



The European Charter for Researchers

The Code of Conduct for the Employment of Researchers



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The European Charter for Researchers

The Code of Conduct for the Recruitment of Researchers

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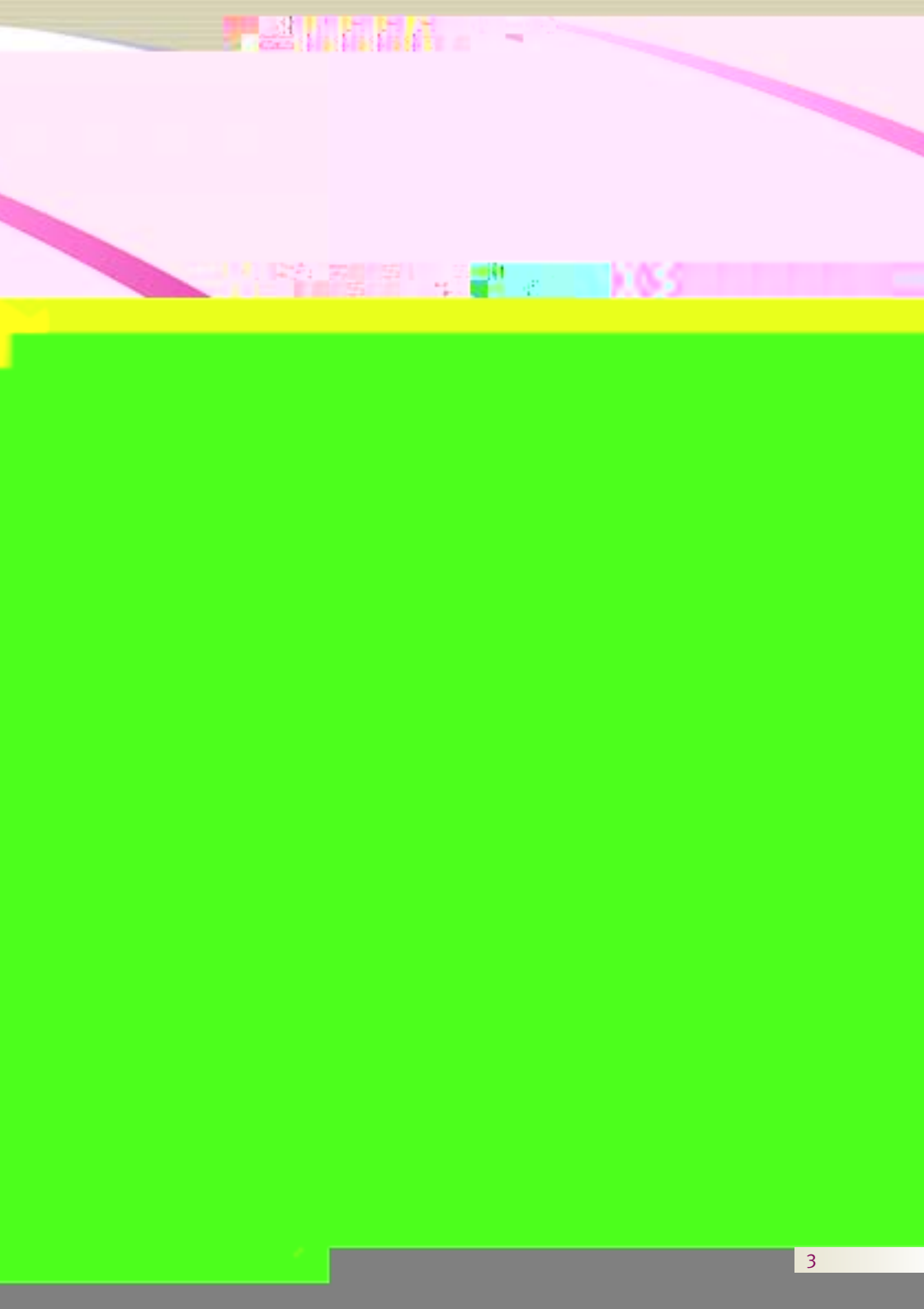
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- h lde dea r e re ha re earcher are rea ed a r fe -
i al a da a i egal a r f hei i i i hich he rk.
- (10) E e h gh Me^uber a e ha e^uade c ider able eff r er-
c^uhe ad^ui i r a i e a d legal b^uacle ge gra hical a di er-
ec ral^u bili ,^uha f he e b^uacle illre^uai .
- (11) All fr^u f^u bili h lde e c raged a a r fac^ure he -
i eh^u a re rce lic i & Da ai al, regi ala di i -
i alle el.
- (12) he al e fall fr^u f^u bili eed bef ll rec g i ed i he
career a rai ala d career ad a ce^uhe e^u fr re earcher ,
h g a r a eei g ha cha e erie ce i c d cie heir r -
fe i al de el^uhe .
- (13) he de el^ue fac i e career a d^u bili lic fr
re earcher⁵ a d fr^u he Er ea i h lde bec idered
i hregard he i ai i de el i g c rie a dregi i hi
a d ide Er e, ha b ildi gre earch ca acie i hi he
Er ea i de ccra he e e e fle de el ed
c rie rregi .
- (14) F der re^ul e fr e earcher i heir lea reo i e r h lde
bere ible fr r idi gre earcher i h e, ra are a d
i e r ai all c^uarable elec i a dreo i^uhe r ced re .
- (15) cie h lda recia e^uref ll here ibili ie a d he r -
fe i ali^u ha re earcher de^ura ei e ec i g heir rka
differe age f heir career a di heir^u li-face ed r le a
k ledge rker , leader , r jec c rdi a r ,^uha ag e , er-
i r ,^ule r , career ad i r r cie cec^uica r .

⁵ COM(2004) 178 fi al f 16.3.2004.

(16) hi ec ^uhe dai ake a i re ^uie ha e ^ul ø r f dør
fre earcher ha ea eridi g bligai e re ha he ^ulee
re ecie ai al,regi al r ec rallegi lai re ire ^ule .

(17) hi ec ^uhe dai r ide Me ^uber a e ,e ^ul ø ,f dør
a dre earcher i ha al able i r ^uhe dør ake, a -
l ø r bai ,fr heri iiaie fr hei r ^ure a dc lidai
fre earcher 'career r ec i he Er ea i a dfr he
øea i fa e lab r ^uarke frre earcher .

(18) hege øal ri ci le a dre ire ^ule li edi hi ec ^uhe -
dai are he f i fa blic c lai r ce hich he
^uber f he øøri g Gr H ^ua e rce a d M bili
ha e bee f ll a cia ed,

Hereby recommends:

1. ha Me ^uber a e e dea r dør ake he ece ør e
e re ha e ^ul ø r r f dør fre earcher de el a d ^uai -
ai a r i ere earche i r ^uhe a d rki g c l re, hør e
i di id al a dre earch g are al ed, e c raged a d -
r ed, a d r ided i h he ece ør a eriala di a gible -
r e able he ^uf lfil hei r bjecie a d a k i hi hi
c e , øric lar riri h l 1 riri ie 1ab ri15()9.7(a)-0.7 co.0681 di



f heir li e , cha ge j b r i er he ir caree d d l f-
fer al f c i a l e c r i r i g h .

8. ha Me m b e r a e i l a c e h e e c e a r i r i g r c r e
r e i e h i e c h e d a i r e g l a r l , a e l l a h e a r e h e
e e h i c h e l l e r , f d e r a d r e e a r c h e r h a e a l i e d h e
E r e a C h a r e f r e e a r c h e r a d h e C d e f C d c f r h e
e r i h e f e e a r c h e r .

9. ha h e o r i e r i a f r h e a r i g h i i l l b e e a b l i h e d a d a g r e e d
i h h e M e m b e r a e i h i h e c e f h e r k d e r a k e b
h e e r i g G r H a e r c e a d M b i l i .

10. ha M e m b e r a e i h e i r l e a r e r e e a i e i h e i e r a -
i a l r g a i a i e a b l i h e d a i e r g e r h e a l l e e l a k e d e
a c c f h i e c h e d a i h e r i g r a e g i e a d a k -
i g d e c i i c c e r i g h e a c i i e f h e r g a i a i .

11. h i e c h e d a i i a d d r e e d h e M e m b e r a e b i i
a l i e d e d a a i r e e c r a g e c i a l d i a l g e , a e l l
a d i a l g e a g r e e a r c h e r , a k e h l d e r a d c i e a l a r g e .

12. h e M e m b e r a e a r e i i e d i f r h e C h i i , a f a r a
i b l e , b 15 h D e c e m b e r 2005 a d a a l l h e r e a f e r f a
h e a r e h e h a e a k e f r h e r h i e c h e d a i , a d
i f r i f h e f i r r e l f i a l i c a i a e l l a r i d e
e a l e f g d r a c i c e .

13. h i e c h e d a i i l l b e r e i e e d e r i d i c a l l b h e C h i -
i i h e c e f h e e M e h d f C r d i a i .

D e a B r e l , 11 M a r c h 2005

F r h e C h i i
J a e c h i k
M e m b e r f h e C h i i

he Errea Charer fre earcher i a e fge eral ri ci le a d
 re ire he hich ecifie her le ,re ibili ie a de ile⁶
 fre earcher a ella fe l er a d/r f der fre earcher⁶.
 he ai f he Charer i e re ha he a re f herela i hi
 be ee re earcher a de l er r f der i c d cie cce fl
 er f r a ce i ge era i g, ra f er i g, ha i g a d di e i a i g
 k ledge a d ech l gical de el⁶ e ,a d he career de el -
 e fre earcher . he Charer al rec gie he al e fall f r f
 bili a a ea fre ha ci g he r fe i al de el⁶ e f
 re earcher .

I hi e e, he Charer c i e a f a f r f re earcher ,e l er
 a d f der hich i ie he⁶ a cre ibl a d a r fe i al
 i hi he i r ki ge i r⁶ e ,a d rec gie each her a ch.

he Charer addre e all re earcher i he Errea i a all age
 f he i career a d e r all field fre earcher i he blica d ri a e
 ec r ,ire ecie f he a re f hea i e⁶ re e l⁶ e⁷ he
 legal a f he i e l er r he e f r ga i a i re abli he⁶
 i hich he r ki carried .I ake i acc he⁶ l i ler le f
 re earcher , h a re a i ed l c d c re earch a d/r
 carr de el⁶ e ac i i e b a real i l e di e r i i ,e -
 r i g, h a age he r ad i i r a i e a k.

⁶ ee defi i i i ec i 3.

⁷ ee defi i i i ec i 3.

hi Char ær ake a i re i e ha re earcher a ella e l æ
 a d/ r f dæ fre earcher ha ea æridi g bliga i e re ha
 he lee here ire e f here ecie e ai al rregi allegi la-
 i herere earcher e j a a a drigh hich ære, i cæ ai
 re ec , refa rable ha h e r idedfri hi Char ær, i æ
 h ld bei ked di i i h he a a drigh alread ac ired.
 e earcher , a ella e l æ a d f dæ , h adhære hi Char-
 ær illal bere ecig hef dæ e alrigh a d b æ e he ri-
 cile rec g i ed b he Char ær fF dæ e al igh f he Er ea
 i ⁸ .

⁸ Official J rnal C 364, 18.12.2000 . 0001-0022.

he " a id lagiari " fa ki da da bide b he ri ci le fi el-
 lec al r e a dji da a e hi i he ca e fre earch carried
 i c llabrai i ha e ri r() a d/ r he re earcher . he
 eed alida e e b e ai b h i g ha e e i e a re r e r -
 d cible h ld bei e re e da lagiari ", r ided ha he da a
 bec fr med a e e lici l ed.

e earcher h lde re, if a a ec f heir r ki delega ed, ha
 he e h i i delega ed ha he c e e ce car i .

Professional attitude

e earcher h ld be fa miliar i h he ra egic g al g e ri g heir
 re earche ir e a d f di g echa i , a d h ld eek all e-
 ce a r a r al be re a ri g heir re earch r acce i g here r ce
 r ided.

he h ld i fr heir e l e , f d e r e ri r he heir
 re earch r jec i dela ed, redefi ed r c leed, r gi e ice if i i
 be e i a e e a r l i e r e e d e d f r ha e e rea .

Contractual and legal obligations

e earcher a all le el be fa miliar i h he a i al, ec ral r
 i i i al reg lai g e ri g rai i g a d/ r r ki g c di i .

Accountability

Researcher need to be aware that they are accountable and their ethical responsibilities are related to the public and the community. The ethical ground, and the principles that are applicable, are the same for all researchers. The public and the community are the ones who are affected by the research. Therefore, the researcher should adhere to the principles of research, and they should be aware of the deficiencies in the research. The researcher should be aware of the deficiencies in the research, and they should be aware of the deficiencies in the research.

When the researcher is aware of the deficiencies in the research, they should be aware of the deficiencies in the research. When the researcher is aware of the deficiencies in the research, they should be aware of the deficiencies in the research.

Good practice in research

Researcher should always be aware of the research practice, and they should be aware of the research practice. Researcher should always be aware of the research practice, and they should be aware of the research practice.

Dissemination, exploitation of results

All researcher should be aware of the research practice, and they should be aware of the research practice. All researcher should be aware of the research practice, and they should be aware of the research practice.

are either allied commercial or made accessible to the public (or both) he or she is a researcher.

Public engagement

Researchers should therefore have their research activities made known to a large community so that they can be discussed - especially, here, in the public domain of digital science. Direct engagement with the public will help researchers better understand public interests and priorities and establish a dialogue with the public community.

Relation with supervisors

Researchers in training have to develop a relationship with their supervisors that is based on a dialogue and a shared understanding of the research project and the research process.

This includes keeping records of all work done and each feedback, both in the form of a written report, a list of feedback and a regular meeting to discuss the progress, the results, the difficulties and the solutions.

Supervision and managerial duties

For researchers, the development of a relationship with their supervisors is essential for their professional development, for their career advice, for their research, for their management, for their communication. They should therefore be able to take the highest quality of advice and support in their research and in their management. For researchers, the development of a relationship with their supervisors is essential for their professional development, for their career advice, for their research, for their management, for their communication. They should therefore be able to take the highest quality of advice and support in their research and in their management.

Continuing Professional Development

every teacher a full career stage holder each cycle all improve themselves

General Principles and Requirements applicable to Employers and Funders:

Recognition of the profession

All researchers engaged in research career should be recognised as professionals and be treated accordingly. This should commence from the beginning of their career, at the start of their graduate studies, and should include all levels, regardless of their classification or status (e.g. employee, graduate student, doctoral candidate, doctoral fellow, civil servant).

Non-discrimination

Employers and/or funders of researchers should discriminate against no researcher in any way on the basis of gender, age, ethnicity, national or social origin, religious belief, sexual orientation, language, disability, political opinion, social economic condition.

Research environment

Employers and/or funders of researchers should ensure that they provide a favourable research environment for their researchers, which includes appropriate infrastructure, facilities and resources, including free access to laboratories or research work, and have the appropriate recognition of their work.

increasing their reliance. All researchers should be made familiar with their individual data generation.

Value of mobility

E l e a d/ r f d e r r e c g i e h e a l e f g e g r a h i c a l, i e r-
e c r a l, i e r- a d r a - d i c i l i a r a d i r a l ¹² b i l i a e l l a b i l i
l i b e e e h e b l i c a d r i a e e c r a a i r a e a f
e h a c i g c i e i f f i c k l e d g e a d r f e i a l d e e l e a a a g e
f a r e e a c h e r' c a r e e r. C e e l, h e h l d b i l d c h i i
h e e c i f i c c a r e e d e e l e r a e g a d f l l a l e a d a c k l e d g e
a b i l i e e r i e c e i h i h e i r c a r e e r r g e i / a r a i a l e.

hi al re ire ha he ece ar ad i i ra i ei r e be i
lace all he r abili f b hgra a d cial ec ri r i i ,
i acc rda ce i h a i al legi la i .

Access to research training and continuous development

E l e r a d / r f d e r h l d e r e h a a l l r e a r c h e r a a a g e
 f h e i r c a r e e r , r e g a r d l e f h e i r c r a c a l i a i , a r e g i e h e
 r i f r r f e i a l d e e l e a d f r i r i g h e i e l -
 a b i l i h r g h a c c e e a r e f r h e c i i g d e e l e f k i l l
 a d c e e c i e .

Supervision

En l'era d'r f d'r h lde re ha a e r i clearl ide ified
h earl - agere earcher ca refer fr he efr ma ce f heir r -
fe i ald ie , a d h ldi fr here earcher acc rdi gl .

characteristics hold clear definitions here, and are efficient and rigorous, have the knowledge, experience, and ideas to be able to face each challenge and read the evidence and give advice, and reduce the evidence and feedback mechanism.

Teaching

eachigia e e ial^ulea fr he r c riga ddi e^uia i f
k ledge a d h ld h e f r e b e c id e r e d a a l a b l e i i h i
h e r e e a c h e r ' c a r e e r a h . H e e r , e a c h i g r e i b i l i e h l d
b e e c e i e a d h l d r e e r e a c h e r , a r i c l a r l a h e
b e g i i g f h e i r c a r e e r , f r^u c a r r i g h e i r r e a c h a c i i e .

E l e r a d / r f d e r h l d e r e h a e a c h i g d i e a e a d e -
a e l r e e a e d a d a k e i a c c i h e e a l a i / a r a i a l
e , a d h a i l e d e e d b e i r m e b e r f a f f h e r a i i g
f e a l a g e r e e a c h e r h l d b e c e d a a r f h e i r e a c h i g c h -
i i e . i a b l e r a i i g h l d b e r i d e d f r e a c h i g a d c a c h i g
a c i i e a a r f h e r f e i a l d e l e f r e e a c h e r .

Evaluation/appraisal systems

En l'er a d/rf der h ldi r d cefr allre earcher, i cl di g
e irre earcher, e al ai /a rai al e" fra e i g heir r-
fe i al efr" a ce areg la bai a di ara are "a er b
a i de e de (a d, i he ca e f e irre earcher, referabl i er-
ai al) c " "i ee.



Recruitment

“Employers should ensure that the recruitment process is fair and transparent, and that all applicants are given the opportunity to be considered for the role. Recruitment should be based on merit and the needs of the organization, and not on any other factors such as gender, race, or age. Recruitment should also be based on the needs of the community and the needs of the environment.”

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hec de fc d c fr here i ne fre earcher c i fa e f
ge øal ri ci le a dre ire ne ha h ld bef ll ed b e l ø
a d/ r f dør he a i i g r r eø i i g r e earcher . he e ri -
ci le a dre ire ne h lde re b ø a ce f al e cha

Ad ɜ i e h ld g i e a b r ad de ɔ i i f k ledge a d c
 e e cie re i red, a d h ld be e ciali ed a di c rage
 i able a lica .E l ɜ h ld i cl de a de ɔ i i f he r ki g
 c di i a de i le h , i cl di g c a e e de el e r ec .
 M re ɜ , he i e all ed be e e head ɜ i e f he aca c r
 he call f r a lica i a d he deadli e f r r e l h ld b e reali ic.

Selection

elec i c i e e h ld b r i g ge h ɜ di ɜ e e ɜ i e a d c e
 e ce a d h ld ha e a de a e ge d ɜ bala ce a d, h ɜ e a r ri
 a e a d fea ible, i cl de m e b ɜ f diff ɜ e ec r (b lica d ri a e)
 a d di ci li e, i cl di g f h ɜ c r i e a d i h re l e a e ɜ i e ce
 a e he ca dida e h e e ɜ ible, a id e r a ge f elec i rac
 ice h ld be ed, ch a e ɜ a l e ɜ a e e a d face- face
 i ɜ i e . M e b ɜ f elec i a el h ld be a de a el rai ed.

Transparency

Ca dida e h ld be i f r m ed, r i r h e elec i , a b h e r ɜ i e
 r ce a d he elec i ɜ i ɜ i a, he b ɜ fa aila 6a

his mea has meri h ld be j dged alia i el a ella a ia-
 i el ,f c i g a di gre l i hi a di ertified career a ha d
 l he ber f blica i .C e e l , he i r a ce f
 bibli merici dice h ld be r ert bala ced i hi a id erra ge f
 e al ai erta, cha eachi g, er i i , ea rk, k ledge
 ra fer, a age he fre each a di ai a d blica are e
 acii ie .Fr ca dida e f a id rial backg d, a ic la a e i
 h ld be aid a c rib i ae ,de el e ri e i .

Variations in the chronological order of CVs

Career break r aria i i he chr logical rder fC h ld be
 e ali ed, b regarded a a e l i fa career, a dc e e l ,a
 a e iall al able c rib i he r fe i al de el e f
 re earcher ard a lidi he i al career rack. Ca dida f

i er ai ala d r fe i al bili . he h ldi fr he el e
a d gai a fll d r a di g fr le , r ced re a d a d d g e-
i g herec g ii f ch alifica i a d, c e e l, e lre
e i i g ai alla , c e i a d ecificr le herec g ii f
he e alifica i hr gh alla a ilable cha el ¹⁶.

Seniority

hele el f alifica i re i red h l d bei li e i h he eed f he
i i a d be e a a barrier e r . ec g ii a de al ai
f alifica i h l d f c j dgi g heachie e he f he e r
ra her ha hi /h r circ a ce r here ai f hei i i here
he alifica i e regai ed. A r fe i al alifica i a be
gai ed a a earl age fal g car e r , he a e r flifel g r fe -
i al de el h l d al berec g i ed.

Postdoctoral appointments

Clearr le a de lici g ideli e fr herec i e a da i e f
d c ralre earcher , i cl di g he h ai h d rai a d he bjec-
i e f cha i e , h l d be e abli hed b hei i i
a i i g d c ralre earcher . ch g ideli e h l d ake i
acc i me e i rir d c rala i me a h r i i i
a d ake i c i d e rai ha he d c ral a h l d be
ra i i al, i h he r i a r e fr idi g addi al r fe i al
de el h e r i i e fr are earch car e r i he c e fl g-
e r car e r r ec .

¹⁶ L ka h :// e ic- a ric. e / fi d r e de a il e i fr ai ab he NA IC Ne rk
(Na i alAcade ic ec g ii l fr ai Ce re) a d he ENIC Ne rk (E r ea Ne rk
fl fr ai Ce re).

Researchers

For the purpose of this study, the data included all recognised research¹⁷ will be used. Consequently, researchers are described as

“Professionals engaged in the conception or creation of new knowledge, products, processes, methods and systems, and in the management of the projects concerned.”

More specifically, this study relates all researchers professionally engaged in R&D at a career stage¹⁸, regardless of their classification. This includes academic research related to basic research, strategic research, applied research, engineering research, and research in knowledge, technology, innovation, and design, as well as research in the field of knowledge, technology, innovation, and design, as well as research in the field of knowledge, technology, innovation, and design.

Additionally, it made between Early-career researchers and Experienced researchers:

- the term Early-career researchers¹⁹ refers to researchers in the first career (full-time or part-time) of their research activities, including the first research project.

¹⁷ It is understood that data collected from researchers and Engineering Research Council, France Ministry, OECD, 2002.

¹⁸ COM (2003) 436 of 18.7.2003: researchers in the E A: Career field, in the career.

¹⁹ See, for example, the research in the E A: Career field, in the career. Marie-Claire Acier, editor of the E A: Career field, in the career, 2004, page 41.

- Eerie ced e earcher ²⁰ are defi ed a re earcher ha i ga
lea f r ear fre earche eie ce (f ll- i e e i ale) i ce
gai i ga i e i di l i agi i g he i acce d c ral die ,
i he c r i i hich he degree/di l i a a bai ed r
re earcher ahead i e i f ad c ral degree, regardle
f he i e ake ac i e i .

Employers

I he c e f hi ec i e dai e l e r ,refer all h e
blic r ri a e i i i hich e l re earcher ac rac al
bai r hich h e i d e r h e e f c rac r ara ge i e ,
i cl di g h e i h a d i e c f i a c i a l r e l a i h i . h e l a e r e f e r
a r i c l a r l i i i f h i g h e r e d c a i , f a c l d e a r i e , l a b -
r a r i e , f d a i r r i a e b d i e h e r e r e a r c h e r e i h e r d e g
h e i r r e a r c h r a i i g r c a r h e i r r e a r c h a c i i e h e b a i f
f d i g r i d e d b a h i d a r .

Funders

F d e r ,refer all h e b d i e ²¹ h i c h r i d e f d i g , (i c l d i g
i e d , a a r d , g r a a d f e l l h i) b l i c a d r i a e r e a r c h
i i i , i c l d i g i i i f r h i g h e r e d c a i . I h i r l e h e
h i g h i l a e a a k e c d i i f r r i d i g f d i g h a h e f d e d
i i i h l d h a e i l a c e a d a l e f f e c i e r a e g i e , r a c i c e
a d l e c h a i a c c o r d i g h e g e r a l r i c i l e a d r e i r e
r e e e d i h i e c i e d a i .

²⁰ I d e i , a g e 42.

²¹ h e C i i l l e d e a r a l h e c i e l a i d d i h i e c i e d a i
h e r e c e i e f f d i g i h e c e f h e f r a m e r k r g a i e () f r e a r c h , e c h -
l g i c a l D e l e a d D e r a i A c i i e .

Appointment or employment

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