NCBR
National Centre for Research and Development

A GUIDE TO THE CLASSIFICATION

OF TASKS IN SOCIO-ECONOMIC R&D PROJECTS

National Centre for Research and Development

A GUIDE TO THE CLASSIFICATION OF TASKS IN SOCIO-ECONOMIC R&D PROJECTS

Guide prepared for
the National Centre for Research and Development

by

the Warsaw University of Technology

Warsaw, 2025
Revised edition

This document constitutes the second, revised and updated version of the expert report originally prepared in 2018 by the research team of the Research and Analysis Department at the Centre for Innovation and Technology Transfer Management of the Warsaw University of Technology. The purpose of the update was to align the content with applicable national and EU regulations, in particular:

- the Act of 20 July 2018 – Law on Higher Education and Science (Journal of Laws of 2018, item 1668, as amended);
- Commission Regulation (EU) No 651/2014 of 17 June 2014 (GBER), including the amendment introduced by Regulation (EU) 2023/1315.

The expert report has also been supplemented with new examples of research projects and an updated interpretation of research types in the context of social sciences. The editorial team has made every effort to ensure that the updated document meets the current needs of public institutions and complies with the standards of assessing R&D projects.

2018 edition prepared by: Jarosław Chojecki, Paweł Huras, Magda Matysiak, Katarzyna Modrzejewska (study coordinator), Dr Aleksandra Wycisk

2025 update prepared by: Dr Katarzyna Modrzejewska (Warsaw University of Technology)

Special thanks are extended to the academic experts: Prof. Grzegorz Sędek; Prof. Katarzyna Szczepańska; Prof. Ewa Okoń-Horodyńska; Dr Ewa Chmielecka, Professor at SGH; Dr Stanisław Łobejko, Professor at SGH, who voluntarily provided their substantive support for the project, sharing their expertise and experience, identifying challenges and proposing solutions concerning the definitional complexities of the research explored in this study. The WUT research team also thanks the participants of the expert panels, including experts evaluating applications (Prof. Bożydar Leon Jan Kaczmarek; Prof. Jacek Leszczyński, DSc(Eng.); Prof. Adam Tarnowski, PhD; Dr Maciej Kostrubiec, DSc(Med.); Dr Jolanta Brzostek-Pawłowska, DSc(Eng.)); experts in social sciences (Prof. Katarzyna Szczepańska; Dr Aleksandra Wycisk); representatives of the National Centre for Research and Development (Dr Anna Ostapczuk, DSc(Eng.); Dr Krzysztof Mazur; Dr Piotr Zawadzki; Michał Baranowski; Paulina Długosz; Joanna Makocka; Monika Woźniak).

This handbook is an original work by the members of the Warsaw University of Technology research team.

TABLE OF CONTENTS

TABLE OF CONTENTS 4
INTRODUCTION 5
DEFINITIONS OF RESEARCH TYPES 6
1. DISCUSSION OF DEFINITIONS 8
2. CHARACTERISTIC FEATURES OF RESEARCH TYPES 12
3. EXAMPLES OF TASKS CLASSIFIED UNDER INDIVIDUAL RESEARCH TYPES 16
4. RESEARCH TASK DESCRIPTION METHOD 19
5. DECISION TREE 20

INTRODUCTION

In this study, we present guidance on how to classify research tasks in socio-economic projects according to the individual types of research: fundamental research, industrial research, and experimental development. The guide opens with a review of definitions and a description of the nature of the issue at hand. It also outlines the boundaries between the various research types and their distinguishing features. These are illustrated with examples of research tasks allocated to the respective types of research. The final part of the study includes practical recommendations for applicants on how to describe research tasks in a clear and comprehensible manner for experts involved in project evaluation.

This handbook is based on the expert report titled "Expert Study on the Classification of Tasks in Socio-Economic Projects According to the Definition in the Act on the Principles of Financing Science", commissioned by the National Centre for Research and Development and carried out by the Warsaw University of Technology. The study comprised the development of a detailed methodological report and an extensive research phase, which included the conduct of 17 in-depth interviews (IDI) with NCBR representatives, applicants to the GOSPOSTRATEG and Social Innovations programmes, and application evaluation experts, desk research (analysis of grant applications), a literature review, consultation with academic authorities, and two expert panels.

DEFINITIONS OF RESEARCH TYPES

In accordance with the applicable Polish legislation, the document that defines the various types of research is the Act of 20 July 2018 – Law on Higher Education and Science (Journal of Laws of 2023, item 531). It contains the following definitions:

- **fundamental research** - understood as empirical or theoretical works aimed primarily at gaining new knowledge about the foundations of phenomena and observable facts without focusing on any direct commercial application;
- **applied research** - understood as work undertaken to acquire new knowledge and skills, focused on developing new products, processes or services or introducing significant improvements in them.
- **experimental development** - understood as activities involving the acquisition, combination, shaping and use of existing scientific, technological, business and other relevant knowledge and skills, including those relating to IT tools or software, for production planning and the design and creation of altered, improved or new products, processes or services, excluding activities involving routine or periodic changes thereto, even if such changes constitute improvements.

Definitions of research types are also included in EU legislation governing state aid rules, in particular **Commission Regulation (EU) No 651/2014 of 17 June 2014, known as the General Block Exemption Regulation (GBER)**. This regulation recognises certain categories of aid as compatible with the internal market and exempts them from the requirement of prior notification to the European Commission. The amendments introduced by Commission Regulation (EU) 2023/1315 of 23 June 2023 extend the period of validity of the GBER to 31 December 2026 and align the provisions with the objectives of the green and digital transitions. Definitions of the research types used in the GBER are presented in the table below.

Table 1. Definitions of research types

Definitions of research types used in the GBER	
Fundamental research	"Fundamental research" means experimental or theoretical work undertaken primarily to acquire new knowledge of the underlying foundations of phenomena and observable facts, without any direct commercial application or use in view.
Industrial research	"Industrial research" means the planned research or critical investigation aimed at the acquisition of new knowledge and skills for developing new products, processes or services or for bringing about a significant improvement in existing products, processes or services. It comprises the creation of components parts of complex systems, and may include the construction of prototypes in a laboratory environment or in an environment with simulated interfaces to existing systems as well as of pilot lines, when necessary for the industrial research and notably for generic technology validation.
Experimental development	"Experimental development" means acquiring, combining, shaping and using existing scientific, technological, business and other relevant knowledge and skills with the aim of developing new or improved products, processes or services. This may also include, for example, activities aiming at the conceptual definition, planning and documentation of new products, processes or services. Experimental development may comprise prototyping, demonstrating, piloting, testing and validation of new or improved products, processes or services in environments representative of real life operating conditions where the primary objective is to make further technical improvements on products, processes or services that are not substantially set. This may include the development of a commercially usable prototype or pilot which is necessarily the final commercial product and which is too expensive to produce for it to be used only for demonstration and validation purposes. Experimental development does not include routine or periodic changes made to existing products, production lines, manufacturing processes, services and other operations in progress, even if those changes may represent improvements.

Source: The General Block Exemption Regulation (Commission Regulation (EU) No 651/2014 of 17 June 2014), as amended

The objectives of the respective research types under GBER, despite differing in nomenclature (industrial and applied research), are equivalent, and their definitions are similar. Further clarification of these definitions, along with examples, can be found in the subsequent sections of this guide.

1. DISCUSSION OF DEFINITIONS

The following sections provide descriptions of the individual research types and highlight the boundaries between them.

Fundamental research versus applied research

In the social and economic sciences, the division between fundamental and applied research (often also referred to as practical research – this term still being common in some academic circles) is typically used. This distinction is especially important from the perspective of institutions such as the NCBR, which are focused on funding research geared toward practical application. Analyses carried out during the study revealed that the distinction between fundamental and applied research, while subtle and sometimes blurred, is nonetheless definable. **Fundamental research** *aims to acquire new knowledge about phenomena, facts, and social or economic processes,* for example, by preparing a diagnostic analysis in a given problem area. **Applied research**, *in contrast, is undertaken to gain knowledge and skills aimed at developing new products, processes or services, or significantly improving existing ones.*

It is worth noting that fundamental research in the field of social and economic sciences almost always has a practical reference, and its justifications often refer to expected benefits (advantages) in the future. The key difference, therefore, lies in the outcome of the research, or more precisely, in how the results are used. Merely describing, diagnosing and understanding a problem area and the relationships between the phenomena studied is the domain of fundamental research. In applied research, the focus is on the utilisation of research results – a typical outcome being the development of a method (concept, model, etc.) for addressing a specific social or economic problem (often drawing on diagnoses and insights from basic research), and then testing its effectiveness.

Example: *If a diagnosis is prepared regarding professional burnout among people aged 50+, and the stated purpose is to use the diagnosis to develop models for counteracting burnout, the activity constitutes fundamental research. If the end result is the development of a model, the tasks should either be divided accordingly (diagnosis → fundamental research; model development → applied/industrial research) or assessed to determine which task requires greater human, financial, material, etc. resources, and the classification should reflect this.*

In NCBR programmes involving socio-economic research, it is expected that even fundamental research should indicate how its results will be used in the future within the context of the project. However, merely stating a possible application does not constitute practical use. Even though this can blur the boundary between research types, the key factor remains the research outcome. Fundamental research results cannot be directly applied in practice. Only after being processed can they form the basis for solving a specific social or economic problem.

In terms of the definition of basic research, attention should be paid to the wording in the Act, which states that such research is *conducted without any direct commercial application in view*– **that is, it is**

not intended for implementation or commercialisation. In contrast, applied research should lead to such implementation (and, if the resulting "products" allow, commercialisation, for instance in the form of licensing). At the same time, it should be noted that **most of socio-economic projects** (and hence, the research conducted within them) **do not lead to commercialisation of knowledge.** They are not necessarily market-oriented activities. They may fall under the "not-for-profit" category, with the aim being to achieve a specific social impact, not to generate income. For this reason, the more appropriate term in many cases is implementation or application, where implementation is not limited to placing a product or service on the market but also includes practical use of research outcomes in various socio-economic contexts (this is consistent with the definition of "implementation" found in *"Commercialisation, Implementation and Technology Transfer. Definitions and Measurement. Good Practices from Selected Countries" ["Komercjalizacja, wdrożenia i transfer technologii. Definicje i pomiar. Dobre praktyki wybranych krajów"], Warsaw, 2020: NCBR, p. 12*).

Applied research versus industrial research

The concepts of applied research, as defined in the Law on Higher Education and Science, and industrial research, as defined in Commission Regulation (EU), refer to similar areas of research activity, though they are not identical. Both types of research share the objective of acquiring new knowledge and skills for the development of new or significantly improved products, processes, and services. However, there is a difference in the level of detail between the two definitions: applied research under Polish law is formulated in general terms, without reference to specific technical activities, while industrial research, as defined in the GBER, is much more precisely described. It includes, among other things, the design of components for complex systems, the construction of prototypes under laboratory or simulated conditions, and the development of pilot lines. Consequently, for applied research to be classified as industrial research under EU law, it must meet the technical and organisational conditions outlined in the GBER, **particularly in relation to Technology Readiness Levels (TRL) 3–6.** The TRL scale is used to assess the maturity of a technology, and consists of nine levels – from concept and early idea (TRL 1) to full commercial deployment (TRL 9). The TRL 3–6 range covers the stage from proof of concept (TRL 3) through development, validation, and demonstration of a prototype in laboratory or near-real conditions (TRL 4–6). This means that such research must result in a solution that can be tested in practice, although it may not yet be ready for full commercial use.

In practical terms, applied research can be treated as equivalent to industrial research provided the planned activities meet the criteria laid out in Article 2(85) of the GBER. When applying for support under state aid regulations in compliance with the GBER, what matters is not only the formal naming of the research type, but also the actual nature of the research activities.

Applied/industrial research versus experimental development

Applied and industrial research refers to research activities aimed at acquiring new knowledge directed towards solving a specific, practical social, institutional, or economic problem. Examples include studies on the effectiveness of public policies, analysis of tools supporting social integration, or

diagnosis of user needs in education or healthcare systems. The key feature is that such research is cognitive in nature, as it lays the foundation for further actions, but does not yet introduce permanent changes in practice.

By contrast, experimental development in the social sciences is the stage at which research results are used to develop concrete solutions aimed at changing social, organisational or institutional realities. This may involve developing diagnostic tools for educational institutions, implementing models of citizen participation in local government, or designing and piloting public mobility services as alternatives to private cars. Experimental development is thus a process in which knowledge generated in the earlier stages, particularly through applied research, is translated into concrete prototypes, intervention models, or decision-support tools and operational solutions. A key distinguishing feature is that these solutions are tested in practice, often with the participation of end users, and are subject to iterative evaluation and improvement.

The industrial research term itself can be misleading, as it tends to imply activities related to industrial production. However, the definition of **industrial research allows its application in the context of socio-economic research.** Within this definition, strong emphasis is placed on the development of a **new product, process, or service, which typically requires both the acquisition and application of new knowledge in a recognised problem area.** In this context, products, processes, and services can be understood as methods or concepts for solving social or economic problems. These methods are developed within industrial research. Usually, a model for solving a given problem is created and then verified (tested) under conditions that are comparable to real-world settings (i.e. “laboratory” conditions), such as within a selected group of individuals, institutions, entities, etc.

In the social sciences, such a model may be referred to as a prototype, i.e. a functioning solution tested (piloted) on a narrow, carefully selected group of end users. Although the term "prototype" is typically associated with technical disciplines, it is used here in accordance with its appearance in statutory definitions, and will continue to be used throughout this guide.

The term "prototype" appears in the definitions of both industrial research and experimental development, but it carries a different meaning in each context. Within industrial research, the development of a prototype serves primarily to **confirm the feasibility and functionality of a new solution –** it involves the creation of an initial model that allows the concept to be verified and its technical or socio-economic elements to be assessed. In experimental development, however, the prototype is **a subsequent version of the solution,** one that is refined and improved based on knowledge gained in earlier research stages. It is already a solution close to its final form, prepared for testing under real-world conditions and for adaptation to practical application and implementation.

Experimental development is based on existing knowledge to refine and prepare new methods (or concepts) for implementation or to improve solutions to identified social or economic problems. Testing is typically conducted on a broader scale than in industrial research. These activities may include refining individual components of the final solution, e.g. an online platform that delivers the method. Experimental development can also include process management, such as implementation

planning (preparation of necessary elements), quality control, or evaluation of the developed solutions. Experimental development may result from the aggregation of existing knowledge, which means that the risk of failure is significantly lower than in the case of industrial research. It does not include routine or periodic modifications made to existing social problem-solving methods (models), even if such changes represent improvements.

In addition, the two types of research differ in terms of the level of refinement of research outputs. After completing industrial research, it may be necessary to carry out additional supplementary research. In contrast, once experimental development is completed, the solution should not require further research to be ready for implementation.

It is important to note that, unlike projects in the technical sciences, experimental development in the social sciences is not necessarily profit-oriented. In the social sciences, it should be possible to use research outcomes in socio-economic practice, for example, to improve a problematic situation, propose ways of solving social problems, or contribute to the strengthening of social institutions.

2. CHARACTERISTIC FEATURES OF RESEARCH TYPES

The following table presents characteristic features of each type of research. These should be understood as indicative criteria rather than mandatory requirements. They have been compiled based on statutory definitions and refined through expert opinions and the results of the conducted analyses.

Table 2. Characteristic features of research types

FUNDAMENTAL RESEARCH	APPLIED RESEARCH	EXPERIMENTAL DEVELOPMENT
Answers the questions: *What and why? What processes and relationships occur between observed phenomena? How to study the issue?*	**Answers the questions:** *How can this be used? In what way can it be applied? How is it useful? How to solve a given social or economic problem?*	**Answers the questions:** *How to implement something? How to carry it out? How to improve or refine something?*
THEORETICAL STUDIES (THEORETICAL MODELS)	**FOCUS ON THE PRACTICAL APPLICATION OF NEW KNOWLEDGE (OPERATIONAL MODEL)**	**ADAPTATION OF EXISTING KNOWLEDGE**
EXAMPLES OF RESULTS		
➲ Identification and description of social or economic problems. ➲ Theories and theoretical models. ➲ Diagnosing (explaining and interrelating) social or economic issues (processes). ➲ Diagnosing or explaining mechanisms and interrelations between selected social or economic problems or processes. ➲ Analysis of attitudes, beliefs and behaviours of selected social groups or users of services and products. ➲ Examination of behavioural patterns and the influence of social, economic or cultural factors on selected phenomena. ➲ Analysis of social, economic or political determinants affecting the functioning of groups, institutions or social processes.	➲ Acquisition of new knowledge (gained from research or the combination of existing knowledge), e.g. for creating (designing) new processes, products or services. ➲ Development of know-how (knowledge/skill constituting a way of solving a social or economic problem). ➲ Development of models of methods/concepts for addressing specific social or economic issues. ➲ Development of the first solution that can be tested (first "prototype"). ➲ Identification of barriers and opportunities related to the implementation of new social, organisational or technological solutions. ➲ Design and testing (in experimental or simulated conditions) of new tools,	➲ A refined and ready (tested) method/concept for solving the studied social or economic problem (based on existing solutions and knowledge). ➲ Developed ways of implementing the given method/concept for solving the studied social or economic problem. ➲ Development and practical application of technologies, tools or procedures that support the resolution of specific social or economic problems. ➲ Preparation of guidelines, tools or procedures that support decision-making processes related to the management of social, economic or spatial aspects of solution implementation. ➲ Development of recommendations, guidelines or policy instruments that support the implementation of innovative solutions in a given social or territorial context.

These studies do not need to have direct practical application but, within NCBR projects, they should support other tasks.	procedures or technologies that support social problem-solving. ➲ Identification and conceptualisation of practices, processes or behaviours that are key to implementing innovative solutions in a given social context. ➲ Mapping of needs, resources or barriers in the social, economic or institutional environment - integration of data to prepare for implementation of new solutions. ➲ Development of an analytical model for typologising social groups, phenomena or intervention areas as a basis for designing practical actions.	➲ Co-development of an operational tool or practical solution supporting the implementation of a concept or public policy in a given area. ➲ Creation of a functional platform or system to support the implementation of strategies or actions in the field of social, economic or spatial development. ➲ Development of a comprehensive implementation strategy for solutions in a selected social or economic area, including a set of tools for monitoring the effectiveness of implementation of that strategy.
	➲ CHARACTERISTIC FEATURES	
➲ Focused on identifying problems, diagnosing social processes, and explaining the mechanisms governing social or economic behaviours. ➲ Cognitive and exploratory in nature, aimed at describing and explaining social reality. ➲ Original study. ➲ New knowledge (including the combination of existing knowledge to create new theories or theoretical models): ○ Foundations of phenomena and facts and their orientation; ○ Relationships between phenomena or facts; ○ Trends in the development of phenomena or facts. ➲ No focus on immediate practical application or commercialisation; however, research should be directly related to the scope of the project and useful at other project stages. ➲ Development of methodology (how to study issues, how to conduct measurement).	➲ Focused on the development of models, methods, concepts, know-how, and the design of prototype solutions that can be tested. ➲ Bridging theory with practice (ability to translate knowledge into practice). ➲ Initial testing on a selected group of recipients or under close-to-real conditions ("laboratory" conditions). ➲ Often includes analysis of implementation barriers and opportunities, as well as mapping of needs and resources. ➲ Organisation and management of processes for using or acquiring new knowledge in order to develop new methods for solving social or economic problems (e.g. products, processes and services). ➲ A relatively high or medium level of risk associated with failure and unforeseen circumstances. ➲ Verification (or not) of the effectiveness of the proposed and developed solution.	➲ Focused on developing, testing and refining operational or implementation-oriented solutions. ➲ The aim is to prepare for the practical application of methods, tools, strategies or public policies developed in earlier research stages. ➲ The developed solution does not require further research and is ready for implementation. ➲ Includes monitoring of the effectiveness of implemented solutions, optimisation, and adaptation to local social and institutional conditions. ➲ Implementation-, operational-, and practice-oriented – designed to provide effective tools for solving social or economic problems. ➲ Combination of different know-how to achieve a synergy effect. ➲ Optimisation of the problem-solving method. ➲ A subsequent "prototype" created or refined based on existing knowledge (the prototype functions in real conditions and has been tested on a larger scale). ➲ Research on elements of the implementation management process (e.g. market research,

		economic feasibility studies, benefit evaluation). ➲ A low level of risk associated with failure and unpredictable situations.

Source: own elaboration by WUT.

The table below presents the most significant differences derived from the description provided in the previous table. Some features of the definitions are shared. Attention should also be paid to the features not assigned to a given type of research, which may help in classifying a specific task. The researchers have made every effort to take into account the specific nature of social and economic research when formulating this comparison. Due to the diversity of research projects and the issues undertaken, the table outlines the most important differences, and the list should not be treated as exhaustive.

Table 3. Summary of key differences between research types

Feature	Fundamental research	Applied research	Experimental development
Features directly derived from statutory definitions			
Practical application		X	X
Acquisition, combination, shaping and utilisation of existing knowledge			X
New applications of knowledge		X	
New products, processes or services, or significant improvements thereof		X	X
Preparation of a "prototype" (first method of solving a social or economic problem)		X	
Pilot testing of the first solution version possible to be tested		X	
Pilot testing of subsequent versions (if the previous one proved effective) to further improve the technical aspects of products			X
Preparing the first solution ("prototype") is too costly to be tested			X
Original research work	X		
New knowledge	X	X	
No focus on commercial application	X		
Indirectly derived features			
High or medium level of risk associated with failure or unforeseen circumstances		X	
New methods for solving social or economic problems		X	
Development of components of a system		X	
Development of an empirical model		X	
Know-how – knowledge/skills necessary to develop a solution to a social or economic problem		X	
Development of a method for solving a given social or economic problem		X	
Testing on a controlled group (individuals, entities, etc.) in "laboratory" conditions		X	
Commercial use, i.e. generating revenue/income		*Can be anticipated in the future*	X
Low level of risk associated with failure or unforeseen circumstances			X
Use of existing knowledge to improve methods and solutions to social or economic problems			X

Feature	Fundamental research	Applied research	Experimental development
Diagnosis of a social problem	X		
Development of a theory or theoretical model	X		
Development of a research methodology	X		
Basing the work on research results that indicate the effectiveness of a solution (optimisation and calibration of the solution)			X
Testing under real-world conditions with final users			X
Development of an implementation method and analysis of implementation possibilities			X
Final evaluation of the solution with the target group			X

Source: own elaboration by WUT.

3. EXAMPLES OF TASKS CLASSIFIED UNDER INDIVIDUAL RESEARCH TYPES

Examples of research tasks classified under individual research types are presented in the table below.

Table 4. Examples of tasks assigned to specific research types

No.	Fundamental research	Industrial research	Experimental development
1.	Analysis of cognitive processes in individuals aged 65+. Study and analysis of the impact of cognitive factors in individuals aged 65+ on purchasing decisions.	Development of a segmentation model and socio-economic customer profile for the 65+ age group based on key variables derived from knowledge of cognitive processes of the elderly.	Implementation of a transactional service and purchasing model in a financial institution for customers aged 65+.
2.	Diagnosis – development of a theoretical model for adapting electronic media to children's developmental abilities from a risk perspective.	Identification and categorisation of risks and positive effects associated with children's use of mobile applications. Identification of parents' needs regarding safe use of mobile apps by their children. Development of certification and evaluation standards for apps in terms of safety and age appropriateness.	Categorisation of existing children's apps on the market and creation of a catalogue. Development of a prototype web service and mobile app to manage the safe applications catalogue.
3.	Diagnosis of the state of public consultations in local governments in Poland.	Development of a new dialogue model for the consultation process. Testing of the new consultation process model in two selected city councils.	Development of a prototype online platform implementing the dialogue model assumptions, including technical documentation and consultations. Preparation of an implementation approach for the model in the institutions.
4.	Development of a methodology for estimating food loss and waste.	Definition of monitoring framework for food donations and food donation exchanges. Development of a system for monitoring food waste and an effective programme for reducing and rationalising food loss and waste.	Development of a national strategy to combat food waste.
5.	Analysis of the safety of using VR technology by individuals after brain injury.	Development of a prototype telerehabilitation tool using VR technology.	Optimisation of the VR-based telerehabilitation tool for various age groups.
6.	Organisational culture conditions in Polish	Defining the importance of organisational culture values in selected	Development of a programme for the protection of values and human rights in

No.	Fundamental research	Industrial research	Experimental development
	enterprises versus values and human rights.	enterprises from a human rights perspective.	selected enterprises from the standpoint of their organisational culture.
7.	Analysis of attitudes and behaviours related to mobility as an alternative to private cars; research on mechanisms of transport habit change.	Identification of barriers and opportunities for the popularisation of various mobility modes, and diagnosis of actions facilitating permanent behavioural change regarding transport usage.	Development and testing of co-creation methods for new mobility services and tools for assessing their impact on air quality; preparation of documentation for implementing solutions in other cities.
8.	Analysis of consumption and food production patterns in cities and the influence of environmental and social factors on dietary behaviours; identification of behaviour change mechanisms.	Design and experimental testing of a new self-sufficient, sustainable urban food production technology; evaluation of solution impact on resident attitudes and behaviours.	Development and practical application of domestic food production technology in urban apartment corridors; formulation of guidelines and recommendations for sustainable urban food policies.
9.	Analysis of the complexity of 15-minute city (15mC) concepts, study of political and social factors generating spatial conflicts.	Identification and conceptualisation of planning practices and processes in conflict conditions; development of analytical frameworks for identifying tensions between mobility and place functions.	Development of guidelines and tools supporting decision-making processes in managing spatial conflicts in cities aiming to implement the 15mC concept.
10.	Analysis of the concept of social and environmental justice in the urban context; study of the relationship between accessibility and social inequalities in 15-minute cities.	Mapping the accessibility of sustainable transport for different social groups; integration of data on perceived and actual mobility; development of service location concepts.	Development of guidelines and policy tools for urban planners to implement principles of social and environmental justice in 15-minute city design.
11.	Analysis of social practice theory, socio-spatial justice concept, and conditions for mobility transformation in low-density environments.	Design and testing of a tool in transitional experiments in five European cities; study of 15mC implementation effectiveness in diverse spatial contexts.	Co-creation of a tool for practitioners to support implementation of the 15mC concept in peripheral urban areas; creation of a transnational meta-lab and generalisation of findings into practical guidelines.
12.	Identification of the current state of knowledge, analysis of best practices, and definition of criteria for urban space transformation; analysis of social and environmental determinants of green regeneration.	Design and testing of a tool prototype using a specific technology, multicriteria modelling and algorithms to support green transformation of urban spaces in various contexts.	Creation of a platform as a functional tool supporting the implementation of urban regeneration strategies; development of operational procedures and user interfaces for a wide range of stakeholders.
13.	Analysis of the impact of urban revitalisation programmes on energy transformation and social justice;	Development of an analytical model enabling typology of disadvantaged districts and linking them to barriers in the energy transition; testing of revitalisation strategies focused	Development of urban revitalisation strategies incorporating local renewable energy and fair transition principles; development of tools for monitoring implementation effectiveness and

No.	Fundamental research	Industrial research	Experimental development
	identification of energy inequalities and risks of green gentrification in degraded urban districts.	on PEDs (*Positive Energy Districts*) in *Living Labs*.	integrating them into metropolitan policies.

Source: own elaboration by WUT based on previous grant applications submitted under the Social Innovations and GOSPOSTRATEG programmes, The IdeaLab Call for Full Proposals –Programme Applied Research, EEA and Norway Grants, TransAtlantic Platform, Driving Urban Transitions – DUT Calls 2022, 2023

4. RESEARCH TASK DESCRIPTION METHOD

In order to facilitate experts' assessment of the appropriateness of classifying tasks under the respective research types (to ensure that experts clearly understand the specificity and scope of the research task described in the application), applicants are advised to clearly and precisely indicate which research type each task should be assigned to.

The classification of a research task should proceed in the following steps:

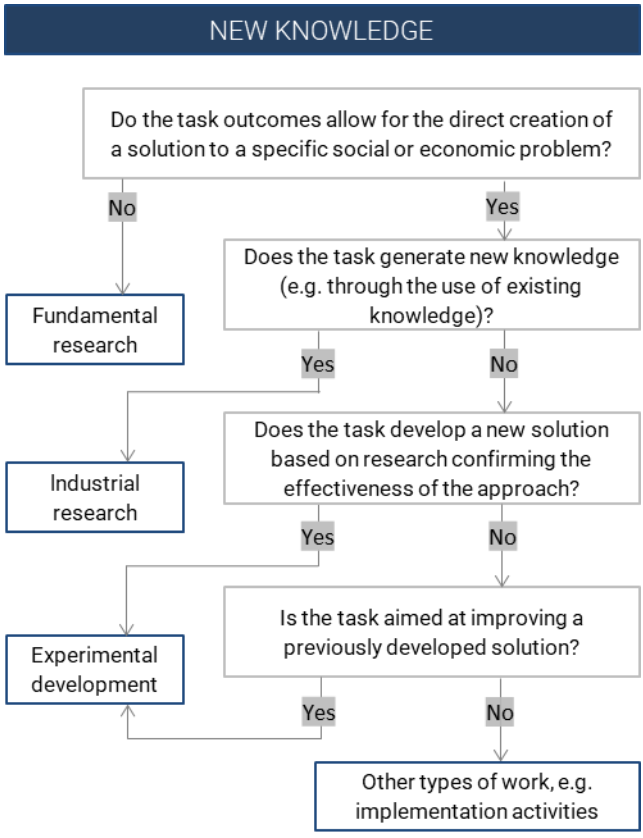
1. Precisely define the objective of the research, e.g. diagnosis of approaches to public consultations in local governments (fundamental research), development of a new model of public consultation (applied/industrial research), development of a platform used for consultations (experimental development). The objective alone should suggest the research type involved.
2. Clearly define the expected outcome ("product"), in the case of:
    - fundamental research, typical outcomes include theory, concept, diagnosis, description of relationships, theoretical model, etc.;
    - industrial research, typical outcomes include a method (solution, concept) for addressing a social or economic problem, a way to apply that method, or a "prototype" tested under controlled conditions;
    - experimental development, typical outcomes include developed and ready-to-implement methods for solving a given problem.
3. Describe in a few sentences the current state of scientific knowledge in the area of the proposed research task. This aims to determine whether the research will contribute to the creation of new knowledge (fundamental, applied or industrial research), or whether the activities will rely solely on existing solutions (experimental development) that are to be adapted as part of the project. If existing knowledge is used, but the research will generate new knowledge, the task should be treated as industrial (applied) research.

It may not always be possible to fully separate types of research within a single task. In such cases, the dominant type (in terms of resource requirements for task delivery) should be identified and emphasised in the task description.

5. DECISION TREE

The decision tree below allows for a preliminary classification of a research undertaking by assigning it to the appropriate research type. The structure of the decision tree is based on the definitions contained in Commission Regulation (EU) No 651/2014 (GBER) and on an analysis of selected international classification practices and case studies. It should be emphasised that the tool is indicative and auxiliary in nature – it supports the evaluation process but does not replace substantive analysis of the specific project. Each classification should take into account the specific nature of the research subject, the scope of planned activities, and the objective the intended results aim to achieve.

Fig. 1. Decision tree for "new knowledge"



Source: own elaboration by WUT

To summarise the presented decision-making framework in the context of socio-economic research projects, the following can be stated:

- **Fundamental research** consists of activities aimed at generating knowledge that may, in the future, be used in practice, e.g. within a subsequent research task. Fundamental research is not intended to directly develop methods for solving a specific socio-economic problem.
- **Industrial research** involves activities that generate new knowledge (e.g. through the combination of existing knowledge) and are directly aimed at developing a solution to a specific socio-economic problem.
- **Experimental development** involves activities aimed at using existing knowledge (e.g. by improving and adapting tested solutions, not yet implemented) for the purpose of applying it to solve a given socio-economic problem.


NCBR
National Centre for Research
and Development