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REDCOM - Réseau Européen de Dissémination en éducation
COMparée

Seminar
"Creating a European Knowledge Base on
Education –
Key Issues in EU-supported Educational
Research"
11/12 March 2005,
University of Kassel, Kassel, Germany

SEMINAR READER

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This reader documents the papers given and the results of the discussions held at a European Seminar entitled "Creating a European Knowledge Base on Education – key issues in EU-supported educational research". The Seminar was organised by the Centre for Research on Higher Education and Work of the University of Kassel, Germany, in the context of the REDCOM project. REDCOM-Réseau Européen de Dissémination en éducation COMparée received financial support from the Directorate-General for Research of the European Commission. The Seminar took place on 11 and 12 March 2005 at the University of Kassel, Germany.

The reader compiles the contributions received from presenters and the discussion summaries submitted by rapporteurs. It was edited by Constanze Obermann and Ute Lanzendorf of the Centre for Research on Higher Education and Work of the University of Kassel. Power Point presentations were substituted by texts adapted from available electronic documents. Constanze Obermann added an annotated bibliography on the themes raised during the Seminar.

The reader is not only intended to serve as a basic electronic ressource for continuing discussion among Seminar participants, who are invited to add information and bibliographic references. It will be published at the REDCOM website as a comprehensive piece of information for all those interested.

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1. The Seminar as Part of REDCOM - Réseau Européen de Dissémination en éducation COMparée

(Ute Lanzendorf)

Building a European knowledge society requires profound changes in education and training. Hence the need for the availability of appropriate information on education research, policies and practice which is readily accessible to researchers, policy-makers and practitioners across the EU Member States, in the accession and in the neighbourhood countries. In this context, the project REDCOM created an open, multilingual and multimedia network of partners working in different fields of education. The network aims at supporting the dissemination of European research outcomes and European policies among the European research community, policy-makers, professional associations and practitioners; and a wider audience of actors in the educational field.

The first phase of building the network was a two-year project which received funding from the Directorate General for Research of the EU under the 5th Framework Programme. The project was coordinated by the European Institute of Education and Social Policy (EIESP), Paris. Institutional partners were the Centre for Research on Higher Education and Work of the University of Kassel (Germany) and the Institut Européen pour la Promotion des Innovations et de la Culture dans l'Education (Institut-EPICE), Paris. In addition, four academic journals published in different EU languages were involved, two of them from the beginning: the European Journal of Education (edited by EIESP) and Politiques d'éducation et de formation (EPICE). Die Hochschule (Institute for Higher Education Research, Wittenberg, Germany) and The European Journal of Vocation Training (edited by Cedefop) joined the project in July 2004.

The project has developed three main activities:

- a European seminar on the relevance of EU supported research for building a European knowledge base on education

- a joint issue of the four journals involved

- an on-line observatory on education and training policies and practice, designed to provide a resource base for policy-makers and practitioners across Europe.

Through the continous work of a steering committee in which representatives of the institutional partners and journals collaborated, the different activities of the project could be developed in such a way that they were mutually stimulating and built on the experiences of each other. The project has enabled the partners to undertake considerable reflection about major questions concerning research and appropriate dissemination to policy makers and practitioners. Networking journals with comparable objectives, edited in different languages, has presented a challenge for dissemination of a European perspective and offers new challenges for web-based dissemination.

This reader summarizes the findings of the REDCOM Seminar which took place on 11 and 12 March 2005 at the University of Kassel, Germany and was entitled "Creating a European Knowledge Base on Education – key issues in EU-supported educational research". The seminar tackled key issues with respect to the generation and the use of European knowledge on education, paying particular attention to educational research supported under the European Framework Programmes.

In the Fourth and the Fifth EU Framework Programmes, the Directorate-General for Research of the European Commission supported more than 55 research projects and thematic networks involving more than 420 research teams across and beyond the EU which worked on current issues of education and training. Because of the comparative nature of their research, these projects and thematic networks make an important contribution to the development of a European knowledge base on education.

The Seminar was organised around a restricted number of 22 invited participants from all over Europe, from which some presented commissioned papers. It brought together the 'producers' (researchers involved in European Union-supported projects) and the 'users' of European knowledge (policy-makers from European and national levels as well as people holding leadership positions at educational institutions). The Seminar was focussed on higher education and lifelong learning.

Under the conditions of globalisation and tight public budgets, the systems of education and training in the Member States have similar development priorities, the most prominent among them being equity, relevance and cost-effectiveness. Political strategies to confront these challenges benefit substantially from international experience and transnational research. In addition to policy-makers at European and national levels, education practitioners can also profit from European knowledge on education. Moreover, European Union-supported projects stimulate further European research and promote the understanding between research communities in the different European states.

The Seminar included plenary sessions and workshops. The four workshops were centred around the following topics:

(a) Stocktaking and perspectives with respect to the European knowledge base on higher education and lifelong learning

During the first workshop session on the first Seminar day, the participants split up according to education sectors (higher education and lifelong learning) to deal with topic one (stock taking and perspectives, see chapter 4). The Seminar participants discussed the potentials and limitations of cooperative European research with respect to substance. Taking the findings of European Union-supported projects under the Fourth and the Fifth EU Framework Programmes as a starting point, questions regarding the current appearance and ideal development of European knowledge base on higher education and lifelong learning were raised. Starting out from the assumption that transnational knowledge differs from national as well as from internationally comparative knowledge, the participants tried to identify particular characteristics of transnational knowledge. Also, thematic priorities and types of knowledge relevant to European and national policy-making as well as to practitioners were discussed, paying particular attention to the Lisbon strategy.

(b) Generating European knowledge - working in transnational networks

During a second workshop session on the second day, participants split up according to functions (policy makers and practitioners as different from researchers). In the workshop addressed to researchers, practical experience with respect to the implementation of transnational research projects was reviewed (see chapter 5.2). Using the example of recent and on-going European Union-supported projects, best practice in the coordination among European partners, intercultural communication, methodological design and presentation of outcomes of transnational research projects was identified.

(c) Making European knowledge accessible – documentation and dissemination of project findings

The workshop on transferability and dissemination issues was particularly addressed towards policy makers and practitioners (see chapter 5.3). They discussed possibilities to improve the transferability of research findings and to optimise the dissemination of European knowledge. The objective was to identify the most efficient ways to bridge the information gap between researchers, decision-makers and practitioners in order to maximise the impact and added value of project outcomes.

As mentioned before, the Seminar stands in the context of two further activities undertaken by REDCOM participants. Therefore, the outcomes of these two activities shall briefly be outlined.

The joint issue presents an exploration of a jointly agreed theme in four journals published in five languages. It was prepared by an *ad hoc* editorial committee which included members of the editorial boards of each of the four journals. The overall theme selected was scientific studies in higher

education in Europe from different points of view, including changes in enrolment patterns and the implications both for the European Research Area and for the development of professional competences. Each of the journals is taking a specific focus depending on readership and a chosen editorial focus. The titles and dates of publication are as follows:

- For the European Journal of Education: Scientific studies in Europe and the ERA (December 2005);

- For the European Journal of Vocational Training: Scientific studies in Europe: a issue for VET (September to December 2005);

- For Politiques d'éducation et de formation: Les études scientifiques en Europe l'approche comparative (December 2005);

- For Die Hochschule: Naturwissenschaftliche Studien in Europa (October 2005).

The group of journals and the partners of REDCOM are convinced that the joint issue is a strong method for developing the dissemination of a European perspective on selected themes in education and training. Further advantages of cooperation include broadening audiences for everyone, providing a broader platform for the publication of high quality articles, joint reflection on seminal and topical themes, etc. It also allows journals to pool their reflections on the role of internet in dissemination in the coming decade. A major area of reflection has been about the implications of the progress made in on-line publication in recent years, a trend which raises issues such as the types of scientific validation possible through on-line editing for academic articles and whether or not visibility is as high (or higher now) than through paper publication. Furthermore for existing journals, on-line publishing entails different rhythms and calendars than traditional paper-based publications as there is no *a priori* reason to maintain term-based or semester-based publication intervals. On-line publishing raises the questions for the coming period about whether the choice should be continuous, regular publication of individual articles or contributions rather than complete issues or groups of articles around a theme. Paper-based publication on the whole has a clear definition of a "finished" product. Moving to on-line publication means that editorial teams have to re-think this notion completely.

In addition a network of journals published in Europe enables the editors to present a European vision of the theme selected in several languages. REDCOM is therefore seeking to broaden and continue building the network of journals in 2006.

The on-line observatory developed in the framework of the REDCOM project specialised in European education and training research and policies can be accessed at www.e-education-europe.org. It was launched in February 2004 and has been designed with the intention of developing a resource base for policy-makers and practitioners across Europe. It takes stock of current developments in education research, seeks to identify new issues and proposes thematic dossiers. Currently the website includes pages on European Perspectives (Mapping the Europe of Education and the Lisbon Process); thematic dossiers on the Bologna Process and lifelong learning; and there is a first thematic dossier on research on higher education.

One of the overall outcomes of the REDCOM project has been to underline the growing importance of working in networks to create synergies. Networking is much more reliant on ICT-based tools than previously. A second outcome focuses on the confirmation of the need for methods and mechanisms for interpreting research results into terms which address the decision-makers and practitioners. The central question posed is that of appropriate interfaces between the creation of new knowledge (research) and its interpretation, dissemination, and vulgarisation for decision-makers and also for practitioners.

2. Overall Findings of the Seminar

(Ute Lanzendorf)

The Seminar summarized the status quo of European research in the fields of higher education and lifelong learning and tackled overall issues with respect to the creation of a European knowledge base in education. There was an overall agreement that further European knowledge – in contrast to knowledge existing at the national level - is needed. It was suggested that knowledge could be understood as information coupled with a conceptual framework, that is, information interpreted from a specific point of view. Specific Seminar findings concern the following aspects:

The generation of knowledge - characteristics of transnational research projects

Cooperative work in changing teams of transnationally experienced experts was expected to bring about the best possible results with respect to European knowledge.

The assessment of existing knowledge - is there the "right" knowledge in terms of problem solving capacity and quality?

Efforts should be made to develop the validity of available information as far as possible and to transfer research results into educational and political practice. In order to assess project findings after submission, the findings of a project should be evaluated in a similar manner as selections of project proposals, and if possible by the same evaluators.

The identification of "missing" knowledge - is there sufficient knowledge?

Priorities in European research should be defined by policy-makers and researchers together with the social partners. A number of themes specifically relevant for policy can be identified which are not covered by transnational research and therefore deserve special support by policy makers. Important further issues are the identification of the end users of information and the creation of new projects. To stimulate these processes, more communication and transparency is needed.

The transferability of knowledge - how can knowledge best be prepared for communication and exploitation?

The presentation of knowledge according to different contexts is fundamental in order to be perceived and understood by different types of 'end-users'. In principle, researchers cannot be expected to be experts in knowledge transfer and dissemination. To bridge the perceived 'gap' between the scientific community and different communities of 'end users', advisory bodies could support research projects, or 'knowledge-organizing agents' could be trained. 'Knowledge organization' can be regarded as a new job distinct from research or project administration.

Dissemination of knowledge – making knowledge known

Different means of knowledge dissemination exist, among which the most important one is the internet. For successful dissemination, knowledge of good quality has to be selected and be made easily accessible to its most important end users.

Sustainability of knowledge – ensuring durable relevance

Policy-related knowledge is by definition "time-related" and not stable. It was said that monitoring activities were needed to be able to store the knowledge resulting from transnational projects. Moreover, data bases should be built to give access to longitudinal information.

3. Keynotes – Stakeholders' Perspectives on European Educational Research

3.1. The European Knowledge Base and EU Policy-making (Angelos Agalianos)

The keynote "The European Knowledge Base and EU Policy.making" will be published under the title "Crossing borders: the European dimension in educational and social science research" in the forthcoming World Yearbook of Education 2006:

AGALIANOS, Angelos (2006):
Crossing borders: the European dimension in educational and social science research.
In: Ozga, J., Popkewitz, T., Seddon, T. (eds), World Yearbook of Education 2006, Education Research and Policy: Steering the knowledge-based economy, Routledge; Chapter 3 (forthcoming)

3.2.   European Knowledge as a Basis for National and Institutional Strategies: The Use of Research Outcomes for Education Policy and Management
(Alain Michel)

Many observers have often underlined the fact that in most countries the decision-makers in the field of education, as well as the teachers or non-teaching staff, are rarely using the outcomes of research. The first basic reason is simply that they hardly know anything about them.

While results of research are very often used in decision-making processes in domains such as health, environment, or national defence, it is rarely the case in education. However, one could assume that the outcomes of research in education, but also in other subjects like psychology, sociology, management, economics, political science, communication, philosophy, cognitive sciences, etc., might be very useful in order to better meet new challenges at different levels of education and training.

Thus, it is quite important to analyse the main reasons of such a situation and to make a few proposals for improving such shortcomings.

One first reason is that the outcomes of research are published in specialised reviews or journals which are exclusively designed for the scientific community and not at all for non specialist readers. Moreover, the papers are very difficult to read for somebody outside this community, not only because of a specialised language or jargon, but also because a larger part is given to methodological aspects or quotations of peers (an important matter for being accepted and recognised by them), than to a clear explanation of outcomes and their possible consequences for decision-making or teaching practices at class-room level.

A second reason is that most of the research does not meet the priority needs of teachers or decision-makers. The supply of education research is to a large extent independent of their expectations and thus of the demand for such research.

A third reason is that some of the research outcomes are not well explained and thus are misunderstood or even rejected by the teaching or non teaching community. For instance, the outcome that the teacher/pupil ratio is not an important parameter for school success or failure should be more explained, as every teacher in the world is convinced that he or she can be more efficient in many cases with fewer students in the class, especially in difficult areas or with students at risk. Indeed, statistical results are true at a level of macro-analysis but not necessarily at a micro-level in a specific context. This should be clearly explained and commented.

Hence, it is possible to make a few proposals in order to improve the present situation.

First, one should develop a real function of "research and development" activity which should define new fields of research from priorities expressed by policy-makers, principals and teachers. This requires the developmet of new types of communication between researchers and the rest of the world. Most of the research should address critical issues felt by teachers or non teaching staff in their working life. In this respect, a better analysis of the more urgent needs should be undertaken. For instance, the required evolution of the core curriculum for compulsory education given new challenges, efficient use of new communication technologies, efficient teaching practices in different contexts for different types of students, efficient formative assessment, efficient governance of schools, etc.

Moreover, interdisciplinary research teams should associate not only specialists of different fields but also academic and non academic staff.

Finally, one should try to publish research outcomes in a way which would facilitate their understanding by all stakeholders involved by their possible consequences. Scientific popularisation is

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quite necessary in order that education research (*lato sensu*) may contribute to an improvement of teaching/learning practices as well as education policy and management.

Today, the activity of education research is very much like antique-dealers business in which more than 70 % of the turnover is realised inside the business by selling antiques to each other. It should become more open to the world outside "research microcosm" and thus become more useful to the society as a whole. The main goal is to build up gradually a knowledge base which will improve both education policy and student achievement.

3.3. The European Knowledge Base on Education – What Can Be Expected from European Research?
(Ulrich Teichler)

Introduction

In the mid-1990s, the European Union extended European research promotion beyond the fields of science and engineering. A small proportion of research funds are now being provided for socio-economic research. Initially, funds for socio-economic research were focussed on themes relevant for science and technology policy. Educational research, however, was, from the outset, among the priority areas of socio-economic research because it was regarded as an area linked to technological progress (see Agalianos 2003).

The time is ripe now for a first stocktaking: What are the substantial results of the supported projects? What can we now conclude regarding the potential for promotion of educational research in such a format? What are the weaknesses and where is there potential for improvement?

The aim of this presentation is not to provide an overview of the substantial results of educational research supported by the European Union in the framework of the research promotion programmes. This topic, I am pleased to note, will be presented in the domain of higher education research by Marijk van der Wende (see van der Wende and Huisman 2004).

Rather, the aim of this account is that of a meta-analysis: What type of research has benefited from this research promotion? What are the "European" aspects of this research? What is the relationship between research and policy and practice? What do we observe with respect to the dissemination of research findings? How is this research promotion related to the European Union's other promotions of systematic information gathering in the domain of education? Which directions of improvement are worth considering?

Basis of Experience

The Centre for Research on Higher Education and Work at the University of Kassel is among the most active institutes in Europe involved in the analysis of educational systems in comparative perspective, international cooperation, and mobility in the area of education as well as supra-national educational developments. In these projects, the Centre in Kassel has cooperated most frequently with three institutions present at this seminar: The Center for Higher Education Policy Studies (CHEPS) of the Twente University, the European Institute of Education and Social Policy (EIESP), Paris, and CEDEFOP, Thessaloniki.

The Centre in Kassel (see the overview in Schwarz and Teichler 2003) has been the leading institute, or among the leading institutes, in European research in the areas of:

- Development of higher education systems,

- Graduate employment and work,

- Evaluative research of European educational programmes and researcher mobility programmes,

- International cooperation and mobility in higher education,

- Academic careers.

Over the years, the Centre frequently was active in surveying the state of higher education research. One example of this is jointly preparing, with the University of Tokyo, the conference on the relationships between higher education research, policy and practice in 1997 which preceded the UNESCO World Conference of Higher Education. The Centre also prepared two conferences of the

Consortium of Higher Education Researchers (CHER) in 1988 and 1998 focussing on the state of higher education research, and arranged, with support by the Volkswagen Foundation, an international conference on the institutional basis of higher education research.

The presenter of this paper is continuously involved in stocktaking activities for the state of educational research. Examples of this are, in the framework of various activities of the International Academy of Education, being among the coordinators of a regular conference series on higher education arranged by the Academia Europaea, participating in key functions, for many years, in the Consortium of Higher Education Researchers (CHERS), European Association for Institutional Research (EAIR), and the Society for Research into Higher Education (SRHE), and through involvement in various stocktaking activities of educational research or higher education research by OECD and UNESCO. His most recent participation was as chair of the Europe and North America regional committee of the UNESCO Forum on Higher Education, Research, and Knowledge.

It is clear from this short description that the expertise of the presenter focuses on higher education research, but touches upon other areas of educational research as well as science research.

The Potentials of the European Educational Research Promotion

The European socio-economic research promotion certainly provided a valuable stimulus for educational research in Europe. It aimed to stimulate and encourage educational research in the following respects in which it was, to a certain extent successful.

First, the European research promotion helped to strengthen educational research. Experts often claim that educational research is not as well funded, well institutionalised, and academically successful as it should be, given the societal relevance of education. The European Union thus contributes towards upgrading educational research to be a strong player in economic, social, and behavioural research. In making this contribution the European Union is timely heading towards a knowledge society.

Second, the European socio-economic research promotion has in mind that socio-economic research in general, not just educational research, has to fight for increasing quality and reputation by making bigger "splashes" in the future. A need is felt to do bigger research projects, to get together all available expertise, and to contribute to major breakthroughs in selected areas. In this way, European socio-economic research promotion wants to make socio-economic research more competitive with research in areas of natural science.

Third, the European socio-economic research promotion supports educational research notably regarding various thematic areas of education and society. While educational research closely linked to teaching, especially teaching in the area of teacher training, has a focus on educational subject matter, processes and institutions, the European research promotion sets priority in the areas of societal impacts of education, education and work, educational policies, education across cultures and societies, etc.

Fourth, European research promotion strengthens significantly educational research looking beyond the national horizons. Often, educational research focuses on local and national phenomena, or pursues pseudo-universalistic approaches. It addresses dimensions of educational processes, personality, market mechanisms etc. in a universalistic interpretation because of a lack of knowledge of international variety. European collaborative research, in contrast, might

- be comparative, and thus be eye-opening with respect to national idiosyncrasies, and might show the extent of common elements and variety across countries,

- increase our state of knowledge and understanding of border-crossing interactions such as; mobility, cooperation, influences, and imitation,

- focus on supra-national elements, such as the impact of European policies, the emergence of a European dimension in education, and the position of European education in the world.

- Fifth, closely related to fourth, European research promotion stimulates cooperation among educational researchers between different European countries. It has an enormous impact in forming networks, facilitating access to knowledge with other countries, and helping people get acquainted with work in intercultural projects.

- Sixth, European research promotion expects the educational research to strike a balance between improvement of academic standards of theory, methods, and knowledge base as well as increase the socio-political relevance while balancing both objectives. Put differently, it tries to counterbalance both the quick-and-dirty analysis which may accompany educational policy processes and also the ivory-tower approach to research.

- Seventh, the European research promotion encourages the researchers to think, increasingly, about what comes after the research process. Dissemination of the research findings is an integral part of funding for the projects.

There are ample indications that the European promotion of educational research was, to some extent, successful in all those respects. I do not see any complete failures or wastages, however, there is room for improvement which I will discuss after identifying the different types of projects.

Diversity of Projects

In looking at the achievements and problems of the individual supported projects and in looking at the impact of the research promotion system on the individual projects, we note striking differences. Some of these differences might be explained by the usual dispersion of good and not so good practices. However, in the framework of this analysis, we must take into account that projects vary substantially in their character of generating and improving systematic knowledge in educational research. One could argue that projects, depending on their character, require different modes of funding, have different links between theoretical improvement and practical relevance, need different periods of support, and should have different routes of dissemination and subsequent communication between researchers and practitioners.

At first glance, the projects granted support and already terminated suggest that there are at least five types of projects. They might be characterized in the following way.

First, some projects might be understood as "Stocktaking of European Trends and Policies" projects. These projects are viewed as highly relevant because they aim to provide an account of recent changes and possible future directions in priority areas of educational policy. Bringing together a team of good scholars from various European countries will ensure that information is collected properly and that the interpretation of the findings is of a high-quality. However, these projects, as such, do not intend to contribute to improvements of theory or methods of educational research.

These projects are likely to be useful when taken up in public debate. One could envision sequels of such a stock-taking after three or five years in order to observe how the trends and policies have taken root over time or changed due to changing contexts, new priorities, problems of implementation etc.

Second, some projects might be called "From Policy Issues to Concepts and Knowledge Base"-projects. These projects take up a current public policy debate on certain issues which are viewed as highly important but obviously lack systematic study. They, most likely, will aim, as did the first type of projects, to create a first "map" of the issues. They will accomplish this through surveys of key actors and systematic descriptions of relevant phenomena with the help of document analysis and site visits. Yet, they will go beyond the first type of projects. They will screen available concepts and field knowledge of related issues and thus identify ways of undertaking, theoretically and methodologically, more ambitious research projects as a sequel.

Such projects certainly will be successful in establishing a good overview of the phenomenon, and a targeted dissemination of the empirical results, such as a dialogue with actors in the area of

observation, should be envisioned. The theoretical and methodological value would be fully exploited if explorations about a sequel study could start after about two-thirds of the project period had been completed.

Third, some projects can be understood as "Pilot Projects for the Establishment of Data Bases". For example, when our Centre started the CHEERS project on graduate employment and work in Europe (see Schomburg und Teichler 2005), we knew that some European countries had established national surveys on graduate employment while in other countries just a few universities followed up their graduates. We also knew that the concepts and methods of prior surveys were extremely diverse. It became obvious that the characteristics of the individual studies could only to a limited extent be explained by the characteristics of higher education and graduate careers of that country. The aim of the project was not only to undertake the largest, and conceptually and methodologically most ambitious, comparative study on graduate careers, but also to establish a model for future regular surveys. The best possible consequence of such a project would be that the politicians of various European countries and of the European Union, in charge of funding statistics and information systems in the area of higher education, as well as experts of statistics and surveys, would meet and agree to establish a regular European university graduate survey. It is appropriate to fund the pilot research through a research budget, but other means of decision-making and funding have to be established in order to create a permanent European data base system of statistics, large-scale surveying, indicator-production etc.

Fourth, some activities might be called "Synthesis and Consolidation of Research Themes"-projects. These projects take stock of the research approaches and research findings of a certain thematic area. Such a synthesis might lead to a new quality of understanding thematic areas and of discovering next steps of research.

Fifth, some activities might be named "Theory-Based Research": A demanding conceptual basis was already developed or underway at the time these projects started. The project support provides the opportunity for a comparative, trans-national or supra-national analysis on such a basis.

One could imagine that an advisory group composed of academics, policy makers, and practitioners could be formed for all the concurrent educational research projects whose purpose is not to advise the projects key activities of theory, methods, and knowledge generation. This would respect the academic freedom of the researchers, but should play a role regarding the projects' potentials and activities of:

- producing overviews and trend reports on the state of knowledge and research in their thematic areas,

- preparing and undertaking dialogues with policy makers and practitioners in their fields,

- providing the basis for subsequent research projects, regular data collection, etc., and

- dissemination in general.

This could enhance substantially the value of the projects both for the academic community of educational research as well as for educational policy and the educational system in general.

Deficiencies and Directions for Improvement

Educational research supported by the European Commission undoubtedly has been a success in various respects, but there is certainly room for improvement. I would like to suggest a reconsideration of the following areas.

First, the priority-setting in calls for tender seems to become over-targeted and insufficiently stable over time. On the one hand, it is certainly helpful to establish priority areas both in order to create a knowledge-base cross-cutting individual projects and serving, at least in part, major current policy

concern. This is visible in the five major areas of educational research supported in the Fourth and Fifth EU Framework Programmes (see Agalianos 2003), i.e. research on

- higher education,

- school-to-work transitions,

- new governance models for education and training,

- use of information and communication technologies in education,

- education, inequalities and social exclusion.

However, on the other hand, the new themes in the Sixth Framework Programme do not provide opportunities for continuation where it might be productive. Besides, there are always interesting ideas for collaborative educational research which do not seem to fit the priority areas. For example, recently scholars from various countries in the world agreed that an internationally comparative study of the academic profession would be timely. Although this certainly would have a major practical relevance, regarding the Lisbon agenda as well, there does not seem to be room for support of such a project in priorities set for the current round of research promotion.

Second, there is certainly a constant need to reconsider the best size and purposes of collaborative research projects across Europe. Based on our experiences and observations, we would raise the question of whether the trend towards large-scale networks, without funds for specific research activities and large-scale projects, is the best possible route. Projects such as the dominant ones in the Fourth and Fifth Framework Programmes and the STREP projects in the Sixth Framework Programme, possibly with a slight increase in financial ceiling, might be more suitable for facilitating in-depth research cooperation across European countries.

Third, there is certainly a need not only for improvement of communication across the EU research promotion and information promotion, but also for policy and evaluation projects in order to improve the results of the various projects and find ways of creating a better information base. I want to provide one example. Our Centre is currently involved in nine projects funded by the European Union. Five of these projects have some elements in common:

- European graduate survey,

- Statistics of mobility in secondary, vocational, and higher education,

- Data base on European researchers' mobility and careers,

- Sourcebook on student mobility in Europe,

- Impact of SOCRATES/ERASMUS on graduate mobility, employment and work, and university teachers' careers.

One could consider all five of these projects as pilots of a comprehensive European statistical and survey data base on students, graduates' and researchers' employment and work, as well as their mobility in education and employment. They are funded by different units, supervised differently, and pre-specified to a different extent, calling for separate methods of analysis, reporting, dissemination, and dialogues with policy and practice.

There are also some additional projects in this area in which we are not involved. An example of this is in the immediate activities of creating indicators in the framework of the Lisbon process. On the one hand, we assume that there is more interest, engagement, and resources for this project because different units approach the thematic area in a different way for different immediate purposes. However, on the other hand, a more comprehensive approach could be developed so that the quality of the data could increase substantially if there were activities to create altogether a major information

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base. In other words an approach that targets the overall system and division of tasks in collecting information

- through statistics, large-scale surveying and in-depth representative surveys

- on students, graduates and researchers

- with emphasis on quantitative development, equality, quality and productivity, and mobility, etc.

We know that the EU Taskforce for Mobility Indicators aims to synthesize at least part of this domain and proposes a comprehensive information system, but even the Taskforce faces difficulties getting to know the multitude of separate projects.

Fourth, all the research projects, information bases, and dissemination activities suggest that we have crossed established delineations:

Increasingly, links between secondary education, vocational training and higher education are considered in education research.

Research on students and graduates as well as research on researchers in Europe would improve if a closer link was established between support for projects of educational research as well as science research. The same holds true for support of the establishment of data bases.

For many projects, it would be helpful to include other parts of the world as areas of observation, and also to include scholars from other parts of the world.

Fifth, it is very valuable to reflect on the dissemination strategies both of the individual research projects funded by the EU Framework Programmes as well as the overall dissemination of findings of these projects. While research undertaken in this area constitutes a substantial body of comparative knowledge as well as of border-crossing and supra-national activities, it represents only small parts, or islands, of the overall information and dissemination needs. In discussing the possible information and dissemination value of the projects, we have to take into account the

- Need for information on publications of research results and on current research undertaken (i.e. libraries, publication lists, lists of on-going research),

- Need for information on human resources available, i.e. educational researchers and institutions of educational research, as well as other "experts" and "expert systems",

- Need for establishment of data bases, regular surveys, material for "indicators" etc.,

- Need for dissemination of the substantive results, i.e. the research findings,

- Need for an organised dialogue between researchers, politicians, and practitioners on the possible improvement of research, expert knowledge, data bases, and dissemination,

- Need for an organised dialogue between researchers, politicians, and practitioners on the policy and practical implications of the research findings.

Sixth, there is a need to consider the relationships between the European and the national research promotions, establishment of data bases, and dissemination. The more we progress towards a European higher education and research area and the more we see signs that education and vocational training move towards similar goals, the more difficult it will be to outline the tasks and functions of European and national educational and science research, European and national data bases, and European and national dissemination of knowledge on education and science. Notably, when it comes to costly projects, such as surveys on students, graduates, and researchers, the more a coexistence of a large number of diverse national approaches and a European approach has to be challenged.

Conclusion

European promotion of educational research has contributed to improvements of our knowledge on various issues of education in European countries in comparative perspectives and on supra-national aspects, as well as to improvements in the interaction between educational systems across borders. It was beneficial that European research promotion included funds for dissemination and that the European Commission was active itself in disseminating the results of the supported projects.

After about a decade of research promotion in this domain, one could consider ways both of improving the contribution of this research promotion towards a knowledge base on education as well as the dissemination of results.

With respect to the themes of research, the concepts, methods, and the substance of educational research, some issues were addressed above. For example, the calls for tender should not be over-targeted and should leave more room both for researchers' initiatives and for continuity of themes. Efforts should be made for establishing closer ties between higher education research and science research.

In the context of this seminar, a stronger emphasis on the ways of dissemination will be discussed. We come to the conclusion that

- different types of projects should be accompanied by different approaches of dissemination from the outset,

- that the individual projects should be accompanied by expert advice on interrelationships with other research projects, needs for information, activities which establish a regular information basis, and possibilities of establishing a dialogue between researchers and actors of policy and practice,

- efforts should be undertaken by the European Commission to create links between activities of research promotion and other projects supported for policy, evaluation, and informational purposes,

- that a comprehensive vision of the informational needs, in European countries as well as in Europe as a whole, of education would be helpful to put in place the dissemination activities linked to the EU promotion of educational research.

I like to admit as an educational researcher (or to be more precise: as a higher education researcher) that we researchers, when thinking about the dissemination of our results, have quite ambivalent feelings. On the one hand, we would like that our findings are as widely known as possible. On the other hand, we do not want to invest too much time into dissemination, and we sometimes feel helpless to cope with the overall information on and the conditions for the circulation of information. I would not consider it an infringement of my academic freedom if stronger efforts were made for a more concerted action of establishing general knowledge bases, data bases, information bases, and dissemination strategies.

However, there is one final point of concern. Unfortunately, many political actors respond to researchers' difficulties of conveying complex research findings to policy and practice by a call for "indicators" where highly aggregated data are thought to comprise all relevant information. Indicators are needed, but they do not suffice. Dissemination of research findings should counterbalance the demand for over-simplified knowledge. Improving the systematic knowledge base for policy and practice and dissemination of research findings deserves more attention than we tend to pay to it.

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3.4. Discussion after Keynote Speeches
(Ute Lanzendorf)

Each of the three keynote speeches outlined the perspective of a specific group of stakeholders in policy-relevant European research. A European and a national policy-maker as well as a researcher presented reflections on the theme of the Seminar: Creating a European knowledge base on education. They highlighted challenges and opportunities concerning the interplay of transnational research and policy-making.

The discussion raised or deepened the following issues:

- There are examples of scientifically-informed policy-making. However, in recent years, the policy-making cycles have become so short that ever more often, research findings materialize too late to be considered for the process of political decision-making.

- The increasing relevance of multi-level governments or multi-actor governments makes it especially difficult for researchers to extract policy-relevant aspects from their findings.

- The transfer of knowledge from research to policy-making is sometimes hindered by the fact that policy-making and research are two different professions belonging to communities governed by different incentives and applying different quality criteria. Hitherto, policy-relevant research is too seldom taken serious among traditional researchers and not really considered relevant for scientific careers. How could the acceptance of policy-relevant research be improved?

- In higher education, research almost entirely depends on third-party funding because it is not an academic discipline and has no institutional basis at universities, as for example school research. In its case, therefore, European research programmes have an innovation function with respect to research topics. The high dependence on European projects, however, makes methodological development difficult. Usually, no resources are available to exploit project findings beyond the final report to policy-makers.

- Not only policy-makers, but also heads of education institutions and teachers should profit from transnational research in education. The institutional and intra-institutional levels, however, need different information than policy-making at European and national levels.

- Today, education managers and policy-makers in many cases have a prime interest in economic aspects of education and make their decisions under this rationale.

- At the European level, there is an important degree of information available. This information, however, should be analysed more often in order to increase the knowledge-base on education. Non-European statistics should be included in European data sets. The findings of more transnational research projects should be published by the Commission.

- At the supranational level, an interdisciplinary approach was reported from OECD. Moreover, OECD organizes formative assessment activities in the form of discussions between policy-makers, researchers and institutional leaders. First experiences have confirmed that different types of communication structures as they exist in the policy community, the scientific community and the school sector have to be synchronized to initiate a fruitful exchange of ideas.

As a conclusion, it was said that agencies funding transnational research should increase their efforts for dissemination. In addition, the development of a common language was seen as paramount for a successful collaboration between researchers and policy-makers in education.

4. Workshop Sessions 1: Stocktaking of European Knowledge and Identification of Topics for Future Research

- Workshop A: Higher Education

- Workshop B: Lifelong learning

Key questions for both workshops

- Which themes and approaches have been worked on so far, and which seem to be especially relevant for future projects? Do different groups of stakeholders have different priorities with respect to research topics?

- In which fields is there still a need for nationally comparative research (as opposed to research into transnational problems which are similar across European countries)?

- Which methods of data collection are especially appropriate for transnational projects or do cause specific problems?

- How is the relation of European to national research? In which cases might nationally oriented work packages be linked to EU-supported projects?

- Does a European research perspective lead to the neglect of global issues or, for example, to a neglect of co-operative research with the United States?

4.1. Workshop A: Higher Education

4.1.1. Overview of Projects Supported Under the Research Framework Programmes (Marijk C. van der Wende)

This presentation draws on the Policy Synthesis Paper "Review of EU Policies and Research in Higher Education" which the author elaborated together with Prof. Dr. Jeroen Huisman for the Directorate General for Research of the EU in 2004.

The presentation refers to research funded by the EU (4th and 5th) Framework Programme for R&D. The results of EU-funded research in the area of higher education were reviewed indicating their relevance for chosen and further policy directions. For each policy theme an overview was elaborated of the objectives and outcomes of the EU-funded research projects and the policy lessons emerging from each of these, some other relevant research initiated at the EU level, and research 'white spots' (in light of the current policy developments). The qualification 'white spot' should not only be taken cautiously in light of the current policy issues. At the same time it must be made clear that the reviewers do not have a full overview of *all other possibly relevant higher education research* carried out presently and in the recent past. The reader should bear in mind that the review of the EU-funded projects is not a critical academic review of the projects as such (there are different mechanisms in place regarding the evaluation of Framework Programme projects), but a policy review: *what is the relevance of the EU-funded projects to current policy issues and future research directions?*

Table1 summarizes the results of the reviewing process. It shows that research in the area of higher education, funded under the EU Framework Programmes for R&D has so far:

- mainly been focused on issues such as lifelong learning, the transition from higher education to work, and to some extent the role of higher education institutions in innovation, knowledge and technology transfer. Issues which are especially important from an economic perspective.

- dealt to a (much) lesser extent with the funding, quality, and the human resources base of higher education, as well as with the increasing complexity of the context in which higher education is to be coordinated and managed (governance perspective).

- and that the main gaps in the provision of research-based knowledge for policy making in the area of higher education exist indeed in the more governance (& management)-related themes of deregulation and diversification on the one hand and convergence towards the European Higher Education Area on the other, and in the educational (curriculum-level) issues related to these processes.

Table 1: Policy themes and research coverage

	Policy Themes	Coverage by research
1.1	Access, participation, and lifelong learning	+
1.2	Costs, funding levels, efficiency	+
1.3	Quality and excellence	+
2	Human resources	+
3	Responsive institutions	+
4	Deregulation and diversification	-
5	The European Higher Education Area	-
6	Higher Education and work	+
7	Linking ERA & EHEA	-
8	Multi-level / multi-actor governance	+

The economically oriented issues (will remain hugely important in the context of the Lisbon Strategy and thus continued attention will need to be paid. Additional efforts need to be made in the more governance & management and education-related areas, which are not less important in the same context, i.e. as confirmed by the EC's Communication on the Role of Universities in the Europe of Knowledge, and also in the context of the Bologna Process.

The new Member States are clearly underrepresented in the research produced under FP IV and V (both as producers and objects of research) (although valuable knowledge on these countries has been accumulated in for instance TEMPUS and PHARE projects).

It occurred from many reports that there is a problematic situation with respect to the availability of comparable EU-level data. This problem can certainly not be denied; still two comments need to be made. First, researchers do not always seem to use to a full extent those data (e.g. Eurostat, Eurydice, OECD, etc.) that are available. Second, this situation is clearly improving as a result of the EU-wide data-gathering efforts that are undertaken on the indicators and benchmarks for Education and Training in the context of the Lisbon Strategy.

Therefore the second set of recommendations is that:

- researchers should be encouraged to make more systematic use of available European-level statistical data.

- complementarity should be sought between statistical data gathering, policy analysis and evaluation studies, and more fundamental types of research, which are especially fundable under the Framework Programmes. The focus, theoretical and methodological approaches of the latter type of research should be such that it provides useful contextual knowledge for the adequate interpretation of EU data, and that enables a more in-depth and conceptual analysis thereof.

Obviously, the additional (not EU/FP funded) research which was discussed in this paper was not a comprehensive or exhaustive overview. It comprised only studies that the EC is doing itself or has commissioned to the knowledge of the author. The overlap and complementarity of the studies funded by DG-R&D on the one hand and DG-EAC on the other, underlines the importance of enhancing the coordination of research efforts between these two DGs (see above).

Finally, much more international comparative research on higher education exists, often with a European focus. This can either be research (including policy analysis, evaluation, etc.) that is commissioned by for instance national governments, or more scholarly university-funded research.

The Centre for Higher Education Policy Studies (CHEPS) performs for instance the CHEPS Higher Education Monitor, which is an ongoing project, commissioned by the Dutch Ministry of Education, Culture and Science. It focuses on systems, structures and policies for higher education in nine European countries.

See:
http://www.utwente.nl/cheps/higher_education_monitor/index.html.

CHEPS performs also international comparative research on many other policy themes and topics discussed in this paper

See:
http://www.utwente.nl/cheps/research/index.html.

Obviously more research centres in Europe are undertaking such research. They cooperate in HEDDA, an Association of European centres, institutes and groups who do research on higher education

See:
http://www.utwente.nl/cheps/links/partner.doc/index.html and

http://www.uv.uio.no/hedda/).

The final recommendations thus are that:

- Reviews of existing research on relevant policy themes and topics should be encouraged

- A clearing house of research on higher education in Europe could be created

- And further cooperation and networking should be stimulated

4.1.2. The CHEERS Project: Careers After Higher Education - an European Research Study: Higher education and Graduate Employment in Europe (Harald Schomburg)

CHEERS at a Glance

From autumn 1998 to spring 2000, about 3,000 graduates each from 9 countries in the European Region (Austria, Finland, France, Germany, Italy, the Netherlands, Spain, Sweden, United Kingdom), one EFTA country (Norway), one of the Central and Eastern European countries in transition (the Czech Republic) and one economically advanced country outside Europe (Japan) provided information through a written questionnaire on the relationship between higher education and employment four years after graduation. Totally more than 40,000 graduates form institutions of higher education answered questions on their socio-biographic background, study paths, transition from higher education to employment, early career, links between study and employment, their job satisfaction and their retrospective view on higher education.

The study provided a unique opportunity to examine the extent to which the relationship between higher education and the world of work are similar or different among the Western European countries. This became more clear through the inclusion of one country each from the Central and Eastern European countries and one country outside Europe. The study also helps to understand the common elements and differences between various fields of study and occupational areas. It helps to look at current salient issues of higher education, i.e. equality, the role educational levels play, the demand for specialized or general competencies, the growing role of international mobility and of life-long education, the regional diversity in higher education. Last not least, the study allows to examine the extent to which socio-biographic backgrounds, educational experiences and achievements as well as the transition process determine early career and links between competencies and work assignments.

The study provides the most thorough comparative information on graduate employment and work and the links between higher education and graduate employment and work ever provided.

Results of the study were presented on several conferences, seminars and workshops as well as in a substantial number of publications: reports of the overall findings, country studies in comparative perspectives, thematic publications.

Beyond the substantive academic and policy relevance of its findings, the project aimed to provide the conceptual, methodological and instrumental basis for regular large-scale European graduate surveys in the future.

Further project information are available at: http://www.uni-kassel.de/wz1/cheers.htm

Objectives and Design

The aim of the research project "Higher Education and Graduate Employment in Europe" was to analyse employment and work of graduates from institutions of higher education in nine European countries during the first years after graduation. Eight objectives were pursued:

- in-depth knowledge on current issues of higher education and work,

- socio-biographic background and career,

- exploring European and international dimensions of graduate employment and work,

- identification of early career trajectories,

- identification of impacts of higher education,

- theoretical and methodological improvements,

- preparatory study for a regular data base.

The project aimed to analyse current developments in the relationship between higher education and the world of work in Europe: new technological demands, new types of job roles in the wake of expansion of higher education, unemployment and other serious employment problems, the growing role played by social affective motivational competencies, the links between higher education and the region, and finally the emerging Europeanization and internationalisation of graduate work. In addition, the impacts on the early career of graduates of socio-biographical and educational background, structural and curricular diversity of higher education, study behaviour and experiences in the transition process from study to employment were analysed.

The project, further, aimed to overcome the limitations of most existing statistics and surveys which do not allow to understand the impact of the various dimensions of higher education on graduate employment and work. In surveying the provisions and conditions of higher education and key aspects of study behaviour, this study aimed to provide evidence of different degrees of success or failure in preparing students for professional life. Also, it aimed to examine the impact of different models of diversification in Europe.

Figure 1   Framework of the Study
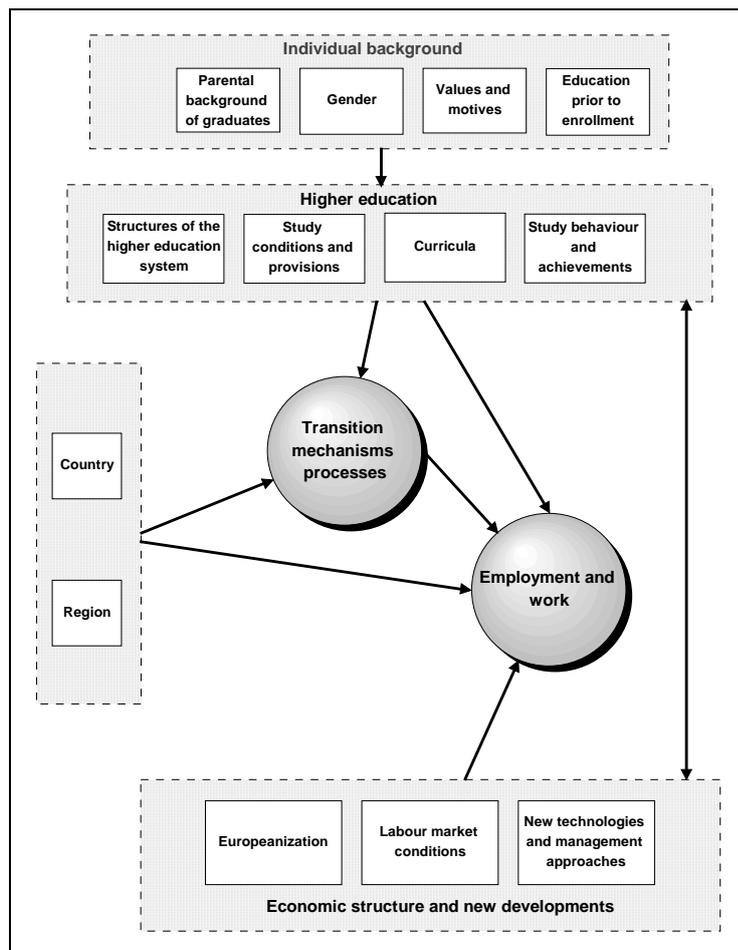
The project aimed to contribute to *theoretical innovation and methodological improvement* in the area of research into higher education and employment. On the one hand, the project provided an opportunity to examine the need for revision of prevailing concepts in economics and sociology as regards the relationships between higher education and employment in the light of changing technologies, values, management and personnel policies as well as endemic uncertainties and vagueness as regards acquisition and utilisation of academic knowledge. On the other hand, the project team devoted a considerable component of its joint efforts to the development of a genuinely comparative methodology suitable for analysing competencies, employment and work in Europe. Categories were chosen or newly developed which are sufficiently neutral and polyvalent to allow for a comparative study of employment, work and utilisation of knowledge in a substantial number of European countries.

The study aimed to serve as *a first step towards a regular data base on graduate employment and work in Europe*. For this purpose, available expertise was brought together in research team in order to

- develop concepts and a respective terminology suitable to analyse the varied European traditions in this domain in a genuinely comparative manner, i.e. identifying functional categories to overtly different phenomena and definitions;

- identify the best possible solution for analysing complex relationships between higher education and employment, work and career within the typical potentials and limits of standardised questionnaires; and

- provide a detailed design of a graduate questionnaire survey and a master questionnaire which could serve as a model for regular graduate surveys in the European Union.

Altogether the project aimed for the first time to provide a solid comparative account on employment and work of graduates from institutions of higher education in Europe.

Figures 2 inform about the key design elements of the study.

Figure 2   The Design of the CHEERS Study at a Glance

Data base	A representative survey of about 40,000 graduates in 11 European countries and Japan: ☐ Graduates of institutions of higher education of the academic year 1995 ☐ Conducted about three to four years after graduation ☐ Field phase mainly 1999 ☐ At least 3-years-study programmes ☐ Only first degree (e.g. Bachelor, Diplom, Laurea) ☐ About 3,000-3,500 graduates in each country ☐ Common research instrument: master questionnaire in English 　■ Highly standardized 　■ Few open questions 　■ National adaptations of some questions (e.g. regarding the educational system) 　■ Use of national and international classification (ISCED97, NACE, ISCO88(COM), NUTS ☐ Broad scope of questions 　■ 16 pages 　■ 80 questions 　■ 600 variables ☐ Mailed questionnaire 　■ Three mailing actions (questionnaire-reminder-reminder+questionnaire)
	Interview surveys with graduates and employers (about 400 interviews)
Coordinators	Ulrich Teichler and Harald Schomburg, Centre for Research on Higher Education and Work, University Kassel
Partner	13 research institutions in 12 countries
Countries	Austria, Czech Republic, Finland, France, Germany, Italy, Japan, Netherlands, Norway, Sweden, Spain, United Kingdom
Funds	Partly funded by the EU (Targeted Socio-Economic Research - TSER)
Further informa-tion	See especially: Schomburg, H. and Teichler, U. (2004). *Higher Education and Graduate Employment in Europe: Results of Graduates Surveys from 12 Countries*. Dordrecht: Kluwer (forthcoming).
Web	http://www.uni-kassel.de/cheers.htm

The study was initially aimed to comprise nine European countries: Austria, Finland, France, Germany, Italy, Norway, Spain, the Netherlands, and United Kingdom. Other European countries were offered to conduct parallel studies with the same research methodology and instruments without funds from the EC. Under this conditions the Czech Republic, Sweden and Japan conducted parallel studies.

An overview of the countries involved, the participating institutions and the project directors in the respective countries is provided in Figure 3.

Figure 3   Countries Involved, Participating Institutions and Project Directors in the Respective Countries of the Project

Austria	Prof. Paul Kellermann	Institut für Soziologie, Universität Klagenfurt
Finland	Prof. Osmo Kivinen	Research Unit for the Sociology of Education (RUSE), University of Turku
France	Prof. Jean-Jacques Paul	Institut de Recherche sur l'Economie de l'Education (IREDU), Université de Bourgogne
Germany	Prof. Ulrich Teichler and Harald Schomburg (Co-ordinators)	Center for Research on Higher Education and Work, University Kassel
Italy	Prof. Roberto Moscati	IARD Istituto di Ricerca, Milano
Norway	Dr. Per Olaf Aamodt	Norwegian Institute for Studies in Research and Higher Education (NIFU), Oslo
The Netherlands	Dr. Egbert de Weert	Centre for Higher Education Policy Studies (CHEPS), University of Twente
	Dr. Rolf van der Velden	Research Centre for Education and the Labour Market, Limburg Institute for Business and Economic Research (ROA), Maastricht
Spain	Prof. José-Ginés Mora Ruiz	Instituto Valenciasno de Investigaciones Economicas (IVIE), Valencia
United Kingdom	John Brennan	Centre for Higher Education Research and Information (CHERI), The Open University (OU), London
Parallel studies (not financed by TSER)		
Japan	Keiichi Yoshimoto	Faculty of Education, Kyushu University and Japan Institute of Labour
Czech Republic	Dr. Pavel Kuchar	Institute of Sociological Studies, Charles University, Prag
Sweden	Dr. Gunilla Bornmalm-Jardeloew	Dept. of Economics, Göteborg University

Although not all countries achieved the objective to get back at least 3,000 questionnaires, this objective was reached for all the countries with a high number of graduates.

Figure 4   **Return Rate of Questionnaires of the European Graduate Survey, by Country (percent)**
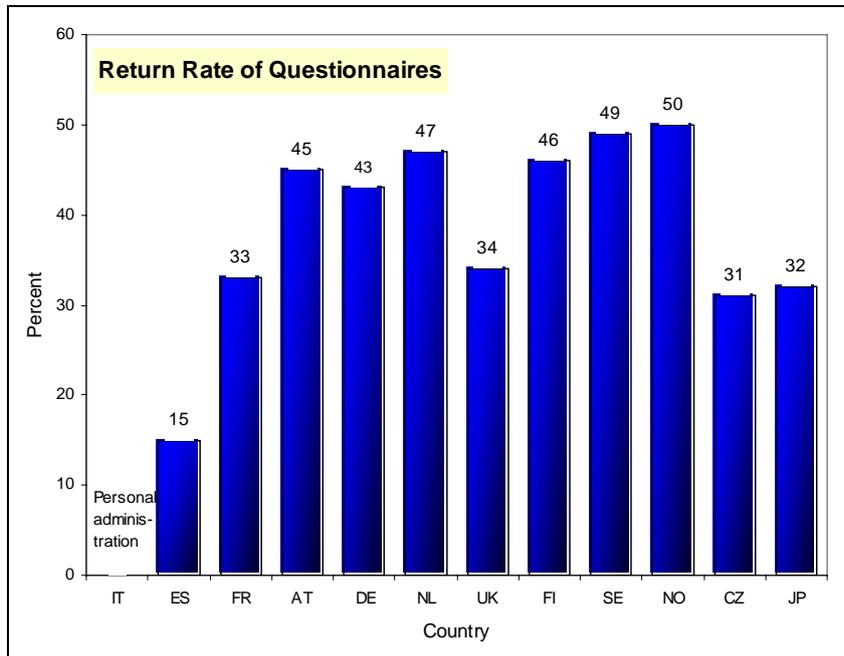
The profile of the respondents was compared with the profile of all 1994/95 graduates according to national statistics in the 12 countries. As it slightly modified, a final weighing was undertaken so that the respondents in the final data base are representative according to type of institution and degree, field of study and gender. Actually 36,694 graduates from the 12 countries were included in the representative "final data base" (see Figure 6) on which the data analysis was based.

Figure 5   **Graduates included in the International Data Base, by Country (count)**
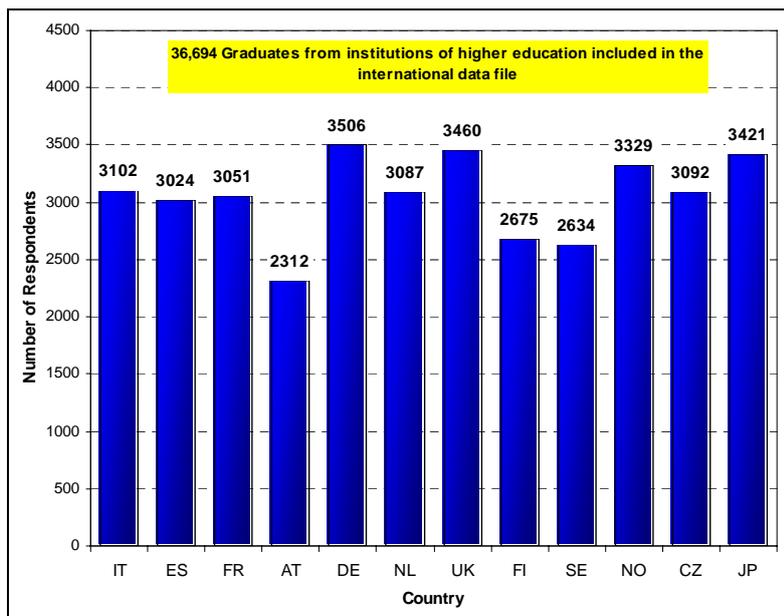
Selected Results

The study demonstrates a substantial variety between European countries as far as higher education and its relationship to the world of work is concerned. This variety is fascinating in many respects.

In some countries long programmes prevail, in others short ones. In some countries a strong professional emphasis of higher education is noteworthy, in others the range of goals is more diverse. In some countries, reputational hierarchies among institutions of higher education play a major role, in others they are marginal. Some higher education systems encourage independent learning, others a stronger reliance on and communication with the teachers (see Table 4).

The variety might be inspiring; for example, the success of the ERASMUS student mobility programme is linked to the fascination of experiences in the other countries which contrast the educational environment at home.

Similarly, views differ between countries about close links between field of study and occupational areas or more flexible relationships, about the characteristics of a good graduate job, about the extent to which the existing job tasks are accepted or graduates want to contribute to social and political changes.

But often, the negative value-loaden term "disparity" seem to be more appropriate than the more neutral or even positively meant term "diversity": Europe is also diversified according to criteria where common values about "good" and "bad" prevail.

In some countries, graduates have to spend a period of job search three times as long as in other countries but still face worse employment situations on average than those from countries where a rapid transition to employment is widespread.

In most countries, only 1 or 2 percent of the graduates were unemployed most of the time during the first years after graduation, whereas in three countries this figure was 7-9 percent and in one country even 18 percent (see Table 1).

Moreover, regional differences within countries come into play. It is worth noting in this respect that regional disparities are relatively higher in the poorer countries of Western Europe than in the richer ones, thus contributing to the overall disparities beyond disparities between countries.

Altogether, the study shows that higher education and the relationship between higher education and employment vary in most respects more substantially by country than by field of study. There are more frequent "national" cultures than "disciplinary" cultures in the relationships between higher education and the world of work; in addition, disparities between countries overshadow diversity according disciplines.

It should be added, though, that a more realistic view on the common elements and differences among Western European countries was provided by the inclusion of the Czech Republic and Japan into the project. This made aware that there are some elements in spite of the visible diversity. For example, the case of Japan shows that the smooth process of study and transition to employment might have its price in providing students with a lesser chance of acquiring broad experiences beyond the core domains of higher education thus being equipped with a smaller range of professionally relevant competencies upon graduation.

Most graduates appreciate their study and believe that learning in higher education was useful for coping with the job tasks they took over. Yet, there is widespread critique on many aspects of higher education – certainly to a varying degree across countries and fields. Obviously, many graduates wish that higher education should prepare students better to be in the position to transfer knowledge to the work environment and to the job tasks the graduates are confronted with.

In the majority of European countries, students spend a substantial part of their – often prolonged – study period in order to acquire experiences and competencies they are less likely to acquire in the classroom. Obviously, many students consider this more valuable than believing those who advocate "efficient" study in terms of a short and smooth "pass-through".

Values of students and graduates are so different and the experiences in the world of work are so numerous that any claim for a single dominant culture of higher education seems to be irrational wishful thinking. The perennial debates on the function of higher education against the world of work might have the beneficial function that the diversity of higher education is not surpressed by dominant modes of a so-called Zeitgeist.

Policy Implications

Activities of dissemination prior and after the completion of the study yielded four results as regards policy implications:

- Representatives of governments, the world of work, of higher education institutions as well as students, teachers and graduates themselves are highly interested in the results and consider them thoughtful for practical and policy implications.

- The rich material is notably suitable to trigger off the debate what we can learn from our European neighbours in shaping the conditions and the substance of higher education, the transition mechanisms as well as graduate employment and work.

- The policy implications are interpreted differently by the various actors. Their reflection processes are less likely to be stimulated in a creative way, if the researchers themselves discuss the policy implications at length. On the contrary, the researchers might undermine their reputation if they provide detailed reasoning on policy implications rather than presenting the material for a subsequent dialogue on policy implications.

- The policy value of such a study will grew substantially if such a study was not only conducted once, but triggered off in a time series of analysis of graduate employment and work.

Major Publications on the CHEERS Project

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A list with more than 200 publications and conference contributions is available at

http://www.uni-kassel.de/wz1/cheers.htm

4.1.3. The HEIGLO project - Higher Education Institutions' Responses to Europeanisation, Internationalisation and Globalisation (Marijk C. van der Wende)

This presentation draws on the book On Cooperation and Competition. National and European policies for internationalisation of higher education. ACA Papers on International Cooperation. Bonn: Lemmens and On Cooperation and Competition II Institutional responses to internationalisation, Europeanisation and Globalisation. ACA Papers on International Cooperation. Bonn: Lemmens which the author elaborated together with Prof. Dr. Jeroen Huisman.

The HEIGLO Research Project was funded by the European Union's 5th Framework Programme for R&D. Horizontal programme: Improving Human Potential and the Socio-economic Knowledge Base (Project no: SERD-2002-00074).

The project aims to analyse the dynamic interaction between changing international, European and global contexts of higher education.

The project was carried out by a consortium of seven institutions:

- CHEPS, University of Twente (coordinator)

- University of Athens

- Centre for HE & Work, University of Kassel

- Institute of Education, University of London

- Norwegian Institute for Studies in Research and Higher Education (NIFU)

- Center for Higher Education Policy Studies (CIPES)

- Institute for Interdisciplinary Studies at Austrian Universities (IFF)

Main questions

The main questions asked in this project were the following:

1. How do higher education institutions respond to the challenges of Europeanisation, internationalisation and globalisation ;

2. *to what extent national contexts, policies, organisational settings and actions reinforce convergence or divergence;*

3. what are the factors at both national and organisational levels which foster or impede effective internationalisation processes.

Two phases

In a first phase, the project undertook an analysis of governmental policies for internationalisation in seven European countries (Austria, Germany, Greece, The Netherlands, Norway, Portugal and the United Kingdom) and of the policies of the European Commission. The second part of the project looked at the implementation of internationalisation in a number of universities and other higher education institutions in the seven countries mentioned above. In other words, it provided the institutional mirror image to the national and European policies.

Objectives

In detail, the objectives were to:

Develop a theoretical understanding and a knowledge base regarding the forces of Europeanisation, internationalisation and globalisation relevant for higher education institutions. The available theories and concepts as well as the major reviews and inventories of the actual conditions will be analysed.

Analyse in selected European countries: Austria, Germany, Greece, the Netherlands, Norway, Portugal and the United Kingdom (a) the views and rationales for Europeanisation, internationalisation and globalisation underlying national policies for higher education, as well as (b) the actual policies and regulatory frameworks and means aimed at shaping the international role of higher education institutions and (c) the extent to which they foster or impede the development and management of internationalisation activities in higher education institutions.

Analyse in the same European countries (a) the perceptions of higher education institutions of the challenges of Europeanisation, internationalisation and globalisation, (b) their responses, i.e. actual internationalisation policies and activities and (c) the organisational settings in which they are implemented and the extent to which these foster or impede internationalisation.

Compare the findings from the national studies regarding (a) the extent to which national contexts, policies, organisational settings and actions reinforce convergence or divergence in internationalisation policies and activities of higher education institutions in Europe, and whether and how the existing variety reflects the diversity of tasks and functions of individual higher education institutions in general, and (b) the factors at both national and organisational levels which foster or impede effective internationalisation processes.

Formulate on the basis of the above recommendations to policy makers at the institutional, national and European level concerning effective policy co-ordination and management in internationalisation of higher education.

Structure of the project

- Theoretical framework and state of the art synthesis

- National and European Union updates and analyses of (recent) changes in higher education policies

- Comparative analysis of national updates and analyses of (recent) changes in higher education policies

- Organisational case studies and analysis in the national and EU policy context

- Comparative analysis of case studies

First Phase: National Policy Updates

The first phase of the project focussed on national policies for internationalisation of higher education in seven European countries (Austria, Germany, Greece, the Netherlands, Norway, Portugal and the United Kingdom) as well as on European-level policies in this area.

General assumptions

- National policies for internationalization are defined by the country's role and position as an international actor

- National policies for internationalization are (an integral) part of a broader set of Higher Education policies

- These broader policies may have an impact on internationalization

- Other areas of national policy may also influence internationalization

- Interplay between policies at European and national level.

- Wider international developments may impact national policies

Research questions

What are the views and rationales[1] underlying the current national policy for the internationalization of higher education? How do they relate to the overall/general higher education policy and to other policy areas if applicable? To what extent are they focused on generating more diversity or convergence in this area?

What are the current national policies and regulatory frameworks and means aimed at the internationalization of higher education? When have they been established, how do they relate to previous policies, what new plans are in the making?

What are the main effects of these policies and to what extent and how do these current national policies and measures for internationalization foster or impede the development and management of internationalization activities in higher education institutions? To what extent do they result in more diversity or convergence in this area?

Which major trends or changes in the national higher education policy context – with an emphasis on the state-higher education institutions relationship (the steering model), but if relevant also including other policy areas, have occurred recently and in what way have they demonstrated an impact (fostering or impeding) on the internationalization process, or can they be expected to do so? And how can this be explained?

How is the national policy for internationalization and higher education policy in general related to policies developed at the European level (e.g. EU programmes, Bologna process, etc.)? How are European policies implemented at the national level and to what extent and how does the national policy level affect the European level?

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[1] Rationales which are usually distinguished are: the political, cultural, academic and economic rational (Kälvermark & Van der Wende, 1997).

Are national policy frameworks for internationalization and for higher education in general influenced by the changes in the international context (e.g. increasing competition, GATS, etc.) and if so how?

Second phase: Case studies on Higher Education Institutions

The aim of this phase was to analyse in the seven European countries

- the perceptions of higher education institutions of the challenges of Europeanisation, internationalisation and globalisation,

- their responses, i.e. actual internationalisation policies and activities and

- the organisational settings in which they are implemented and the extent to which these foster or impede internationalisation

At least five case studies were performed in each country (five case studies in seven countries, that is 35 in total).

Selection of higher education institutions

The selection took into account several (control/background) variables of higher education institutions (HEIs) based on the theoretical framework and on the aim of representation. The selected HEIs vary with respect to their size, age, their geographic location their mission (teaching - research, university - non-university), the range of disciplines offered (specialised - comprehensive), and the nature of the organisation (public - private).

This led to a selection of cases that can generally be categorized into five groups:

- Alpha: universities : large major national universities that teach and do research in a wide range of disciplines. They are usually among the oldest universities in the country and located in a major city.

- Beta: universities: younger and mostly smaller than the previous group, bat they are also involved in both teaching and research

- Gamma: these institutions are more professionally oriented in their teaching and less involved in basic research. Many of these have a regional focus.

- Delta: specialised institutions, involved in mainly in one discipline (e.g. arts, business, technology)

- Epsilon: this group compromises the "odd cases" that are difficult to place in the previous groups but were included because of the particular interest in internationalisation (e.g. open university, international institutes)

Data collection:

The starting point for the empirical work was the data previously gathered in phase one of the project on national policies of internationalisation. These already describe an important part of the HEIs. Specific data on these case studies were gathered along two lines: organisational data and interviews.

The case study HEIs were asked to provide documents setting out both the main building blocks of the organisation and their activities and policies regarding internationalisation (e.g. mission statements, strategic plans, policy documents regarding internationalisation, EPS, etc.). In addition, interviews were held with key actors in the HEIs, including academic staff, managers/administrators/leaders, support staff and students.

General questions:

- How do actors perceive the challenges of internationalisation / Europeanisation / globalisation?

- To what extent (and how) are external changes (e.g. new regulation) fostering or impeding internationalisation?

- How is the organisation responding in terms of internationalisation policies and activities?

- In which organisational settings are these implemented and to what extent are they fostering or impeding internationalisation?

Main findings

Internationalisation is entering a new phase

It is apparent from this study that internationalisation of higher education is entering a new phase. No longer is it mainly about student and staff mobility, though these remain important. Rather as a key activity in the knowledge society higher education is becoming a key player in a wide range of international relations policies.

The reports from the seven countries illustrate that all higher education systems are undertaking changes in response to the challenges of internationalization and globalisation. However, most respondents in all countries do not differentiate conceptually between internationalisation, Europeanisation and globalisation.

A few universities aspire or have a strategy for becoming recognised global players. These universities understand internationalisation as being related to worldwide competition among elite universities.

The majority of interviewees involved in institutional policy making, in all countries taking part, acknowledge both the changing landscape and the trend towards heightened competition in education. However many consider an internationalisation strategy based on global competition as either out of reach or undesirable. The main internationalisation activities developed in most universities and colleges do not explicitly aim to position them as global players. Many higher education institutions undertake internationalisation activities in the more traditional context of cooperation and networking (in research and teaching) for mutual benefit.

More economically oriented rationales

In general, the trend towards more economically oriented rationales for internationalisation is persisting and in the UK especially it now appears to be the dominant driver of Higher Education

internationalisation policy. Most of the other countries in the study are moving in a similar direction but more slowly.

However several distinctions need to be made. First, economic rationales may be related to the aim of improving the international competitiveness of the higher education sector itself or, as a result of the importance of higher education for the knowledge economy, to the aim of enhancing the international competitiveness of the national economy. Second, different approaches and models are chosen to achieve these aims, ranging from straightforward competition to European wide international collaboration to help improve the performance of European universities generally. There are many forms of international interactions between these two extremes, for example, bilateral arrangements between countries and between universities and development assistance to third world and to transition countries. In the view of many actors, the competitive form can be related to the concept of globalisation and the collaborative form to the concepts of internationalisation and Europeanisation. Tensions between these two concepts are visible particularly in discussions of the GATS issue.

Degree structures and Quality Assurance

Quality Assurance plays a part in the international activities of several case studies. In some countries new developments in internationalisation are combined with developments in internationalising quality assurance. Most HEIs that are participating actively in the Bologna process are concerned with the harmonization of degree programmes and the proposed structure of Bachelors/Masters degrees. This attempt to harmonise degree programmes is related to quality assurance in the sense that greater harmonization across Europe should enable institutions to ensure the compatibility of their programmes with similar institutions in other countries and offer improved credit transfer capabilities for students.

Impact of the Bologna declaration – still diversity

The Bologna Declaration is an important example of European development which has had much influence on national policies of the countries in the study as well as in the higher education institutions, often mediated through the national policies. In some countries as the Netherlands, Norway, Austria and Germany, the Bologna framework has been largely implemented throughout the national systems. There are, however, some differences in the responses of individual institutions due to well-established characteristics of certain sectors of the national higher education systems.

In contrast to the countries which have gone some way towards the adoption of the Bologna framework are the responses of higher education institutions in some other countries, such as Portugal, Greece, much disagreement and uncertainty and these countries have not passed legislation requiring the institutions to respond. In Portugal, Greece, therefore, and also England, the actors interviewed in the case studies indicated that responses to the Bologna degree structure reforms have varied in accordance with institutional strategies.

International / European ---- national HE policies

In general, internationalization policies foster the international activities of the case studies. Alongside general national policies, regulations and developments are important factors shaping many of the international activities within each category of institution in this study. The seven countries differ markedly in the ways in which the national cultural, legal, financial and administrative contexts and system structures are an influence on the activities of individual institutions and their responses to internationalisation issues.

There are some characteristics of certain types of institutions that have led to broadly similar responses between HEIs in the seven countries; but it is very clear that the national contexts do strongly influence all institutions, and not necessarily in a positive sense in terms of increasing the international activities of the institutions.

Several European policies and international developments have had an influence on the internationalization of the case study institutions. The most frequently mentioned developments and policies are the ERASMUS / SOKRATES programme, EU research funds and the Bologna Declaration. In some countries the ERASMUS programme opened up possibilities to the universities and colleges which would not have been possible without the programme.

Internationalisation – drivers at institutional level

International activities reflect different national traditions, institutional histories and missions. The national chapters show that internationalisation is seen as related to institutional profile building and the position the institution seeks in global, European, regional or local hierarchy. The main drivers of internationalisation activities result from the pursuit of four main goals. The weight given to each of the goals varies very considerably between institutions.

- The university aims to be a global player with worldwide standing and reputation in an open and highly competitive education market

- The institution or faculty wishes to consolidate or raise its reputation and standing in the EU or a cross-border region.

- International activities, especially the recruitment of foreign students, are seen as being important or even necessary for the survival of a faculty or programme of studies.

- A belief that involvement in international work, especially in the attraction of international finance to the local area, enhances the reputation and standing of the HEI or faculty locally and nationally

- These drivers relate to different internationalisation strategies; they are not mutually exclusive and may coexist within an institution or a country.

Embeddedness of institutional behaviour in the national context

Despite all the research demonstrating the growing importance of internationalisation, and even more the rethoric in this respect, higher education institutions' behaviour (including their internationalisation strategies) are (still) mostly guided by national regulatory and funding frameworks. For internationalisation in particular, historical, geographic, cultural and linguistic aspects of the national framework are of great importance.

4.1.4. Discussion and Outcomes (Jake Murdoch)

The main question running through the workshop was the articulation between higher education research and EU policies. The first input was a presentation giving an overview of projects supported by the Framework Programme. The question of relevance of the EU-funded projects to current policy issues and to future research directions was raised. The overview was complemented by two presentations of two different types of projects both implemented under the Framework Programme. The first presentations examined difficulties of implementing comparative research on higher education: How can international comparative data be produced? The second presentation focussed on the implementation of country studies in different European countries on the challenge of Europeanisation and Internationalisation for higher education institutions.

During the following discussion, the different nature of the presentations enabled a broader perspective on higher education research rather than the simple reference to specific research findings.

Articulation between higher education research and EU policy

The point was made that EU policy makers need feedback regarding what types of research have been underdeveloped so far. A discrepancy between certain themes underlined in the EU policy and actual research can be explained by a time gap between the implementation of research projects and present policy issues. To overcome this time gap, a new structure is needed to adapt research projects to new policy issues.

Coverage of countries in European research

It was stated that unfortunately the same countries were covered frequently by existing data collections (e.g. Germany, France). Other countries should be represented adequately in European research to ensure a broader and more complete basis of knowledge

Thematic continuity in European higher education research

Building a knowledge base of higher education should be based on a continuity of research themes (e.g. Lifelong learning, higher education and work) and not follow the "theme hopping" of the European Commission. It was argued that the European Commission itself sometimes seemed unsure regarding which themes to follow. A general observation was, however, that the area of education is getting stronger within the EC.

4.2. Workshop B: Lifelong Learning

4.2.1. Issues for Research and Policy-making – Lifelong Learning (Jean Gordon)

The focus of this short presentation is the purposes and outcomes of EU-funded research and development work in the field of education and training within a perspective of lifelong learning. The aim of the presentation is to propose a series of issues for discussion and reflection. My perspective (as someone involved in policy analysis/expertise "on the ground" and evaluation, rather than in research) is to ask:

- What is specific to work funded by DG Research? What do the research projects contribute <u>in addition</u> to other types of work supported by EU funding (pilot projects, action-research)?

- Does research funded by DG Research under the Framework Programme constitute a "better" knowledge base?

- Is the knowledge generated by this type of research used, how and by whom?

- Are there real differences between projects funded by Equal, Socrates and Leonardo and projects funded by DG Research in terms of the thematic focus, the partnerships and the outcomes?

- Has there been anything new in the last five years? One impression is that Adapt and Employment projects implemented in the mid nineties already drew the same conclusions and gave the same recommendations, albeit from different perspectives, as recent projects conducted under the Framework Programme. Why is there the impression of "nothing new"?

The central question is: **What knowledge base do we need in order to move forward the broad agenda of inter-connected, comprehensive and integrated systems of lifelong learning?**

Issue 1: What types of research on lifelong learning have EU-programmes tended to fund?

Essentially the EU funding is focussed on the underpinning characteristics that are generally accepted to be the necessary support for lifelong learning, for example recognition of learning, access and equity, formal /informal, new forms of learning. The following issues around specific populations or sub-sectors of education and around issues of practice are concerned: skills (basic skills, updating skills, new skills…), disadvantage, youth transition from school to work, gender, older workers, access, support (e.g. guidance).

Examples of the substantive areas on which there have been many activities and there are specific recommendations arising from all programmes:

- **Access issues**: addressing different populations differently, need for support, crucial role of guidance: HE, low skilled, basic skills, disadvantaged groups, etc. include:

- **Overcoming barriers**: the different types of barriers, range of measures including workplace learning

- **Disadvantaged groups:** individualisation, the time factor,

- **Gender**: good practice in training (technical jobs for women,)

- **Recognition and validation** of formal/non-formal etc.: locations of learning, types of learning. adult certification, credit, NQFs.

- **The role, uses and outcomes of work practice:** developing a sense of responsibility, positive context for students to learn. Part of the employability agenda. From one point of view it is linked to making learning relevant to work and from another to confidence, workplace based e-learning, recognising the contribution of the workplace, etc.

- **Quality:** such as accreditation of courses or providers.

- **Locations of learning:** distance, e-learning, technology-enhanced. Informal and non-formal. Broadening locations of learning means their recognition and acceptance as such.

- Etc.

What types of research on lifelong learning do EU-programmes are not funded by EU-programmes?

As far as I can determine, the issues of:

- Processes of change
- Strategies for change
- Funding strategies

are not funded by EU-programmes though the documents of the European Commission on the Lisbon Summit continue to say as, did OECD 5 years ago, that inter-connected, comprehensive and integrated strategies are missing. One conclusion appears to be that there is support for research on the <u>content</u> of change or innovation, but less on the <u>process</u> of change.

Issue 2: Are the same results produced again and again or can any advances in the research agenda and outputs be identified?

The key question is whether funded projects produce the same results repeatedly or if there has been any advance in the last ten years both at the level of projects funded by EU-programmes and at the national level. Which factors influence an advance, e.g. political will, organisational and structural constraints, and technical problems?

What research is there on the use of EU" instruments"?

Examples of EU instruments addressing the political and structural issues

- Establishing instruments to support mobility and transparency of qualifications – Europass (diploma and certificate supplements, common CV format, etc.)

- Indicators – benchmarks, common principles for the validations of formal, non-formal and informal nearing, common principles for guidance, etc.

- Improvement of processes: building more and more structured working groups focusing on specific questions and issues consisting of country representatives and experts.

One of the crucial questions is whether these processes at EU level actually have a real influence at national level, both at policy level and at practice level (schools, secondary schooling, vocational education and training, continuing vocational training, adult education).

It is interesting to note that outside of the Commission sphere, no research appears to be conducted on the use of the EU tools. It may be too soon for research in these areas. Otherwise is it an issue of what is interesting for researchers? All of these instruments can be considered to be at the heart of the issue of "European knowledge" and shared understanding of change. This links our discussion with the debate on the use of research by policy makers.

In this area it might, for example, be useful to establish a more structured practice of "open method of coordination" with a view to producing research-based results and building impacts through a peer reviewing process.

To what extent the "political will" moved forward in terms of the development of lifelong learning strategies which have some recognisably European characteristics and shared features?

- How can research contribute to it?
- Can it contribute a better understanding of the real/possible tensions between national policies and priorities and those of the EU?
- What does the arrival of the new member states change?

Issue 3: Partnerships in projects funded by DG Research

- Research projects funded under the Framework Programme of the EU are mainly conducted by research centres and universities. Do research projects have the right types of partnerships **to make an impact**? Does the mix and structure of partnerships matter in terms of addressing the decision-makers?

  - Different mixes of partners can be found in projects funded in other programmes.
  - Does the kind of partnership have an effect on the nature and use of the recommendations?
  - Are research recommendations less focused and specific than in the more practice-oriented projects even if these projects were carried out with the same ppulations and reached similar conclusions?

Concluding Remarks

Issues such as access, recognition, barriers, and disadvantaged groups have been tackled by research projects extensively. There are plenty of results available:

- National research, initiatives, pilot schemes, legislation
- European projects, research, working groups, etc;
- The process issues are less clearly present.

Dissemination and implementation of research outcomes

"Knowledge" on lifelong learning is produced by a range of different types of funded projects. How is it used? What are the reasons if it s not used? In which ways is this knowledge packaged or expressed? Transmission of knowledge can take place among like minded groups - from practitioner to practitioner and from researcher to researcher. This kind of transmission also crosses borders and increasingly so. But what about channels to the policy level, to the "deciders"? Is it perhaps more likely in the case in projects funded under Interreg or EQUAL, because of the different nature of the partnerships.

Suggestions for discussion (and to DG Research):

- There appears to be a lack of synergy among the different DGs –. Synergies at the level of researchers and practitioners via projects but how can this be consolidated at the higher level?

- Could/how could the open method of coordination be used in terms of producing results and impacts / peer reviewing approaches ….Do clusters serve the same purpose?

- If policy-oriented outcomes are the objective, then is a shift in requirements needed with a move from "what do you recommend? " to "what will you do to move the recommendations forward?"

- Should there be visible benefits to the broader community? (This again begs the question about the role and position of research in education)

4.2.2. YOYO project - Motivation for Lifelong Learning Through Participation? Findings of the Project Youth Policy and Participation (Andreas Walther)

Objectives

My contribution is mainly concerned with the perspective of individuals and their motivation to engage in lifelong learning. The project Youth Policy and Participation' (YOYO) has been concerned with the problem of young people's motivation in their transitions from school to work. Especially, young people with low qualifications are confronted with a lack of alternatives and high pressure of adaptation. Many react to this by disengaging not only from the labour market but also from formal education, training or counselling. A basic assumption of the YOYO project therefore was that motivation is perhaps not determined but strongly influenced by social structure (opportunities) – as well as by institutions and policies. Apart from analysing young people's motivational careers the key question of the project was whether participation in the sense of real influence on the own trajectories of learning, working and support can be a way of facilitating motivational change. This means that we tried to bridge the gaps between youth research, labour market research and learning theory – and in fact of felt to sit between all chairs. The project was funded under the Fifth Framework Programme and involved nine countries: Denmark, Germany, Ireland, Italy, Netherlands, Portugal, Romania, Spain, and the UK. It consisted of two main research steps:

exploratory interviews on the transition experiences of young people who are at risk of disengaging comparing them to those with choice biographies like young entrepreneurs;

case studies on projects addressing young people's transitions to work in a participatory way by document analysis, expert interviews, video tapes and interviews with young people on their experiences in the case study projects.

Participation and citizenship

Like lifelong learning participation has become one of the buzz words in current policy discourses reflecting a concern about citizenship and social cohesion, especially with regard to so-called disadvantaged youth. However, if we look how the concept of participation is referred to – for example in EU policy discourses – we find a broad range of meanings across different policy sectors which can be distinguished as 'soft' and 'hard':

We may start from the soft end with the area of youth policy, i.e. youth work but also youth councils and youth organisations. In the Commission's White Paper on youth … It must also be extended to include young people who do not belong to associations. Young people are addressed as individuals in a perspective of empowerment (EC, 2001). The reliance on non-formal education stands for the belief in the potentials, abilities and interest of young people to learn and represents the main way of participation. Youth policy is 'soft' because it is voluntary, in most cases related to the areas of leisure and culture, and operating with limited funds on the local level.

If we shift towards *education and training* we find that schools or training schemes generally do not or only marginally allow for the active influence of young people. Although, in the discourse of *lifelong learning* individuals have been re-discovered as subjects who only engage in learning if it is relevant for them and if they can reconcile it with their lives, it remains unclear to what extent this will change mainstream education and training.

In the context of *welfare policies* multi-dimensional strategies of *social inclusion* suggest to address individuals in a holistic perspective. Yet, most often they are evaluated merely against quantitative indicators such as rates of poverty, activity, and unemployment. Participation rather means to be part of a system in which the relation between individual contributions and benefits is assessed.

Finally, we have *labour market policies* with their objectives of employability and adaptability. In this context participation means to be part of the workforce which is regulated by a market system of supply and demand.

While in the 'soft' sector participation is an integral principle of expressing one's subjectivity, in the 'hard' policy sector it is largely reduced to attendance, it is not necessarily voluntary and can be postponed after adaptive preparation, even towards low status positions.

Lack of experienced citizenship in lived transitions

The starting point of our research has been the demotivation and disengagement of young people with regard to education and training, work and labour market policies. In the interviews young people reported mainly negative experiences with institutions of the transition system. They criticise school for its "standardised education" as a "waste of time". Professional orientation, careers guidance and employment service are evaluated as useless in improving their prospects. Young women complain about mechanisms of doing gender, others report of being openly discouraged and most of them do not feel considered as individuals. Some respondents could balance such negative experiences with more positive ones while for those who appeared most disengaged they added to a history of failure and disrespect in which protecting the own identity – the claim for respect – is the highest priority. This is likely to make them fail in other situations as well and to increase marginalisation. There was one clear difference: young people from Southern and Eastern Europe did not mention either negative or positive experiences with institutions except school; the structural deficit of policies for young people simply makes them feel abandoned.

> *"We are alone! If you are lucky enough to have some friends, fine…otherwise… " (C1, male, 21)*

The assumed relation between participation and motivation is based on psychological theories according to which the main factors of motivation are the subjective relevance of a certain goal – individual needs and interests – and the subjective perception of the probability to reach this goal – a feeling of self-efficacy. The reluctance of disengaged young people to engage in their transitions to work may be explained by both the lack of subjectively meaningful options and the lack of self-efficacy which is nourished by previous experiences of failure in school or work. Thereby motivation can be seen as a key to understand the interaction between structure and agency with regard to social integration and citizenship.

We therefore look at participation in terms of biographical self-determination or *lived citizenship* (Hall and Williamson, 1999).

Constellations of participation in youth transition

The aim of YOYO was to analyse examplary projects that combine soft and hard policy principles or that apply a youth work approach to labour market policies and training. Although following a biased sampling approach, it was more difficult to find such ideal type projects than we had expected. So we ended up with a broad range of projects with participation without labour market orientation on the one end of the continuum and on the other labour market orientation without participation. Between these extremes we discerned five types of projects according to their priority objectives, their concepts of participation and non-formal education, their target groups and whether they provided 'hard' qualifications or jobs or 'soft' skills:

- youth work projects with priority on participation

- projects with a priority of integration of youth at risk

- projects with a priority of preparation for education, training or work

- projects with a priority of training or employment

- projects aimed at providing training and employment in a participatory way

Priority of participation in youth work

Youth work projects in most cases address all youth. Participation is central and means voluntary access, involvement in decision-making as well as learning-by-doing and peer learning. However, due to a lack of reliable links to the labour market and to formal education and training it is up to the individuals to what extent they can use this for their transitions.

Arciragazzi in Palermo (Italy) for example operating in a context of youth unemployment reaching 60% where public structures of youth policy, training or welfare are largely non-existing, organises cultural activities and community projects to help young people developing meaningful life perspectives. While the project is not able to address young people's transitions in a systematic way some young people make careers from simple usership over voluntary work to semi-professional careers as project leaders. Project workers and young people therefore estimate the biographical potential of participation and non-formal education in terms of self-experimentation and responsibility.

Priority of integration of 'youth at risk':

Some projects address young people who are seen as particularly vulnerable, for example ethnic minority youth or youth affected by 'multiple disadvantage' such as homelessness or having grown up in public care. Participation is defined very pragmatically while non-formal education shall provide experiences of success which may be transferred for example to transitions to work although this link is seldom established systematically.

Batoto Yetu in Lisbon, Portugal, is a project where migrant youth from the former African colonies train and perform African dance. The aim is to provide them access to their cultural identity and support them in dealing with the risks of marginalisation. According to the concept of *pedagogy of desire* (Pais & Pohl, 2003) they get the chance to exhibit skills which also in youth cultural contexts like the HipHop-scene are meaningful. They work in a 'family' as they often say and are rewarded by public visibility. The project combines non-formal with formal education as only those are allowed to perform who engage in school for which they receive support as well; an ambiguous mixture between intrinsic and extrinsic motivation which however is accepted by the young people.

Priority of preparation for education, training and work:

Pre-vocational measures explicitly address transition problems of early school leavers and unemployed youth in a remedial perspective. There is a broad diversity of formal and non-formal approaches from voluntary work to open spaces for counselling, interships in companies, individual education plans or making up with missed qualifications. Scopes of participation vary also because not in all cases involvement is voluntary but imposed by workfare policies.

The *Open Youth Education*, was a national programme in Denmark to prevent early school leaving which however has been stopped in the meantime. Supported by personal advisors students arranged individual education plans with only a few compulsory elements, while learning in non-formal contexts, peer learning and even travelling abroad were principally foreseen. Obviously, most young people had internalised the approach of an education-based life plan. They were willing to take responsibility as long as they were allowed to individually choose and experiment with life styles.

Priority of training and employment:

In many measures the prime objective is to deliver acknowledged training to young people or creating employment. In both cases formal curricula and policy objectives tend to restrict potentials of

participation and in some cases bureaucratic principles even inhibit the entrance of young people with severe problems.

The *Shalom project in Freiberg, East Germany,* provides subsidised employment for long-term unemployed young people in a project documenting local history of Jewish life and anti-Semitism (referring to strong nationalist and racist movements in the region). Apart from an employment contract the project provides computer skills as well as soft skills. In principle, participants have possibilities of participation in decision-making. However, as most of them are sent by the Employment Service without any alternatives, they do not realise these possibilities. They insist on just wanting a job and this one not being a real one. This reveals that participation is not a prime value but only evolves where it happens to meet individual needs and interests.

Participatory training and employment projects:

There are some projects that in fact provide both hard and soft skills. These can be training or employment projects, projects assisting youth in self-employment or programmes in which social benefits are paid 'in exchange' for engagement in socially useful activities. By combining subjective desires, pragmatic needs with jobs or qualifications and involving participants in decision-making, participation means biographical self-determination.

Lifting the Limits in the rural area of *Armagh, Northern Ireland* is a training programme in community development for young single mothers. The participants have an employment status securing them a wage and contributions to childcare and travel. The programme combines theoretical models and practical skills with ongoing work experience in outreach projects with other young mothers. Non-formal learning is embedded in a female peer context in which young women serve each other as support and gender role-models. At the same time the course is formally acknowledged and provides access to Higher Education in Youth and Community Work.

> *"In existing arrangements, if a young person comes in, it is already clear that he will become a painter. I think that is nonsense. A young person should decide for him- or herself what he or she would like to become" (Director).*
>
> *"They do not learn technical skills or theory but we are teaching them how to live ... Diversity in itself makes you learn. " (Project worker)*
>
> *"I would rather use Cityteam as a short break of looking back: what has happened lately, not talking about work or school for a while; what do I actually want to do … and what do I need for that. And then to take those steps." (Expert)*
>
> *"They help you overcome barriers, over which you never dared to go…. Maybe the barrier is set a bit too high, but they take care of lowering it, so that you can take the step." (L., 18, female).*
>
> *"Here you learn how to organise, you are thrown back onto yourself." (F, female, 19)*
>
> *"I choose for myself and will just look for other ways to work on my future." (D, female, 19)*
>
> *"They, only want to work, not to identify too much with the project, not to reflect too much on it or on themselves from an ethic perspective... They do not have access to the main content and objectives of the work." (Project worker)*
>
> *"The money is all right… But the project is a job-creation-scheme. Theoretically we're all unemployed." (K., female, 26)*
>
> *"The project can't offer me anything. Because I don't believe that once I apply for a job anybody may interest, whether or not I have copied out gravestones. The computer skills are useful, but apart from that?" (N., female, 27)*

We should be the owners and the main actors of our own lives. I think we all have this inside, and this allows us to face or to reject the part of this society that makes us less and less critical and more passive." (male, 29)

"People involved in this cooperative have the possibility to practice democratic participation and to fight to get a job, but this cannot hide that the important thing is the implementation on new policies for young people on the part of the government." (female, 28)

"Now, things are going fine: I've got a job, I've got friends, some illusions and on top of it I have confidence in myself, and that is the fundamental issue. Thanks to my friends I have overcome downs as the drug problem …The cooperative is all I have now and I am always thinking of the cooperative." (male 25)

Essentials of participation as biographical self-determination

All these projects are very different, they address different target groups and focus on different dimensions of participation. In addition, they operate in different local and national contexts in which they do not represent the mainstream. In order to gain knowledge which can be generalised from these case studies analysis may start from two opposite ends.

On the one hand, we looked at the factors to which young people relate experiences of motivation and got a collection of aspects of participation which can enhance processes of motivation. Rather than generalising these approaches it seems more approprioate to look for functional equivalents in different contexts:

The first aspect of participation is the possibility of *choice* with regard to education, training or jobs to allow for identification which justifies personal investment and efforts;

Participation requires *spaces for action*, for informal and peer learning by trying things out and by 'stealing with the eyes'; spaces in which young people are given responsibility regardless of their previous achievements and in which they grow with their experiences. Especially, cultural activities appear be able to open such spaces.

Participation means to *reflect on the target groups*; opening a project for all youth reduces the risk of stigmatisation and facilitates learning from peer role models; however it may also reduce the possibilities of access of the most disadvantaged and/or disengaged.

Participation stands in contradiction with approaches in which 'disadvantaged youth' are reduced to individual deficits which they have to compensate before they are allowed to make real choices and to do 'real things', be it education, training or work. Measures are likely to enhance motivation that focus on *strengths*, that provide subjectively relevant experiences (fun) as well as recognised 'hard' resources; and that do not reduce key skills only to adaptation, punctuality and holding through.

Where young people feel they need orientation or re-orientation such processes need to be *kept open* rather than channelling them towards certain routes. Also without competitive qualifications young people need to understand themselves why certain careers are out of reach; otherwise re-orientation only is imposed rather than motivated. Only if their personal goals are accepted and requirements to reach them are transparent young people can make a real choice whether to proceed step by step or to re-orientate.Where in society do our kids have the opportunity to reflect upon the demands they have to face when they have left school? To reflect together with somebody else. Young people need a place to act out this clash, why do you need an upper secondary certificate to work in a bakery? They need a concrete person to talk about this injustice, and maybe later on they see, ok, this is unjust, but it is like that and I have to look for another opportunity. But, if they only have to face this anonymous demand, they have no chance to cope with it productively. All that comes out is that he or she takes this as a personal offense by society (Leader of German outreach project).

In this perspective, modularisation of education and training seem to be a relevant approach by splitting qualifications into single steps with a value of their own. Although one has to consider how it can be avoided that it is exclusively up to the individuals and the competition amongst them to decide which qualifications are the right ones.

Participation means personal recognition and *trust*. It has become obvious that young people also accept pressure to search for a job, to enter training or not to drop out from an internship if this pressure is embedded in a trustful relationship and if they perceive it as the expression of friendship and care rather than of control and repression.

Trust does not mean harmony. In contrast, as young people's orientations under conditions of late modernity necessarily divert from systemic imperatives as well as project workers' views participation means not to preclude conflicts (Stevens et al., 1999).

Most of these points reveal that participation is far more than a pedagogical and procedural principle, and that it needs to be included not only in 'soft' but also in 'hard' policies. In our sample however those projects referring explicitly to participatory principles were less recognised by the 'hard' sector and young people had less possibilities to capitalise their experiences with regard to their transitions to work. This is also reflected by the projects' funding situation. The most participatory projects in our sample had been funded only on a temporary basis after which they had to restructure their whole activities.

The other level of analysis explains differences and why certain factors are more prominent in some cases by relating the projects to wider transition regimes, i.e. the constellations of socio-economic structures, institutions and cultural patterns which structure transitions according to specific 'normalities'. We can ask for the degree to which participation is recognised in hard policy sectors.

We found that in *Denmark* which stands for the so-called *universalistic transition regime* type on all institutional levels and in all policy sectors individual motivation is a highly valued factor and therefore options for choice do exist. This is much less the case in the *liberal regime* of the *UK and Ireland* where the objective of quick labour market integration and economic independence overrules the subjective sustainability of careers; although also here we find exceptions in which the principle of activation leaves considerable space for individual choice and identification. In the *employment-centred transition regimes* of continental countries spaces for participation have to be fought for against the highly standardised transition system or they are restricted to youth work which however is not a recognised actor of the transition system. This is especially true in *Germany*, less so in the *Netherlands* where the system is more flexible. In the *sub-protective regime* represented by *Portugal, Italy and Spain* – and in our research this applies as well for the *post-socialist transition regime in Romania* – the situation is contradictory. While the structural deficit in regulating transitions applies also to participatory youth policies and the availability of non-formal education it also keeps social spaces open for individual and collective initiative in the context of the third sector; also if these options often are precarious.

Concluding, it shows that lifelong learning for social integration and citizenship of young people requires both a welfare state approach aimed at redistributing resources and opportunities and a civil society approach of participation.

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4.2.3. Project "Lifelong Learning: Implications for Universities" (Barbara M. Kehm)

Introduction

The project was funded from the 4th Framework Programme for Research and Technological Development under the activity of Targeted Socio-Economic Research. It was carried out from November 1998 to October 2000 and received funding for 24 months at a level of roughly 430,000 ECU.

Under the leadership of Prof. Dimitri Tsaousis and Prof. Nikos Kokosalakis from the Centre of Social Policy and Social Anthropology of Panteion University in Athens (Greece) the project team consisted of:

- the European Institute of Education and Social Policy in Paris (France), Prof. Jean-Pierre Jallade;

- the Institute for Higher Education Research in Wittenberg at Martin Luther University Halle-Wittenberg (Germany), Dr. Barbara M. Kehm, Dr. Irene Lischka, Bettina Alesi;

- the Norwegian Institute for Studies in Research and Higher Education (NIFU) in Oslo (Norway), Dr. Ellen Brandt;

- the Instituto Valenciano de Investigaciones Economicas in Valencia (Spain), Prof. Jose Gines Mora;

- the Department of Education of Goteborg University (Sweden), Prof. Berit Askling;

- the Centre for the Evaluation of Public Policy and Practice at Brunel University (UK), Prof. Maurice Kogan, Dr. Mary Henkel.

Research Questions and Method

The central objectives of the project can be summarized as follows:

- To identify, measure and analyse the extent and nature of the actual involvement of universities in lifelong learning. This involved addressing the general question of reformulation of educational goals and an examination of actual and potential strategies of universities concerning lifelong learning.

- To examine, describe and analyse the implications which educational practices and programmes of lifelong learning are having, or are anticipated to have, on traditional power structures and traditional forms of knowledge within the universities.

- To describe, compare and analyse actual and potential policies of universities in this area with corresponding policies, explicitly or implicitly stated, in various EU educational documents and programmes as well as in documents of various international organisations. This also involved examining case studies and literature on lifelong learning at a European and an international level.

- To examine the actual and potential links which the universities have with employers and other stakeholders as a consequence of adopting lifelong learning educational programmes. This involved examining models of lifelong learning and problems of quality assurance and certification.

In order to find answers to these four main objectives three steps were undertaken.

First, an extensive literature and document research was carried out in each of the seven countries involved resulting in annotated bibliographies and summaries of main policy issues.

Second, in-depth interviews with heads of institutions and deans as well as relevant central units were carried out in four higher education institutions in each country, altogether 28 institutions. The interviews were analysed with regard to university policies as well as structures and processes of educational practice and philosophy. From this country studies were derived for each of the seven countries involved.

Third, comparative analyses were undertaken on three main issues: (a) Concepts of knowledge and their organisation in universities; (b) The impact of lifelong learning on structures and power relations within universities; (c) The influence of international policies and trends in lifelong learning on university practices.

Research Findings

The main research findings can be summarised in six points:

How the project advanced the state of the art: The project advanced the state of the art in several respects. First, it conceptualised and analysed literature, document and fieldwork data in a new area of higher education research. Second, it showed the conceptual complexity and the multifaceted character of LLL at the empirical level. Third, it advocated that a more nuanced selection of indicators of LLL activities should be promoted for international comparisons of LLL provisions at national as well as at European and international level

The contribution of the European collaborative effort (European added value): The collaborative effort has contributed to the success of the project by demonstrating both the differences and commonalities of thought and tradition. The comparative exercise indicated the dynamics and the potential as well as the obstacles of research in higher education at a European level. The project was able to show how national policies of LLL converge or diverge with policies of the EU and other international organisations and how policies and their implementation differ from country to country. But it also showed that higher education in any country involves substantive international dimensions which can be explored best by international teams of researchers.

The key results from the project: Concerning the key results from the project I cannot go into country specific details here. But I will mention two aspects. The first aspect concerns the question how far LLL has taken hold. The second aspect concerns academic norms and values. First aspect: Official documentation looks in hope to the future rather than to present realities. In addition LLL is subject to so many definitions and used as a label for such diverse activities that it is very difficult to find a viable definition. Almost everywhere we find an awareness of the importance of LLL beyond the years of formal higher education and for wider social, ethnic and age groups. But there are large gaps between policy intention and the stated commitments of academics and actual delivery of LLL. LLL has not only a relatively low status in universities but there are also financial obstacles to its promotion. Some changes are evident but more at the level of appreciation and consciousness than as definable action. Second aspect: Although academic staff and departments realise that it is not politically correct to reject the idea of LLL, they accord it a rather low status. When put under pressure they often come up with symbolic activities. There is a tendency to attribute LLL provisions and involvement to a need to fill gaps in income from traditional students and/or to difficulties in filling places and thus to threats of merger or even closure.

Policy and practice applications: Concerning policy and practice applications the project made three general and overriding points. First, LLL policies advocated in international and national documents are multi-dimensional. There is no single LLL package. LLL policies incorporate objectives of an

economic, social, political and individual kind that are not necessarily or easily reconcilable. Second, the various dimensions of LLL policies must be analysed at national level. This is important because policies that are delivered consecutively tend to invite cynicism and delaying tactics. Third, institutions should be encouraged to develop comprehensive strategies. LLL should be thought about holistically and not as an add-on. The project report stated an extensive list of policy implication in a concrete form in order to enable policy makers and practitioners to identify the components and consider the extent to which present policies and practices meet the LLL mandate.

Trans-national applicability and relevance of the results: One of the important conclusions of the project was that LLL is developing on a the basis of what already exists and is rooted in national higher education cultures rather than supra-national policy proposals. Before considering trans-national applicability and relevance of results, it is therefore necessary to note the extent to which the project has revealed country differences in policy cultures and their relationships to international and national policies. Concerning the relevance of project results to Europe as a whole, it can be said that LLL requires thought and action at several levels ranging from changes in curriculum and modus of delivery to power and management systems. But these can only be effected by taking seriously the differences in starting points from which individual universities and countries can move.

The need for further research: Finally, the project identified a number of areas for further work. I will just simply enumerate them here due to time constraints:

- Particular characteristics of national systems that affect their ability to sponsor LLL;

- Some kind of an "epistemic audit" to arrive at definitions of LLL which are dominant in practice;

- Analyses of legal and regulative frameworks;

- Institutional and departmental policies and academic responses;

- Monitoring the content of LL in terms of changes in the curriculum and the extent to which it involves experiential learning and is otherwise adaptive to the previous experience, knowledge and needs of LLL students;

- The role of students and of employing organisations in identifying individual and general needs;

- Access;

- Academic criteria, quality procedures and quality assurance, accreditation and certification;

- The relationships between LLL and employment: possible partnerships;

- Resources, budgets, costs, student support.

The project concluded that LLL policies are far from being firmly embedded in universities. It is rare for LLL policies to have been translated explicitly into effective operational policies by universities. Even in those countries and institutions where lifelong learning policies are most fully accepted, there was scepticism amongst academic staff towards these policies on a number of grounds. At the same time there is obviously movement in the awareness of the need for LLL, of the need to view critically existing patterns of curriculum and delivery, of the importance of reconsidering access policies and of relating LLL to the needs of society and the economy as well as to the needs of new groups of students. Explicitness of policies, of resourcing and of structures remain the principal deficits.

Experiences of Cooperation with Policy Makers and Heads of Institutions

Apart from the fact, that heads and staff members at universities selected for the case studies were quite open to be interviewed I personally did not experience further co-operations with policy makers and heads of institutions. This might be different for other members of the project team, but I would not know about this necessarily.

Transfer of Findings into Practice

Several intermediary reports about the individual work packages in the project as well as an extensive final report have been submitted to the European Commission. In addition, the results of the document and literature research, of the country studies and of the three comparative thematic analyses have been published in Volume 35, No. 3 and Volume 36, No. 3 of the European Journal of Education in September 2000 and September 2001. Individual members of the project team have written articles for national and international journals or book contributions as well as given presentations at national and international conferences. In addition, the material has also been used by various doctoral students for their dissertations.

Basically the results have been successfully transferred into the research community but not into practice in a narrower sense of the term. As we do not really know about the activities of policy makers and other important stakeholder groups concerning perception and reception of research results, the transfer of findings other than publication tends to be somewhat vague. As we do not really deal in things that can be licensed or patented the choice activity of researchers in the social sciences and humanities with respect to marketing is usually publication and or presentation at workshops and conferences. All the members of the project team were researchers and not active teachers or practitioners in the field of lifelong learning.

Literature

European Journal of Education, Volume 35, No. 3, September 2000: "Lifelong Learning in European Universities: a preliminary assessment."

European Journal of Education, Volume 36, No. 3, September 2001: "Lifelong Learning in European Universities: Institutional Responses."

4.2.4. Discussion and Outcomes (Isabelle Le Mouillour)

The tenor of the discussion in the workshop on Lifelong Learning is as follows: The issue of lifelong learning is at the crossroad of myth and reality; there might be nothing but a policy discourse on lifelong learning. This has important consequences for the knowledge base development, the research and the policy activities. As introduction to the discussion, the presenters displayed evidence of measures and research activities undertaken on the issue of lifelong learning.

The outcomes of the discussion can be summarized as follows:

1) Need for a systematic approach to lifelong learning

Even though research and policy both are handling the lifelong learning issue, it is still to be systematically considered. On the one hand, advances might have been made in specific areas of the learning systems but an interconnection is still missing, for instance a key element could be to link initial vocational education and training to the rest of the education system within the lifelong learning system. On the other hand, the evaluation of lifelong learning issues should be accompanied by an evaluation of policy instruments and tools. There are still a lot of unspoken issues linked to lifelong learning as for instance "lifelong learning / lifelong earning".

2) Need for dissemination and discussion on lifelong learning

A systematic approach to lifelong learning relies on the development of dissemination activities so as to integrate the concept in the reality and to allow for adaptation and adoption in the long term. In this sense, the lifelong learning issue does not automatically fit in the usual working time sheet and requires the implementation of new instruments of dialogue such as virtual communities. This is more than a delivery management plan; it is the core of the valorisation as defined in the European Leonardo da Vinci programme.

3) Need to consider the qualitative aspects of lifelong learning

Lifelong learning raises a qualitative issue. It can be considered from the viewpoint of the integration of diverse learning activities, which leads to the issues of documentation and recognition of competences (e.g. e-portfolios) or the development of a credit system for the recognition of non-formal learning. It can also be envisaged from the viewpoint of measuring performance, albeit the fact that evaluation at all levels might be contra-productive.

4) Need to mediate research and policy on lifelong learning

The issue of lifelong learning is relevant to research and policy with all drifting potentials inherent to this combination: The integration of research into administration might drift towards managerial approaches and considering schools as enterprises; research might follow to narrow policy perspectives and lose the opportunity to consider cross-project thematic work. This could be overcome by a "networking agent" or the "agora model" which brings together social partners, researchers and policy makers to generate new ideas. The basis is to get a realistic view on research possibilities in this area.

In conclusion, the participants of the workshop agree on the imperative for building a knowledge base on lifelong learning. This would secure the development of foresights on education, provided it follows a pluri-disciplinary and multi-temporal approach and considers both education and welfare issues.

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5. Workshop Sessions 2: Trends in the Generation and Dissemination of European Knowledge

- Workshop A: Generating European knowledge – working in transnational networks

- Workshop B: Making European knowledge accessible – documentation and dissemination of project findings

Key Questions

Workshop A: Which are the risks and opportunities of international and interdisciplinary research projects with respect to research methods, team collaboration, intercultural communication, synergies with other research projects, dissemination of findings etc.?

Workshop B: How should research findings be presented and by which means should they be disseminated in order to become accessible to potential "users"?

5.1. Workshop C:
Generating European Knowledge – Working in Transnational Networks

5.1.1. Key Issues in the Work of Transnational Research Networks (Ute Lanzendorf)

Kuhn, Michael/Remøe, Svend Otto 2005 (eds):
Building the European Research Area – Socio-Economic Research in Practice.
New York: Peter Lang

*Framework paper and project work programme (**http://www.eu-dimension.uni-bremen.de/index.php?pageID=51**, as of August 2005)*

The presentation refers to the project "Towards a European Research Area – How to Achieve European Added Value in Transnational and Interdisciplinary Socio-economic Research" which was funded as an Accompanying Measures project under the Fifth Framework Programme by the European Commission, DG Research and run from March 2002 to May 2003. It was co-ordinated by Michael Kuhn, University of Bremen, Germany.

The aim of creating a "European added value" through *transnational* and *interdisciplinary* co-operation of researchers is a distinct characteristic of European funded research, as is a special focus on *applied research*. Little however is known about the *practice of projects* regarding the interpretation, implementation and outcomes of transnational, interdisciplinary and applied research. Working in large scale, network based research projects requires considerable organisational and social skills. For example, transnational projects necessitate sophisticated use of information technology for communication and project management; researchers learn to work with colleagues from different cultures, different research traditions and different mother tongues.

At the same time, difficult problems emerge: European research often involves high administrative input. The need to co-ordinate and integrate disparate research teams may lead to intellectual compromises which blunt, rather than sharpen scientific debates -- complex issues are fudged rather than carefully clarified.

It was therefore the main objective of the project to highlight and document experiences of researchers who are or were engaged in research funded under the Fourth and Fifth Framework Programmes, with a special interest in how interdisciplinarity, transnationality and applicability of research are interpreted and put into practice.

Data were gathered by means of

- 6 group discussions with a total of 29 project co-ordinators

- a questionnaire survey of the co-ordinators of all 276 socio-economic projects approved up to the second callunder the 5th FP (return rate 40 %)

Four main challenges to European research networks can be identified:

Transnationality

Transnational research may take the form of country studies, of thematic studies across countries or of research beyond national categories. The aim of research and the role of partners are different for each approach.

Traditionally international comparative research compares data on socio-economic phenomena in the different socio-economic environments of different nations. The Europeanisation of socio-economic research has created a new comparative approach. By breaking down the traditional division between pure and applied research and by overcoming the limitations of observation in different national environments, European socio-economic research starts with an explicit or implicit hypothesis of joint

practical challenges in partner countries. In this context, research topics are viewed as a response to joint socio-political challenges which emerge out of the distinctive national socio-economic environments. Hence, European socio-economic research no longer simply contemplates patterns by comparing data, but perceives itself as a collaborative social intervention.

Lingua franca communication

Sharing a language for communication which is not the main language of the people involved may lead to an enrichment of research through cultural diversity or, at the contrary, pave the way for a superficial homogenisation of views and research activities.

Interdisciplinarity: (between disciplines and schools of thought)

On the one hand, interdisciplinarity offers the chance to escape (national) disciplinary constraints, but on the other hand it may involve difficulties in developing common conceptual approaches under time constraints.

Dialogue between policy and researchers during research and dissemination (Policy relevance)

A continous dialogue between researchers and policy-makers offers the researchers the possibility to participate in debates preceding decision-making. However, different timeframes between research and policy may make the dialogue difficult.

In addition, the emerging transnational European research approach has a number of far reaching implications – substantive as well as methodological -- for the outcomes of socio-economic research.

- The blurring of disciplinary knowledge frameworks stimulates the creation of new knowledge fragments

- Up-to-date, established structures for the accumulation of this knowledge are still missing, but new modes to accumulate knowledge within international research networks are developing which complement nation based knowledge accumulation structures. This process can be seen as a major innovation ressource in social EU research.

- Because of the orientation of project reports towards useable outputs, conceptual and methodological knowledge gained through research projects is often not documented and may get lost.

For working in transnational teams, the following recommendations can be made:

- Transnational teams should share the design of a research project considering the overall aim of achieving policy relevance (no central decision making)

- For the selection of partners, intercultural competence, comparative methods and research management competencies   may be more important than traditional scientific excellence

- Practitioners/different kinds of stakeholders should be integrated in the project as discussants or informants; policy makers should be involved in continuous learning .

- Small scale, time efficient events are advisable ways of disseminating research findings.

- As a policy relevant output, describing policy options may be more adequate than making policy recommendations.

5.1.2. Experience From a Six Country Project: The Management of Human Resources in Education (GRHE) (Pierre Laderrière)

Introduction

Since its origin, EPICE (European Institute for Promoting Innovation and Culture in Education) has implemented a series of European Projects subsidised by the Commission from which it tried to derive some publications. It has meant that the Institute did not want to separate the outcomes of its various studies from their dissemination. To this purpose, it negociated an agreement with a French publisher, l'Harmattan (Paris), to include its European studies in a special EPICE series within an Educations and Sociétés collection. If such a series includes a book issued from a Project supported by the Research Directorate (1), the majority of the other publications and related Projects, contrary to those presented during the Seminar subsidised by this Directorate, were supported by the Directorate for Education.

EPICE itself already discussed indirectly the topic under review at the Seminar. In a Seminar at the beginning of 2000 devoted to the possible in-put of comparative education into European education policies and strategies (2), David Istance (CERI/OECD) put some emphasis on the emergence of mode two research (according to Gibbons' distinction) along which transnational European Projects under discussion here are generally elaborated. The interest of this position of a well known active international officer, was to show up the key importance of such Projects in the development and implementation of national and international European education policies.

The Project on the management of human resource (GRHE), which will be described and analysed below, is characterized by the fact that it aimed at clarifying a concept and its possible mobilisation to enhance various types of innovations in educational systems. Even if it was based on a series of national case-studies rooted in practices, it was guided towards a reflection on new ideas emerging in Europe, thanks to progress made in various types of decentralisation processes.

The Project

The Project was accepted and subsidised within SOCRATES (Accompanying Measures). It integrated two parts: a research from March 2000 to September 20001 and an international Conference in Barcelona to discuss the outcomes of the research in October 2001, co-organised by EPICE and the Institute for Educational Sciences of the Autonomous University of Barcelona. The research topic was choosen in conjunction with the overall interrogation in Europe and the industrialised world in general on how to recruit quality teachers in school education. The preliminary idea to engage in a reflection on the needs to consider the human resource development as a spearhead of changes in this field was settled in an article published in 1999 (3), the content of which was readily accepted by the various partners mobilised by EPICE as leader of the Project. It was agreed upon that in the 90's, the GRHE concept was not really used in national and international policy recommendations and actions. Moreover, it appeared that no real effort was made to upgrade policies and strategies related to the non-teaching staff, i.e., the school directors, the inspectors/pedagogical advisers, the various categories of teacher trainers, if not the new local/regional administrators required by the decentralisation process. Hence the decision of the Steering Group of the Project representing the partners to focus on the GRHE of non-teaching staff at the expense of the teaching staff which, since more than 30 years, benefitted massively from numerous R&D activitie (4). One country team nevertheless (England) covered some issues related to teaching staff, to-gether with several syntheses interesting teachers all along the research. As OECD was at times initiating a major study on the recruitment of teachers, EPICE invited the Organization to join the Project. OECD ageed that a study of the way its experts based their specific analyses in this field in the well-known educational country reviews, be undertaken for the 90's. Such a review of reviews on a given topic offered therefore a strictly European but international dimension to the Project as, of course, only European countries were considered in

this analysis (5). It was a mean to supplement in an original way the usual country cases agreed upon by the Steering Group.

The teams were maily academic and the choice of countries was trying to reflect the European context of alternative policies. As usual in EPICE studies, at its own expence, it invited a region of the world at the crossing of the Anglo-saxon and French cultures to participate in the reflection: the Quebec (Canada). Finally, the following countries participated:

- Germany, represented by the Land of Hessen, analysis made by the Deutsches Institut fûr Pâdagogische Forschung (Frankfurt) - 2 researchers;

- Belgium, represented by the French Community, analysis made by the Catholic University of Louvain (french speaking) - 2 researchers of the University and 1 researcher from a Polytecnic;

- Spain, analysis made by the Autonomous University of Barcelona -- 2 researchers;

- France, analysis made by the University of Haute-Alsace - 3 researchers;

- United Kingdom, represented by England, analysis made by the University of Bristol - 2 researchers and a consultant;

- Canada, represented by Quebec, analysis made by the University of Montréal - 2 researchers.

The OECD case was performed by a former OECD officer and the specific Greek contribution at the Barcelona international Seminar was prepared by a researcher of the University of Athens.

It should be added that if the overall work was, as indicated, devoted to shool education, a case-study was logically touching upon new approaches to teacher training in a Belgium Polytechnic as part of tertiary education.

Methodological approach

If the idea of national case-study was retained from the outset, the agreed cases were of different natures. The constraining national contexts forced the Steering Group to adopt a flexible strategy letting each national group choose specific instruments to nourish its case. For example, the Spanish case on the inspectorate was based on a survey of opinions; in Hessen, a great importance was given to document reviews; in many cases, as in England, a large part was given to interviews; and, as we can guess, policy analysis was sometimes at the root of the tentative demonstrations. Therefore a broad framework for the preparation of the cases was elaborated by the Group. To avoid misinterpretations, it was agreed upon that the cases would be preceded by a concised clarifying introduction recalling the main features of the national system concerned and its likely impact on the management of its human resource. As usual, the representatives of the national teams met several times to take stock of the progress made; to monitor specific issues emerging during the Project and to reach an agreement on the main conclusions to be drawn.

On of the first decisions, was to cover GRHE through four major aspects: recruitment, training, conditions of work and status.They were until now the main elements of such a GRH. Such a breakdown offered the opportunity to embody national policies and strategies which were not initially recognised by national auuthorities as formal GRHE and, of course, to make a plea in favour of an integrated, systemic, unified and coherent policy.

Such methodological approach, as we know, has been under severe attacks by the academics stricly defending mode 1 research. Such position has also been used by the various groups which are against a Europe of Education, especially when such kinds of projects were conducive to policy recommendations. The first example of sound criticism was found in a follow-up book on an

interesting transnational European Project on an experience and recommendation of an Observatory of educational innovations (6). Concernig the utilisation of the national self-evaluation case-study in OECD reviews, we, earlier on, underlined the impact of the paucity of human and financial resource to ensure a fair coverage of the contextual issues involved in analysing the development of a school system and the risk to base a comparative judgment on insufficient data and analyses (7).

Until recently, a top level European comparatist, Antonio Novoa, expressed pessimistic views on the more systematic use of comparative data in national policies in Europe (8).

It is clear for example that the rather weak development of comparative education in the French speaking area is very dangerous for the future of transnational studies of the kind we are talking about (9).

The Issue of Dissemination

From the biginning if its European transnational work, EPICE thought that there was an insufficient dissemination of the outcomes of the various Projects supported by the Commission. It justified its view on the fact that innovation and in education could only progress if teacher ownership of different categories of change is systematically organised by authorities concerned through renewed modes of appropriation, especially drastically modified teacher training within a lifelong learning process (10). But a dissemination through books, as a first step, was complicated by different factors:

- lack of specific funding for publication in a certain number of Projects;

- great difficulties to negociate bilingual publications;

- cost and timing of a good translation of studies in other languages than the language of the intended publication;

- lack of good management of the dissemination of the publication;

- absence, as in France, of national context interested in comparative education studies and related publications.

The experience of implementing such Projects, also confirmed what have been underlined above, i.e.: the rather weak number of fully fledged comparatists able to help and advise, especially in the field of methodology, in implementing such transnational Projects.

Conclusion

The example of European transnational Projects, and not only those performed and disseminated by EPICE, could easily complement the well-known EURYDICE surveys which unhappily are not allowed to make policy/strategy judgment out of the contry practices under review. Even if the mandate of EURYDICE was evolving and more consideration was given to the dissemination of the various Projects subsidised by the Commission, one of the major obstacles to develop such analyses is the still very small development of the necessary diverse kinds of educational evaluations (11). For the time being,one of the elements of the REDCOM Project, dealing with an Observatory of the outcomes of R&D and innovation in education in Europe should be able to compensate for the lack of information on current transnational Projects referredv to above.

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5.1.3. Discussion and Outcomes (Robert Reisz)

This workshop brought together the point of view of the providers of information and their aim to respond to the needs of their target groups (researchers, policy makers, practitioners) as well as the view of the users of the information, using reports on research projects in their daily activities.

How to implement transnational research: participatory approach vs. hierarchical approach

The successful implementation of a transnational research project requires the integration of a variety of different approaches on the issue of research. The solution of the key problem sparked controversial discussions.It was argued that a hierarchical approach to lead the project is most efficient, however, this might depend on the kind of project. Decision making and reporting should therefore be in one hand.

However, most of the workshop participants agree that a consensus on the basic methodological and content related issues, which should be the outcome of a democratic process, is needed at least in the beginning of the project to ensure the support of all project partners. Still, a managerial style might be more efficient during later stages.

Development of a "Methodia Franca": Methodological Knowledge in Transnational Research

Given the fact that the members of transnational research teams come from different national research communities where different methodological approaches might be used, there is a need of reconstructing the own methodological knowledge to reach an understanding and a methodological framework for the research undertaken. This might eventually lead to the development of a European "Methodia Franca"?

Generating European Knowledge: Working in an Interdisciplinary Setting

European Research differs from research in national settings as it is interdisciplinary because of its policy orientation.

The generation of European knowledge was first approached by putting the emphasis on "European". What are the differences between national and transnational settings? To what extend do these differences effect the policy relevance of the acquired knowledge?

In general, European research projects are more complex than national research projects and have to cross disciplinary borderlines to fulfil the need of practical relevance. These needs for interdisciplinary knowledge generation produces "dirty research", because the typical quality assurance of peer reviewed research is not given in interdisciplinary settings. This may lead to quality compromises and to a certain lack of confidence among many researchers of "clean" disciplinary contexts.

European research is regarded to be less rewarding for the academic career, which makes it less attractive for researchers. For this reason, different people are involved in national research and transnational research, which might lead to two parallel sectors of research.

Moreover, European research is often conducted with less continuity than research in national settings, as it is organised in single projects. This makes the creation of a knowledge base necessary to ensure that research results are accessible.

Need to include practitioners in the implementation of research projects

As practitioners are not included in the preparation and presentation of project research, it is obvious that the results of such research will be of little use for them. Consequently, trade unions, students associations, social partners, etc as users of information should imperatively be included in the implementation of research projects as early as possible.

Dissemination of Research Outcomes

For the improvement of the dissemination of research results, it is crucial to define first who the targeted users of European research results are. As this is currently the European Commission, another approach other than the creation of a European research database is needed. Still today, the situation also suffers from insufficient contacts between DG Research and DG Education. At this level the exchange of research results is insufficient.

5.2.   Workshop D: Making European Knowledge Accessible – Documentation and Dissemination of Project Findings

5.2.1. Dissemination Activities in the Context of the REDCOM Project (Laurence Emin)

www.e-education-europe.org is a website focusing on comparisons of education and training policies in Europe and for the dissemination of information on European research on education. It intends to contribute to strengthening the European perspective in policy-making in education; Provide a user-friendly resource and information base for the research community, policy-makers, analysts, professional associations and practitioners; Help to build bridges between researchers, policy-makers and practitioners.

We wish to provide information, make analysis of official and policy documents readily available, encourage comment and illustrate with case-studies. We wish to raise issues common to different situations across Europe. Our aim is to present the issues and illustrative examples which we feel will be of interest and of use to researchers and to colleagues involved in the field, in designing programmes, in policy making, etc.

Content

The European Perspective is increasingly important in education and training policy formulation, but it is not always easy to understand the Brussels processes and to contextualise the papers and policies in order to seize the relevance and opportunities. The site aims to make the processes comprehensible and provide informed comment.

The website will be developing a series of *Thematic Dossiers* on issues of interest and concern to policy makers, researchers and practitioners. The site is launched with two pilot dossiers, one on the Bologna Process and the other on lifelong learning. Other dossiers will be launched in the coming months, the different themes will be examined through the presentation of policy papers, official documents (both European and national), case-studies on selected countries or regions, etc.. It is important that these dossiers continue to develop and expand with contributions from you, the users, about your projects, research, institutional experiences, etc..

We will also make Research Results available to actors in education and training. We focus in this first step on the Framework Programmes, as well as on comparative education research and on innovative programmes developed with European funding about Higher Education.

You will find information on recent issues and the editorials of the Journals which are part of the REDCOM network : *European Journal of Education*, *Politiques d'éducation et de formation*, *Die Hochschule* and the *European Journal Vocational Training*.

www.e-education-europe.org benefits from a two-year grant from the Directorate General for Research of the European Commission (Specific Programme: Improving the Human Research Potential and the Socio-economic Knowledge Base). The site is being launched in English and soon in French.

Issues for discussion:

- Feed-back from presents (as Researchers, as Practitioners)

- Necessity of a scientific validation of on-line publication: creation of an editorial committee for the next step?

- What thinking about the specificity of the on-line publication: continuous flow of information. What visibility for news? Continuous contribution by the creation of a writer's pool? Designation of specialists intervening regularly on a specific issue?

- On-line publication is also on-line visibilisation of publication (produced by others), as a window. Building an information network is then necessary.

- What is the specificity of this website (if it is the case!)

5.2.2. Accessibility and Utility of the Findings of European Research Projects - the Perspective of Heads of Education Institutions (Jürgen van Capelle)

How should research findings be presented and by which means should they be disseminated in order to become accessible to potential "users"?

Introduction: The Provider

ESTA - Bildungswerk is a non-profit training provider, established in 1982, with about 300 employees. The company is structured into 4 divisions; one of them being the Division of International Cooperation, which I am heading. This division is dealing with specific international services. Our services can be summarized as:

- EU-supported projects (development, funding, management)

- web-services (information, collaboration, cooperation, technologies)

- International eLearning- and fundraising-courses

A snapshot of some of our current projects gives the following picture:

- eBusiness & eLearning for *SME* in the Rhine-Waal region (INTERREG)

- Learning Media about Estonia (language, culture) (LINGUA)

- Collaborative teaching-tools for trainers (EQUAL)

- Multimedia applications for handicapped (GRUNDTVIG)

- Internet-media and *sport* in schools (EYES)

- several Exchange and Mobility and Learning partnerships (LdV, GRUNDTVIG)

- *e*VET-material for turkish speaking Youth in CCI (LdV)

What I have to say here is a quite personal view on the topics; a personal view of a person, who is responsible for the sustainable development of our international acrtivities and who is working in rather pragmatic and applied project dresigns and not in scientific designs.

The topic, the tasks and the problems

We are a private company and the acess to european knowledge and the use of this knowledge is a matter of survival. Without updated knowledge we would never be able to apply for and operate succesfully in EU-projects. This updated knowledge is very clearly not only needed in scientific or research-programmes but also in the traditional educational programmes of the European Union. The decision about the funding, about the „stop or go" of a project-application depends very clearly on a well-documented quality. This quality is a interconnection of the following items:

- activities
- output
- innovation and
- partnership composition.
- dissemination
- monitoring and evaluation and (since this year in the frame of LdV)
- valorization.

To get to know *something* about existing european knowledge in a given topic is quite simple today: the internet is loaded with databases, compendia, overviews, reports, newsgroups, mailing-lists and communities. But knowing *something* is far from being sufficient.

The problems that arise are the following ones:

a) investment

You have to decide about the investment you can spend in terms of people working on an application. Today there is – at least in germany - an evergrowing strong competition for nearly every call with rates of growth of about 50-80 % per year. So you have to collect more and more experience for every bet, but the chances of approvement are declining. In MINERVA, one of the very popular Actions of the Socrates programme, the rate of approvement is about 10%.

b) localization and collection

This is the typical google-problem: you might get too much information, if you just google for results. So you have to decide for a set of only a few leading information sites in the internet, amongst them should be the very prominent sites of the EU-server. In our case of eLearning it is rather simple because the commision launched a specific portal. In the case of LdV or Socrates programme in germany the website of the National Agency BIBB is one of the favorites, because they collect some research findings on their website as well

c) specification and updating

The accessibilty of knowledge seems to be limited when you are looking for the specific cross-european dimenison of knowledge to a given topic and when you are looking for very updated information. You will need both – not only because of the quality of the project in itself, but also because of finding the best partners for your plans.

d) two worlds apart

A general problem seems to be the (missing) connections between educational providers and researchers within the universities. We only have very limited connections to universities – at least I know that this is something we should change, it is not easy easy to do. The occupation of an educational manager in the business-area and a manager or researcher in universities don´t have many things in common, as it seems.

Dissemination of knowledge

Again, strengthening the dissemination is a valuable and a reasonable thing. The commission has the right to ask for a return on the Community's investment, to expect a maximum project-impact at the time at which it is developed and the commission has the right to keep its eyes on the matching between the needs of target audience and the project activities.

Asking me, how to attract the audience with dissemination of the results, the only advice could be to emphasize the **very practical benefits** and to strengthen the **applied- knowledge aspects** of the research-findings. Take the development of Open Source Learning Management Systems as an example: These originally scientific findings spread into the providers´ world, because they can generate extra productivity and added benefits.

5.2.3. Discussion and Outcomes (Eric Fries Guggenheim)

This workshop brought together the point of view of the providers of information aiming to respond to the needs of their target groups (researchers, policy makers, practitioners) as well as the view of the users of the information, using reports on research projects in their daily activities.

Popularisation of presentation of research outcomes vs. fulfilling scientific standards

The discussion revealed that it is perceived to be extremely difficult to establish a link between Researchers and Policy makers in a way to publish the scientific results of research in a manner or format readable by decision-makers while upholding a scientifically acceptable level for researchers. It seems that a maximum of policy relevance leads to less "academic" quality and relevance. The whole point is to find the adequate level of popularisation. It is suggested that journalists might help to provide relevant information in a way that is useful for practitioners.

There is a gap and a real difference in philosophy between the kind of popularisation achieved by journals like *Alternative Eco* (popularisation in the field of economics aimed at teachers and students – 100,000 copies of each issue) or by *Sciences humaines*, which addresses the same kind of public (50,000 copies of each issue), and more confidential scientific journals like *Futuribles* (3,000 copies); the *European Journal of Education* (1,200 copies) and the *European Journal Vocational Training* (1,500 copies sold, 4,500 copies distributed). The challenge is to reach a wider level of accessibility without any loss in the quality of the information disseminated or in the degree of operationality (usability of results for policy making).

Dissemination of research results via internet

The Web pages committed to the diffusion of the results of research pose some other problems such as the reliability of the information disseminated. An interesting idea that was proposed is the creation of a kind of Editorial Committee that could review the information disseminated on the projects and their results on the respective site.

The main difficulty concerning the information disseminated on the various European Web sites (Cordis, Compendium Leonardo, etc.), is that this information is raw. The results of the projects are never evaluated. Moreover, the project team cannot give an authorised advice because they are "insiders". This is in fact one of the main contradictions. The selection of teams for projects like those of Leonardo and Socrates, or projects from the Frame Work Programme of DG Research, etc., is very serious, but there is no subsequent evaluation of the research results by anybody.

Usefulness of scientific results for practitioners

A missing link was identified between training institutions, project leaders, and research carried out in universities, which once again leads back to the issue of popularisation of research results. It was perceived as surprising that the "hard" sciences seem to be able to make quality popularisation, while the "soft" sciences such as educational research are not.

It was suggested that the reason might be that a legitimacy problem of the "soft" sciences causes a tendency to dress ignorance in complicated, scientific like, clothes. Some workshop participants expressed doubts on the absolute usefulness of scientific publications for practitioners. It was stated that scientific production had completely different goals; it aimed at broadening general knowledge and of course at supporting the career development of researchers.

A test was suggested by one of the researchers among the workshop participants to one of the practitioners to see if a special issue of a scientific journal was at all useful for him in his professional projects.

Uncomfortable use of existing information tools

A presentation of the electronic tools of Redcom and Cedefop followed the workshop, which made it clear how heavy and often difficult it may be to use the information tools like eKnowVet (Cedefop's database, designed to structure and present information onvocational education and training in Europe).

6. Concluding Panel – Key Issues Concerning the Creation of a European Knowledge Base on Education

The concluding panel pulled together the results of the previous seminar discussions.

In general, an overall agreement can be reported with respect to the existence of a need for European knowledge – in contrast to knowledge existing at the national level. Additionally, it was suggested that knowledge could be understood as having different dimensions, especially a scientific-technical and an ideological one. It might therefore be defined as information coupled with an ideology, that is information interpreted from a specific point of view.

The following aspects of the creation of a European knowledge base were in the focus of the discussion:

- the generation of knowledge,

- the assessment of existing knowledge,

- the identification of missing knowledge,

- the transferability of knowledge,

- the dissemination of knowledge, and

- possibilities to reach sustainability of knowledge.

- The generation of knowledge - characteristics of transnational research projects

Working in networks or teams of researchers from a number of countries requires specific cooperation skills as well as different perspectives and ways of argumentation than research conducted in national teams or individual research. Due to the necessary amount of learning, individual participants may virtually feel a 'European fatigue' after a big transnational European project. The bi-directional learning processes among participants during transnational research cooperation, however, most often are not capitalized in a way that they would be readily accessible to later projects. They are rather bound to individual persons. Most new projects therefore start from the scratch without considering prior experiences. Cooperative work in changing teams of transnationally experienced experts could bring up the best possible results with respect to European knowledge.

The assessment of existing knowledge - is there the right knowledge in terms of problem solving capacity and quality?

Efforts should be made to develop the validity of available information as far as possible and to transfer research results into educational and political practice. To assess project findings, after submission of a project report, the findings of a project should be evaluated in a similar manner as for selecting among project proposals, and possibly by the same evaluators.

Additionally, the importance of developing isolated pieces of information (for example, on individual countries) into knowledge was highlighted. Knowledge can be regarded as an extract from information and as bound on individual persons. To develop knowledge out of pieces of information, a methodological framework is helpful.

The identification of missing knowledge - is there sufficient knowledge?

Due to a limited amount of available resources, there might never be enough knowledge. However, research with a strategic focus can make important contributions to the overall goal of educational development. Priorities in European research should be defined by policy-makers and researchers together with the social partners. A number of specifically policy relevant themes can be identified which are not covered by transnational research and therefore deserve special support by policy

makers. With respect to innovation, the representative of OECD suggested that the use of new technologies for education could be seen as a major field where there is still scope for methodological innovation. For example, the impact of ICT on learning and on cognitive skills was given as an example which has not yet sufficiently been tackled by European research.

Important further issues are the identification of the end users of information and the creation of new projects. To stimulate these processes, more communication and transparency are needed.

The transferability of knowledge - how can knowledge best be prepared for communication and exploitation?

To be able to be perceived and understood by different types of 'end users', the format in which knowledge is presented has to be adopted according to different contexts.

In principle, researchers cannot be expected to be experts in knowledge transfer and dissemination. To bridge the perceived 'gap' between the scientific community and different communities of 'end users', the following two options were discussed:

As a first option, it was mentioned that decision makers could be involved in the design of research projects from the beginning. Especially in big projects, positive experience has been gathered with the setting up of advisory boards staffed with policy makers and/or practitioners. Such bodies can, for example, concern themselves with strategies for the dissemination and valorisation of project findings. The institution financing a research project should not understand itself as a control mechanism but as a project member. One could go as far as considering a representative of the institution financing a research project as a project partner. This might make the exploitation of research results for policy and practice easier.

As a second option, it was suggested to train 'knowledge-organizing agents' or 'brokers'. The communication of research findings outside the scientific community was seen as requiring specific skills which are not typically held by reasearchers. 'Knowledge organization' should be regarded as a distinct profession.

Possibilities to reach sustainability of knowledge

Policy-related knowledge is by definition "time-related" and not stable. European knowledge may be sustained by big networks and integrated projects. However, this model does not fit for most of the projects in social sciences and humanities which tend to be smaller partnerships. It was said that monitoring activities were needed to be able to store the knowledge resulting from transnational projects. Moreover, data bases should be built to give access to longitudinal information.

7. Redcom Bibliographic References

7.1. Working in Transnational Project Teams

HANNERZ, Ulf (1998):
Transnational Research.
In: BERNARD, Russel (ed.): Handbook of methods in cultural anthropology. pp 235-256. Walnut Creek: Alta Mira

> *This paper comments on conceptions of globalization and transnationality and their place in the development of anthropology, identifies the main genres of transnational research in anthropology, and presents some practical and methodological concerns that may become important in transnational anthropology.*

> *Key words: anthropology, transnationality, transnational research, globalization*

KÄMARÄINEN, Pekka (1998):
Towards a European Research Culture - "Lessons from Project Histories" of European research co-operation projects.
In: DIETZEN, Agnes and KUHN, Michael (eds.): Building a European co-operative research tradition in vocational education and training. The contribution of the LEONARDO da Vinci programme's surveys and analyses.
Berlin, Bonn: Bundesinstitut für Berufsbildung, pp 53 - 68

> *The author is raising the question how experiences from research projects can contribute to the development of a European Research culture.*

> *Key words: European Research Tradition, VET, Leonardo da Vinci Programme*

KOHN, Melvin L (1989).:
Cross-national research as an analytic strategy.
In: KOHN, Melvin L.: Cross-national research in Sociology. Newbury Park: Sage, pp 77-102

> *The author develops the thesis that cross-national research is most valuable to revise outcomes and interpretations of national research to discover differences and discrepancies which could not be revealed in national research. Uses and dilemmas of transnational research in sociology are discussed extensively.*

> *Key words: cross-national research, value of cross-national research, difficulties in cross-national research*

KUHN, Michael and WEIDEMANN, Doris (2005):
Speaking the same language? Lingua Franca Communication in European Social Science Research Communication. In: KUHN, Michael and REMØE, Svend Otto (Eds.):
Building the European Research Area. Socio-Economic Research in Practice. New York: Lang, pp 85-114

> *Being involved in transnational research projects means that at least a part of the researchers has to communicate in a foreign language. In European research projects, it seems often obvious for the project partners to choose English as Lingua Franca. However, the use of English as working language does not always mean that communication problems are solved.*

> *Kuhn and Weidemann strengthen the awareness of restrictions of a lingua franca in European research projects by evaluating frequent problems in typical work situations.*

Showing that an ideal solution to break down the language barriers in transnational research collaboration is not likely to be found, they open ways to benefit from the cultural diversity of a project team by taking restrictions of a lingua franca use into account.

Key words: lingua franca communication, English language communication, European research collaboration, transnational research project

KUHN, Michael and WEIDEMANN, Doris (2005):
Reinterpreting Transnationality: European Transnational Socio-economic Research in Practice. In: KUHN, Michael and REMØE, Svend Otto (Eds.):
Building the European Research Area. Socio-Economic Research in Practice. New York: Lang, pp 53-84

Transnational research teams have the potential to perform better than national homogeneous teams, as they may profit from a wider range of knowledge and experiences. However, working in an transnational research team brings along challenges for the project partners that do not exist - at least not to this extent - in national research projects.

Culture-specific communication styles and different expectations can easily end in miscommunication and frustration which can endanger the success of the project as much as culturally affected research methods and scientific standards referring to locally different conditions. The latter regards especially social scientific research cooperation.

The article examines how researchers cope with the challenge of conducting transnational research under the pre- defined conditions of the European Framework Programme. By developing the term "reinterpretation of transnational research", this task of the transnational research team is made tangible and it is shown that different types of reinterpretation are possible.

It is suggested that researchers of transnational teams should develop an awareness that different ways to reinterpret the transnational dimension are possible in the team. To identify different modes of reinterpretation a typology is developed, which is supposed to enable project partners to develop a common ground on the research process and to use the potential of an transnational team.

Key words: Transnationality, transnational research, cross-cultural communication

7.2. Interdisciplinarity in Educational Research

BENAVOT, Aaron (et al.): Interdisciplinarity in EU-funded social science projects. In: KUHN, Michael and REMØE, Svend Otto (Eds.):
Building the European Research Area. Socio-Economic Research in Practice. pp 115-173. New York: Lang, 2005

Interdisciplinarity ca be regarded as one of the key dimensions of research on social science funded by the European Union. However, interdisciplinarity is seen as basic condition for producing policy-relevant knowledge on the one and, on the other hand it is argued that interdisciplinarity might lead to a less quality in research.

The authors focus on conceptualisation concepts of interdiciplinarity and disciplinarity. Opportunities and constraints of interdisciplinary research in social sciences are examined and evaluated.

Key words :interdisciplinarity, social science research, transnational research, EU-funded projects

FINKENTHAL, Michael:
Interdisciplinarity: Toward the definition of a metadiscipline?
New York: Lang, 2001

> *Extensive thoughts on the nature and history of disciplinary thinking and interdisciplinary research.*
>
> *Key words:Interdisciplinarity, Interdisciplinary Research*

7.3. Educational Research and the Knowledge Society

CENTRE FOR EDUCATIONAL RESEARCH MANAGEMENT (2000):
Knowledge Management in the Learning Society
Paris: OECD

> *The book explains knowledge as one of the core elements for the success of and aims to contribute to the understanding of learning and knowledge economies in the emerging knowledge-based society. Part one of the book gives an insight into terminology and concepts. Part two provides a selection of papers on the production, transfer and use of knowledge in different sectors.*
>
> *key words: learning society, knowledge management , knowlegde economy, educational policy and practice*

GUMPORT, Patricia J. (2005):
The Organisation of Knowledge. Imperatives for Continuity and Change in Higher Education. in: BLEIKLIE, Ivar and HENKEL, Mary (eds.): Governing Knowledge. A Study of Continuity and Change in Higher Education - A Festschrift in Honour of Maurice Kogan.
Dordrecht: Kluwer Academic Publishers

> *This chapter is based on Maurice Kogan's work on higher education reform and studies the interplay between external pressures and the forces already in play within higher education institutions in the United States for the last 25 years. It concludes that the changes have cumulatively redefined the dominant legitimating idea of public higher education, which has shifted in the collective conception from a social institution to an industry.*
>
> *key words: higher education reform, knowledge, institutional governance, resource allocation*

MARTON, Susan (2005):
Academics and the Mode-2 Society: Shifts in Knowledge Production in the Humanities and Social Science. In: BLEIKLIE, Ivar and HENKEL, Mary (eds.): Governing Knowledge. A Study of Continuity and Change in Higher Education - A Festschrift in Honour of Maurice Kogan.
Dordrecht: Kluwer Academic Publishers

> *This chapter studies the case of Sweden during a period of profound change in the funding system for research. It suggests that a significant change in economic, social or political factor would have a major impact on how the research foundations are perceived. Therefore, it argues that it is insufficient to understand the complexities of change in the system with only a "Mode-2" society model.*
>
> *key words: academic identity, "Mode-2" society model, research funding, Sweden*

McDANIEL, Olaf C. (1997):
The Effects of Government Policies on Higher Education. In Search of Alternative Research Methods.
's-Gravenhage : VUGA

This book examines impact on higher education policy on higher education on the basis of a study on the effectiveness of governmental steering.. 600 experts of higher education in 17 European countries contributed to the study by answering a questionnaire on policy instruments for higher education. The author draws the conclusion that the effects are rather poor and develops an experimental model which aims to ensure an effective steering of higher education.

key words: governance in higher education, higher education policy

SERBAN, Andreea and LUAN, Jing (eds.):
Knowledge management: building a competitive advantage in higher education.
San Francisco, Calif: Jossey-Bass, 2002

This volume provides a comprehensive discussion of knowledge management, covering its theoretical, practical, and technological aspects with an emphasis on their relevance for applications in institutional research.

Key words: knowledge management, relevance of knowledge management, institutional research

7.4.   European Perspectives on Higher Education

LUIJTEN-LUB, Anneke; VAN DER WENDE, Marijk and HUISMAN, Jeroen (2005):

On cooperation and competition: A comparative analyses of national policies for internationalisation of higher education in seven western European countries.
In: Journal of Studies in International Education (9) 2, pp. 147 – 163

This paper compares national policies for internationalisation in Austria, Germany, Greece, the Netherlands, Norway, Portugal and the United Kingdom. The study suggests that increasing economical rationales for internationalisation and mainstreaming of higher education have persisted during the past few years, and the approach to internationalisation in the seven countries has broadened.

Key words: internationalisation, globalisation, Europeanisation, higher education policies

NEAVE, Guy (2005):
Euro-Philiacs, Euro-Sceptics and Europhobics: Higher Education Policy, Values and Institutional Research.
In: Tertiary Education and Management, 11 (2), pp 113-129

As a retiring president of EAIR, the author makes us of his observation and experience to reinterpret, analyze and criticize the Bologna Process as a bureaucratic phenomenon, how it is established, how it is 'embedded' in policy making, and why it sacrificed academic time to political time.

Key words: Bologna Process, EAIR, higher education policy, institutional leadership

MASSEN, Peter and STENSAKER, Bjørn (2005):
The Black Box Revisited: The Relevance of Theory-driven Research in the Field of Higher Education Studies. In: BLEIKLIE, Ivar and HENKEL, Mary (eds.): Governing Knowledge. A Study of Continuity and Change in Higher Education - A Festschrift in Honour of Maurice Kogan. Dordrecht: Kluwer Academic Publishers, pp. 213 - 226

The authors point out that there is a tendency in research on higher education to describe changes and developments in polarising, dichotomic way. They present cultural theory as a possibility to deal with the dilemma to base higher education research on theoretical perspectives providing researchers adequate explanations for the complex issues without the need to include complementary perspectives.

key words: higher education research, cultural theory

MUSSELIN, Christine (2005):
Change or Continuity in Higher Education Governance? Lessons Drawn from Twenty Years of National Reforms in European Countries. In: BLEIKLIE, Ivar and HENKEL, Mary (eds.): Governing Knowledge. A Study of Continuity and Change in Higher Education - A Festschrift in Honour of Maurice Kogan. Dordrecht: Kluwer Academic Publishers, pp. 65 - 80

This article combines two analytical frameworks contributed to the "change or continuity" issue to access what kind of change and how much change higher education systems experienced in the last decades. It concludes that shift from one paradigm to another in science is more radical and revolutionary that from one policy paradigm to another; and change is not uniformly spread within a system, which confirms the heterogeneous nature of higher education system.

key words: higher education system, governance, reform

TEICHLER, Ulrich (2005):
New Patterns of Diversity in Higher Education: Towards a Convergent Knowledge. In: BLEIKLIE, Ivar and HENKEL, Mary (eds.): Governing Knowledge. A Study of Continuity and Change in Higher Education - A Festschrift in Honour of Maurice Kogan. Dordrecht: Kluwer Academic Publishers, pp. 97 - 112

The author gives a historical overview of patterns of diversity in higher education for the last few decades in Europe analyses the impact of the Bologna process on the implementation of the "European Higher Education Area".

key words higher education diversity, structural reform, Bologna Process, European Higher Education Area

WÄCHTER, Bernd (ed.)(2004):
Higher Education in a Changing Environment: Internationalisation of Higher Education Policy in Europe. Bonn: Lemmens

This volume analyses the characteristics of "old internationalisation", which concerns the mobility of students and teachers and revisits "new internationalisation", dealing with structural and regulatory issues of European Higher Education Systems, as for example quality assurance and lifelong learning.

key words: higher education policy, internationalisation

WÄCHTER, Bernd (ed.)(1999):
Internationalisation of Higher Education. A Paper and Seven Essays on International Cooperation in the Tertiary Sector.
ACA Papers on International Cooperatin in Education.
Bonn: Lemmens

> *In this book, the terms "internationalisation" and "international cooperation" are characterized. An overview paper describes main issues of internationalisation, while seven essays focus on particular aspects.*

> *key words: internationalisation, international cooperation, educational integration in Europe*

7.5. European Perspectives on Lifelong Learning

COLARDYN, Danielle and BJØRNÅVOLD, Jens (2005):
The Learning Continuity: European Inventory on Validating Non-formal and Informal Learning.
National Policies and Practices in Validating Non-formal and Informal Learning.
Cedefop Panorama Series; 117.
Luxembourg: Office for Official Publications of the European Communities, 2005

> *The recognition and valuing of learning in informal settings has become an important issue of European and national policies. A common approach how learning can be valued without taking into consideration where and when the knowledge has been required can strengthen mobility and lifelong learning.*

> *The book illustrates differences and parallels in validation of non-formal and informal learning in European Countries and analyses the potential of a European approach.*

> *Key word: lifelong learning, valuing learning*

ISTANCE, David; SCHUETZE, Hans G. and SCHULLER, Tom (2002):
International Perspectives on Lifelong Learning. From Recurrent Education to the Knowledge Society.
Philadelphia: SHRE and Open University Press

> *The book gives an overview on policy research in the field of lifelong learning over the past thirty years. It sheds light on the needs of the emerging knowledge society: Lifelong learning is identified as crucial for economic, social and democratic life.*

> *Key words: knowledge society, globalisation, social capital, organisational learning, adult literacy, educational policy making*

SCHMIDT-LAUFF, Sabine (ed.)(2003):
Adult Edcuation and Lifelong Learning. A European view as perceived by the participants in an exchange programme.
Hamburg: Verlag Dr. Kovač

> *The book examines lifelong learning and adult education with an European perspective starting with contributions on general concepts of lifelong learning in Europe. The second part provides country-specific articles. The book allows a comparative view on adult education and aims to enable readers to learn from the variety of perspectives which are provided*

> *Key words: adult education, lifelong learning, European exchange programme*

TUIJNMAN, Albert and SCHULLER, Tom (eds)(1999):
Lifelong Learning Policy and Research. Proceedings of an International Symposium.
London: Portland Press

> *Lifelong learning has become an important issue on the agenda of policy makers and researchers. The book gives an extensive overview on the current stage of research and national and European policy making. It aims to enhance the dialogue between researchers and to provide a reference for the identification of new research needs on lifelong learning.*
>
> *key words: lifelong learning,, adult learning, educational policy, lifelong learning and higher education*

7.6. European Perspectives on Vocational Education and Training

DESCY, Pascal and TESSARING, Manfred (eds.):
The Value of Learning. Evaluation and Impact of Education and Training. Third report on Vocational Training research in Europe: Synthesis Report.
Cedefop Series; 61.
Luxembourg: Office for Official Publications of the European Communities, 2005

> *This books represents the third research report of Cedefop. It provides an overview on the uses, philosophies and methods of evaluating education and training to illuminate ways to use evaluation for improvement.. Approaches and methods of evaluation and impact research of education and training are explained extensively.*
>
> *key words: evaluation, education and training, impact research*

GROOTINGS, Peter (2004):
ETF Yearbook 2004: Learning Matters.
Luxembourg: Office for Official Publications of the European Communities, 2004

> *The yearbook of the European Training Foundation (ETF) gives an insight in critical issues in the reform of vocational education and labour markets in transition countries.*
>
> *key words: vocational education and training, transition countries, labour market, VET reform, VET reform policies, Central European countries, Eastern European countries*

ERTL, Hubert (2001):
The role of EU programmes and approaches to modularisation in Vocational Education:
Fragmentation or integration? München: Herbert Utz Verlag, Diss.

> *The study focuses on the role of the European Union as a supranational actor in the field of education and training and the processes and implementation of EU policies are analysed. Additionally, the EU is analysed as facilitator supporting the countries of the EU by answering to the challenges of globalisation.*
>
> *The issues "Knowledge Production in an international research network", the "development of European competences in education and vocational training" and the "development and implementation of EU programmes in education and training" are discussed extensively taking into account several examples.*
>
> *Key words: European knowledge production, standardisation, integration, globalisation, modularisation of VET*

NYHAN, Barry (1998):
Promoting a European Vocational Education and Training Research Tradition - the role of the survey and analyses measure of the LEONARDO da Vinci programme.
In: DIETZEN, Agnes and KUHN, Michael (eds.): Building a European co-operative research tradition in vocational education and training. The contribution of the LEONARDO da Vinci programme's surveys and analyses. Berlin, Bonn: Bundesinstitut für Berufsbildung, pp 19 – 41

> *The author provides an overview of the LEONARDO da Vinci programme as such and an introduction to the "Survey and analyses measure" in the framework of the programme which is undertaken to support decision makers by developing new concepts of European vocational education and training.*
>
> *Key words: LEONARDO da Vinci programme, Vocational Education and Training, European research, multi-disciplinary research, action-oriented research*

7.7. Educational Research and the Utility of Research Outcomes for Practitioners

BEGG, Roddy (2003):
The Dialogue Between Higher Education Research and Practice. 25 years of EAIR.
Dordrecht: Kluwer

> *This book commemorates the event of the 25th anniversary of EAIR.. It analyses the relationship of research, policy and practice in higher education management and institutional research with a focus on Europe and the United States by giving an overview of the development and the current stage of research.*
>
> *key words: EAIR, higher education research, institutional research*

BENSIMON, Estela Mara (et al.) (2004):
Doing Research that Makes a Difference.
In: The Journal of Higher Education 75 (1), pp 104-126

> *The authors believe that the problem of the gap between research and practice lies in the traditional methodology of knowledge production, and this paper describes an alternative methodology, the "practitioner-as-researcher" model, for conducting research that is intended to bring out institutional change.*
>
> *Key words: research methodology, research-practice relationship*

EL-KHAWAS, Elaine (2000):
Patterns of Communication and Miscommunication Between Research and Policy.
In: SCHWARZ, Stefanie and TEICHLER, Ulrich: The Institutional Basis of Higher Education Research. Dordrecht: Kluwer, pp 45-56

> *The author points out that communication and relationships between researchers and higher education policy makers can be considered to be problematic in a large number of countries. The essay develops a perspective for establishing a relationship of policy and research and offers suggestions to improve communication between the two fields.*
>
> *key words: higher education research, higher education policy*

GRONBACK, David J. v. H. (2003):
A European Research Council: An Idea Whose Time Has Come? In: Science and Public Policy, 30 (6), pp 391-404

> *The author examines the recent rise of the idea of a European Research Council (ERC), including the historical-institutional background, the position of the most important players and the factors working for and against it becoming a reality. A distinction is drawn between radical and incremental variants of the idea, implying either a large, independent funding agency, or a lighter, coordinating 'agency of agencies'.*

> *Key words: European Research Area, European Research Council, European Union, research funding, research and development*

HUBERMAN, M.
The Mind is its own Place: The Influence of Sustained Interactivity With Practitioners on Educational Researchers.
In: Harvard Educational Review, 69 (3), 289-319

> *After studying a elementary-level mathematics project and biographies of math and science education researchers, the author suggests that sustained interactivity between practitioners and educational researchers may be beneficial to both parties, as that may allow researchers to refine their conceptual frameworks, methodologies, teaching and modes of exchange non-specialists.*

> *Key words: research-practice relationship, educational research, flow of knowledge*

KEZAR, A. and ECKEL, P. (2000):
Moving Beyond the Gap Between Research and Practice in Higher Education, no 110. San Francisco, Jossey-Bass

> *The book aims to contribute to a better understanding between researchers and practitioners. The authors who understand themselves as both researchers and practitioners identify reasons for difficult integration of the diverse approaches of higher education researchers and practitioners and provide suggestions to improve cooperation with the help of various examples.*

> *key words: higher education research, dialogue between higher education research and practice*

STRINGER, E.T (1996):
Action Research: A Handbook for Practitioners.
Thousand Oaks: Sage

> *The purpose of this book is to involve the "subjects" of research as active participants in the conduction of research with a three step model for action research: "Look" - building a picture and gathering information; "Think" - interpreting and explaining; "Act" - resolving issues and problems.*

> *key words: action research, involvement of practitioners*

7.8. Journals Related to Topics of the Seminar

7.8.1. European Journal of Education

The *European Journal of Education* is edited by the institute EIESP. It is a professional quarterly Journal, which appears in English. Each issue is devoted to a particular theme. Contributions are commissioned from a range of specialists, with the aim of achieving a European, policy-oriented perspective.

For further information (editorials, indices) please visit:

http://e-education-europe.org/uk/rubriques/journal/polef/01.asp

Selected Issues

September 2005: Lifelong learning for all: Lisbon strategies in the global context
Guest editors: Danielle Colardyn and Jean Gordon

June 2005 : European Higher Education Scrutinised by Young Researchers
Guest editor: Christine Musselin, Benoit Cret, Sana Miladi, Stéphanie Mignot-Gérard & Pauline Ravinet

March 2005 : The Wider Benefits of Investment in Education
Guest editor: Jean-Pierre Jallade

September 2004 : The Bologna Process – a mid-term review
Guest editor: Jean-Pierre Jallade

June 2004 : Innovative Approaches to Investing in Human Capital in an Enlarged Europe.
Guest editor: Albert Tuijnman

March 2004 : Trends in Lifelong Learning: Improving Opportunities for Adult Learning - policies for tackling barriers and encouraging skills development.
Guest editor: Jean Gordon

December 2003 : Diversification in European Higher Education
Guest Editor: Christine Musselin

June 2003 : Reforming Education and Training: the role of evaluation
Guest Editor: David Parkes

March 2003: Widening Participation in Lifelong and Higher Education in Europe
Guest Editor: Michael Osborne

June 2002: Challenges for Citizenship Education in the New Europe
Guest Editors: Murray Print & Alan Smith

December 2001: Mobility and co-operation in Education Recent experiences in Europe
Guest Editors: Ulrich Teichler & Jean Gordon

September 2001: Lifelong Learning : The University Response
Guest Editors: Berit Askling & Jean-Pierre Jallade

March 2001: VET Under Review
Guest Editor: David Parkes

7.8.2. Politiques d'Education et de Formation

The EIESP and the EPICE Institute are responsible for *Politiques d'Education et de Formation* (POLEF) journal. This is a professional Journal, which appears in French. Each issue is devoted to a particular theme. Contributions are commissioned from a range of specialists, with the aim of achieving an European policy-oriented perspective.

For further information (editorials, summaries) please visit:

http://e-education-europe.org/uk/rubriques/journal/polef/01.asp

Selected Issues

Education et formation en Europe: converger sans harmoniser?
Lisbonne à mi-parcours
(14/2005/2, September 2005)
Guest Editors: Danielle Colardyn and Jean Gordon

Le Processus de Bologne à mi-parcours
(12/2004/3, December 2004)
Guest Editor: Jean-Pierre Jallade

Gouvernance de l'enseignement supérieur
(10/2004/1, June 2004)
Guest Editor: André Philippart

La formation tout au long de la vie: la contribution du secteur privé (7/2003/1)
Guest Editors: Jean-Pierre Jallade

La formation tout au long de la vie : du slogan aux pratiques (4/2002/1)
Guest Editor: Jean-Pierre Jallade

Les indicateurs internationaux comme outils des politiques éducatives (3/2001/3)
Guest Editor: Norberto Bottani

Université et professionnalisation (2/2001/2)
Guest Editor: Jean-Claude Eicher

7.8.3. Die Hochschule

The journal Die Hochschule is a professional biannual journal, which appears in German. It is edited by the Institute for Higher Education Research. The journal understands itself as a place for debates on issues related to the development and reform of higher education as well as bordering subjects from research on science and education.

For further information (indices, board) please visit:

http://www.diehochschule.de/

Selected Articles from Recent Issues

Issue 1(2004)

This issue broaches the central theme of the internal organisation of higher education institutions in the framework of the discussion raised on the reform of higher education institutions in Germany.

Maria Engels:
Eine Annäherung an die Universität aus organisationstheoretischer Sicht

Manfred Stock:
Steuerung als Fiktion. Anmerkungen zur Implementierung der neuen Steuerungskonzepte an Hochschulen aus organisationssoziologischer Sicht

Issue 1(2002):

The issue deals with the organisation of reform and development in higher education institutions and the impact on and interaction with higher education and policy.

Michael Daxner:
Hochschulreform und Politik. Ein sehr kurzer Essay

Sigrun Nickel:
Erduldete Transformation. Hochschulreform als Spielball der Politik

Issue 1(2003):

This issue, emtitled as „Grenzüberschreitungen. Internationalisierung im Hochschulbereich" examines the impact of globalisation, internationalisation and europeanisation on European higher education institutions. The terms are clarified and defined, current research approaches explained and new perspectives for further research identified.

Barbara M. Kehm:
Vom Regionalen zum Globalen. Auswirkungen auf Institutionen, System und Politik

Ulrich Teichler:
Europäisierung, Internationalisierung, Globalisierung – quo vadis, Hochschule

Siegbert Wuttig, Klaudia Knabel:
Auf den Weg zu einem europäischen Hochschulraum. Perspektiven der Hochschulentwicklung unter den Bedingungen der Internationalisierung

Karola Hahn:
Die Globalisierung des Hochschulsektors und das „General Agreement on Trade in Services" (GATS)

Christian Tauch:
Die Rückkehr des „Magisters". Master-Grade in Europa

Bernd Wächter:
Englischsprachige Studiengänge in Europa

7.8.4. European Journal Vocational Training

The European journal vocational training is a professional periodical which appears three times a year in English, French, German and Spanish and Portuguese. The journal is published by CEDEFOP (the European Centre for the Development of Vocational Training). The journal aims to stimulate the dialogue between researchers, policy-makers, practitioners and social partners in the area of vocational education and training with a European perspective. It plays an important role in the dissemination of research outcomes and new developments in vocational education and training policy and practice.

For further information and download of publications please visit:

http://www2.trainingvillage.gr/etv/editorial/edcomm.asp

7.9. Internet Links Related to Topics of the Seminar

Online Observatory on Education Policies
http://www.e-education-europe.org

Open Source for Collaborative Knowledge Development and Learning
http://cedra.theknownet.com/

CEDRA: The Cedefop Research Arena aims to promote opportunities for researchers to collaborate in sharing and developing knowledge about vocational education and training (VET).
http://cedra.theknownet.com/view.fcgi

A guide to successful communications. 6th Framework programme. European Commission.
Luxembourg: Office for Official Publication of the European Communities. 2004
http://europa.eu.int/comm/research/science-society/science-communication/index_en.htm

Enhancing the role of science in the decision-making of the European Union.
Bruce Ballantine. EPC Working paper n°17. March 2005.
http://www.theepc.be/en/default.asp?TYP=TEWN&LV=187&see=y&t=&PG=TEWN/EN/detail&l=1&AI=472

Scientific Support for Policies – SSP Website
http://europa.eu.int/comm/research/fp6/ssp/index_en.htm

SINAPSE: Providing scientific information for policy-making
http://europa.eu.int/sinapse/sinapse/index.cfm

ETF European Training Foundation
www.etf.eu.int

8. Annex

8.1. Presenters

Agalianos, Angelos	European Commission, DG Research, Brussels Scientific officer
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8.2. Rapporteurs of Workshop Discussions

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8.3. Seminar Participants

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Murdoch, Jake	European Institute of Education and Social Policy (EIESP), Paris Postdoctoral researcher Member of REDCOM Steering Committee
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8.4. Seminar Programme