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Foreword

High quality education and training systems are indispensable for European welfare and for developing a knowledge-based society. As such, education and training are essential policy components from both an economic and social point of view. This is fully reflected in the activities led by the European Research Framework Programmes.

This publication gives an overview of the European research on education and training supported by the themes 'Citizens and Governance in a knowledge-based Society' of the 6th Framework Programme and 'Socio-economic Sciences and Humanities' of the 7th Framework Programme of the European Union.

The European research projects have studied diverse aspects of education and training mostly dealing with knowledge and skills (Lisbon Strategy), inclusion and cohesion (Social Agenda), culture, youth and migration (Citizenship), horizontal, international and support actions.

Among the key questions addressed by European researchers are: How can the education systems contribute towards a lifelong learning society in Europe? What is the role of social innovation? What competencies are needed for succeeding in the knowledge society or for training successful entrepreneurs? How can education and training contribute to better social inclusion?

The projects included in this publication represent an overall European investment of 30 million euros shared among 200 European research teams grouped in 19 European collaborative research projects. These research projects have been selected – following very competitive calls – for their scientific excellence, their policy relevance and their potential impact at European, national, regional and local levels.

'Education in a European knowledge society' – analysing key competences and the different skills required for the knowledge society against the background of evolving labour markets – is a topic that will be addressed by researchers in the next years.

The Socio-economic Sciences and Humanities research programme addresses major current and future societal challenges through top-quality, multidisciplinary and multinational research. Building a European knowledge society through education and training is certainly amongst the major challenges of this century.



Jean-Michel BAER
Director

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- I. Knowledge and skills:
Lisbon Strategy

REFLEX

The flexible professional in the knowledge society – New demands on higher education in Europe

Reflex

Objectives

The REFLEX project focuses on the demands that the modern knowledge society places on higher education graduates, and the degree to which higher education equips graduates with the competencies to meet these demands. Two recent major trends affect the demands that higher education graduates face. One involves the increasing emphasis on education and training, seen by many as the most important factor affecting economic growth (see for example World Bank, 2002). Another trend relates to changes in labour market processes.

Schmid (2000) introduced the concept of the transitional labour market to indicate how in modern society, the demarcation lines between work, leisure time, education and care have been blurred, leading to increased mobility and flexibility patterns, to de-standardisation of the life course and to an overall focus on employability. This has clear implications for the kinds of demands made of higher education graduates. There are good reasons to believe that higher education graduates are expected to be more or less competent in at least the following four areas: professional expertise, functional flexibility, innovation and knowledge management and mobilisation of human resources.

Project description

Higher education policy has increasingly gained a European dimension with its own distinct influence over national education policies. It is clear that the Bologna declaration and the subsequent initiatives have put higher education in the centre of EU policy with the goal to create a 'Europe of knowledge' (Lisbon European Council, March 2000). In this project an answer the following questions was sought:

1. What competencies are needed to fulfil the above-mentioned demands?
2. How are these competencies related to characteristics of jobs and firms?
3. To what extent do higher education graduates possess these competencies?
4. To what extent has higher education provided (the basis for acquiring) these competencies?
5. Do particular firm characteristics make it easier or harder for graduates to meet the demands?
6. How do graduates and employers deal with discrepancies between acquired and required competencies?
7. How do characteristics of graduates, higher education institutions, employers and the broader institutional, structural and cultural context affect the transition of the graduates to the labour market and later occupational outcomes?

To answer these questions, this project has developed a series of instruments:

1. a country study highlighting the main structural and institutional factors that shape the relation between higher education and work in nine European countries;
2. a qualitative study on graduate competences in the knowledge society;
3. a survey of higher education graduates in these countries. The major part of the project consists of a large scale survey held among some **70 000 graduates from higher education** in these countries. In each country a representative sample has been drawn of graduates from ISCED 5A programmes who got their degree in the academic year 1999/2000.

Results

Several conclusions and policy implications were identified which were thought to be relevant to one or more of following stakeholders: the European Commission, national governments, employers, higher education institutions and students.

The main policy conclusions for the European Commission were:

- international graduate surveys offer important insights into the changing European higher education systems: they should be repeated at 5-year intervals;
- although higher education is increasingly internationally oriented, this does not keep pace with the even more rapid trend toward globalization. The European Union should do more to foster international exchange in higher education and to strengthen foreign languages proficiency.

The main policy conclusions for national governments were:

- strengthen both the academic and vocational orientations in higher education. Both have a distinct value in preparing for the labour market;
- encourage relevant rather than non-relevant work experience during higher education;
- external flexibility is not always bad. National policy should focus on promoting a smooth transition between jobs, and on encouraging graduates to choose temporary employment above unemployment.

The main policy conclusions for employers were:

- employers should be aware of the large reserves of underutilized human capital at their disposal;
- employers should develop better policies to accommodate the feminization of the graduate labour market, that is, to attract and retain women, also in top positions;
- employers should look for more direct signals of graduate quality, and rely less on traditional signals such as prestige of the programme.

The main policy conclusions for higher education institutions were:

- study programs should be more demanding;
- study programs should focus on strengthening professional expertise;
- student-centred methods may work, but don't ignore the value of knowledge;
- assessment drives learning as well; written assignments and oral presentations should be preferred above multiple choice exams;

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- give credits for relevant work experience;
- don't overestimate the positive effect of internships and work placements.

The main policy conclusions for students were:

- follow your interest and talent;
- acquire relevant experience outside higher education;
- a good network is highly relevant; take time to develop yours.

LifeLong Learning 2010

Towards a lifelong learning society in Europe: the contribution of the education system



Objectives

- To develop and carry out a joint research agenda for a better understanding of the tensions between the knowledge-based society, lifelong learning and social inclusion in the context of enlargement of the EU and globalisation.
- To provide an analysis of the role played by education system in the enhancing of lifelong learning and dependency of this role on relevant institutions at micro, meso and macro levels.
- To provide an empirically based analysis of the adequacy of lifelong learning policies in Europe and their implications for different social groups, especially for socially excluded groups.
- To develop relevant policy proposals for lifelong learning strategies to decrease social exclusion on the European and national level and to identify their implications for relevant areas of social and economic policies.
- To strengthen cooperation and infrastructure for international and multidisciplinary comparative research in the area of lifelong learning.
- To develop transnational data sources, i.e. survey of adult learners in schools and universities, in-depth interviews with schools management, employers, analysis of policy documents.

Project description

The project aims to examine and report on national differences in approaching formal lifelong learning, but also to assist policy-makers and practitioners in learning appropriate lessons from contrasting practice in other countries. Within the project a number of original empirical studies are being carried out with regard to macro, meso and micro levels in order to take into account macro-structural factors and national policies, as well as institutional factors and actors' motivation and actions, which are all considered to influence the role of educational systems in promoting lifelong learning.

Interdisciplinary analyses will be based on the following surveys and data: (a) individual learners (a survey of adult learners in schools and universities and data from Eurostat driven Adult Education Survey); (b) educational institutions (interviews with schools' management and officials from education ministries); (c) enterprises (interviews with SME management). The project is designed in a way to integrate into a coherent picture the different aspects – historical, political, institutional, economic, individual and methodological – related to participation in and access to lifelong learning.

Results

1. To extend the present knowledge of the relation between lifelong learning, education system, social inclusion and the knowledge-based society by the multidisciplinary development of the conceptual framework; by the development of methodology of comparative research; by the development of a common strategy for analyses of standardized data of the Adult Education Survey:
 - European typology of basic patterns of participation in lifelong learning will be developed and causal factors of cross-country differences will be revealed;
 - develop transnational data sources, i.e. survey of adult learners in schools and universities, in-depth interviews with schools management, employers, analysis of policy documents;
 - differences between European countries in the expectations and attitudes towards LLL, obstacles to access and support received will be outlined.

2. To contribute to social innovation in terms of context-sensitive usage of the best inclusive practices on lifelong learning:
- in all the countries the best practices of educational systems contributions to promoting lifelong learning will be identified, with special attention for the participation in lifelong learning for groups at risk of being socially and economically excluded;
 - the links between these practices and their institutional context will be revealed and preconditions for implementation of best practices in different institutional and political contexts will be explored;
 - context-sensitive European models of best practices in lifelong learning will be offered.

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EUEREK

European universities for entrepreneurship: their role in the Europe of knowledge



Objectives

EUEREK examined the changing role of the European university in supporting the development of the knowledge-based society. Through its teaching and research, and other activities, the university provides the essential foundations of the knowledge-based society. In particular, EUEREK studied developments which might broadly be considered to be 'entrepreneurial', that is, making the university more responsive to social and economic demands, thus supporting knowledge-based entrepreneurship in society generally. EUEREK examined the role of such entrepreneurial universities in promoting economic development, social cohesion and cultural diversity.

Project description

The EUEREK consortium comprised institutions from EU states with differing approaches to higher education organisation, and from Russia and Moldova. The involvement of this broad spectrum of university systems was important, as it added to the analytical power of the study and contributed towards mutual understanding of the nature of institutional change; and helped to guide developments in both the western and eastern states.

EUEREK proceeded by building a theoretical framework, locating knowledge as an economic good and identifying the role of the university in its production and dissemination. Using evidence from case studies of a range of institutions and processes in each consortium country, EUEREK identified the factors which have promoted effectiveness in these respects, the role of entrepreneurship in the university context, and how it can best be promoted. The project probed deeply into university activities, aiming to understand more of the basis of organisational change within them.

These findings have significant policy implications both at the level of institutions and of national higher education systems. In addition to case study and overall reports, EUEREK is providing an ongoing consultancy service offered by its members, as the most effective method of embedding its findings in universities generally in Europe.

Results

- European universities, in so far as this data set is representative, are more entrepreneurial judged in financial, research, teaching and regional engagement terms than is often thought. The decade reviewed has seen enormous advances in universities' commitment to knowledge transfer and universities have recognised that this must be institutionalised through research and technology transfer offices or special units for educational outreach. These offices exercise an important role within institutions. Nevertheless, it remains the fact that for the successful realisation of research findings, commercially or in other ways, society must exercise a 'pull' factor. Universities which have no industrial hinterland or have low population levels in their regions are going to find opportunities for commercial or industrial partnerships hard to identify. Universities which have no access to venture capital funds cannot be expected to generate numbers of spin out companies. If there are no likely users of patents and licences the intellectual property rights to be derived from research are of little commercial value.
- The importance of diversity of institutional mission has to be recognised: the expectations of achievement from long established comprehensive universities in major cities will necessarily be different from newer universities established in economically disadvantaged regions although some of these institutions have demonstrated that they can develop areas of strength of international significance. Specialist institutions can be enormously effective in concentrating efforts across a narrow range of disciplines; international competition among them can often be a driver for more entrepreneurial, innovative and risk taking approaches.
- Entrepreneurialism in research grows out of fundamental research; it is therefore natural that large concentrations of research expertise (mostly found in comprehensive or specialist institutions in major cities), if supported by appropriate knowledge transfer machinery, will usually produce the most commercial and other outcomes. But however effective the knowledge transfer machinery, research based entrepreneurialism needs bottom up motivation as well as professional technology transfer support. Less research intensive universities can develop nodes of research if they have a flexible regulatory climate which encourages academic 'intrapreneurs' and gives these individuals sufficient autonomy in research centres or institutes to develop their ideas.
- Entrepreneurialism is not confined to research and some of the most entrepreneurial activities were identified in teaching side. Such entrepreneurialism is generated by a vision or an idea as much as it is by the expectation of increased resources. However, entrepreneurialism in teaching may often be found in regional universities which have devised new ways to address the needs of disadvantaged communities.

The contribution of entrepreneurialism to the knowledge society through the transmission of education to students either on a non-core funding basis (for example in post-experience programmes for professionals) or as part of widening access programmes should be accorded similar recognition to that of research.

- Public universities have demonstrated that public funding, when appropriate incentives are included in funding systems, can generate a much greater willingness to engage in entrepreneurial extensions to their academic mission than an absolute reliance on private income in the private universities. The mixed economy university in Europe seems better suited to stimulating entrepreneurialism that is linked to creativity and innovation than purely privately financed institutions. In the right conditions public money can lubricate and underpin income generating entrepreneurial activity. But all public universities in Europe are operating in conditions of financial stringency because funding has not kept pace with massification.
- Institutional autonomy is a necessary condition for universities to be entrepreneurial. Where autonomy is restricted, entrepreneurialism is restricted. But full autonomy does not guarantee that universities will become entrepreneurial. The most entrepreneurial institutions in the data set do not conform to any discernable pattern of entrepreneurialism. Institutional entrepreneurialism takes many different forms.
- Universities become entrepreneurial for a variety of different reasons – dynamic leadership, financial stringency, or shocks to the system, a sense of regional isolation, responding to local economic pressures or by the leverage of certain kinds of funding systems. But it remains the case that the bottom up drive of individual academic 'intrapreneurs' also represents a key factor in motivating institutional entrepreneurialism. An institution may not be entrepreneurial overall but may have distinctive entrepreneurial enterprises within it. Removing inhibiting regulation at institutional levels, and giving greater autonomy within institutions are primary steps towards generating greater entrepreneurialism in universities as a whole.
- Institutional governance which incorporates a 'lay' element, that is, it involves at the governing body level a significant (usually a majority) membership drawn from the external community, makes an important contribution to the development of entrepreneurialism. Traditional governance structures which rely on collegiality alone can inhibit entrepreneurialism and can impede innovation.
- A key factor in developing entrepreneurialism in universities is flexibility in the management of human resources. Universities whose recruitment processes and staffing structures are linked to their state civil service are significantly inhibited from incentivising staff in terms of innovation and academic performance or from penalising staff who do not perform adequately;

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universities need to manage their own human resource issues in line with their own strategic objectives without the inhibitions of civil service rules or inflexible lifetime appointments.

- Entrepreneurialism does not flourish in heavily bureaucratic environments, which discourage opportunism and conformity. Universities therefore need to create organisational cultures which motivate staff (not necessarily for financial reward) to pursue innovative, entrepreneurial, or simply extra-core, activities drawing on their own academic and professional expertise. Entrepreneurialism in a university setting is about generating activities, perhaps in response to identifiable and particular market needs, which extend a university's traditional boundaries whether in third mission work, in new teaching opportunities, or in research related to real life industrial or other problems rather than simply a matter of generating non-state income.

KNOW & POL

The role of knowledge in the construction and regulation of health and education policy in Europe: convergences and specificities among nations and sectors



Objectives

As societies develop, social identities become more varied, social processes more differentiated and occupational roles more specific. Each assumes a particular way of knowing about the world: what we think of as 'the knowledge society' is in fact a society of 'knowledges'. In Europe, information and expertise are now more widely available and more widely distributed than ever before. At the same time, expectations of transparency and public accountability have increased. In turn, the legitimacy and authority of social and political processes depends on the legitimacy and authority of the knowledge on which they draw. Knowledge is both contested and a means of contestation: it has become both vehicle and substance of politics.

Yet we understand relatively little about the process by which this takes place. What does society as a whole know about the problems it faces? How are its different sources of information and ways of knowing mobilized in making decisions? To what extent does government consist in mobilizing knowledge? Twelve research teams specialized in the analysis of sector-based policies address these issues directly in respect of two fields, education and health. Both are pressing concerns of both governments and citizens across Europe, and each raises questions about the combination of scientific, practical and managerial understanding in different ways. The project is both multinational and multilevel, in that it looks at knowledge and governance problems across eight different countries and in local, national and international domains.

Project description

The research is organized around three complementary orientations, which apply to both sectors and across countries and levels. Orientation 1 seeks to map the knowledge potentially available to decision makers in different countries and contexts, and trace the relationships between the various actors involved in the policy field under study. Orientation 2 analyses several public actions, paying special attention to the way information and understanding are deployed and learning takes place at different stages. Orientation 3 is focused on the growing use of regulatory instruments, which entail the dissemination of information, studying their fabrication, circulation and use by the actors involved.

Results

- Our work inscribes the knowledge policy relation within the development of a knowledge economy. It examines the conditions of possibility of such an economy, in particular its policies. A distinction is made between two dimensions: that of the policies informed by knowledge; and that of the policies governing knowledge.
- Intermediary results include a theoretical framework and conceptual tools for researching the knowledge-policy relation and explore theoretically the relations between the various scènes where it takes place.
- The research takes into account the evolution of post-bureaucratic states and their distinctive features, including the widespread use of benchmarks, indicators and targets as policy technologies that change the role knowledge plays in policy-making.
- Obviously however, this post-bureaucratic trend is not taking place in every nation. Such a trend, when/if it takes place, rhetorically or otherwise, must always compose with previous (national, sectoral or local) ways of doing and thinking, as the intuitionists point out.
- Therefore we develop the knowledge regime hypothesis that claims that there remains sufficient distinctiveness between national administrative, cultural and political features in order to identify national/sectoral ways of dealing with knowledge in policy-making.

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PROFKNOW

Professional knowledge in education and health: restructuring work and life between the state and the citizens in Europe



Objectives

European welfare institutions such as education and health care are restructuring their organisations in terms of decentralisation, deregulation, privatization and so forth. New actors are entering these institutions in terms of partners or experts on quality assurance. As a consequence professional positions and demands on professional competencies in these institutions are in transition. At the same time European societies are changing in different ways, e.g. in terms of a 'knowledge society' as well as in demographic and cultural changes. Professionals such as teachers and nurses are meeting such changes in their work with students and clients. Thus, there is a need to study these transitions and changes. The project has looked at this from a 'bottom-up' perspective by comparing experiences in different institutional and national contexts. It is based on international reviews and analyses of research in the current field. In focus for the studies are seven national contexts; Finland, Greece, Ireland, Portugal, Spain, Sweden and the UK.

Project description

The PROFKNOW project produced an increased insight in current restructuring measures of welfare state institutions. The 'bottom-up' perspective will provide professionals as well as policy-makers with a more differentiated view of current demands on European institutions and challenges for their professionals. Specific project objectives are:

→ To produce an improved knowledge base on professional knowledge 'at work' among professional actors situated between the state on one side and citizens on the other side. This is based on life histories with three generations of teachers and nurses plus ethno-graphies

in different European contexts. Studies of professional knowledge 'at work' are complemented with and compared to analyses of the education and training of teachers and nurses on one side and analyses of restructuring measures in education and health in different national contexts.

- To describe, analyse and compare current restructuring in education and health in different parts of Europe from the point of view of teachers and nurses and in relation to their interaction with clients. An important aspect will be a social analysis based on surveys of up to 11 000 nurses and teachers in five European countries (Finland, Greece, Spain, Sweden and the UK).
- To contribute to the integration of a European Research Arena in terms of research cooperation, research communication and actions in relation to the enlargement of the European Union. Researchers from the new European Union member states were invited to joint seminars and to comment on the PROFKNOW studies and eventually to conduct similar studies in their contexts.
- To inform the professions of nursing and teaching, policy-makers as well as citizens about our studies on institutional restructuring and the meaning of this for professional work and life in a changing Europe.

Results

The PROFKNOW project has produced through its deliverables insights into current restructuring measures of welfare state institutions. The 'bottom-up' perspective provides professionals as well as policy-makers with a more differentiated view of current demands on European institutions and challenges for their professionals.

- Description and analysis of professional experiences of work and life in 14 European contexts.
- Description and comparative analysis of professional expertise, authority and work life experiences in a study of 11 000 teachers and nurses in Europe related to previous studies in this field of research.
- Ethnographic studies of 14 sites of professional work in nursing and teaching in Europe.
- Comparative analyses of work life experiences in restructured European welfare state schooling and nursing.

The following reports are available for download at the project website:

- a literature review of welfare state restructuring in education and health care in European contexts;
- welfare state restructuring in education and health care;
- European school teachers work and life under restructuring: professional experiences, knowledge and expertise in changing context;
- European nurses' life and work under restructuring: professional experiences, knowledge and expertise in changing contexts;
- professional expertise under restructuring: comparative studies of education and health care;
- PROFKNOW secondary data: approach and collection of links to statistics on education and health;
- cross professional studies on nursing and teaching in Europe.

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- II. Inclusion and cohesion:
Social Agenda

INCLUD-ED

Strategies for inclusion and social cohesion in Europe from education



Objectives

The main objective of the INCLUD-ED integrated project is to analyse educational strategies that contribute to social inclusion and cohesion and educational strategies that lead to social exclusion, in the context of the European knowledge based society, providing key elements and action lines to improve educational and social policy.

Project description

With these general objectives, the interdisciplinary team (anthropology, economics, history, research methods, political sciences, linguistics, sociology and education) will:

- analyse the characteristics of the school systems and the educational reforms that are generating low rates of educational and social exclusion and those that are generating high rates;
- analyse components from educational practices that are decreasing the rates of school failure and those practices that are increasing them;
- study how educational exclusion affects diverse areas of society (i.e. employment, housing, health, political participation) and what kind of educational provision contributes to overcome it;
- investigate how the educational exclusion affects diverse sectors of society, particularly the more vulnerable groups (i.e. women, youth, migrants, cultural groups and people with disabilities), and what kind of educational provision contributes to overcome their respective discrimination;
- analyse the mixed interventions between educational policy and other areas of social policies and identify which are making steps forward to overcome social exclusion and build social cohesion in Europe;
- study communities involved in learning projects that have developed the integration of social and educational interventions that contribute to reduce inequalities and marginalisation, and to foster social inclusion and empowerment.

Results

Effective educational practices: empirical evidence of mixture, streaming and inclusion. The second year of the project the analysis of the empirical evidence on the typology created in the first period was carried out: *mixture, streaming and inclusion*. Schools which have low SES containing students with minority background and have demonstrated that they contribute to progress of educational attainment of the students in relation to their context were analysed. Effective educational practices, that are being carried out in these schools, were identified. Therefore, common educational strategies that lead to academic success and social inclusion in Europe were identified. The creation of heterogeneous groups with additional resources in the classroom, dividing the class into heterogeneous groups with additional teachers, extending the learning time for students with more difficulties, and individualising the curriculum to facilitate student learning are practices which are being implemented in these schools and which help towards the achievement of academic success.

Types of community participation that lead to educational success. An analysis of different types of community participation in schools that have demonstrated that they contribute towards educational success and have strong community involvement was carried out, following the classification created by the Includ-ed project in the first period. The following areas of community participation were analysed: 1) Decision-making processes, 2) Curriculum and evaluation, 3) Learning processes, and 4) Family education. These types of community participation were analysed with regards to their impact on the improvement of educational success and good coexistence. Evidence has been found of the impact that community participation in learning activities has on students' academic success. Furthermore, the study of the strategies which promote and ensure the continuity of these forms of community participation was included into the analysis carried out in this second year.

Political impact of the Includ-ed achievements. During this period the Includ-ed project was presented in various public events, and these presentations have started to have a political impact on education. Three of these events are highlighted below:

- **Ikas.kom conference:** in February 2008 Includ-ed researchers presented some of the main results of the project at a conference which was organised in Bilbao (Spain). Members of the Basque Government and authors who are internationally renowned in education such as Michael Apple participated in the conference. In this conference, which 1 200 people attended, the government of the Basque Country stated that their objective was to incorporate the contributions of the Included into their educational policies.

- **International Scientific Workshop:** in September 2008, the results related to effective educational practices were presented at an international conference in Nicosia (Cyprus). This conference was attended by members of the Ministry of Education for Cyprus, who asked for the results of the Includ-ed project to be sent to them so that these could be taken into account in their educational policies.
- **EU Cluster on Education and Social Inclusion:** representatives of all the Ministries of Education in the European Commission visited successful schools in the Basque Country which are implementing the Learning Communities project and which work based on the principles of the Includ-ed project. These representatives highlighted the importance of extending educational projects such as this one.

Expected end results, intentions for use and Impact

Building on the results from the first and second year of the project, the third stage of the Includ-ed project will target the following areas:

- the study of the way in which educational inclusion/exclusion affects vulnerable groups (i.e. women, migrants, cultural minorities, people with disabilities and young people) will be carried out in the third period. This study will incorporate the analysis of mixture, streaming and inclusion practices, based on the typology created during the first year of the project using the empirical evidence from the second period as a starting point.
- an in-depth study of family education and community participation in relation to the potential impact they may have on educational and social inclusion and the exclusion of children from vulnerable groups.

In relation to the work started at the end of the second reporting period, the third stage of the Includ-ed project will also target the following areas:

- an in-depth study of the impact educational exclusion/inclusion has on exclusion from/inclusion into different areas of society: housing, the labour market, health and political participation.

The Includ-ed project aims to contribute towards increasing the knowledge of education strategies that help to achieve educational inclusion and social cohesion in Europe. With regards to this, the findings of the Includ-ed project can help to guide the development of educational and social policies. At this stage, the Included consortium will present the main results of the Integrated Project at an International Conference in Brussels which should be held in October 2009.

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KATARSIS

Growing inequality and social innovation: alternative knowledge and practice in overcoming social exclusion in Europe

Katarsis

Objectives

The Co-ordination Action KATARSIS aims to build a platform on which research teams specialised in the study of the consequences of growing inequality and social exclusion will exchange their knowledge and work towards a better integration of their research programmes and methodologies. The focus is on a unique type of response to growing exclusion, namely the creative and socially innovative strategies by which people react to conditions of exclusion, both at the individual and collective level. People in situations of need activate and (re) produce particular types of knowledge and combine resources in novel ways. The strategies they develop in response to exclusion often exhibit marked differences in the ways in which mainstream society's knowledge and practices are mobilised and deployed, and frequently trigger processes of social innovation that open up fresh venues for policy design and implementation.

Project description

KATARSIS is motivated by two fundamental convictions:

1. there is a need to challenge and re-orient conventional readings of the Knowledge-Based Society to valorise European traditions of creativity and inclusiveness.
2. in order to advance the state-of-the-art on social exclusion and social innovation, there is a need to articulate an integrated, multidisciplinary and multifaceted research approach to the interaction between them.

The project therefore seeks to bring together different research traditions to:

- combine contributions from different disciplines and countries to study effects of and reactions to inequality in different institutional and cultural contexts;
- disseminate qualitative information on exclusion dynamics and socially creative responses in a number of 'existential fields' i.e. aspects of citizens' everyday lives;
- draw attention to consequences of policies too oriented to economic growth and purely technological interpretations of knowledge and innovation;
- identify a diversity of theoretical frameworks and methodologies through which exclusion dynamics and social innovation are analysed and understood;
- develop an integrated theoretical and methodological framework that will guide future research on strategies to combat social exclusion;
- contribute to wider scientific, practical and policy-oriented discussions on social innovation and strategies to combat social exclusion.

Results

Three key scientific outputs are expected from KATARSIS:

- a state-of-the-art review on the consequences of growing inequality in Europe, and on creative strategies to handle or overcome these. The review will focus on five existential fields: labour market, employment strategies and the social economy; education and training; housing and neighbourhood infrastructure; health and environment; governance and democracy;
- an overview and integration of approaches to the establishment and analysis of socially creative strategies (SCS) to overcome social exclusion. Three aspects of SCS are targeted separately: bottom-up creativity; governance; social innovation;
- an integrated methodology for future analysis of social exclusion and socially creative strategies.

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PROFIT

Policy responses overcoming factors in the intergenerational transmission of inequalities



Objectives

The analysis seeks to identify institutions and other relevant bodies which can help to strengthen the improvement of social mobility mechanisms. The departure point of the project is the assumption that the transmission of inequalities, being a result of intersecting influences coming from the family of origin, community and society, constrains the achievement of EU strategic objectives. Social policy could intergenerational inheritance of inequalities (Ilofi).

The project's specific objectives are:

- developing a greater understanding of the socio-economic-cultural context within which 'Ilofi' occurs and policy responses at the national level;
- developing a greater understanding of policy responses at local level to overcome 'Ilofi';
- identifying the relative importance of policy among the factors affecting social mobility of individuals;
- assessing the transportability of policy solutions promoting social mobility chances at local level.

Project description

A multidisciplinary comparative study in policies and practices (with special attention paid to education) was conducted in eight countries with different socio-economic-cultural context to enable generalisation of the project findings. The project focuses on interrelations between policies and practices exercised at the national (society) and the local (community) level targeted at spurring social mobility.

This was achieved through a review of the literature and policy in each country followed by in-depth interviews with top-level politicians, focus groups with local level policy-makers in a selected medium-sized city in each country and questionnaire interviews with 25-29 year old residents in each city. Quantitative and qualitative methods were implemented and secondary analysis and new field work were conducted to achieve the project's objectives.

Project findings are structured around the following questions:

- whether the socio-economic-cultural context may '(re) produce' the risk of the intergenerational transmission of inequalities in given countries;
- how top level political and social actors, who may contribute to policy-making at the national level, conceptualise 'Ilofi' and its 'producers';
- how local stakeholders (operating in medium-sized towns) perceive the 'Ilofi', its incidence and possibilities for overcoming 'Ilofi' by programmes, measures and action undertaken in a given town;
- how young adults living in the studied towns perceive the impact of different structures (family, school, work etc) & policies (education, labour market, welfare) on their social mobility up until now.

The project has interviewed (national and local) policy-makers, stakeholders and social actors, as well as young people (in poverty as well as ordinary) in 8 EU countries [4 representing the traditional 'Welfare State Models': UK (Anglo-Saxon), Germany (Continental/Bismarckian), Finland (Scandinavian) and Italy (Mediterranean/Southern), as well as 4 from New Member States (Poland, Estonia, Latvia and Bulgaria)].

Results

Pan-European survey data provides evidence that inheritance of inequalities occurs in the 8 towns studied: on average, 53 % of young people growing up in poor families remain in ('relative') poverty, while 47 % experience advancement. The economic standing of a country is not a decisive factor: educational, labour and welfare policies matter as well.

The cumulative effect of discouraging family and non-supportive school are the most likely factors leading individuals to stay in poverty and follow their parents' life course. While social policy is not perceived by young adults as a factor impacting on their life course, the survey data

reveal that policies can contribute to upward mobility of underprivileged young people. Top level actors admit the existence of intergenerational transmission of inequalities, but most of them perceive it as a 'private' rather than a social problem.

- PROFIT provided evidence that risk of 'llofl' is real in European countries.
- PROFIT provided knowledge that policy (social welfare regime) matters as regards risk of 'llofl'.
- PROFIT provided knowledge that comparative study covering municipalities enriches knowledge on perception of 'llofl' and applied social practices.
- PROFIT provided knowledge that improved coordination between national and local level of administration and between sectors (public, private, non-governmental) is believed to be effective way of counteracting of 'llofl'.
- PROFIT provided indications that disaggregation of statistical data is needed to support local policy to counteract 'llofl'.
- PROFIT highlighted that mutual learning between researchers and local practitioners (stakeholders) may be of particular importance in counteracting of 'llofl'.
- Project results have been published in English in: *European Studies on Inequalities and Social Cohesion* 2005, 2006, 2007 and *Przegląd Socjologiczny (Sociological Review)* 2007. Vol. LVI/2.

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EMILIA

Empowerment of mental health service users: lifelong learning, integration and action



Objectives

EMILIA comprehensively reviews lifelong learning strategies and explores lifelong learning strategies as a means for achieving empowerment and social inclusion for selected groups of citizens with an emphasis on disability groups, including mental health service users.

The project demonstrates innovation for achieving the empowerment of mental health users through a creative synthesis between high quality research, training and demonstration activities. Central to the research are two linked research designs, a multi-site organisational case study and a delayed entry randomised control trial. The project objectives will be achieved through the creation across Europe of local-level Learning Organisations involved in mental health care. The outcome will be major improvements in employment opportunities available for service users thereby significantly improving their social inclusion.

Project description

EMILIA encourages mental health services to optimise comprehensive application of lifelong learning strategies, and to maximise service user involvement through lifelong learning strategies in research, audit, training and delivery of services, and by so doing open up new employment routes for service users in mental health services. The proposal throughout addresses gender issues of imbalance and inequality in the mental health services involved. It also uses innovative pedagogical strategies with a shift in emphasis from knowledge acquisition to competence, implying new roles for teachers and learners.

Results

A review of lifelong learning policies in the European Union region

Our review of lifelong learning found that member states' policies are aligned broadly with the approaches and instruments defined in the Lisbon agenda. In the eight case study countries that we surveyed, lifelong learning is embedded in policy and legislative frameworks, although the degree to which it is institutionalised varies quite considerably. In examining the forms in which (lifelong) learning takes place we found that across

the European Union region formal learning is traditionally supported and recognised in general education; however, the ongoing entrenchment of lifelong learning in national education policies in most member states has led to an increasing recognition and support for non-formal and informal learning. What is still unclear – beyond policy statements and intentions – is the extent to which *learning for recreation* or informal learning is practically supported, recognised and validated in the national education and training systems.

Also, there is evidence of continuing progress in the development of systems of validation of skills and knowledge acquired through non-formal and informal learning in the EU region, but the challenge remains how to achieve coherence and comparability in the practises and systems of validation within and between member states. Our study also found that national and local governments and non-governmental organisations continued to play a key role in supporting the EU lifelong learning agenda, as were social partners such as the trade unions and employers' organisations. The role of social partners is crucial in setting up the mechanisms for the delivery of lifelong learning provision in the workplace as well as in providing the much-needed recognition – and validation – for skills gained in non-formal and informal learning settings.

Lifelong learning and mental health service users

Perhaps more importantly, we found that most mental health conditions influence learning. For example, in schizophrenia, auditory hallucinations may cause the patient to lose track of conversation or thought patterns. Other symptoms that may affect learning include a general lack of emotional response, inappropriate mood states such as anger or depression due to hallucinations, disorganised or incoherent speech, disorganised behaviour, catatonic behaviour, delusions of control, apathy, and lack of motivation. Affective disorders may also affect learning by a depressed mood, decreased interest or pleasure in most activities, a lack of motivation, fatigue, feelings of worthlessness and guilt; reduced ability to think, remember, concentrate, or to be decisive. Furthermore, anxiety disorders might lead to restlessness, fatigue, concentration difficulties, 'mind blankness', irritation, anxiety and worry.

We found that the disabilities and abilities of individuals with autism vary considerably, but problems like impairment in social interaction, abnormalities in communication and restrictive, repetitive, and stereotyped patterns of behaviour, interests or activities are common and all affect learning. Attention-deficit/hyperactivity disorder affected persons show problems that include lack of attention to detail, poor concentration, attention is easily diverted, difficulties in organising activities and tasks, avoiding tasks that involve mental effort, forgetfulness and more. Different drugs have different effects and side effects that have implications for learning. These vary from loss of general mental abilities, concentration, attention, and motivation, depression and anxiety to severe cognitive effects and irreversible brain damage.

We found that programmes for specific mental disorders require specifically targeted educational content, and that low functioning participants may need additional individualised help beyond that of the group educational format. Every service user differs in terms of their mental health problems, treatments methods they have undergone or are currently undergoing, and their experience of learning and mental health

services. All of these factors have implications for their learning needs, ability and motivation to learn, and learning support that they require. Every service user needs to be made aware of, and offered access to learning so that they can obtain the benefits of being in formal learning, and hopefully have a very positive and rewarding experience. Service users require advice on the complete process of accessing and completing programmes of learning and on which course best meet their needs, preferences and ambitions. They also require flexible and individualised support from both mental health services and learning providers to allow them to be successful in their programme of learning.

Barriers to current lifelong learning provision for service users

A majority of respondents from the eight case study countries identified factors militating against the provision of lifelong learning for service users. These factors, or more appropriately barriers, include a lack of legal framework, inadequate or lack of cooperation between relevant institutions, inadequate or lack of resources, inadequate empirical evidence to ascertain educational needs of service users, nation-state value and cultural traditions, differing constructions of 'what education should be like', negative attitude towards service users, and a general lack of appreciation of the benefits of lifelong learning provision for service users.

Specifically, our findings revealed among other things:

- poor lifelong learning policy plans or strategies due to a stated lack of legal framework in some of the case study countries;
- a lack of cooperation between departments or organisations, for example, between education, healthcare and welfare; this can lead to practical issues such as problems with entitlements to disability allowances when participating in training;
- a general lack of resources for lifelong learning provision for service users and alternative priorities within mental health services for the existing funds;
- a lack of management information system about the service users' particular educational needs a high degree of stigma associated with mental health problems and discrimination is;
- a lack of awareness of the potential benefits of lifelong learning, and the impact of these benefits can have on improving social inclusion.

In removing these barriers, we would argue that lifelong learning provision for service users needs to be better funded so that it is embedded, sustainable and, where this is appropriate, provides valid accreditation. The lifelong learning provision for service users can also be improved by giving effective advice as to what courses will allow the prospective learners to achieve their ambitions, and what courses are appropriate for their level of ability and progression.

Application of lifelong learning principles to other disadvantaged groups

Part of the EMILIA project goals is to examine how the findings from studies such as ours might be applied in other contexts – for example to aid the provision of lifelong learning to other disadvantaged groups. To achieve this goal, we have identified a number of disadvantaged groups – as well as key areas or aspects of learning – that we might consider. At this point,

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however, suffice it to say that the strategies needed to address the application of lifelong learning principles to other disadvantaged groups will be developed and implemented during the remaining year of the EMILIA project.

YIPPEE

Young people from a public care background: pathways to education in Europe



Objectives

This project will investigate post-compulsory educational pathways among young people who spent at least one of their childhood years in the care of public authorities or child protection agencies.

Young men and women from a public care background are among the most economically and socially excluded groups in European nations yet the pathways by which they might overcome their childhood disadvantages through further and higher education are virtually unknown.

The high level of social exclusion among young people from a public care background, coupled with some evidence of their heterogeneity and resourcefulness, makes this discreet group a valuable case for investigating the educational prospects for, achievements of, and barriers facing all socially excluded young people.

The overall aim of the proposed project is to contribute to the knowledge and policy development and changes in practice that may lead to the retention of many more young men and women from a public care background in education after the end of compulsory schooling and to open up the prospect of further and higher education to them.

Project description

YIPPEE will:

- map current knowledge about educational participation among young people from a public care background;
- track and evaluate the educational plans and pathways of a sample of 19-21 year-olds from a public care background;

- identify the conditions within the care and education systems that facilitate or inhibit entry to and continuation in post-compulsory education;
- explore young people's constructions of educational identities and trajectories in terms of class, gender, race, ethnicity and care responsibilities both from the perspective of young men and women themselves and of carers and staff in services designed to support them.

Results

Using a highly experienced five EU country research team, and a combination of quantitative and qualitative methods, the project will provide a national overview and in-depth analysis.

Proposal • 217297

Funding scheme • Collaborative project
(small and medium scale focused
research project)

Duration • 32 months

Estimated EC contribution • 1 485 000 €

Starting date • 01/01/2008

<http://tcru.ioe.ac.uk/yippee/>

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- III. Culture, youth and migration: Citizenship

INTERACT

Intercultural active citizenship education



Objectives

The general aims of this project were: (a) to contribute to contemporary discussions of how to deal with the social and political changes resulting from European integration, enlargement and globalisation and (b) to provide a view of their impact upon four different member countries (Denmark, Portugal, Spain and the United Kingdom).

Accordingly, the overall objectives of this project were:

- to find out about the teachers' experiences, interests and opinions as citizens and their impact as educators with regard to their students' intercultural active civic participation and education;
- to compare/contrast these findings with the objectives and activities recommended by European and national official documents on citizenship and human rights education aimed to foster intercultural education;
- to identify the main needs for teacher education programmes in this area.

Project description

On the basis of the overall objectives above, INTERACT will:

- understand how European and national documents aimed to foster citizenship education address the intercultural dimension and to identify their recommendations for mainstream education in this area;
- explore the ideas behind the regulations and recommendations provided by European and national (Denmark, Portugal, Spain and United Kingdom) institutions with regard to the intercultural dimension in citizenship education;

- find out about the teachers and student teachers' active civic participation in their social contexts (e.g., their co-operation with NGO's) and their main sources of information (e.g. the media) as related to intercultural communication and interaction;
- identify and examine how teachers and student teachers participating in this study understand and implement the objectives of the documents analysed previously, only those dealing with intercultural education, as far as their teaching/learning activities were concerned;
- identify the main needs for teacher education in this field.

Results

INTERACT provides document analysis at the European, national and cross-national comparative levels. It makes a mapping on national teacher training/development and postgraduate programmes courses (in Portugal, England, Denmark and Spain & cross-national analysis), with assessment of selected programmes and courses. Empirical study (interviews with policy-makers and academic experts) as well as teachers' voices ('teachers as citizens'; 'teachers as cultural workers'; 'teachers as transformative intellectuals') will be conducted.

The following questions will be answered:

- What did we learn from teachers?
- What did we learn from policy procedures?
- What are the recommendations for teacher education?
- Cross-national comparative analysis.

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Instrument • STREP
Duration • 36 months
Estimated EC contribution • 391 000 €
Starting date • 01/03/2004
<http://www.ces.fe.uc.pt/interact/>

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EMILIE

A European approach to multicultural citizenship: legal political and educational challenges



Objectives

This interdisciplinary project is a response to the current 'crisis of multiculturalism' and the lack of a common EU intellectual framework to discuss the relevant challenges. The 9 partners are selected from 9 countries (GR, UK, PL, LV, DE, DK, FR, ES, BE) so as to represent different experiences of migration and integration, including those still in transition with regard to migration.

Project description

There are 5 main research phases:

- First, an outlining of migration in these countries.
- Second, a critical review of public debates on integration and multiculturalism.
- Thirdly, three empirical case studies in each country: (a) educational challenges posed by migration related diversity (b) legal challenges, with special reference to anti discrimination provisions, (c) political challenges with special reference to voting rights and/or civic participation. The case studies will be ethnographic but incorporating different types of qualitative and quantitative data, examination of previous studies, policy papers, media discourses, qualitative interviews and focus groups with key actors, fieldwork notes. Knowledge dissemination activities and interaction with users will be incorporated in the research process.
- The fourth phase is the integration of the national case studies critically reviewing the different types of challenges and how/if they are accommodated in each country. Each partner will consider to what extent their country offers a distinctive 'model' of immigrant incorporation and on what value discourses this model is based.

- The last phase compares the main value discourses and perceived value conflicts among the countries studied and shall identify the European dimensions of integrating diversity (value discourses, points of tensions, best practices) and elaborate an empirically grounded European theoretical model of multiculturalism appropriate to the European experience and current crisis as a basis for a rational resolution of the current panic about multiculturalism.

Results

- Current public debates on integration and multiculturalism in Belgium, Denmark, France, Germany, Greece, Latvia, Poland, Spain, UK, representing different experiences of migration and integration (old, new and emerging hosts), including those still in transition with regard to migration.
- Studies the challenges posed by migration-related diversity in three areas: education, discrimination in the workplace, voting rights and civic participation.
- Will offer concrete policy and cultural dialogue analysis and policy recommendations at the national and European level.
- Expected outcomes are reports on: the migration situation in the studied countries, country reports on migration and multiculturalism discourses, integrated national reports on multicultural challenges, edited volume on multicultural challenges and approaches in Europe, reports on educational challenges posed by migration related religious, ethnic and cultural diversity in the countries under study.

Contract • n° CIT5-CT-2005-028205
Call • FP6-2004-CITIZENS-5
Instrument • STREP
Duration • 36 months
Estimated EC contribution • 1 295 000 €
Starting date • 01/07/2006
<http://www.eliamep.gr/en/emilie/>

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REDCo

Religion in education.
A contribution to dialogue
or a factor of conflict
in transforming societies
of European countries



Objectives

The project's main aim is to establish and compare the potentials and limitations of religion in the educational fields of selected European countries and regions. Approaches and constellations that can contribute to making religion in education a factor promoting dialogue in the context of European development will be addressed.

REDCo aims to analyse conceptual and practical approaches to mutual understanding in the field of religious education. The correlation between low levels of religious education and a willingness to use religion as a criterion of exclusion and confrontation was pointed out before. A key question to be answered is how, in the context of religious education in schools and universities, theoretical and practical approaches that further openness towards others and mutual respect across religious and cultural differences can be strengthened.

Project description

In the course of the project, the following questions will be answered:

- What is the historical background of religion in education in the participating countries? Does this history show more potential for conflict or opportunities for dialogue?
- Which legal and institutional frameworks for religion in education currently exist in the different countries and regions?

- What approaches used in participating countries have potential for a perspective in the development of European identities?
- How can the findings be formulated in a manner that they can be adopted and utilised by institutions at the national and European level?
- What can the findings add to the development of our goals for a peaceful coexistence of people from different cultural, religious and political backgrounds in Europe?
- What growth potential for elements of a European identity do the findings hold?

Two edited collections of research papers:

- 'Religion and Education in Europe: Developments, Contexts and Debates' (based on state-of-the-art reports from the 8 partner countries).
- 'Encountering Religious Pluralism in Schools and Society: A Qualitative Study of Teenage Perspectives in Europe' (based on a qualitative questionnaire survey conducted in 8 partner countries).

A CD-ROM with all the empirical data is available. Also, 2 DVDs have been produced for disseminating the results of the research:

- 'Research on Religion – religion on the move' (aimed at communicating the research process and outcomes to 2nd level teachers).
- 'Learning Through Dialogue' (a documentary looking at the process of learning about religion through dialogue with pupils of other faiths or of no faith. The focus is on classroom interaction in one Hamburg school).

Contract • n° CIT5-CT-2005-028384
Call • FP6-2004-CITIZENS-5
Instrument • STREP
Duration • 37 months
Estimated EC contribution • 1 190 000 €
Starting date • 01/03/2006
<http://www.redco.uni-hamburg.de/web/3480/3481/index.html>

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BIOHEAD-CITIZEN

Biology, health and environmental education for better citizenship



Objectives

Biology, health and environmental education may differ in different countries, even among European countries. Our project aims to analyse such possible differences (and associate them to controlled parameters, e.g. gender, social context, religion) and to understand better how biology, health and environmental education can promote a better citizenship, including their affective and social dimensions. It is expected that this understanding may clarify the relevant challenges that the European education systems have to face to maximise their efficiency in order to reinforce a knowledge based society.

This study includes 18 countries (5 old EU member states, 6 new EU states, 1 candidate state and 6 INCO countries) in order to carry out a large transnational comparative study, making possible several comparisons: North-South countries, East-West countries, European-non-European countries; different religions, different economical or political systems, different recent history, different lifestyles and quality of life.

Project description

Two main methodologies will be used:

→ A comparative analysis of syllabi and school textbooks. For each selected topic, one grid of analysis will be used by the 19 countries (France, Portugal, UK, Germany, Poland, Lithuania, Finland, Estonia, Hungary, Romania, Senegal, Morocco, Italy, Tunisia, Malta, Lebanon, Mozambique, Cyprus, Algeria – after appropriate translation and adaptation). Each participant will work on precise topics, for all school levels (primary and secondary schools, i.e. from 6 to 18 years old students).

→ A comparative analysis of the teachers' and teachers-to-be conceptions (social representations) related to the selected topics. Here also, the same methodology will be used in the 18 countries, i.e. one questionnaire for each selected topic will be applied after appropriate translation and adaptation to the local language. Most of the questionnaire will be common to all countries but a few questions focusing specific local needs can be added.

Results

Besides the outcomes concerning fundamental aspects of our research (interactions between scientific knowledge, values, affective and social dimensions in biology, health and environmental education), other essential potential impacts are expected:

→ Contribution to didactical changes: concerning each selected topic (mainly on environmental and health education, but also the teachings related to biological determinism, sexuality, evolution) we expect that our critical and comparative analyses will contribute to promote changes in the syllabi, the scholar textbooks, and the way of teaching these topics. We do not have the pretension of solving so important societal problems as sexism, racism, fatalism, or health and environmental questions. We rather intend to analyse how teaching can contribute to reduce these problems. The project outcomes will be worked out in order to be submitted as didactical proposals to local national and European policy-makers.

→ Contribution to the awareness of different social values: The comparison among European and INCO countries of our consortium, will make it possible to identify the relevant challenges that educational systems have to face. Being aware of these challenges, policy-makers can maximise their efficiency in order to reinforce a knowledge based society. For instance, are there health and environmental education values common to all EU countries? Are any of these values shared with countries outside the EU? Are there different values? Which ones?

Contract • n° CIT2-CT-2004-506015
Call • FP6-CITIZENS-2
Instrument • STREP
Duration • 42 months
Estimated EC contribution • 1 000 000 €
Starting date • 01/10/2004
<http://projectos.iec.uminho.pt/projeuropa/>

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EDUMIGROM

Ethnic differences
in education and diverging
prospects for urban youth
in an enlarged Europe



Objectives

The EDUMIGROM research project aims to study how ethnic differences in education contribute to the diverging prospects for minority ethnic youth and their peers in urban settings. Through a comparative endeavour involving nine countries from old and new member states of the European Union, EDUMIGROM will explore how far existing educational policies, practices and experiences in markedly different welfare regimes protect minority ethnic youth against marginalisation and eventual social exclusion.

Project description

Despite great variations in economic development and welfare arrangements, similar consequences seem to take place for certain groups of second-generation immigrants in the western half of the continent and Roma in Central and Eastern Europe. Formally citizens with full rights in the respective states, people affiliated with these groups tend to experience new and intensive forms of involuntary separation, social exclusion, and second-class citizenship.

The project critically examines the role of education in these processes of 'minoritisation'. In ethnically diverse urban communities, schools often become targets for locally organised political struggles shaped by a broader political and civic culture of ethnic mobilisation. The results of macro-level investigations, a comparative survey and multi-faceted field research in local settings will provide rich datasets for intra- and cross-country comparisons and evidence-based policy-making.

EDUMIGROM investigates how schools operate in their roles of socialisation and knowledge distribution, and how they influence young people's identity formation.

The project will also explore how schools contribute to reducing, maintaining, or deepening inequalities in young people's access to the labour market, further education and training, and also to different domains of social, cultural, and political participation.

Results

- The EDUMIGROM research project produced 16 background reports on *Education in domestic contexts* and *Ethnic relations in domestic contexts* in the Czech Republic, France, Germany, Hungary, Romania, Slovakia, the United Kingdom, and a Nordic report encompassing Denmark and Sweden.
- Based on the background country reports, three comparative studies are underway on education, on interethnic relations and on educational policies for inclusion.
- The project has launched its empirical stage: eight country-level surveys reports will be completed. A comparative analysis and fieldwork-based investigations (focus group discussions, in-depth personal interviews, classroom observations) will be led.

Proposal • n° 217384

Funding scheme • Collaborative project
(small and medium scale focused
research project)

Duration • 36 months

Estimated EC contribution • 1 292 000 €

Starting date • 01/03/2008

<http://www.edumigrom.eu>

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EUMARGINS

On the margins of the European Community – Young adult immigrants in seven European countries



Objectives

The extents to which different groups of young adult migrants are socially included or excluded, and the factors that facilitate inclusion or help cause exclusion is a vital issue for young adult immigrants, the nations they have joined, and the European Union whose policies have facilitated large volumes and rapid rates of change in migrant flows. The central concept of EUMARGINS is that there are a range of factors that inhibit, or encourage, the abilities of individuals and groups to make the transition from excluded to included within societies.

The principal aim of EUMARGINS is to identify and prioritise those factors that matter most (for specific young adult migrant groups and in different countries as well as for all young adult migrant groups and across Europe) and to lay a foundation for recommendations that can assist the transitions from exclusion to inclusion, particularly focusing on dominant factors of unemployment/jobs and the related education aspects.

Project description

EUMARGINS will focus upon young individuals with immigrant origin in seven local urban-metropolitan areas in seven different European countries. In every research setting most and less marginalised immigrant groups will be investigated in order to provide a comparative framework also at the local level.

Major social domain will be education and labour market. These are the most important arenas in which young adults have to establish themselves as active social actors in society. Other relevant areas of young adults' interest such as leisure and socio-political activism will also be considered.

The study focuses upon the experiences of social inclusion/exclusion among young adults with immigrant background living in Oslo, Göteborg, London, Genova, Metz, Barcelona and Tallinn. EUMARGINS will be based on a combination of biographical and ethnographical data-collection in the above mentioned cities, and in addition, analysis of available statistical data on relevant literature.

Results

National context reports will be produced and serve as the background of the project, using the terminology of Michael Burawoy's extended case method. The foreground is the material gathered through life story interviews and fieldwork. This data collection phase will last until the end of the project.

Proposal • n° 217524

Funding scheme • Collaborative project
(small and medium scale focused
research project)

Duration • 36 months

Estimated EC contribution • 1 420 000 €

Starting date • 01/10/2008

<http://www.iss.uio.no/forskning/eumargins/>

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- IV. Horizontal, international and support actions

SINCERE

Supporting international networking and cooperation in educational research



Objectives

The SINCERE project has aimed at contributing to the consolidation of the European Research Area in the field of education, training and lifelong learning by supporting international networking and cooperation between EU and extra-EU (Latin America and South East Asia) researchers and policy-makers with a focus on FP6 current and future relevant projects.

Project description

The concrete objectives of SINCERE can be synthesized as follows:

- Guarantee that information about FP5 and FP6-Priority 7 projects relevant to educational research is promoted, disseminated and transferred to a large number of research, policy and practice actors in educational research in the identified areas (South East Asia, Latin America) and that the programmes' results are made available and accessible to a broad international audience (potential users, policy-makers at different institutional levels, representatives of the civil society, specialized and generic media) thereby facilitating sustainability of results and capitalization of past and present Programme results in the field.
- Build a collaborative learning and working environment, where the identified projects and relevant stakeholders (policy-makers, civil society, the research community at EU and international level) will learn, develop new ideas, share views and results, build and enlarge partnerships particularly leading to the adoption and take up of key research outcomes and making aware project coordinators about the respective outputs and developments of their projects.

- Build the analysis and forecasting capacity required to identify emerging needs, to monitor policy and market developments, to identify innovative practice and make it visible to relevant stakeholders.
- Facilitate the appropriate profile of dialogue among policy-makers, companies, civil society and the research community at European and international level.
- Raise awareness of politicians in the EU, Latin America and South East Asia about research orientation and results in the field of education, training and lifelong learning, in a perspective of growing coordination and synergy among research, policy and practice at international level.
- Allow educational and cultural institutions to be kept informed of new developments in the European research in these fields, via personalised bulletins, focusing on their specific information needs and interests and to facilitate the implementation of IST outputs into the daily practice of EU Member States, by establishing a direct information line with the Education and Culture Ministries, and other sectoral stakeholders.
- Establish a roadmap for future educational research in an international collaboration perspective.

Results

The SINCERE project has contributed to the opening and internationalisation of the research perspective in the education field by setting up an international debate around the main concerns of educational researchers from Europe, Latin America and South East Asia (the three regions targeted by the project) and around the main issues on which to focus international collaboration in the field. This debate, supported by the preliminary context analysis carried on in the three regions, has been carried on through in-presence events (mainly the project Scientific Seminar and the Regional Conference organised in Sao Paulo in 2006 and the Regional Conference organised in Kuala Lumpur and the Policy Seminar organised in Brussels in 2007) and through virtual consultation (through email and through the project website).

Moreover, based on the research and networking/consultation activities carried out, a Green Paper on the Internationalisation of Educational Research has been officially presented at the Policy Seminar held in Brussels on December 10, 2007 and made public on the SINCERE web site.

The results of the consultation with experts attending the first Policy Seminar and the second one, held in Valencia (Spain) in May 2008 as well as the final conference held in Lisbon in June 2008 in the frame of the EDEN annual conference have led to the drafting of the SINCERE roadmap on international research; following an on-line consultation with experts and researchers on the strategies and action lines proposed in the SINCERE Roadmap, a final version of the Roadmap and the SINCERE White Paper on internationalisation of educational research (focussing on emerging needs of society, a roadmap for future research in education in an international, global approach and a set of recommendations and suggestions to the research & policy community in charge of education and research) have been produced and published.

Finally, the project has promoted the results of European educational research and the opportunities for cooperation offered by FP7 with ad-hoc mailing and in the frame of the organised regional conferences as well as by offering a helpdesk as an on-line service through the project web site.

Contract • n° CIT6-CT-2005-028973
Call • FP6-2004-CITIZENS-6
Instrument • SSA
Duration • 24 months
Estimated EC contribution • 400 000 €
Starting date • 01/01/2006
<http://www.cfp.upv.es/webs/sincere/inicio/index.jsp>

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Tripl-E DOSE

Days of socio-economy: education, employment, Europe



Objectives

The wider objective of the Tripl-E DOSE project is to stimulate the two-way information flow between the researchers on the one hand and the users of their work – on the other, in the areas of education and employment, and – possibly – to establish a system of regular contacts between the knowledge producers and users.

Project description

The project had the following direct objectives:

- to summarize outcomes of socio-economic research resulting from the FP5 and FP6 projects under 'common denominator' related to the socio-economic issues: education and employment in Europe and to make them available through a multifunctional web page;
- to organise an international conference 'EDUCATION, EMPLOYMENT, EUROPE' with participation of carefully selected experts, decision makers and practitioners, and open for a wider public; including a series of workshops on (i) active ageing, (ii) disabled in education and on the open labour market, (iii) quality vs. inequality in education and on the labour market, (iv) citizenship versus education and employment, with interactive participation of various target groups;
- to formulate and transfer recommendations resulting from the workshops to relevant policy-makers and to publish the conference outcomes.

Results

The conference *Education, Employment, Europe* was organised on 21-22 September 2006 in Krakow. The direct objective of the conference was to transfer the applicable, practical knowledge produced under two clusters of

EU-funded projects (i.e. concerning education and employment) towards target groups involved in the implementation of respective policies at different levels, to receive their feedback, to elaborate recommendations for the future and to enhance mutual links and co-operation.

The conference included two types of events:

- plenary sessions consisting of 'Voice of Science': keynote speakers – researchers – presented general introduction to stimulate participants for further discussion during workshops; 'Voice of Practice': speakers – practitioners – presented their views about research in relevant fields;
- workshops: 1) to receive feedback from the non-research audience: critical assessment of researchers work as well as expectations and ideas of new research tasks to be undertaken in future FP7 projects; 2) to formulate recommendations towards policy-makers at different levels.

Follow-up seminar *Framework Programmes and European Social Fund for Education and Employment in Europe* was organised to discuss FP 7 SSH research topics versus expectations and needs of the education and employment sectors as well as links of Krakow conference recommendations offered to both sectors by structural funds. Two panel discussions formed the core of the seminar:

- socio-economic research under Framework Programmes and its value for policy-making;
- education and employment: benefits from European Social Fund.

Two volumes of the Conference Proceeding – English and Polish language versions – have been published (2 500 and 2 000 copies, respectively) and distributed among conference and seminar participants as well as sent to potentially interested European and national institutions.

The work has started on the project information system SPIRIT – *Socio-economic Project Information on Research, Information and Teaching* – which evolved from the Tripl-E DOSE idea of simple repository of socio-economic projects. The system is being built at the Jagiellonian University to encompass exhaustive data on projects financed by different programs.

Contract • n° CIT6-CT-2005-028449
Call • FP6-2004-CITIZENS-6
Instrument • SSA
Duration • 15 months
Estimated EC contribution • 52 200 €
Starting date • 01/02/2006
<http://www.kpk.gov.pl/triple/>

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EERQI

European educational research quality indicators



Objectives

EERQI aims to build an advanced framework for relevance assessment of research documents in educational research based on formal mechanisms including citation analysis and linking, semantically-based full text analysis and co-occurrence of information items in open access and non-open access repositories, as well as in online journal articles, books, and other freely available scholarly publications.

Project description

Educational research is chosen as an example of socially- and politically-embedded research fields within the humanities and social sciences. The resulting prototype framework of quality indicators and methods will provide the base toolset for a European information service for the observation and evaluation of educational research publications. The toolset can be applied to other social sciences and humanities fields.

Complementary to traditional measurements of scientific quality (citation analysis, journal impact factor), new methods and indicators of quality assessment will be tested (usage assessments versions available, other statistical methods, as well as by means of advanced, semantics-based detection of linking, correlations and referral contexts).

The project will address the complex role of the diversity of scientific languages in Europe. Different mother tongues are a barrier to the international flow of communication while also being fundamental to expressing complex scientific ideas which are often embedded in a certain cultural background.

Thus the project will also address the challenge of effectively dealing with multilingualism and specific 'cultural heritage' of research traditions in the European countries.

Results

EERQI results will raise visibility and competitiveness of European researchers and contribute to new policy bases for funding, hiring, and evaluation decisions in European academic and research institutions.

Proposal • n° 217549

Funding scheme • Collaborative project
(small and medium scale focused
research project)

Duration • 36 months

Estimated EC contribution • 1 495 000 €

Starting date • 01.04.2008

<http://www.eerqi.eu/>

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