workshop started: the colleagues from Lebanon, Jordan and South Africa could not travel to Turkey due to different modes of civil wars or riots in their countries and had to cancel their participation.

This was, of course, a bad coincidence but in a certain sense it was not. As we will see later, the situation of social sciences in these countries, their involvement in all kind of political turbulences is, different from the very settled environment of the social sciences in those countries who are the driving forces for the internationalisation of social sciences, quite typical of developing countries; quite typical not only of the environment in which they work but of what their scientific work is about and thus most fundamentally differs from the economically very well established, politically most acknowledged and supported by social science

communities in societies of the advanced countries, may they be in Europe or in North America or elsewhere.

This report tries to highlight some of the numerous exciting issues concerning the internationalisation of social sciences and science policies for the international collaborations with developing countries raised through a most intensive and very open two days discourse among an international group of social sciences scholars on the workshop in Ankara as among Turkish scholars on the first workshop held in Istanbul.

The discourses were based on individual presentations or prepared statements made about the particular situation of the social sciences in the above countries and the ways how they are responding to the internationalisation of social sciences.

Trying to learn some lessons from the above two workshops about the internationalisation of social sciences in developing countries and to focus on some lessons for international science policies requires obviously some methodological clarifications about the data basis as of the type of conclusions one could draw from such two meetings.

Social Sciences in Typical Developing Countries: Four Country Sketches

The below section in this report about science policies for developing countries in the context of globalisation intends to avoid interpreting the situation of social sciences in the developing countries along conventional theories that dominate the current discourse in the advanced countries. It thus intends to avoid subsuming the very different cases under a given theory created beyond the context of the developing social science communities, both beyond their societies as beyond their social sciences paradigms.

This section about science policies rather tries to give the developing countries a voice to describe the situation from their own perspective and from there to draw some conclusions about the issues occurring in the developing countries.

Needless to stress that the situation of social sciences in these countries varies not only enormously between the different social sciences disciplines, not to mention the fact that in some countries only a few disciplines are represented. However, since this report is about research policies in the context of internationalisation and reflects on the internationalisation of social sciences in developing countries it requires, due to the nature of social science policies, anyway a non-disciplinary perspective.

The following section of the report does not just present some country cases but tries to draw some conclusions from the country cases towards some typical features characterizing the situation of SSH in developing countries in the context of internationalisation.

These four countries have been selected as examples for this report, since they provide very well both some background information about the science policy issues typical of the different kinds of social science communities in developing countries

and they also allow illustrating with some vivid examples the more fundamental science policy challenges for international science policies discussed below.

The cases along which this reports discussed are:

- For Europe: Turkey
- For South America: Argentina
- For South East Asia: Indonesia
- For Eurasia: Belarus

Including the four brief country sketches, the following issues will be explored in the following section:

- Social sciences in typical developing countries: four country sketches
 - *Turkey*
 - *Indonesia*
 - *Belarus*
 - *Argentina*
- Exploring some elementary concepts
 - *“International social science policies”*
 - *“Developing countries”*
 - *“Internationalisation of social sciences and developing countries”*
- Exploring some science policy issues
 - The diversity of social science communities in developing countries and in advanced countries
 - Split social science communities at home and beyond
 - Science policies in developing countries for international collaborations
 - The universalism of social sciences: from old to new or old colonialism?

The following brief country sketches do by no means claim to give any systematic picture about the social sciences in those countries. They are based on the above mentioned individual papers and select from those papers as from the discussions some aspects, which seem to be important for discussing the issue of this report, science policies for internationalising social sciences in developing countries.

The country sketches try to focus on three major aspects:

- the role of the social sciences in the context of the history of the country
- the status of the social science community
- historical and contemporary international activities and future challenges

The country sketches are based on the statements made by the workshop participants and the transcripts of the workshop discussions. Though they certainly represent the individual view of the presenters, they allow some insight into some significant and typical problems of developing countries confronted with the internationalisation of social sciences.

Turkey¹⁸

Some indicators for the internationalization of SSH in Turkey

Overall the Turkish social sciences show with regard to internationalisation

- a rapid and consistent internationalization over the course of the last 25 years,
- an uneven and segmented internationalization raising interesting questions,
- the case of a developing country that is also an EU-accession country with relevant experiences for a multitude of audiences.

Indicated by the position of the Turkish social sciences in the Social Science Citation index the Turkish social science shifted their position in the world ranking from 33rd in 1999 to 23rd in 2006.

The international partnerships in publishing show still the predominating orientation of social sciences towards collaborations with the US, however, also via a rapidly increasing number of joint publication with European scholars a trend significantly improving collaborations with European scholars. Compared to joint articles with USA based scholars, the number of joint articles published with European scholars increased by about 300%.

The Changing Political Environment in Turkey

Europeanization of Turkey and the Turkish scientific community leads to a transformation of the political environment concerning higher education and research in Turkey.

- The research atmosphere is getting more free.

¹⁸ The description of the Turkish case is based on the paper presented by Sencer Ayata and Aykan Erdemir.

- With commitment to Europeanization, there is increased research funding through EU, TÜBİTAK, and universities. It is getting relatively easy to fund micro-scale research.
- Lately, strategic plans of universities become increasingly research oriented around the country. The values, institutions, structures and organization of research activity, however, are limited.
- EU policies and funding affect the research environment in Turkey. Taking into consideration that Turkey is a special case in the enlargement process, EU policies and funding priorities should be adapted to the needs of Turkey.

For whom and for what reasons do international research projects matter in Turkey?

- Turkish scholar' prestige and status improve within Turkey and abroad.
- Projects enable Turkish scholars to travel and engage in international dialogue through conferences and workshops. These often lead to international publication opportunities.
- Projects help scholars' promotion within their institutions since Turkish higher education system values international activities highly as opposed to national activities. Besides promotion, scholars also have increased influence within the country.
- International projects contribute to the identity formation of scholars since they become markers of identity – mainly European and Western.
- They also lead to the emergence of a new ethos in Turkish higher education. This new ethos is highly-competitive, self-centered, low-trust based. It leads to competition among and within universities. New kinds of performance measures which value international research and publication highly are established in this process.

The outcome of Europeanization for the Turkish scientific community

- The Europeanization of the Turkish scientific community has various consequences for Turkish higher education. The first impact is observed in the transformation of human resources. A new class of internationalized academics emerges. They have increasing experience and competence in international research experience and practices. Not only are they highly mobile and partake in international dialogue via Erasmus mobility, conferences, exchanges, and research but they also tend to publish in international journals and edited volumes often at the expense of national ones. This group of scholars comprises the new base of internationalized social sciences and humanities in Turkey.
- The emergence of this new class, however, brings with itself major cleavages within academia concerning values, institutions and capacities. This seems to be the second major outcome of Europeanization. Since internationalized academics are a small subset of all academics in Turkey and since they constitute a small and exclusive class, there is an inevitable reaction on the

part of those who feel excluded or left out. There are frequent expressions of critique and mistrust of international projects and funding. Moreover, since natural scientists seem to benefit more from internationalization so far, this also leads to a tension between social sciences and humanities and natural sciences.

- The third outcome of the Europeanization of the Turkish scientific community concerns funding opportunities and practices. Being part of the EU funding schemes, particularly the Framework programs, has led to a drastic increase in the availability of funds for international projects, collaboration and mobility. The recent decision of TÜBİTAK to fund social sciences alongside natural sciences, as part of Turkey's Europeanization reforms, has also made available significant funds for social scientists. Although most of the funds are allocated for national research projects, there are also certain opportunities such as seed money and international mobility.

What can be achieved through internationalization in the future

Through internationalization, Turkish scientists and higher education can achieve various results. The positive accomplishments listed below were already achieved by some of the leading Turkish scholars but the ongoing process of internationalization opens these opportunities to a much wider group of academics.

- Integration with international scientific community
- Establishment of higher standards in academia: Scholars feel the need to update their grasp of the international literature, methodologies and theories. Peer review becomes the central evaluation mechanism.
- Positive experience in teamwork and project organization
- Scholars gain invaluable experience in collaborative and multi-sited project design.
- A new generation of young scholars with organizational skills comes into existence.

What are the Drawbacks of Internationalization?

- Although scientific content is updated, the global and EU agendas are often borrowed as they are. The agendas that are imported from the outside do not necessarily correspond to social and political priorities of Turkey. This leads to social sciences and humanities that are at times irrelevant for Turkish audiences.
- The processes that lead to the exclusion of a large body of scholars from internationalized academia leads to the widening of the gap between included and excluded. There is, nevertheless, trickle down and spillover effects, as can be seen from METU's Faculty Development Project whereby a thousand PhD students are trained in an internationalized academic environment to be later

employed at state universities around Turkey. These efforts, however, are not sufficient to ensure inclusion of significant numbers of social scientists in internationalization.

- Segmented internationalization leads to ideological reaction within academia. There are cleavages even in most successful Turkish universities. There seems to be little exchange among faculty members.

The Scientific Challenges of Internationalization

- The main scientific challenge concerns transforming teaching universities into research universities particularly by strengthening centers. The institutional organization of research universities is the key task.
- Autonomous dynamics of Turkish social sciences are weak and getting weaker. Research agendas and areas of academic interest are to a large extent determined by external or transnational scientific communities and their academic priorities. Turkish scholars immediately follow the set international and/or European research agendas. They have little contribution to setting research agendas.
- Most social science research is dominated by themes, subjects and agendas of developed, post-industrial, knowledge-based economies such as advanced consumer culture, surveillance, discipline, the hyper-real, global sectors and media-centered culture. These do not correspond to priorities of Turkish society, economy, politics and culture.
- The alternative to importing global research agendas is reducing Turkish social science priorities to a few spectacles, namely, Islam, ethnic tensions, identity, traditionalism, refugees, women, etc. There seems to be an expectation for Turkish scholars to study these. Study of Turkey-EU relations, in a narrow politico-historical sense, also emerge as a priority of social scientists. There is, meanwhile, great need to study issues such as the breakdown of traditional rural society, urbanization, informal sector, family, forms of sociability, political parties, and power structures in Turkey.

Indonesia¹⁹

The emergence of the social sciences in Indonesia under external influences

From historical evidences we know that social scientists have played an important role not only in the period of colonial Dutch but also in the era of post-Indonesian independence. During the interlude of Britain rule of Indonesia the colonial government to effectively rule the indigenous people via their knowledge about the structure of land ownership in Java. The significant role played by the social scientist

¹⁹ The description of the Indonesian case is based on the papers presented by Ketut Ardhana and Yekti Maunati

for the interests of colonialism greatly contributed to the formulation of colonial policies.

Based on their knowledge on Indonesian society, the social scientists also offered later a military strategy to solve the internal conflicts and tribal wars among the various ethnic groups such as in Timor, Flores, Sumba and other regions and later to integrate all islands of the Indonesian archipelago.

In the Timor Residence and the surrounding islands, now called, Nusa Tenggara, most of these social scientists were ethnologists. Their ideas were followed and applied by the Dutch rule of Indonesia. Finally, they succeeded establishing the colonial government. The social scientists had, indeed, contributed to the understanding of how to unite all small regions to be one, which later called the Netherlands Indie.

On the other hand, it can be seen also in the following years that the social scholars began criticizing the government policy on the indigenous people. This means that at that time social scientists became critical or even antagonist of colonialism.

In the post Indonesian independence, particularly in the period of what is called "Guided Democracy", a process of the erosion of academic quality occurred, particularly after the expulsion of the Dutch professors from the older universities.

Social sciences then were, however, rather suspected by the government. President Soekarno in several occasion attacked several branches of social sciences, notably economics and political science, as being outdated and "not in tune with the spirit of revolution".

Professors and lecturers were transformed into more technocrats. Many of the social scientists were directly or indirectly involved in the activities of the provincial governments as well as in the central national planning agencies, most of whom were economists.

The roles of the social scientists until the fall of the "New Order Regime"

From the above discussion it can be seen that in the New Order period, the government did not pay more attention to the social sciences except considering them as a risk. The New order regime prioritized the economic growth rather than other social issues.

In other words, social sciences disciplines except economics were not considered to play a significant role in Indonesia.

However, since entering a transition period from authoritarian into a democratic society, which has been begun in 1998, it seems that social scientists also have not played any significant roles in anticipating several crucial issues. In several parts of the Indonesian archipelago divergent types of social conflict broke out. For instance, Aceh and Papua Indonesia encountered disintegration problems. Ethnic conflicts occurred on other islands while in Bali and other regions of Java Indonesia was confronted with international terrorism.

Before and after this chaotic situation, the so-called pemerhati budaya (cultural commentators) or pengamat sosial (social observers) occurred, who' role was rather to commentate but not to put any research into the reasons behind such conflicts. The social scientists did not play a major role in anticipating or discussing these events.

Social sciences in the Indonesian universities

Indonesia can be proud with its achievement in the development of social sciences in the last decade. Many efforts such as seminars, researches and conferences have been carried out. Many of the social scientists have gained international reputations.

Many research programmes have been established by foreign donors namely the Ford Foundation, USAID, the Asia Foundation, the Toyota Foundation and the Japan Foundation, SEASREP, API (Asian Public Intellectuals), MOST (Management of Social Transformation), a UNESCO programme. MOST is strongly concerned with how research in the social sciences could be developed in Indonesia, particularly by conducting collaborative activities between universities and research institutes in Southeast Asia.

There is a willingness among Indonesian academics to collaborate with academics from other countries since the 1980s. However, the overall situation remained difficult for the social sciences in Indonesia and even stagnation in their development can be seen since then. The reasons for this are that most of the social scientists in Indonesia are government employees, who thus must support the government policies. The other academic scientists did not have freedom to express their ideas and thus they played a marginal role.

The Challenges for Research and Research Policies in Indonesia

The new role of the universities in developing social sciences can be seen along a new academic principle established in the some universities, called "pola ilmiah pokok", which means "core competent". The idea of "core competent" caused the creation of cultural studies, tourism studies, maritime studies and others. The creation of the new study programmes are aiming at responding to the impacts of globalization on Indonesia.

The numbers of students in the program of tourism increased significantly, in 1998 from 24 students to 94 students in 2002. Since it is difficult to get jobs after finishing the studies in history at the same time these study programmes stagnated. Students are more interested in tourism promising better employment opportunities.

In addition, there are increasing numbers of students in cultural studies. Most of these students already have secured jobs in private business companies and in the government.

At the same time the number of students in the faculty of political science is decreasing. With the exception of the program "Social Relations" the number of

students for “Indonesian Politics” and “Political Comparatives” show an insignificant decrease of students.

It is important to note that researches in the social sciences continue to require substantial improvements in terms of social science methodologies and theories. This is even more the case since the number of interdisciplinary research activities are increasing.

In general, social sciences have to deal with the issues of social, cultural, political and economic affairs in Indonesia, particularly in relation to the process of democratization, supremacy of law and human right, poverty, regional autonomy and social conflicts.

Conclusions

Research in the social sciences continues to be conducted for the sake of maintaining academic truth as well as developing social sciences.

On top of the difficulties social sciences are confronted with is that each time social scientists conduct research on a politically sensitive issues they will be viewed as a threat to the ruling-class and the government.

For this reason, we can see there are two kinds of social scientists in Indonesia. There are many social scientists with attributes as both scientists and bureaucrats and they usually pay more attention to the power rather than to academic interests. This is one reason why the social scientists in Indonesia are very often incapable in solving the crucial issues in the areas of social-cultural, economic, political issues in Indonesia. The other social scientists are always at risk to get in trouble with the ruling political class of Indonesia.

Belarus²⁰

The recent historical development of the SSH embedded in the history of Belarus

Until Belarus became independent in 1991, the country experienced numerous changes of the country status. At the end of 18th century, Belarus had no HE/scientific institution. After 1917, Belarus was a part of Soviet Union and the first national university was founded in Minsk as well as the Academy of Sciences with several institutions such as Institute of History, Institute of Language and Literature and others to develop the social sciences. Also, the national schools of sciences such as the school of economics, the school of history and the school of sociology were established for the first time in the Belarusian history.

²⁰ The description of the Belarusian case is based on a paper presented by Larissa Titarenko

However, during the Soviet Union period, the co-ordination of the scientific development was initiated in Moscow and all the related activities including the international projects and contacts had to be approved by them.

Belarus started the new era after the breakdown of Soviet Union. Especially, the western influence was significant from 1991 to 1994. The scholars even started to visit foreign countries although the involvement in the western/international projects was limited to the collection of empirical data. The methods and theories were determined by the western scholars.

Due to the change of scientific policy under the new president, Lukashenko, in 1995, the western influence was minimized. Owing to the political isolation on the international arena, the foreign foundations were closed down or restricted in their activities and the exchange of scholars was slowed down. Thus, the country was discriminated in terms of the scientific contacts within the Framework Programmes in Europe and also almost all the exchange programmes sponsored by the U.S.

At the same time, Belarus elaborated the “reversal policy” and the western scholars were not allowed to do independent research in Belarus and the Belarusian scholars who supported the political opposition were banished from the country as well as the research institutions which were against the policy then were closed down.

As a result, the situation of Belarusian SSH is not really positive in terms of the process of globalisation/internationalisation of research. Firstly, the Belarusian state has little budget for the SSH research and the funds from other countries are extremely limited due to the political reason. Secondly, the western countries are rather unwilling to collaborate with the Belarusian scholars/organizations as they cannot share the same topics for the joint research programmes so much with the Belarusian. Besides, they can choose the other countries like Russia, Ukraine and other NIS countries where the state control is not as strong as in Belarus.

Elements of the Belarus social science community

Research institutions

Currently, there are 3 types of research institutions in Belarus:

- Institutions officially belonging to the presidential administration, e.g. the Academy of Management, the Institute of Social and Political Research.

It is the most privileged ones as they have the unlimited access of information and much more financial resources than the others. The topics they deal with are usually the most sensitive topics relating to the social-political sphere of Belarusian society as they are to be used by the policy-makers. Owing to the purpose, the data and the research results are not open to the public and, needless to say, they do not have any international networks. They are also not interested in transnational co-operation. The knowledge they produce is objective but they keep it as a “secret” while providing the public with some mythological ideas and limited data. The paradigms are very national, therefore, they officially reject the possibility to apply the western paradigms to Belarus.

- Institutions and groups which support the political opposition directly or indirectly. They are active only via internet, especially internet journals.

These institutions and groups are the opponent to the above institutions officially belonging to the presidential administration. They have some secret resources of information and produce the social information which is not known to the public as the data is only used for the political reason. Their purpose of the production of knowledge is to distribute the critical results to the public. They use the internet as the place of their major activity. Therefore, the information can be seen via internet by anybody in the world despite of the fact that they would not like to disclose the information they acquired. Although the attention of foreign scholars to their data and the financial support from abroad, they cannot be considered as the “model” or “basis” of development of the international/cross-cultural research in Belarus.

- State institutions which have no political bias but scientific aspects of researches, e.g. the National Academy of Sciences, Belarusian State University and other state universities.

This group consists of the academia with the limited budget who try to be as objective as they can and deal with as many topics as possible. As they have the restriction/limitation of the budget and the topics, they cannot arrange broader researches beyond the nation state. However, it is possible to participate in international research activities with any foreign countries in which they can deal with any topics. Therefore, they are the ‘core’ persons for the international research activities in Belarus. Their major role in the transnational projects is to collect the empirical data and to carry out the field study in Belarus. When participating in such projects, the Belarusian scholars have to adjust their ways of research activities to the western partners’ ones.

Different from the natural scientists in Belarus, the social scientists are only responsible for collecting data and very much dependent on the western partners in the other parts of projects due to the lack of foreign language ability.

Higher Education

The HE reform in Belarus started in the mid-90’s. It was to make the Belarusian HE similar to the major European countries’ HE to meet the Bologna criteria. However, the reverse tendency became strong a few years ago and the HE system went back to the pre-Bologna level. Thus, the western innovations in HE are not welcomed in Belarus.

As a result, many professors stick to the old ways of teaching which are a decade or older ones using only the national paradigms than the western ones as they are considered to be “more appropriate”. Although some students who are studying in Minsk can learn and be more familiar with the modern social sciences, the most powerful approach to HE in Belarus is ‘national’ approach whose aim is keeping the Belarusian HE system unique and does not adjust to the European standards.

Therefore, there can hardly be exchange programmes for the students between Belarus and the European countries.

Belarusian social sciences and humanities affected by and responding to globalisation

There is no official obstacle for the international research in Belarus. The government is not just keen on this, but does not prevent the scholars from such projects.

The greatest issue for the individual scholars and the institutions is how to finance themselves as the government would always spend little money for SSH. Belarusian scholars have to rely on the foreign funds as they receive so little from the government, especially for the budget for SSH.

Despite of the lack of funds, Belarusian scholars could be the potential partner for the western scholars. Belarusian scholars are very much willing to collaborate with the foreign scholars and, in fact, some of them have already been involved in the international research projects. More attention should be drawn to the Belarusian scholars by the western partners. However, in reality, many European partners prefer not to co-operate with the “developing country” partners like Belarus.

Under the circumstances, the brain-drain of the 90’s took some promising, excellent scholars out of the country.

Argentina²¹

Some phases in the history of social sciences in Argentina

- *Social sciences in the 1950s*

The institutionalization of social sciences in Argentina started in the second half of the 50’s after Peron’s fall in 1955 which coincided with deep social, political and cultural transformations after a decade of Peronism. Sociology, economy, psychology and anthropology – among others – were created as careers at the Universidad de Buenos Aires in 1957. At the same time, private universities were authorized to function. Students in private universities in Argentina, were never more than 20% of the total, in difference with other Latin American countries although this tendency is changing slowly after the crisis of 2001. With the rise of dictatorships, in a process openly or covertly supported by Washington, political and ideological control substituted for academic freedoms, “control” that, as a matter of fact, ranged from the wholesale purge of disaffected professors to their mercilessly beating up.

- *Social sciences in the seventies and globalisation*

²¹ The description of the Argentine case is based on a paper presented by Thomas Varnagy

From the second half of the 70's, deep transformation on the public and the private took place not only in Argentina but in the whole world in a process known as "globalization" and the hegemonic neo-liberal ideology. The financing of higher education diminished drastically and some "enterprising" aspects of the universities started to be promoted like the selling of professional services, in this way public education lost its legitimacy as a value in itself as it was some decades before.

The new private universities created in the 1990s try to adapt and copy the US education model as much as possible. As a result of "copying the U.S model", the academic system in Argentina has dramatically changed. Despite their outstanding role in the past, Latin American universities face a severe crisis. In the last two or three decades major changes shocked them to their foundations. After more than a quarter of a century of democratic recovery, the social, economic and educational debt of Latin American governments is impressive and unforgivable.

Major trends of Latin American universities

- *Massiveness*

The number of university students rose from some 270,000 in 1950 to almost 9 million at the beginning of the twenty-first century with the according growth of financial resources allocated. As a result, the region has one of the smallest amounts of money in the world invested for each student at the tertiary level per year, which is around 650 USD, almost one fourth of the ones in the Asian countries and one fourteenth of the ones in the U.S and Canada.

- *Privatization*

The educational system was redefined, following the major recommendations of the Washington Consensus, as an "educational market" in which private providers were welcomed. Today's enrolment in private universities in LA accounts for some 40 percent of the total student body. In Brazil, Chile, Colombia, Dominican Republic and El Salvador, the majority of the students are enrolled in private universities, while the opposite is the case in Argentina, Guatemala, Mexico, Paraguay, Perú and Venezuela.

- *Decline in quality*

It is widely said that the quality of university education has declined world-wide. In Latin America, only 7 percent of the faculty hold doctoral degrees, and another 20 percent hold barely some years of graduate studies. In addition, full time dedication is far from widespread, except in some elite programs at graduate level. At the Universidad de Buenos Aires, Argentina, full-time faculty does not even reach the 10 percent mark, while 90 percent of professors have second and third jobs. Although there are some excellent private universities, the majority of them are just chrematistic commercial enterprises profiting from the continuing expansion of educational demands and taking advantage of the decreased state capacities to establish and enforce strong standards of academic quality. The majority merely ensure an easy insertion in the labour market. Needless to say, their contribution to the educational and scientific development is zero.

International activities and future challenges

Despite of the mentioned negative facts above, the Latin American countries have to depend on the funds from other countries/ from the international organizations, whether they like it or not, as the countries are bankrupt and have little money to spend for the research activities.

Public research today is financed by the World Bank and the Inter-American Development Bank, who decide the research agendas for Latin America. They decide the research topics, the theories, the methodologies, the research areas and even the languages. They also decide whether it is “politically correct” or not.

It is natural, therefore, that the Latin American scholars cannot put their own research agendas. There is no question that he/she could not be working with a particular theoretical and methodological framework that is not agreeable to the donors. The researchers are expected to produce consulting reports and not real social science research. The methodological and theoretical framework is carefully specified in the contract and cannot be modified by the researcher and the findings are largely built-in the basic premises of the theory. The result is deficient social science, no matter the millions of dollars spent in this peculiar kind of “social research”.

One example to decide about topics, theories and methods is the research studies on poverty. The World Bank believes that it is a problem which should be attacked focally, which could be a very good approach for Sweden, Iceland, or Norway, but not for countries with a percentage of 50% and even 80% of the poor.

As a result, no valuable knowledge is produced to alleviate some of the more critical problems faced by our people like poverty, insecurity, health, education and other pressuring issues.

Instead, there seems to be a dominant paradigm in social sciences and an apparently irresistible tendency to imitate the intellectual fashions of the developed in North America. We have now a new professional disease: the uncritical reproduction and imitation of anything produced in the rich North, especially if it is written in English language.

Publication policies reinforce this alienation of social sciences from the problems the Argentine society is facing. There is a strong tendency to publish –preferably in English- in the U.S or in Europe because it is more acceptable and better assessed than if published in Spanish in the Southern hemisphere. The result is that the research agendas of our universities is increasingly dependent on the practical and theoretical priorities set by the North and Argentine scholars know very well that their priorities are not the most convenient for their societies.

Peculiarities of Social Science Communities in Developing Countries

The following list of phenomena shared by the social sciences research communities in developing countries and relevant for the design of international science policies does not claim to be systematic nor complete. Such a list would require much more research into developing countries and their academic communities.

Given the below reflected differences also within developing countries as a result of future research, it is also possible to create a classification of different categories of social science communities and an accordingly to allow a differentiation of policy measures taking the particular circumstances of the different types of science communities into account. For the time being based on the data resulting from the two workshops, one can only list a couple of similar phenomena, which developing countries share and discuss some more general challenges for science policies promoting international collaborations with developing countries.

Nevertheless, the topics in this list do, in fact, address already such fundamental challenges for science policies that already this rather eclectic list allows and should inspire some very important reflections about science policies. The topics listed below, last but not least, already also show how much systematic knowledge we are lacking for a thorough design of science policies devoted to the particular needs in developing countries.

Phenomena, social sciences and science policies in developing countries share, are:

General conditions for social sciences

- A comparably young history of the social sciences
- The emergence of social sciences through and for colonialism
- Their existence as a matter of political periodical opportunities
- A basically lacking interest in social sciences by the political elites
- If any interest than related to particularistic economic or political interests
- A strong influence, interventions and political control until open censorship, not to mention violence against social scientists
- A low if any influence on the design of policies

The status of a national social science community

- A scattered coverage and uneven development of social science disciplines
- Imported theories and methods with strong colonial ties
- Marginalisation of theory building contributing to a discipline or to a school of thought

- Rarely research agendas developed from and for the needs of the developing countries
- Lacking scientific means to create local social science agendas
- Little or very low resources, especially for research
- Low level of education for research and low quality of research
- Disruptive, if at all any exchange between disciplines
- Brain drain inside and outside the countries

International collaborations

- Extremely interested in and motivated for international collaborations
- Little experiences, except for some individual scholars
- Entirely dependent on foreign resources
- Hardly any other support for international activities from their countries
- International collaborations reproduce colonial dependencies
- Collaborations depend on contingent often historical contacts
- Collaboration partnerships follow rather geographical opportunities in the neighbourhood than their own research priorities
- Research agendas and development of theories serve the mainstream and policy agendas of advanced countries rather than the needs of developing countries
- Delivering data for research about developing countries as the material for reflections carried out and published by the advanced science communities
- Increasingly divided science communities in international and local academic groups through international activities

Some of the above topics will be more systematically analysed and discussed below including also some reflections on suggestions how some of the most urgent issues might be tackled by science policies or by research programmes. Before doing so, some fundamental concepts, on which the discussion of science policy issues for international collaborations with developing are based, need some brief conceptual and theoretical clarifications drawing some attention to some fundamental peculiarities while reflecting on science policies in an international context, on international research collaborations and on a particular type of research community in so called developing countries.

Exploring Some Elementary Concepts

Challenged to reflect on science policies for international collaborations with developing countries requires firstly reflecting on some key concepts used in the debates about this issue.

The following explorative reflections about some key concepts while reflecting on science policies for the internationalisation of social sciences in developing countries are:

- *International social science policies*
- *Developing countries*
- *Internationalisation of social sciences and developing countries*

International social science policies

Most importantly, though this is a report about sciences policies in developing countries, reporting on the outcome of a project about this very issue, this is and cannot be a report resulting from any substantial research about the internationalisation of social sciences in developing countries.

What is presented in this report is based on two workshops, the presentation made on these workshops and the discussions among social scientists.

Thus, the intention of the two policy workshops was to try to explore the field of a theoretically most demanding issue, science policies for the internationalisation of social sciences.

Already the notion of “science policies for the internationalisation of social sciences” does not coincidentally sound a bit contradictory: science policies require political subjects; however, one might rightly wonder who the political subjects could be while discussing science policies beyond the established sphere of national policies. There are, of course, political actors dealing with the internationalisation of social sciences, just as the European Union via the Frame Work programmes, not only within the EU but also beyond, and there are other policy actors, namely research foundation, mainly based in the US and – more specifically for Asia – based in Japan, also playing a key role in all kind of international academic activities.

However, fundamentally different from national science policies, who address with their policy activities mainly the national social science research communities in their countries, in the sphere of international social sciences, in particular in international research collaborations, the interventions of national science bodies or of research foundations are widely addressed to individual social scientists or to some smaller network of social scientists.

Different from national research policies, these interventions are not carried out via the typical policy instruments, since they do not count beyond the context of a nation state. Thus, they are rather offered opportunities for social scientists, which does by

no means mean that they do not have any important impact on the internationalisation of social sciences.

Given the theoretically and practically widely unexplored field of science policies for the internationalisation of social sciences, in particular in relation to developing countries, and given the lack of established and institutionalised science policies, discussing some science policy aspects in relation to developing countries in this report, science policies are less defined via any established political bodies or political actors; in this report science policies rather mean a political perspective through which the internationalisation of social sciences and all actors or bodies are reflected. Sciences policies here mean activities shaping the conditions for international research, may they be conditions concerning the knowledge concepts incorporated in funding programmes, the institutional conditions provided by academic organisations or the legal and organisational conditions for scientific work.

Actors of such a broader policy perspective could be research associations, funding bodies, national or international political bodies and, last but not least, the individual academics. In this sense focusing on science policies in this report is rather a focus of the reflections and not the view of a particular group, normally the view of science policy makers.

Such a wider concept of science policies seems to be a precondition for any reflections on policy issues, since in inter-national academic activities the acting subjects are naturally most different from those in the context of the established national based science policies.

Of course, traditional science policy bodies are the most influential political actors in the internationalisation of social sciences; however, the point here is to stress that much more thorough research would be needed to better understand the particular difficulties of policy agencies acting internationally as compared to national science policies and to highlight the conceptual and methodological challenges, while reflecting about international science policies in the context of internationalisation of social sciences, especially when it is about science policies for international social sciences in developing countries. This is most obviously in many respects a huge derivate for future research.

Developing countries

The design of the workshop agenda for a workshop with the title "Internationalisation of social sciences and humanities - How about the "developing" countries?" did for good reasons not even make any attempts to define beforehand what developing countries and what the internationalisation of social sciences precisely means.

To avoid to reproduce and approach characterized by a participants as "a homogenizing process in which the active agent is a center imposing itself on a passive periphery" (paper Argentina), rather than working with the exclusive power of any given definition, even the question to define what a developing social science research community is, was made a topic of the discourse. The question, "What is considered as a 'developing' research community - and what not?" was thus one

topic on the workshop agenda and explored by the participants. I will discuss this issue based on the paper and the workshop debate below.

It was, in fact, and should be the most important lesson from this workshop in relation to science policy implications that any given concept should not be taken as a natural starting point for reflecting on social sciences policies and imposed on the social science communities. Instead, any conceptual or methodological paradigm taken from the mainstream discourses in the developed social science research communities should be made a subject of joint reflections in order to create a shared conceptual foundation for such discourses. As all the other crucial concepts occurring from a newly emerging phenomenon, the internationalisation of social sciences was a topic discussed.

Some outcomes of this discussion about what internationalisation means and what it means from the perspective of developing countries as about the question, what are some typical characteristics of a developing social science community will be presented below.

Internationalisation of social sciences and developing countries

The workshop agenda, the selections of participants and the focus of their presentations about their country as a developing social science research community started from the following conceptual assumptions about the issue of internationalising social sciences:

In the context of globalisation, international collaboration in the social sciences and humanities face two major challenges: firstly, internationality is no longer limited to comparing similar phenomena across different nation-based societies; instead, because of the globalisation of social reality, internationality becomes part of the nature of the social sciences phenomena themselves. Reflecting on international aspects thus is no longer an additional and optional scientific activity but becomes a necessary ingredient of investigating social reality.

This implies, secondly, that international collaboration in the social sciences is no longer mainly a matter of exchanging ex post views about the outcomes of research that was usually carried out in the context of nation-based societies; the collaborative generation of knowledge about the international nature of the phenomena social sciences are dealing with rather becomes a sine qua non for scientific work (cf. also Kuhn/Remoe 2005; Kuhn/Weidemann 2005).

A concept of internationalisation which is to discover the international nature of the research phenomena of social sciences overcomes the methodologically most questionable and political hazardous dichotomy of "global versus local". In fact, the duplication and the division of the reality in a global and a local reality in this dichotomy reveal the political interest that creates such a dichotomy protecting the local against the global; not so much in a political sense, defending the effects of globalisation on globalising subjects but rather for an unwillingly elitist interpretation of the local as the only possible praxis for the application of social science theories.

The scientific challenges towards an internationalized knowledge production investigating internationality as the nature of social sciences phenomena attached to them through the globalisation of the real life of citizens can be considered as paradigmatic changes of social science work that are widely underestimated. They create fundamental challenges for research as well as for research policies that have not yet been fully understood.

For the internationalisation of social sciences in developing countries, the main hypothesis seems to be a true paradox: that is that social science research communities with highly developed and internationally acknowledged research traditions rooted in the context of their national societies are much more challenged by those paradigmatic changes than the internationally less influential research communities in countries which have always been widely influenced from outside, if not historically established via colonialism, the historical predecessor of the contemporary internationalisation through globalisation.

The academic communities of developing countries were and are widely internationally influenced in terms of their research agendas, their methodologies and their categories as – last but not least - in terms of the biographies of the individual scholars (this has led to a wide-spread call for ‘indigenization’ of social sciences, Atal 1981; for the case of psychology see also Enriquez 1987, Kim/Berry 1993; Sinha 1997). Research communities in developing countries can in this respect be considered as a most interesting model of an internationalising research community, which traditionally had both conceptual ties to the nation based society, but which at the same time received its scientific fuel from any international context, ranging from a colonial history towards interventions or support from international research foundations.

In any case, for research communities in periphery countries, international collaborations seem to be part of their nature due to their colonial history and their contemporary dependency from international collaborations, much more than this seems to be the case for the social sciences communities in the advanced centres.

Exploring Some Science Policy Issues in the Context of Developing Countries

The following sections discuss some key issues concerning sciences policies for the internationalisation of social sciences in developing countries resulting from the above presented country cases as from the discussions on the two research policy workshops.

The issues that will be discussed are:

- *The diversity of social science communities in developing countries and in advanced countries*
- *Split social science communities at home and beyond*
- *Science policies in developing countries for international collaborations*

- *The universalism of social sciences: from old to new or old colonialism?*

The diversity of social science communities within developing countries and in advanced countries

Stressing the diversity of the social sciences communities in developing countries and between developing countries and the countries in the “centres” is by no means the typical rather banal statement in comparative research normally stressing the cultural diversity of any phenomena in the compared countries, implicitly starting from their major communalities. These statements tend to stress mainly some comparably minor cultural differences while they do share some most fundamental similarities concerning their economies and their politics as – and this is the most important aspect in the context of this report – the status of the social science communities.

Needless to say, that, of course, the social science communities in various countries of the EU are also different in many respects. However, these differences of the social sciences research communities appear to be relatively irrelevant compared to the enormous differences of the social science communities in some typical developing countries.

This is so important to stress, since these differences both within developing countries and between developing countries and the advanced countries are of such an elementary nature that they cause a major, if not the biggest challenge for the design of science policies and, more importantly, for the design of funding programmes, which must take these differences into account, in particular when they aim at funding international collaborations across research communities showing such enormous differences.

No doubt, stressing the diversity of developing countries does also not mean that they do not share any similarities, they do and, in fact, these differences do include cultural differences; their main differences concern both the status of their economies as their overall concepts of politics, however in the context of this report, these differences just concern the societal conditions for a social science community. Most important in the context of this report are the tremendous differences concerning the status of the social science communities, the addressee of science policies.

From the perspective of science policies and funding programme, these differences concern mainly the scientific and institutional status of the social science community regarding their preparedness for international collaborations – in the context of the issue this report is focusing on – the addressee of science policies setting the frameworks for international collaborations. From this perspective of international funding policies, the differences concern the social science communities as a societal entity in a society in charge of the knowledge accumulation process in and for a society.

Research policies in general and funding programmes in particular aim at giving major scientific inputs into the development of social science communities, normally regulations for social sciences and via financial means directing a social science community both in terms of their contextual as their organisational and institutional structures towards some political aims.

In the EU, such overall aims and the according science policy aims are contemporarily constructed around the notion of making Europe a “knowledge based society”.

The fundamental precondition intervening into the social sciences via all these policy measures is the existence of a scientifically and institutionally established social science community, receiving and responding to any policy measures.

Such a scientifically and institutionally established social science community does, however, not exist in some developing countries as an addressee for any science or funding policies and this causes enormous problems if any international social science community, on the other hand, does need to incorporate social sciences collaborations with social sciences in such developing countries.

The case of Indonesia might illustrate some examples for the challenges any international science policies are confronted with encountering social sciences but no social science community as sciences policies in the developed countries take as a given natural precondition for their science policy measure.

Firstly, relying on the information about the Indonesian social sciences, there are social sciences in Indonesia; however, could the whole range of social science disciplines be found in Indonesia, indispensable for a knowledge accumulation process which needs to cover the whole range of economic, political, societal and cultural phenomena occurring in the society of a developing country; may be worse than that and secondly, the rather scattered existence of some academic islands do by no means scientifically cover the whole country. There are some universities and research centres on some bigger islands of the Indonesian archipelago, but there are also huge areas, in which no academic activities exist at all and these areas are by no means uninhabited islands.

The importance of such a status of social sciences becomes obvious for the design of international policies: neither could such social science community play any relevant role within the society or even with the economy as a whole, nor could it provide any social science research agenda representing the scientific issues of the Indonesian society. The typical problem for academics or sciences policy experts from developed countries, trying to identify a national mainstream agenda and the leading academics for international collaborations just mirrors the much more fundamental problem, phrased from the perspectives of science policies, a non-existent social science community.

Indeed, the Indonesian case as the other cases shows that the topics social sciences are engaged with are representing some very particularistic interests of some industry sectors rather than representing the problems of the Indonesian society as a whole. Such a scientific perspective, constitutive for “modern” social sciences, would hardly find its counter part in the type of social sciences in a country like Indonesia.

The Indonesian case illustrates a variation of the reality of a social science community in developing country and thus shows some of the difficulties international social science policies are confronted with. Designing policy measures for the international collaborations between social science research communities with countries, that in a global political and economical context is as important as Indonesia, without all the established scientific and institutional mechanisms of a

scientific community, creates some most obvious challenges, which would not occur in the context of any country in the European Union despite of their very divergent social science communities.

Referring to the example of Indonesia for an only most scattered social science community, which one might not even call a community, at least not according to the standards international policies within the EU consider as a granted precondition for their funding policies, does not mean that this is typical for developing countries: it seems nothing is typical for developing countries, at least not for all of them. There are certainly many other developing countries, which share the characteristic of the social science community of Indonesia.

However, there are other developing countries, in which the social science community are entirely different from the Indonesian case, show many similarities with developed countries and is though in terms of policies for international collaborations again entirely different from both the Indonesian case as from any European country!

A brief look at the case of Argentina shows somehow the contrary difficulties for international science policies, in this case not because of a comparably well established social science community, but because of the very similarities between the Argentina social science community and the standards of social science communities in EU countries or other developed regions.

Different from Indonesia, the social science community in Argentina provides all the standards of an established social science community for a continuous knowledge accumulation thoroughly embedded in the Argentine society.

However, it is not only the case that any international policies would have some difficulties finding congenial political partners in the Argentine science policies sharing the aims of international collaborations. In fact, as the report about Argentina shows, the political elite in this country does not seem to have any interest in supporting international collaborations in social science research activities.

More important in a long term perspective than this is, however, that the very same policy concept of a marketisation of the Higher Education applied to HE in Argentina tends to question the scientific institutional as the academic scientific capacities as a basis for international collaborative research activities. The reform obviously leads to a deterioration of the scientific quality in the Argentine academia through a "massivisation" of Higher Education.

This very same phenomenon does, of course, also happen in Europe (e.g. Scott 1998; Trowler 1998); however, while the European Higher Education can compensate the loss of quality in the traditional sectors of HE via the creation of an system of elite universities and other research capacities, in a country like Argentina, such an alternative new system of elite universities that could be competitive in an international academic scientific market does, obviously does not occur nor is it a priority for science policies in Argentina with the exception of some privately run institutions.

"On the opposite side to what happened with the handful of very good private institutions, the overwhelming majority of the rest specialized in

the creation of “chalk and blackboard” careers, or in short courses which, supposedly, ensure an easy insertion in the labour market (finance, marketing, public relations, social communication, tourism, etc.). Their contribution to the educational and scientific development is zero.” (Group Discussion Ankara)

An internationally competitive social sciences community is not of any major concern for national science policies in Argentina and thus in the case of this country, the very same policy strategies have the opposite effect as they have in the countries of the EU. Hence, pointing on the effects of the marketization of HE in the context of the consideration in this report about the specific situation of social sciences in developing countries does not intend to critique this prevailing paradigm for science policies in Europe, at least not in the context of discussing some peculiarities of the social science system in developing countries.

The very different effects even the very same policies have dependent on the institutional frameworks they are applied to, should just show at the example of Argentina, how important it is for the design of science policies designing policy measure to promote international collaborations in the social sciences to improve the knowledge base about the most divergent situation of social sciences in developing countries as a precondition to understand the peculiarities of social science communities as addressee for social science policies.

It becomes obvious just from these two examples, which try to highlight some challenges for the design of science policies for international collaborations in the social sciences and humanities, already just due to the differences of the status of the social science communities, how much already these differences within developing countries and between developing countries and the developed countries affect and challenge science policies for international collaborations.

In the context of this Workshop Report, these issues can of course not be further elaborated, not only because of this paper as a workshop report. The few lessons learned from the workshop for the design of policies promoting international collaborations with developing countries show that not only for this report the lacking knowledge about developing countries becomes obvious, not to mention the lacking knowledge to design international policies or international research programmes.

Split social science communities at home and beyond

No doubt, collaborative international research will always be the task of a minority of social science, though certainly a growing minority. It is one of the political priorities of all kind of research programmes funding international research, that this minority must represent the elite of the national social science communities. This priority trying to compete about the knowledge holders for international economic competition has enormous effects on the international research collaborations and is in many respect counter productive for collaborative research, mainly because the focus on the scientific elites of the national social science communities contributes to the reproduction of the nationally dominating research agendas and the domination of their scientific paradigms in a international context.

The point to be touched on here in the context of discussing some science policy aspects for international research activities is due to the effects international research activities have on the national social science communities – or, one might better say, they, don't have.

The research activities carried out under the EU framework programmes already show that it is in fact already a most serious problem that the interplay between international research activities and the nationally working social scientists is more than disruptive.

This is also a matter of language abilities still allowing only a limited number of academics to incorporate the outcomes of international research into the scientific discourse of a research discipline in the various national research communities not mastering the lingua franca. (On the issue of English as international language of science cf. among many others Ammon 2001, Tardy 2004, Ventola/Shalom/Thompson 2002.)

Language is, however, not at all the main problem. The main problem is to scientifically connect the research outcomes about international phenomena to the research outcomes resulting from research in nation based society phenomena. This is not the place to elaborate on the reasons for these difficulties as on the possible ways to overcome the emergence of a split research community, split into an internationally working minority and the majority of social scientist engaged in local research. The example of Turkey already showed that a lacking acceptance between either sides generates from a lacking exchange between those two groups of social scientists.

More important than the effects of a lacking exchange with the national social science communities due to language restricting is in the context of international collaborations and science policies for collaborations with developing countries that the old colonial ties developing countries have are reproducing the colonial divide of the world in a post-colonial international discourse.

There are many examples indicating the risk of the emergence of a split international discourse in which Spanish and English become the language for collaborations with South America, French and English for Africa and English for Asia. This can of course also not be discussed in this report, but it should at least be mentioned as a topic for further reflections.

Worse than the effects on some more or less well established science communities in the advanced countries are these splitting effects of international research activities on the social science communities in countries in which the local social sciences and the internationally working scientists become not only two different worlds but in which the internationally working academics are considered with a certain scepticism failing to serve their mission within their local societies and their local research agendas.

What also happens in the EU countries and already here causes problems to incorporate international research in the process of knowledge accumulations causing rather disrupted knowledge accumulation circles, in the developing countries it creates the risks of a new type of brain drain: academics working in the periphery but work for the research agenda of the advanced countries and thus entirely

alienate from the local environment and thus from their local contributions to international research.

Thus, international research incorporates the tendency in developing countries to create local networks of academics which are no longer scientifically connected to the local academic community and thus lose their motivation both for international as for local research.

“Latin American scholars cannot put their own research agendas. There is no question that he/she could not be working with a particular theoretical and methodological framework that is not agreeable to the donors. The researchers are expected to produce consulting reports and not real social science research. The methodological and theoretical framework is carefully specified in the contract and cannot be modified by the researcher and the findings are largely built-in the basic premises of the theory. The result is deficient social science, no matter the millions of dollars spent in this peculiar kind of “social research”.”
(Group Discussion Ankara)

Via their alienating work in international projects, they are consequently considered by the local researchers as a kind of neo-colonial groups that reproduces the external, neo-colonial views on the developing countries.

Science policies in developing countries for international collaborations:

As the above cases already showed, social sciences communities in developing countries are entirely dependent on the interests of the political elites of the countries – may this be no interest at all or may this be keep them under strict political control.

As the historical development of the social sciences in the examples of all countries show being a social scientist in any of those countries is by no means any acknowledge position providing any societal status; rather being a social scientist is a sometimes truly hazardous high wire act, balancing between scientific interests and the political opportune knowledge.

Thus it is part of the history of social science in these countries that periodically social scientists become the victims of political regimes, in which social sciences are simply forbidden or at least under strict censorship. For social scientists in developing countries it is quite normal to report about colleagues, who have been killed for political reasons. Biographies consisting of immigration not as an exceptional but as a normal part of social scientists vita show the constant political pressure under which they are working.

“The beginning of the dictatorships in the 1970s, stopped suddenly this discussion and the idea of the university as a critical consciousness of its epoch became a dangerous subversive idea. It was banned and the ones who supported it were persecuted, jailed and many of them killed or “disappeared”.” (Group Discussion Ankara)

The implications of social sciences considered as a constant political risk by the political elites of these countries for international social science policies range from simply lacking basic technical equipment to lacking funds for any international contacts. This is by no means a platitude: collaborations with excellent scholars in these countries require different funding procedures to simply allow them to establish technical precondition to collaborate internationally.

From a science policy perspective more important is however, that any international collaborations with scholars in developing countries are funded and thus scientifically steered by any foreign organisations, mainly research foundations, which causes some new hurdles for international collaborations.

From the perspective of science policies, it seems to be most important to draw the attention to the problem that any international research activities in the social sciences are considered by all parties involved as a scientifically and politically risky endeavour, including the social science communities in developing countries.

While it might be comparably easy for science policy makers to encounter social science policies in developing countries, who might however not show any major interest in international collaborations, it is in the long term much important that not just a minority of social scientists consider internationalisation as

“Globalization, whatever it means, is primarily a homogenizing process in which the active agent is a center imposing itself on a passive periphery, homogenizing the social, economical, cultural and the academic processes and causing the marginalization of the periphery.”

““Internationalization” is of course also interaction, cooperation between countries and educational institutions and preserves diversity. There is interchange of students and staff, understanding of other cultures, transfer of skills and transfer of methodologies. But even the “equal” partnership between advanced countries and developing countries does not always ensure equal treatment among the partners. Internationalization of social sciences in Argentina means “Americanization”.” (Group Discussion Ankara)

Social scientists in developing countries have developed a certain sensitivity for political interventions into the social sciences based on their experiences with their own political elites to principally consider any collaborations between social sciences and politics as an invasion into their scientific independency, this time coming from abroad.

Given the history of social sciences and how this effects the individual living and scientific working conditions contribute to an image about the political elites in developing countries and about any political intervention from foreign policies that certainly causes the strongest barrier for international collaborations.

The conclusion that internationalisation means “Americanisation” should not be misinterpreted as an invitation for Europeans. The reservations against “Americanisation” circumscribes that social science communities in developing

countries tend to interpret internationalisation as a new form of colonisation of the social sciences in a manifold way.

The power of western paradigms and western research topics transforming social sciences in developing countries into a service for a westernized research agenda, certainly creates the biggest barrier even against international collaborations among social scientists, not to mention the strong reservations against any foreign research funds, especially if they are constructed around research topics which most obviously show their political mission.

Given the political historical background of the Argentine social sciences and certainly the social sciences in many other developing ex-colonial countries, research programmes explicitly devoted to research relevant for the policy agenda of a political elite raise rather reservation than any scientific interest. One should not assume that the fact that political elites are elected would compensate the fundamental mistrust in politically steered science policies, if any academic in these countries knows some colleagues or heard about them, who “disappeared”.

However, since international funds are and certainly will be in the future the only basis for international research collaborations with most of the social science communities in the developing countries, the only solution to deal with the mistrust is to design research programmes which are bottom up designed by the social science communities in developing countries.

The fact, that setting up a research agenda via a bottom up approach necessitates the existence of a social science research communities, which however in many developing countries does not exist, sheds some light on the particular challenges for science policies in developing countries as the need to raise more profound knowledge about them in order to explore possible solutions in a social science world, which does obviously not provide the standard conditions for any science policy, not to mention for science policies supporting international research between developing countries and the advanced countries.

The universalism of social sciences: from old to new or old colonialism?

Science policies in the advanced countries represent the status of social sciences in their countries. The research agendas of funding programme like the one in the Framework Programmes have not been imposed by a political elite on the social sciences in the advanced countries. The social science communities are a major player in the science policies and in the practise of the research programmes in the advanced countries.

Social scientists and their organisations contribute to the design of the research agendas, to the “instruments” putting such a research agenda into practice and they anyway are those who carry out the research activities of such a programmes. Thus, how much political elites and other groups certainly play a role in designing science policies, the key players in social science in the advanced countries are the social scientists.

Hence, it is only natural that the research agendas of research programmes, including those for international research collaborations mirror the mainstream of

social sciences in the advanced countries and this creates some difficulties to be reflected when these research programmes are applied to international research collaborations with developing countries.

How to avoid an almost inevitable scientific colonialism imposed via the social science paradigms constituting the mainstream of social sciences and the research programmes in advanced countries or to phrase the problem with the words of a participant of the Ankara workshop, how to avoid that

“...Internationalisation is the establishment of a single dominant paradigm and franchising of this paradigm, suppression of alternative cultural approaches.” (Group Discussion Ankara)

How could science policies designed for the social sciences in advanced countries avoid establishing social science paradigms representing the social science knowledge in advanced countries, which suppress any alternative cultural approaches in developing countries?

Most obviously, this question touches on the most fundamental question of the concept of “scientific universalism” and what this means for science policies designed for collaborations between advanced countries and developing countries, the existence of different concepts of knowledge or “cultural approaches”, thus confronted with the idea of universalism as the scientific basis of social sciences in a split international social science community.

This is in fact the conceptual and organisational key question constructing an international social science community and it is the key question for the design of international social science policies: how to combine the claim of universalism with the existence of “of a single dominant paradigm and franchising of this paradigm, (the) suppression of alternative cultural approaches?”

While the social sciences in advanced countries from their point of view rightly claim a universal concept of knowledge, others consider this claim as the suppression of alternative concepts of knowledge. The issue of mis-representation by Western concepts has been elaborately addressed by post-colonial theory (Said 1978, Chakrabarty (2000), Spivak (1994), Ashcroft/Griffiths/Tiffin 1989).

As a workshop participants phrased it, international social science as international science policies obviously have the choice between

“...reducing divergence as part of globalisation, meaning that social sciences are essentially a European – American activity; or: Endorsing Diversity, without falling into naïve relativism.” (Group Discussion workshop)

The conclusion from the pretentious question, to have no choice, however “without falling into naïve relativism” as the complaints about “a single dominant paradigm” obviously mirror the continuation of an epistemological colonial mind division in the world of social sciences’s knowledge. While the western social sciences consider their contribution to an international dialogue as sacrificing the not feasible option to exclude those who are divers from them from the discourse with them and instead chose the option allowing the divers social sciences under the condition of not falling

into naïve relativism, social sciences in developing countries complain addressed to their suppressors that their knowledge claims are disregarded - by the suppressors.

It does not bring the construction of an inevitable open dialogue based on different, if not opposing science or knowledge concepts any further, if those social sciences considering themselves as representing the most advanced concepts of knowledge shift their concerns about a relativisation of their knowledge concepts on a methodological level and impose their knowledge views about a dialogue as a methodological precondition to avoid “falling into naïve relativism”.

There is no other way than to accept that there are knowledge concepts which are in fact diverse from the western realism, rationalism and functionalism, there are other perceptions of what knowing means and how to gain such knowledge. If the acceptance of such other knowledge concepts is conditional and if the condition is to accept what the advanced knowledge concepts would consider as falling in to naïve relativism, then the discourse might exclude just those divergent or opposing knowledge concepts about which the discourse was all about.

There is no other way than making just those different knowledge concepts the subject of the discourse and not a precondition from either side. Otherwise, the discourse is abolished before it started.

Political colonialism might be history, in the social sciences it still seems to be present, ironically while discussing options for the internationalisation of social sciences. The different modes of phrasing the opposing claims mirror in the two complementary epistemological mind sets the continuation of colonialist thinking on either side of the globalised post modern social sciences: while the social sciences in the advanced countries claim to set some conditional rules for the production of knowledge, the colonized parts of the scientific world claim that the rules should allow their knowledge to be part of it.

While overcoming the obvious contradiction to set the own knowledge concepts as a precondition for a discourse about the diverse knowledge concepts might be less demanding for the advanced social science communities, for the design of science policies this is in fact a different thing.

Social sciences must just realize the conceptual contradiction of a conditioned discourse in which the exclusion of the opposing view is made to the point of departure for a discourse which thus most obviously did and does not happen. Social sciences have not only nothing to lose but develop their own knowledge if they make their knowledge concepts to a topic of discussion with other knowledge concepts.

Crossing the hurdles of the knowledge concepts, which represent the knowledge development in advanced social science communities and which are constitutive for science policies, is another matter for science policies for the social sciences. While for the social sciences an unconditional discourse includes at least the option to advance with their own knowledge, for science policies it means to sacrifice parts of the political sovereignty.

However, is it really a choice to decide between a concept of internationalisation of social sciences as the exclusive discourse between European and American social sciences and a concept of internationalisation that deserves to be called

international? In other words: is there a choice, if the construction of an international social science community can either be a “naïve” explorative activity or the global colonialism of a western concept of universalism?

What makes the social sciences and their science policies considering themselves as advanced sciences so worried about such an open dialogue? Do they not trust the convincing scientific power of their social sciences?

Why do in particular the social science and science policies feel to claim having the right to say who is right and who is allowed to enter the dialogue before any dialogue has started? Is internationalisation of social sciences after all mainly about who has the say in an internationalised social sciences community?

Interim Conclusions

The particular challenges arising from the particular situations of the social sciences in developing countries and the according conclusions could be summarised as follows:

1. Research communities in developing countries differ fundamentally from research communities in the advanced countries

The social science communities in developing countries are not just less advanced social sciences compared to the social science communities in advanced countries. They differ so fundamentally in all crucial elements constitutive for a national social science community and as such a counterpart and addressee for science policies.

Though this varies also enormously between developing countries, seen from the perspective of science policies for international collaborations these paradigmatic differences concern:

Their status of a social science community, which means in particular:

- the lacking scientific capacities for a continuous knowledge accumulation process equally covering through an overall social science research agenda all disciplinary aspects of the totality of social science phenomena of a society;
- the hardly existing embeddedness in a society as a relevant and politically acknowledged societal entity having a relevant voice in the society as in designing policies;
- the unstable institutionalisation concerning the secured reproduction of a social science community via Higher Education;
- insecure resources and
- finally, the lacking support by science policies
- and the control of the academia through the political elites.

Social science communities are characterised by lacking at least one of the above crucial elements or an insufficient development of these elements constituting a social science community being able to respond science policies measures, which, different from foundations, due to their nature as a part of public policies, can only be designed for a research community as a whole and not for particular individual scientific interests.

Many developing countries are lacking a social science community equally and evenly covering the totality of social science research agenda. They rather just partly represent the knowledge needs of a society as a whole, often reduced to serve particularistic economic interests, in some cases not even representing the whole set of social science disciplines.

Their reproduction through Higher Education is by no means always secured nor does it provide in all cases enough young academics scientifically prepared for international research activities. In many cases Higher Education is rather devoted to produce human resources for needs of locally defined labour markets than to creating the intellectual capacities of a society.

Rather than being embedded in the societies, acknowledged and supported by science policies, the existence of social sciences is a matter of political opportunity, in many cases, they are under the critical control of the political elites of a country, intervening into their research agendas, confronted with censorship and even at risk to be periodically abolished and individually violated.

Conclusion: Research policies for international collaborations must create mechanism to prioritise research collaborations with developing countries and to incorporate particular procedures for academics in developing countries allowing them to participate in international research projects.

2. A division of the research communities into an international elite and local research

In developing countries, the transfer difficulties between internationally and locally working academic result in a division of labour and tend to create the alienation in widely separated parts of a social science community, often resulting in reservations against the internationally working elite. This also includes the tendency that the internationally working part of a national social science community rather carries out the research agenda of the advanced countries rather than representing the research needs of the societies of the developing countries.

Rather than feeding the research perspectives of the developing countries into international research collaborations, they tend to reproduce the external views about developing countries inside the advanced countries. This alienation of the internationally working elites tends to create a new type of brain drain, both with effects on the national academic community as on their authentic contributions to international research activities.

Conclusion: Research programmes with developing countries must introduce measures guaranteeing that academics from developing countries are involved

in the design of the project research agendas taking into account the research needs of developing countries and must prevent the partners from developing countries from being solely used for data collection or any minor services.

3. Dependencies on support from foreign resources impose foreign research agendas on developing countries

Science policies in developing countries do only very little or not at all support international academic activities, in particular no collaborative research activities. Thus, resources from foreign countries or foundations are the only resources for international research activities. Foreign funds impose – on purpose or not – the foreign research agenda on the social sciences in developing countries and thus the external views on developing countries. As a consequence, social scientists in developing countries are deprived to set up research agendas for international research representing the research needs of the developing countries.

Conclusion: To avoid that internationalisation becomes a new form of colonisation of the social sciences in developing countries research programmes must be bottom up designed by the social science communities in developing countries.

4. Research communities in advanced countries impose their social science paradigms on developing countries

International research collaborations between the advanced social science communities and the communities from developing and as well international science policies unwillingly impose their knowledge concepts on the academic communities in developing countries, claiming their concepts of knowledge as their modes and methods of knowledge production as representing the universalism of social science knowledge. Making the knowledge concepts of the advanced social science communities and the research policies originating from these knowledge concepts to a precondition for the participation of developing countries prevents any real discourse between different or opposing knowledge concepts.

Conclusion: Social science policies for international research collaborations must become open for research activities with knowledge concepts deviating or even opposing the knowledge concepts of the very science policies in the advanced countries.

A Final Remark

The science policy issues discussed above as some reflections resulting from the discourse with social scientists from some developing countries are by no means discussing all hurdles for international collaborations. There are more and one might rightly raise the question if not all these points seem to make science policies for internationalisation a most an impossible missions.

However, firstly globalisation has created a world in which hardly any issue the social sciences are dealing with which can any longer be sufficiently researched in the exclusive context of national societies. There is no alternative: social sciences must learn to tackle their phenomena in the international context into which they have been practically put by the globalising reality of the societies in the advances and the developing countries.

Secondly, one can see from the selected issues reflected on above, that the advanced social sciences as the science policies are lacking most fundamental knowledge about the world of sciences beyond their own context. This concerns the political and economic environment of the social sciences in developing countries but even more their social sciences communities, their institutional settings, their research agendas and last but not least their concepts of knowledge and their methodological paradigms, constituting the role of social sciences in the societies of the developing countries.

It might well be this lacking knowledge about how to deal with knowledge concepts, which might not suit into the mind sets of the knowledge concepts of the advanced social sciences, why their concerns about all kind of conditions for such a dialogue expresses so little trust into their own knowledge.

V. Findings Summaries

Survey Findings

Capacities for international collaborations

The Turkish Higher Education and social science and humanities community do not only have the capacities for increasing international research, in particular with the emerging European research community, originating from the creation of the Turkish social science community via the wide involvement of international support, for the Turkish social sciences and humanities international collaboration can be considered a “natural” part of the academic life of Turkish scholars.

Motivations

Turkish social sciences and humanities are across all disciplines highly motivated in carrying out international research; they are particularly motivated in research collaborations with European scholars. Their motivations are less a matter of individual preferences but a strategic means to position social sciences in a society, in which nationalistic or religious ideologies play a predominant role in the societal discourses.

International scholarly activities

While for about 50% of the Turkish scholars international scholarly activities ranging from the participation on international conferences over transnational research to the international publication activities are on a lower level part of their academic normality, a small elite of Turkish scholars seemingly works more in international than in the local Turkish context and is thus most experienced in all kind of international collaborations.

International research

This applies in particular to the international research activities, which consists in the case of a minority of Turkish social scientists more of international research than research in a local context. This implies the risk of an alienation not only from the Turkish academia but also from research in an international context that could contribute Turkish perspectives into international research activities. The high rate of publishing the research outcomes only in English underpins the possible trend to create a new type on internal brain drain *through* the internationalisation of social sciences in countries which do not provide a funding basis for international research activities.

Geographical orientation of international research

Different from the view possibly also created by this Turkish elite about the geographical orientation of the Turkish international research activities, Turkish social sciences and humanities carry out research not only across all global regions across all disciplines with a disciplinary priority on social sciences; geographically they focus their research at the first place on countries in Europe, an the second place on North America and in the third place on Muslim countries in North Africa and the Middle East. Within Europe, Turkish scholars are present via their international research activities in all European countries including the smaller countries. The major scientific attention is devoted to phenomena in Germany, France, England and on the fourth place in Italy. Besides, their global international research activities carried out in the neighbouring countries in the Central Eastern Europe seem to be rather politically motivated mission.

Experiences in multinational collaborative research

Turkish scholars predominantly carry out their international research either individually or in small teams with research partners from foreign countries. They are thus certainly experienced with the scientific challenges encountered in the international collaboration in general and in international knowledge production process; however, the expertise developed from experiences in individual international research activities or in smaller groups varies certainly from the methodological, managerial and lingua franca challenges necessary for the knowledge production process in the multinational research projects typical for EU funded research projects. This certainly applies to all aspects of such projects

starting from the collaborative design of a project agenda towards the publication and exploitation of knowledge in multinational contexts

Scientific competencies for international research

Due to the above mentioned normality of international academic activities within the Turkish academia, a wide range of Turkish scholars does have the scientific competencies needed for international research collaborations. This applies in particular to their language abilities.

It is by no means a peculiarity of the Turkish social sciences that with the exception of language competencies also Turkish scholars gained these competencies more through leaning by doing than through Higher Education. Their view to be sufficiently provided with methodological competencies for international research through Turkish Higher Education underlines their confidence in their international research abilities; it might, however, also mirror their lacking experiences working in the bigger multi-national research teams implying knowledge about methodological challenges in multi-paradigmatic research approaches.

However, underestimating the challenges of methodological, language – better scientific communication competencies - and may be even more the managerial competencies, is something they certainly share with other, possibly even more experienced research communities.

International knowledge production and knowledge applications

Turkish social sciences share another misunderstanding with their colleagues in Europe, a misunderstanding about the mission of social sciences – a misunderstanding according to the views EU research programmes have about this mission according to which policy makers and other stakeholders are the main users of the social sciences knowledge production. The main user of knowledge produced in the social sciences and humanities for the Turkish academics, however, are academics, policy makers and companies play a minor role. Turkish scholars produce knowledge predominantly for the development of their knowledge about social science phenomena and the discourse within the social sciences community.

Objectives of social science knowledge

Given the most obvious contradiction between their preference of academics as the main users of the knowledge they produce and their objectives to create knowledge which is “to intervene into societal discourses” and to “contribute to public policy making”, one must either conclude that policies which are a subject of the most controversial debate in the Turkish society do not allow to put their utilitarian concepts of knowledge into practice, at least not in the context of policies in Turkey or that the Turkish social sciences and humanities do not really share the utilitarian and affirmative knowledge concepts incorporated in the interpretation of policy relevant research in EU research programmes.

In any case, the knowledge concepts and the accordingly constructed research agendas derived from the leading political ideology in European policies, the “knowledge based society” seem to be the biggest hurdle for future research collaboration within the European research programmes with the Turkish social sciences and humanities.

Group Discussion Findings

Research design based hurdles

- ***The concept of applied research***

To understand the exclusive effects of applied concept of research for social scientists like the ones in Turkey, one has to recall that for the design of the research agenda of a research project and even more for the composition of a project partnership the selection of project partners is based on the principle of national representativity. Any project partner entering an EU project partnership is considered as responsible for carrying out research on the national context of a research issue if not for the national variation of a topic a project investigates.

Already at a more concrete policy level compared to the more general abstraction of focusing on “existing problems”, the difficulties for scholars from non-EU countries to contribute to a policy relevant project become quite obvious. Whereas European scholars meanwhile more or less manage to translate the European Commission’s policy jargon into precisely the policy problems they suggest to research because any national policy agenda of the “Member States” applies this jargon to their national policies, this is obviously almost impossible in a country in which not only these political concepts are not used but in which – much more importantly – the policy agenda of the EU simply has no economic or political and even more cultural basis in the political problems in a country like Turkey.

The expectation, social scientists of countries like Turkey are just as any other European social scientists able to more or less share the assumption of a shared transnational policy agenda, aiming at a vision of “Europe in the world” or at becoming “the most competitive society in the world” and are even able to apply such policy visions to their Turkish political environment inevitably lacks any economic, societal and political basis in the real life of these countries.

Worse than that: in the concept of policy relevant research the research outcomes are expected to be relevant to a given policy agenda in relation to which the research agendas of EU research programmes are consequently constructed. How should Turkish scholars or any other scholars in countries like Turkey significantly prove that and how research carried out in a country which can neither politically nor economically nor culturally claim to share a policy agenda designed for the political and economic ambitions of a global competitor make a substantial contribution from and about a country like Turkey to that policy agenda?

The concept of policy relevance implies some other traps not only for Turkish social scientists to participate in such a research agenda.

It implies that research on topics which are not relevant to EU policies cannot be included in international research activities. Thus, a major range of research topics arising from the particular context of their own countries can hardly find any entrance into international research collaborations, also not those of the EU. Many topics relevant to countries like Turkey and for the scholars from these countries cannot enter international research projects.

- ***The affirmative concept of policy relevant research applied to a “split” society***

Considering the given (political) reality as the sine qua non of scientific reflections implies a fundamental affirmative concept of social science knowledge production.

Such a fundamentally affirmative concept of social science knowledge contrasts with a mission of social sciences in a country where opposing society and policy models are dominating the public, political and scientific discourses. In other words: in a country where the political discourse reflects about most alternative directions for the nation state and for the society, the concept of social sciences as a consultant helping to carry out a given policy agenda fails its mission in a country where not only the policy agenda but even the very fundamentals of the nation state are the subject of the discourse of very split society about fundamentally opposing directions in which the country should be developed.

A concept of social science knowledge and research devoting their reflections to a view on the reality seen through the perspectives of (supra-national) politics, the world constructed through the eyes of a political elite which basically shares the major political challenges of a society and discusses the best ways to achieve a shared set of political goals, such a constructive or even affirmative concept of social science knowledge substantially conflicts with social sciences whose fundament as an acknowledged intellectual means relating subjects to the world is under the pressure of a religiously dominated political and societal environment.

Requesting from social sciences in such an environment policy relevant research in which social sciences as such are questioned as an acknowledged societal voice via a massive religious pressure in a country with “*a very divided political culture*” (*GD Ankara*) might highlight some very basic cultural problems for the social sciences in a country like Turkey to participate in research constructed around a – presumably – secularized widely shared mission of the polis.

Prejudices or international missions: here the mission of Turkish social sciences and humanities

- ***The discrete missions of national research communities in internationalising social sciences: Turkish social sciences are serving research on Islam***

According to a discrete international social science community, different national social sciences community have a mission contributing to a discrete international research agenda.

According to this discrete share of labour Turkish social scientists are experts in Islam in international research collaborations – or they are not.

While numerous Turkish scholars, especially those working or trying to work internationally, are under enormous pressure of Islamic and nationalistic movements and have to fight hard for a social science research agenda in Turkey via which they try to internationally share research priorities also beyond the national context of the country and even more beyond a nationalistic and religious definition of what research should focus on, it contains a certain tragic irony that especially Western social scientists quite exclusively invite Turkish scholars to international collaborations, given they accept to focus on Islamic issues, otherwise they have hardly any chance to collaborate. To complete this irony: by contributing what they are supposed to contribute they confirm their discrete mission.

Needless to say that the mission the Turkish social sciences have been given is just an example of a discrete devotion of missions other social science communities are given by a discrete international social science community.

- ***Serving international social science fashions towards a new version of an international ivory tower in global dimensions***

The contrasts between the fashionable topics of a mainstream international research agenda imposed by the research communities of the advanced countries illustrates via the case of Turkey for setting up an international research agenda: not only for the research communities in countries where those fashions do not correspond with the social reality but also for the research communities in which those fashions are created, the global discrepancies between international social science fashions and the global diversity of the social realities is one of the historical challenge for the social science in the era of globalisation.

While it might be inevitable for a research programmes like the ones of the EU to play an international role in setting the scientific standards for international research, even within the European Union, not to mention a country like Turkey or other countries in Eastern Europe, could and should not be attracted by research agendas which have no basis in the real world of their societies.

Scientifically following those fashions results in the creation of an international research community which after all might successfully perform a discourse about some fashionable topics, generated by the academic elite grown from the particular economic, political and cultural development of some elite countries. It is another question if an international research community thus creates a new version of an academic ivory tower, this time in a truly global dimension.

- ***The international division of scientific labour in data providers and thinkers***

This internationally established division of labour is a most serious intervention of any discrete international academic elite, not only setting the fashions of the international research agenda, not only defining the scientific mission for social scientists dependent on their nationality and the contextual contributions they are allowed to contribute, but even the type of scientific work of certain social scientists in the knowledge production process is predefined via a truly colonialistic prejudice about the scientific abilities and the accordingly defined tasks devoted to Turkish social scientists.

According to this discrete international division of labour, Turkish scholars in international collaboration are given the role to provide data for thoughts carried out and fed in to the discourse in the research communities in the advanced countries.

Needless to stress that Turkey is just an example that one must apply to all research communities in countries which do not provide national resources for international research. Governing the funds means in a global context governing the division of labour in data providers and thinkers; thus coincidentally confirming the “existence” of an international division of academics in advanced and developing research communities.

Science Policy Workshop Findings

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Though this varies also enormously between developing countries, seen from the perspective of science policies for international collaborations these paradigmatic differences concern:

Their status of a social science community, which means in particular:

- the lacking scientific capacities for a continuous knowledge accumulation process equally covering through an overall social science research agenda all disciplinary aspects of the totality of social science phenomena of a society;
- the hardly existing embeddedness in a society as a relevant and politically acknowledged societal entity having a relevant voice in the society as in designing policies;
- the unstable institutionalisation concerning the secured reproduction of a social science community via Higher Education;
- insecured resources and
- finally, the lacking support by science policies

- and the control of the academia through the political elites.

Social science communities are characterised by lacking at least one of the above crucial elements or an insufficient development of these elements constituting a social science community being able to respond science policies measures, which, different from foundations, due to their nature as a part of public policies, can only be designed for a research community as a whole and not for particular individual scientific interests.

Many developing countries are lacking a social science community equally and evenly covering the totality of social science research agenda. They rather just partly represent the knowledge needs of a society as a whole, often reduced to serve particularistic economic interests, in some cases not even representing the whole set of social science disciplines.

Their reproduction through Higher Education is by no means always secured nor does it provide in all cases enough young academics scientifically prepared for international research activities. In many cases Higher Education is rather devoted to produce human resources for needs of locally defined labour markets than to creating the intellectual capacities of a society.

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- ***Conclusion: Research policies for international collaborations must create mechanism to prioritise research collaborations with developing countries and to incorporate particular procedures for academics in developing allowing them to participate in international research projects.***

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In developing countries, the transfer difficulties between internationally and locally working academic result in a division of labour and tend to create the alienation in widely separated parts of a social science community, often resulting in reservations against the internationally working elite. This also includes the tendency that the internationally working part of a national social science community rather carries out the research agenda of the advanced countries rather than representing the research needs of the societies of the developing countries.

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effects on the national academic community as on their authentic contributions to international research activities.

- ***Conclusion: Research programmes with developing countries must introduce measures guaranteeing that academics from developing countries are involved in the design of the project research agendas taking into account the research needs of developing countries and must prevent the partners from developing countries from being solely used for data collection or any minor services.***

Dependencies on support from foreign resources impose foreign research agendas on developing countries

Science policies in developing countries do only very little or not at all support international academic activities, in particular no collaborative research activities. Thus, resources from foreign countries or foundations are the only resources for international research activities. Foreign funds impose – on purpose or not – the foreign research agenda on the social sciences in developing countries and thus the external views on developing countries. As a consequence, social scientists in developing countries are deprived to set up research agendas for international research representing the research needs of the developing countries.

- ***Conclusion: To avoid that internationalisation becomes a new form of colonisation of the social sciences in developing countries research programmes must be bottom up designed by the social science communities in developing countries.***

Research communities in advanced countries impose their social science paradigms on developing countries

International research collaborations between the advanced social science communities and the communities from developing and as well international science policies unwillingly impose their knowledge concepts on the academic communities in developing countries, claiming their concepts of knowledge as their modes and methods of knowledge production as representing the universalism of social science knowledge. Making the knowledge concepts of the advanced social science communities and the research policies originating from these knowledge concepts to a precondition for the participation of developing countries prevents any real discourse between different or opposing knowledge concepts.

- ***Conclusion: Social science policies for international research collaborations must become open for research activities with knowledge concepts deviating or even opposing the knowledge concepts of the very science policies in the advanced countries.***

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Annexes

The Questionnaire can be found under the following link:

<http://esshra.tubitak.gov.tr/Questionnaire.aspx>