

Showcase



latest



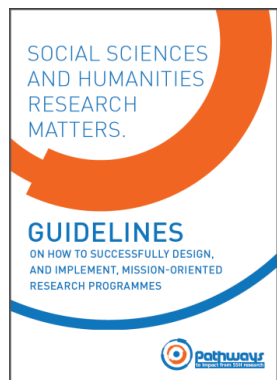
advances



# Problem: the European Union has identified that...

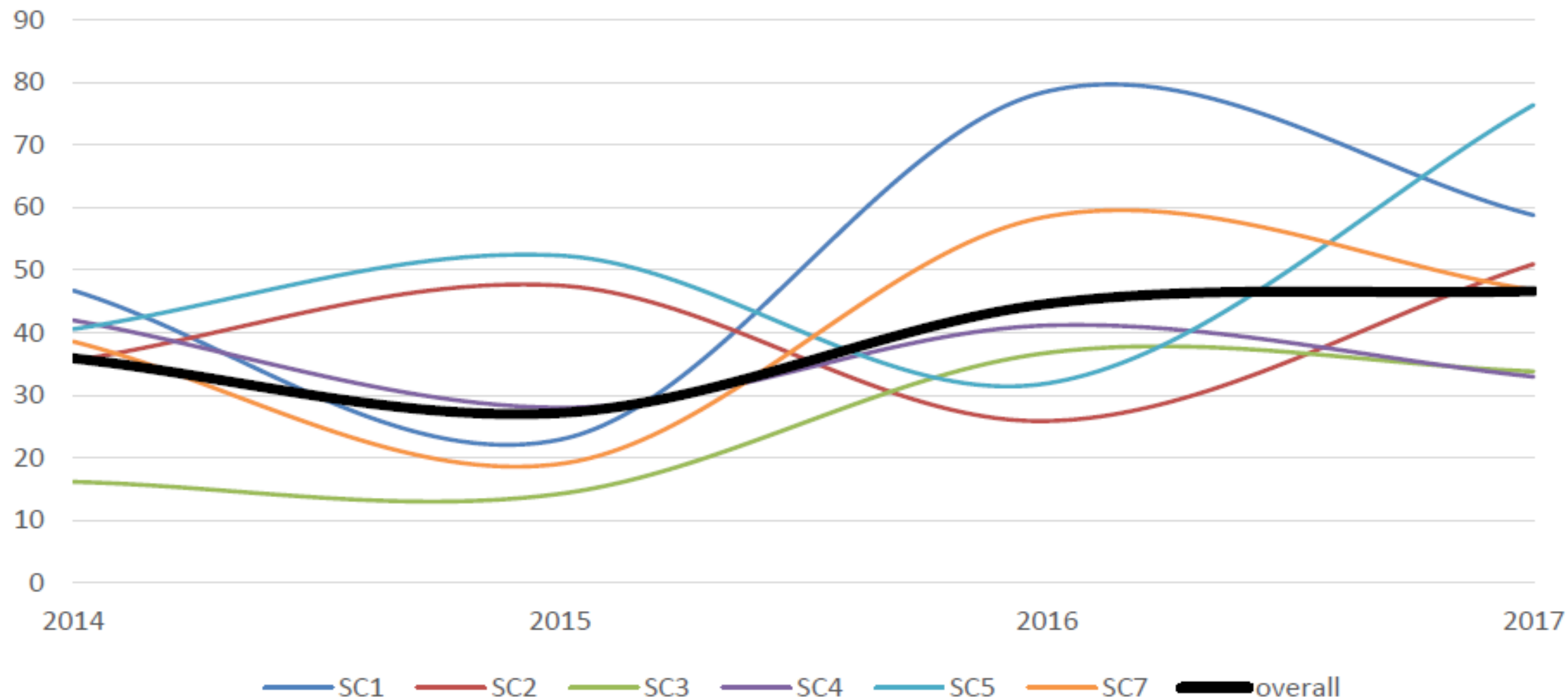
Cooperation and knowledge-sharing between STEM and SSH is sort of a “one-way street”, in which the SSH researchers bring a lot of knowledge and value without receiving much in response. (2017: 54)

<http://ec.europa.eu/research/social-sciences/index.cfm>



Discipline prevalence in projects funded under SSH flagged topics		
Disciplines and clusters of disciplines	Number of projects that include partner-level expertise	Share of projects that include partner-level expertise
Economics	904	34%
Political Science, Public Administration	344	13%
Non research activities	293	11%
Sociology	222	8%
Business/Marketing	216	8%
Human geography	159	6%
Communication	108	4%
Psychology	96	4%
Humanities/Arts	95	4%
Law	91	3%
Education	84	3%
History	46	2%
Anthropology/ Ethnology	17	1%
Demography	1	0,04%

**Fig. 3: Annual share of budget per Societal Challenge flagged for SSH integration<sup>19</sup>**



<sup>1</sup> <https://www.ssh-impact.eu>

<sup>2</sup> <https://ec.europa.eu/programmes/horizon2020/en>

<sup>3</sup> [https://ec.europa.eu/info/designing-next-research-and-innovation-framework-programme/what-shapes-nextframework-programme\\_en](https://ec.europa.eu/info/designing-next-research-and-innovation-framework-programme/what-shapes-nextframework-programme_en)

# Some good news

Europe has realized the untapped resource of SSH research and has the ambition to become a global pioneer of “integrating” SSH across its research funding programmes. The Lamy Report on “Horizon Europe” (starting 2021) emphatically states that “Missions ... will, by design, fully integrate social sciences and humanities (SSH).”

(1) Pascal Lamy et al., “LAB–FAB–APP. Investing in the European Future We Want,” Report of the independent High Level Group on maximising the impact of EU Research & Innovation Programmes (Brussels: European Commission, July 2017 doi:10.2777/477357

(2) <http://data.consilium.europa.eu/doc/document/ST-15102-2018-INIT/en/pdf>

(3) Net4Society, Keys to successful integration of SSH Social Sciences and Humanities in H2020

[https://www.net4society.eu/media/170110\\_Factsheet\\_Expert%20meeting\\_INTEGRATION\\_def.pdf](https://www.net4society.eu/media/170110_Factsheet_Expert%20meeting_INTEGRATION_def.pdf)



## The question is>

**How might SSH be better integrated with STEM?**

**Can RRI help?**

# Can RRI Responsible Research and Innovation create synergies between STEM & STEAM by means of SSH ?

- Ethics
- (Gender)Equality
- Diversity
- Inclusion
- Governance
- Open Science
- Public Engagement
- Science Education





Along with the rapid emergence of digital technologies (artificial intelligence, DNA mapping, robotics, nanotechnology, 3D printing, biotechnology and the 'internet of things') **business and industry leaders are calling for *Soft skills*** to enable their workers to adapt to a fluid working landscape.

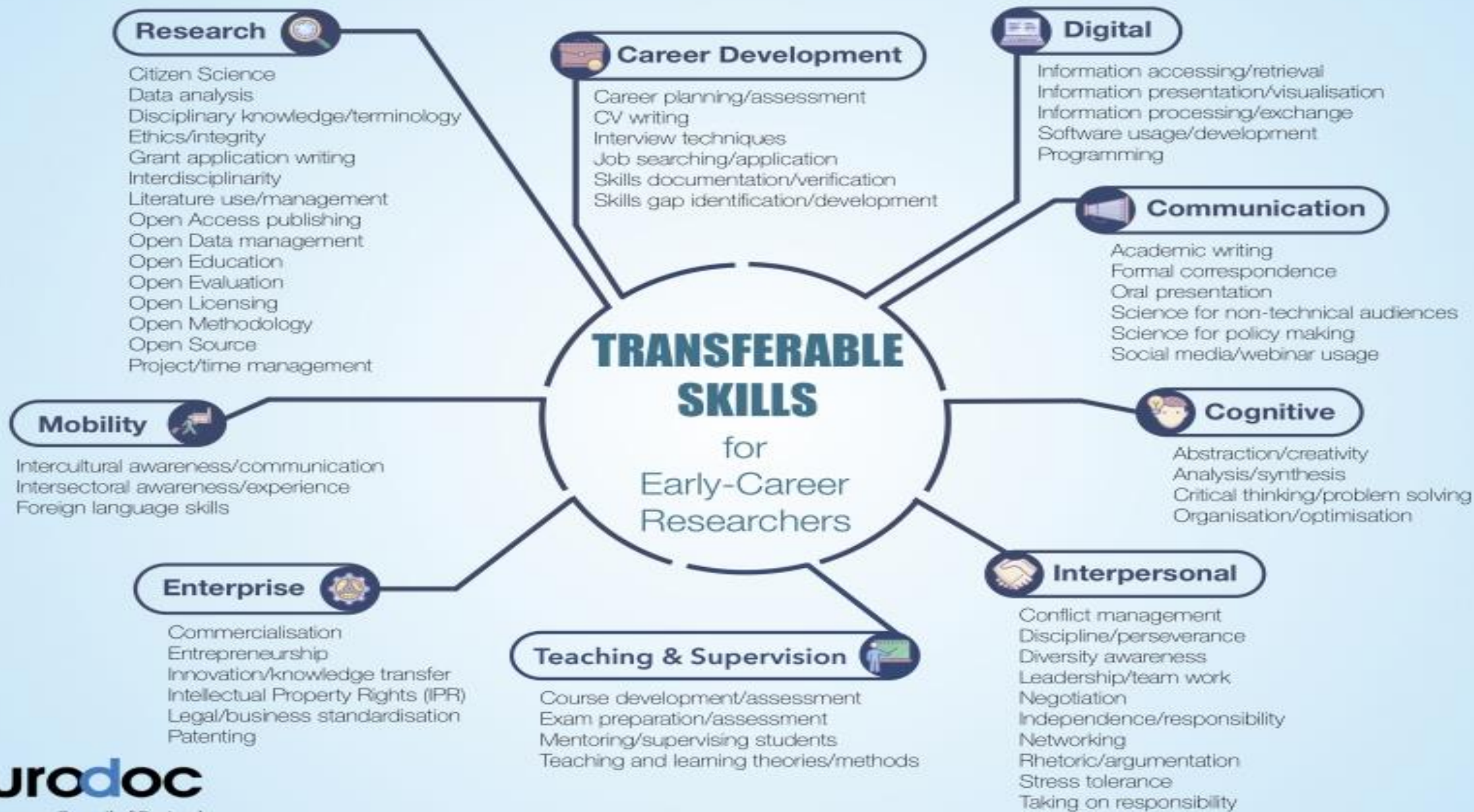


Soft skills include the **ability to work with others, verbal communication, creative and critical thinking, active listening and active learning, and a disposition towards lifelong learning.**

These capabilities are deemed to be more important than high academic achievement for IT workers in the 'fourth industrial revolution'

Infosys. (2016). *Amplifying human potential: Education and skills for the fourth industrial revolution.*

[www.experienceinfosys.com/humanpotential](http://www.experienceinfosys.com/humanpotential)



# MODEL OF GOOD PRACTICE: the SELFIE PROJECT

[https://ec.europa.eu/education/schools-go-digital\\_en](https://ec.europa.eu/education/schools-go-digital_en)

## Assessment tool to evaluate Digital Competences in schools



Each user has a different perspective

