

# **Looking at Innovations in Education and Training**

*Framework, Results, and Policy Implications  
of the DELILAH project*

**TSER - DELILAH CONSORTIUM**  
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# 1. Executive Summary

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In this section we provide a brief summary of the project aims and approach, research findings and policy implications. A more extended summary is provided by this final report itself.

## Project Aims and Approach

DELILAH aimed at *deepening understanding of educational innovations and, on the basis of such an understanding, gathering empirical evidence of innovative education and learning arrangements and developing specific methodologies and guidelines for learning*. In other words, the DELILAH project sought to achieve a threefold aim, namely: [1] to develop a new approach to *'innovations in education and training'*; [2] to carry out research on *'innovations in four education and training sectors'* on the basis of such an approach; and [3] to draw from the research results and approach policy implications and recommendations for action in the form of guidelines.

The approach developed by the project was constituted around a specific view of *innovations in education and training* based on the idea of *learning patrimony* and the impact upon the latter of a *set of social, cultural and above all political and economic factors*.

### Learning Patrimony, LP

The LP can be defined as:

- A **modus operandi**, that is a *series of prevailing socio-institutional and educational practices, pedagogic arrangements and relations*.
- A **set of values, dispositions, attitudes and expectations** in regard to education and training

### Innovations in Education and Training

*Processes emerging out of the **interplay** between, on the one hand a **learning patrimony** deeply rooted in the Western education tradition of bounded institutional forms and a relative autonomy of both the educational sphere and educationalists and, on the other, a series of **socio-economic factors and policy reforms** mainly driven by such socio-economic factors.*

The theoretical framework of the project made two further assumptions which were subsequently confirmed by the research findings, namely:

- [1] *The dynamics of change and innovation of the learning patrimony*: The learning patrimony follows a dynamic which is partly internal to education and learning themselves and partly shaped by socio-economic and political factors and processes - which means that the learning patrimony cannot be modified at will; nor can it be conceived of and understood as completely determined by economic circumstances, much as the economic sphere be currently 'ruling' over other social spheres.

- [2] *The current context of change and innovation in education and training*: Current innovations take place in a **highly conflicting interplay or interaction** between factors or forces stemming from both the learning patrimony and socio-economic and political situation.

The interplay between the learning patrimony and socio-economic and political factors from which innovations emerge can partly be understood as a process of *acculturation or interaction between (sub)cultures/life spheres* to which the dominated sub-culture/sphere acculturates in response to the pressures from the dominant one; in this situation there occur several processes of transfer from the dominant to the dominated spheres. There are several actual instantiations of such an acculturation process, for example, the conflict between professional and managerial cultures - a conflict which has during the last fifteen years often taken the form of “cultural imposition” whereby educational institutions have been given ‘corporate’ status and governing bodies. Or, more generally, the mounting pressures on education and training to become more and more economically and market driven, and thus to be subsumed under the sphere of production as any other socio-economic sector.

In direct connection with these two assumptions, the issue of **social disadvantage and exclusion**, with a particular emphasis on exclusion from education and training, became the **over-arching concern** of the project. Such a concern found a twofold instantiation in the project. First of all, by having education and training for marginalised and excluded groups as one of the research sites of our project. Secondly by seeking to contribute to our understanding of how education and learning opportunities can be extended to include marginalised groups such as ethnic minorities, unemployed, particularly long-term unemployed, etc. In this way the project addressed social disadvantage and exclusion as both a research/theoretical issue and as a more practical concern. This over-arching concern with social disadvantage and exclusion found its most strong materialisation in the development of specific policy implications and recommendations, and of guidelines, bearing on the provision of education and training for disadvantaged and excluded groups (see below for the policy implications and recommendations, and further in the main text).

This approach allowed the project to have a **strong comparative dimension**. This was based on the *extent to which the ‘national learning patrimonies’* (e.g. the LP of Germany; or the LP of Britain) *and the ‘sectoral learning patrimonies’* (e.g. the LP of Higher Education; the school LP) *are being modified by policy reforms and economic pressures alien in principle to the education and training sphere, and the direction of such reforms and pressures.*

Finally, the project is based on a **threefold rationale** comprising theoretical issues, empirical research, and development of methodology and guidelines:

- ❶ *Theory*, with the literature and policy reviews;
- ❷ *Research*, with the case studies; and
- ❸ *Action-oriented research*, with the collaborative development and validation in the test sites of methodologies and guidelines.

In brief, it is a rationale of theory, research and practice whereby theory is meant to inform research and practice while research and practice are supposed to illuminate theory, and thus enhance understanding

## **Main Research Findings of both**

## literature and policy reviews and case studies

The **major findings of the literature and policy reviews** can be summarised in terms of [1] conflicting views of education and training and the erosion of the learning patrimonies; [2] dominant tendencies of current regulatory frameworks and policy reforms; [3] the conflict between professionalism and managerialism; and [4] the new accountability and monitoring systems based on output driven indicators of performance.

- 1. The conflicting views of education and training and the erosion of the learning patrimonies:** There has been a critical conflict between the *view of education as an end in itself for living a human life* and the *view of education as a mere instrument of the economy and man/woman as workers*. Rather than a conflict, there has been a *fundamental 'clash' between the long tradition of liberal-humanist education in Europe and the current radical neo-liberal and vocational views of education and learning*. "Liberal-Humanist education" was characterised by the project as a particular combination of philosophical, institutional and pedagogic principles and arrangements that [1] are concerned with the *integral education of the person*; [2] consider such an education as a fundamental *citizen's right and intrinsically worthwhile* rather than simply a means to an end; and [3] tend to support a considerable degree of *autonomy for professional educationalists*. Essentially, liberal-humanist education is more about education for living the 'good life' than about education for making a 'good living'. This view of education is utterly at odds with radical vocationalism and neo-liberalism, both of which had in the end clearly had the upper hand, that is to say, policy reforms have been pursued in accordance with the vocationalist and neo-liberal views, which has considerably undermined the learning patrimonies of Western European countries.
- 2. Dominant tendencies of current regulatory frameworks and policy reforms:** First of all, policies in Western countries can be characterised by a twofold process, to wit: a specific form of *disengagement of the state from the economy and increasing involvement and intervention in education and training at all levels*. Secondly, intervention in education has generally been based on an economic rationale and focused on *'re-designing' legislative arrangements in terms of different forms of centralization-decentralization*. Essentially, as a consequence of the economic rationale behind the reforms, what is usually understood as **'decentralisation' tends to take on a twofold form:** (a) *decentralization* in respect of local institutions and their *administration* and (b) *centralization* with regard to their *monitoring and funding*. This model, applied with particular emphasis in the UK, but not confined to this country, seems *to 'de-couple' power and responsibility*, giving educational institutions more responsibility and at one and the same time less power - hence it has been termed **'spurious decentralisation'** by some authors. One of the consequences of the new regulatory frameworks put in place by education and training reforms in the last fifteen years is the introduction of managerialism in educational institutions.
- 3. The conflict between professionalism and managerialism:** Managerialism has been introduced, as we have said, by the policy reforms put in place in the last fifteen years and based on an economic rationale. The essence of *managerialism*, which typically goes together with marketisation, is to transfer control of services and resources from the professionals of education to managers from the business field. The impact of managerialism upon education has involved a major restructuring of the professional culture, working practices, college management styles and conditions of service, including the employment conditions of the teaching staff (see the conditions of teachers where this process is more advanced, e.g. in the UK). Overall the reforms have the effect of replacing the professional ethic of public service with a business culture ruled by business principles.

4. **The new accountability and monitoring systems based on output driven indicators of performance:** All the countries studied in this project have one way or another developed and applied performance models of assessment and systems of vocational qualifications, both based on the notion of 'measurable competencies', that is on output-driven indicators of performance. This notion of '*measurable competencies*' is of the utmost importance, for it establishes a particular mode of transmission, i.e. a specific pedagogy whereby learning objectives have to be stated in such a way that they can be unequivocally measured (i.e. against occupations), the learning process is fragmented and disaggregated into elements such as responses, information and skills, and the learners themselves are transformed into atoms (or 'carriers of skills') disembedded from their socio-cultural context. At the same time, the **accountability** of education and training institutions and professionals has become an issue of prime import; in this respect there is currently a conflict between **democratic views of accountability** (education has to 'respond' to society and its members) and **economic or market-driven views of accountability** (there is only a 'judge' of education, to wit: the market).

The **major findings of the case studies** can be summarised in terms of three opposing categorical couples and a fourth aspect related to pedagogic findings: [1] Convergence vs. Resistance; [2] Productive Tensions vs. Disruptive Tensions; [3] Constraints vs. Opportunities for Innovation in Education and Training; and [4] Pedagogic Findings and Implications

1. **Convergence vs. Resistance:** Rather than 'transfer', what has become as a very powerful tendency is the **convergence** of countries, sectors and institutions around certain key elements related to the de-regulatory policy frameworks and the growing intervention of the state in the education and training sectors. Overall transfer seems to mainly take the form of *a process whereby values, criteria and procedures from the world of production are either transferred, imposed or borrowed by the education and training sectors*. But this strong tendency towards convergence has taken place with strong **resistance** on the part of educational institutions and educational professionals alike. In addition to convergence, a major factor contributing to the acculturation and transfer of experience and best practice across countries and sectors has been the increasing resort to *partnerships and networking structures*.
2. **Productive Tensions vs. Disruptive Tensions:** Ample evidence was found of how the educational and training sphere is currently subject to a series of tensions coming from the economic and political spheres. Now while *some of these tensions can be creative and give rise to genuine innovations*, in other cases they disrupt considerably current arrangements and do not contribute to innovations. Many of the tensions to which the educational and training sphere is currently subject take the form of **irreconcilable pressures**, as they involve at one and the same time, on the one hand {a} demands for cost savings and effectiveness, cuts in public expenditure and a general tightening up of resources, and, on the other hand, {b} demands for increasing provision and raising standards. The sectors most subject to these irreconcilable pressures are, first of all, the disadvantaged sector, and also the educational sector (that is, universities and schools).  
Tensions, nevertheless, can also be **productive tensions**, and **give rise to genuine innovations**. The most important innovations in education and training found in the research have taken the following forms: [1] Sector-Domain Specific PARTNERSHIPS AND NETWORKS between educational institutions, public bodies and industry. In these cases the tensions seem to have been resolved by focusing the dynamic forces on '*content areas*', or '*knowledge domains*' which are very rapidly evolving such as, e.g. medical and biological sciences, biotechnology, environmental issues involving diverse industrial

areas such as water engineering, renewable energies, etc. and the own area of new technologies. In other words, the partnerships or networks are arranged around a content or knowledge domains which either actually constitute or have the potential to become a '*scientific-industrial sector*'. [2] Creation of education or training institutions around new ORGANISATIONAL MODELS, most of them based on a philosophy of 'public service' but governed, administered and managed along the lines of private sector organisational and economic efficiency. [3] Selective deployment and utilisation of ICT (Information & Communication Technologies) in the schools sector by *selecting particular curricular areas which are more amenable to ICT teaching and learning*. In addition to that, this use of ICT has clearly shown the importance of (a) embedding ICT within the school organisation and pedagogic arrangements; (b) using ICT as a complement rather than as a substitute for other arrangements; finally, it has also made clear that (c) an innovative use of ICT in education seem to involve considerable re-structuring of the organisations, their curricula and time tables, and the work load and dedication of teachers. [4] Beginning of developments towards genuine new teaching functions, roles and methodologies, e.g. the UOC's virtual campus model - although this model has still to evolve a lot before becoming a well established teaching methodology. [5] The development of organisations providing training and other services for disadvantaged groups along the lines of *professionalism*, with appropriate management but not managerialistic. This development has however brought out the importance of *support structures* encompassing the training provision and a human contact.

- 3. Constraints vs. Opportunities for Innovation in Education and Training:** A series of major change and innovation tendencies emerged in our research. While some affect the whole sphere of education and training, others have a more inner-sectoral character, with some national characteristics being also relevant. They all seem to offer opportunities for innovations, although there are also considerable constraints. [1] *Many opportunities for innovation are related to the introduction and deployment of ICT* in education and training. The twenty cases investigated by DELILAH involve one way or another ICT, with particular reference to telematics. Now our research evidence suggest that whereas there seems to be a *considerable scope for change in relation to the use of ICT*, neither is the scope for change unlimited nor does the *rhythm and pace* of such change appear constant across sectors and countries; rather the rhythm and pace of change varies according to sector-dependent features and also according to the cycle of innovation and change in which the different countries may be located. As previous research has shown, opportunities for innovation attached to ICT only become 'reality' (in educational and learning terms as opposed to purely economic terms) when ICT is embedded in a well organised pedagogic practice and institutional arrangements. [2] *Unfinished as yet re-alignment of the education and training spheres in relation to the economic sphere and society as a whole:* Although the re-alignment of the education and training spheres in relation to the economic sphere has up to now been manifestly to the detriment of the autonomy of the educational sphere, there seems to be growing signs that education and training are gaining more autonomy, as the educational needs of the whole society are increasingly been taken into account thanks to, partly, the needs of the economy itself (i.e. need for a truly educated work force which is able to think imaginatively and creatively in relation to the new challenges), and partly to the pressure of citizenship movements, multiculturalism and internationalisation. However, it is still not clear what the final, more stable shape of the configuration of the different spheres will be. [3] *Autonomy of Educational Institutions:* although most policy reforms of the last twenty years have considerably eroded the autonomy of educational institutions by granting them more and more responsibility while not giving them the authority, or the power, to be more 'answerable' or accountable, a few signs have been identified in our research that this tendency may currently be entering a different phase, with educational

institutions having to adjust to the emerging society not just in terms of governance and management structures, but also in terms of teaching, curricula, educational practices and evaluation - the issue of the autonomy of educational institutions is closely related, it goes without saying, to the broader issue of the autonomy of the educational sphere. [4] *Balances between student-centred approaches and more teacher-centred education - An unresolved 'big issue' in the schools sector.* [5] *Growing openness of schools to society.* [6] *The sector of the socially disadvantaged* have experienced numerous changes in the last years which have put it under enormous constraints. [7] Overall a '*culture of collaboration*' (in a general context of strong competition) seems to be arising in all education and training sectors, a process in which industry is also heavily involved. Networking arrangements, joint ventures and partnerships are becoming more common as a way to adapt to the new situation.

**4. Pedagogic Findings and Implications:** Overall pedagogic innovation is the less developed aspects of innovations in education and training. Our research evidence has shown that pedagogic innovation is more likely to take place in relation to the curriculum, i.e. the diverse topics and subject matters comprising the curriculum. Interdepartmental divisions and the workload and distribution of task between teachers are aspects that will probably be changing in the immediate future. [1] *Curriculum vs. departmental division:* Evidence from DELILAH case studies seems to suggest that innovation are taking place much more in relation to *specific curricular topics* than to departmental divisions, as the latter continue in the main to be subject to strong boundaries. [2] *The teaching and learning process:* The area which clearly appears as lagging behind is the very core of pedagogics, i.e. the teaching-learning process itself, as innovation efforts have not been very successful in bringing about new teaching-learning methods and functions matching the possibilities of ICT. Only what could be termed 'networked learning', with projects of a collaborative nature based on a curricular subject providing the foundations for students, teachers and domain experts to work together in a highly active learning environment. [3] *Change and Innovation in the Teaching Profession:* The **status of teachers** in society has become a major policy concern in all the countries of our study (although it is in the UK where the status of teachers has been most eroded). The status of teachers has become a major issue because national governments and their civil societies themselves are realising about the considerable erosion that the figure of the teacher has suffered in the last twenty years, a process very much encouraged by the market-minded policies implemented during such period. Such erosion has affected the authority of teachers both in the classroom and as role models for pupils. In this connection, the issue of **(re)professionalisation of teachers**, after many years of eroding their public role, seems to be emerging as a way of redressing the balance. [4] Direct pedagogic implications of the research findings are mainly related to the observed growing tendency to include **open learning facilities** in all countries and sectors, which has brought out the importance of, at least, two different demands in pedagogic terms, *a self-learning ability coupled with stronger teaching and tutorial support.* [5] On the whole, the needs for pedagogic facilities arising from the analysis at the pedagogic level can be summarised in three broad categories, mediation facilities and teaching roles redefinition, context/social facilities (social support, including peer support), and process facilities (above all evaluation facilities enabling innovative monitoring).

### **Main Policy Implications**

The main conclusions and policy implications of the DELILAH's project can be grouped around the two following headings:

- *policy implications at the societal, institutional, and pedagogic levels*

- *policy implications bearing on social disadvantage and on the provision of training for unemployed and disadvantaged groups*

### **Policy implications at the societal, institutional, and pedagogic levels**

The most important and general policy implication of our research as regards both the national dimension and the sectoral level concerns what could be called the **reforms and innovation cycle** of each country and sector. If policy is to be effective it should paid great attention to the situation of each country and sector in terms of its learning patrimony and the capacity its has for delivering innovation at a given pace.

Policy can play a very important role in **fostering innovative networking and partnership arrangements** by, [1] allowing public institutions to support the setting up and running of innovative partnerships, and facilitate their medium and long term sustainability; [2] granting more autonomy to higher education institutions so that these be able to modify their internal structures not just along the lines of 'flexible employment relations' but rather in terms of departmental divisions, curriculum organisation, pacing of the learning process and time tabling. The role of policy in the **institutionalisation of University-Industry Partnerships** in critical scientific-health-industrial sectors is absolutely essential, as society needs to pull together all the knowledge and techniques being developed within such sectors in order to communicate and teach them and further develop the sectors' development and teaching capacities.

One of the main policy implications of our project in relation to the higher education sector bears on the **re-definition and re-alignment of higher education vis-à-vis the State, the civil society, the voluntary sector and the market**. *Institutional and professional autonomy* coupled with *social accountability* (i.e. socio-political and economic accountability) seem to be amongst the most crucial points. If higher education institutions are expected to serve society in an accountable way, then they must have a degree of autonomy which matches their degree of accountability. In other words: in order to be accountable to society, higher education institutions and the profession itself has to have the autonomy as to be able to answer - this evidently amounts to rejecting both 'corporate privileges' and 'content-free managerialism'. Policy can greatly facilitate efforts being made the higher education sector by [1] networking public centres such as libraries, museums, and facilitating home-based students easy access to these resources; [2] developing new territorial multimedia resource centres which can act both as meeting places for students and self access resources; [3] supporting pedagogic research in teaching within virtual scenarios, including research about new teaching methods and development of study materials.

Genuine **educational innovation in schools** is currently limited by the lack of a policy which addresses the needs of schools as a whole. [1] Policy can greatly facilitate innovations in the organisational structure of schools by revising national curricula and allowing easier ways to integrate current worthwhile innovations into the mainstream education; [2] a crucial aspect of any successful policy in the schools sector is to support the teaching profession in their efforts to develop the school model rather than to put more pressure on teachers and further damage school education; teachers '*re-professionalisation*' and *empowerment* seem to be necessary in a sector which has seen teachers' authority and morale fall to minimum levels for decades; [3] Full institutionalisation and integration of ICT cannot occur without important changes in the curriculum which allow some of its part to be delivered through ICT; furthermore, policy has to watch that access to the new telematic media is provided under fair and sound conditions for schools; [4] new evaluation and accountability models which make the school more responsive to the whole society - and not only or not just to the economy - need to be developed, so that policy can be built upon secure and more appropriate basis.

As regards the **use of ICT in both schools and higher education institutions**, three main policy implications can be underscored. [1] need to revise policy making at the level of national curricula and programmes, so as to enable online teaching and learning through telematics of those areas of the curricula most amenable to such teaching and learning; [2] room should be provided for institutions to envisage and allow inter-departmental re-design and collaboration; likewise, policy should allow room for envisaging and developing ways of collaboration between teachers, domain experts, animators and other rapidly emerging teaching functions, both within and between institutions; [3] policy should also allow the setting up of joint programmes between institutions (both schools and universities) so that certain parts of the curriculum can be taught through telematics on a cost-effective basis and the educational institutions become more open to the society at large.

Overall **policy making related to continuous vocational training and skills updating**, which of course affect corporate companies, may need to define wider frameworks which allow both employees and unemployed to benefit from the training offer. Collaboration between educational and training institutions and private sector companies should also be encouraged within such policy framework. The most important aspect in terms of policy within corporate settings concerns the *increasingly weak position in which older and low skilled employees find themselves*, as they find difficulties within the new corporate environment which put a premium to middle aged persons. Policy may need to develop special training programmes for these employees, since this stratum of the workforce is the most likely to be dismissed and find themselves unable to access other jobs once in the labour market.

#### **Policy implications bearing on social disadvantage and on the provision of training for unemployed and disadvantaged groups**

Overall the **disadvantaged sector** would very much benefit from a **serious review of current policy**. Such a review should be done with two overriding objectives in mind, namely: [a] to meet the *needs* of the disadvantaged and the organisations providing for them; and [b] to make sure that public money is appropriately spent. Three key issues in this sector directly bearing on policy are public funding, precarious arrangements, and kind of training:

The question of **public funding** of organisations providing training and other services for the disadvantaged requires serious re-thinking and review. It is not only that public money could be much more efficiently spent; it is also that the needs of disadvantaged groups should be put at the top. Addressing these two major concerns would involve to change the current pattern of public provision, with more public funding provided on the basis of *political decisions made according to 'need'* rather than exclusively through *tendering* processes. Public programmes for the disadvantages should not involve funding requirements which are contrary to the needs of disadvantaged groups.

Current policy frameworks encourage the existence of very **precarious arrangements** in the disadvantaged sector. Policy could greatly help solve this by enabling the organisations providing for the disadvantaged to have a legal status as publicly supported institutions, whether voluntary organisations or charities, not dependent upon the uncertainties of the market. This would essentially allow staff to devote their efforts to the disadvantaged themselves rather than to obtain public funding through complex tendering processes, since these organisations find themselves at a great disadvantage to both bid for public funding and compete in the market.

Policy urgently needed in this area needs to review the **kind of training** which is currently being provided to disadvantaged groups as a requirement of funding programmes. Giving the difficulties to find a job, the low status of the lower levels of vocational qualifications - including the low regard in which such qualifications are held by employers - policy could widen the training offer and also facilitate access to education for the disadvantaged.

The following 'policy recommendations' have been developed by the project in accordance with the issues we have just listed.

**Policy recommendations bearing on the provision of training for unemployed and disadvantaged groups:** There are three major 'issues', all of a controversial character, involved here, namely: [1] Efficiency vis-à-vis Need: How to combine both in the tendering process in order to prevent social exclusion. [2] Training goals and aims: Inducing work in a context of lack of jobs vis-à-vis providing worthwhile, quality training. [3] The link between 'funding' and 'monitoring': Two Models of Funding and Two kinds of Performance Indicators. All the following policy recommendations seek to strike a right balance between principles and requirements which all too often are contradictory and even incompatible when taken to their last consequences.

**1<sup>st</sup> policy recommendation:** *this bears on the issue of for improving the position within the tendering processes of organisations and community centres providing training and other services to the unemployed and disadvantaged:* [1a] Increase the Representation & Involvement of small providers for the disadvantaged in the decision-making structures and bodies. [1b] Provide information and training to the small providers and associations about how to access and bid for funds and how to manage project. [1c] Encourage and facilitate greater collaboration and association among the small organisations and centres providing for the disadvantaged. [1d] Encourage innovation at the level of organisational arrangements and partnerships.

**2<sup>nd</sup> policy recommendation:** However, taking into account that *the main cause of poor access and exclusion from competitive tendering and thus from public funds is the excessive sway allowed to competition, which must be complemented with other principles*, and that competition can increase efficiency, but competition must be complemented by other principles in order to compensate for some of the 'unwanted' consequences of open competition, the following *main policy recommendation* is being suggested within the guidelines dealing with the disadvantaged sector: [2] **Combining efficiency & need, and allowing NEEDS-BASED policy decisions, so as to make sure that providers closer to the unemployed access the funds.**

**3<sup>rd</sup> policy recommendation:** This bears on the issue of *"Inducing work in a context of lack of jobs vis-à-vis providing worthwhile, quality training"*: [3a] **Combine current Labour Market Supply Efficiency & Labour Market Performance Indicators with new Labour Market Indicators, LMI, such as Job Gaps Indicators, JGI, and Wages Gap Indicators, WGI:** In view of the new role of public employment services and even training programmes in the direction of enhancing labour market supply efficiency (LMSE), it is of paramount importance *to complement* current labour market performance indicators (LMPI) such as, to name the most common and of course the most important, percentage of unemployed placed into the labour market, with new labour market indicators (LMI) addressed to making simply, but until now unavailable, *comparisons*, for example, [1] between 'the number of persons seeking work' and the 'number of job openings' (this measure constitutes the new *Job Gaps Indicator, JGI*); and [2] between 'wages paid in the new jobs available' and 'wages needed to cover family necessities and work-related expenses' (this measure constitutes the new *Wages*

*Gap Indicator, WGI*). The use of these new LMI, and above all their introduction into the official statistics, can help re-shape the issues that policy-makers must consider when designing labour market policies and programmes. **[3b] Designing and Delivering worthwhile, quality training for the unemployed and disadvantaged.** **[3c] Replace 'job-inducing' training schemes for quality training programmes:** Current 'job-inducing training' schemes, which lead small training providers to provide one-off cash bonuses to the unemployed in exchange for 'accepting' a job, do not contribute much to better the labour market conditions nor to upgrade the skills levels. That is why such schemes should be replaced by quality training programmes.

**4<sup>th</sup> policy recommendation:** *This bears on the issue of “Funding and Monitoring” of training initiatives and arrangements for the unemployed and disadvantaged:* **[4a] Policy should set up a funding framework which provides both stability and efficiency. Funding must therefore combine cyclical budgetary arrangements with contractual arrangements attached to results.** **[4b] Policy should resort to both quantitative and qualitative measures and indicators of performance.**

## 2. Background and Objectives of the project

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### 2.1 Aim and Objectives

DELILAH is about educational and learning innovation. DELILAH **aims at deepening understanding of educational innovations and, on the basis of such an understanding, gathering empirical evidence of innovative education and learning arrangements and developing specific methodologies and guidelines for learning.** This broad aim is operationalised through the following **objectives**:

- i. To review and synthesise [1] existing research on major cross-cultural, socio-economic and pedagogic factors in education and learning, including new learning arrangements involving learning technologies, and [2] major national policies on education and training, with a view to (a) identify theoretical and empirical gaps in current understanding and (b) establish the consonance or match between major educational and learning innovations and the different learning patrimonies or traditions as defined by the aforementioned factors.
- ii. To critically assess, in a transnational and cross-sectoral fashion, the contribution of different institutional and organisational arrangements to education and learning, in relation to exploring ways of improving learning and widening access to learning opportunities, including access for less favoured and excluded groups.
- iii. To develop methodologies and guidelines for the evaluation of new educational and training arrangements and processes in four education and training sectors.
- iv. To contribute to the development of appropriate policies in the area of education and learning by firstly identifying ways in which policies can facilitate the contribution of new educational and learning arrangement in accordance with the different learning patrimonies, and secondly promoting transfer and the exchange of results across the study areas.

Now the way DELILAH looks at educational innovation can be characterised by its *holistic countenance*, as the project attempts to locate educational innovations in the context of the *interaction or interplay* between specific (national, sectoral, professional, etc.) **learning patrimonies** (see below for a definition) on the one hand, and *national education/training policies* and socio-economic (e.g. exclusion from education) and socio-technical developments (e.g. technologies which may provide new learning opportunities), on the other.

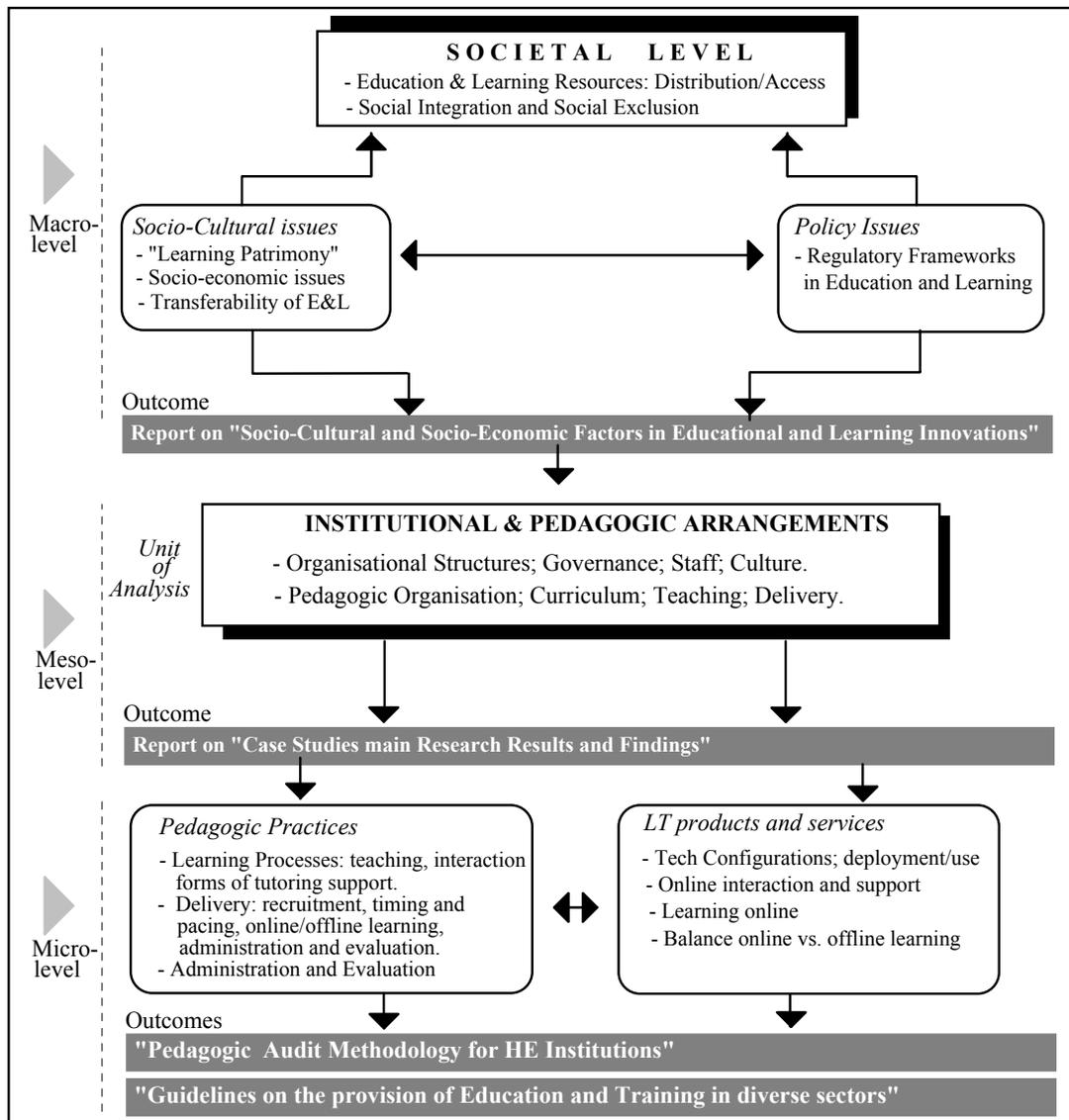
## 2.2 Rationale of the project and the idea of 'learning patrimony'

DELILAH approach is thus **contextual and comparative**. The project is based on a threefold rationale comprising theoretical issues, empirical research, and development of methodology and guidelines - in brief, a rationale of theory, research and practice by which theory is meant to inform research and practice while research and practice are supposed to illuminate theory, and thus enhance understanding.

The project takes as its main unit of analysis what could be called *institutional and pedagogic arrangements*, that is, the educational and training institutions themselves and their pedagogic practices. Such arrangements are constituted by certain organisational models or structures, governance and management structures, conditions of professional staff, and a particular culture; they also comprise particular pedagogic arrangements related to pedagogic relations, teaching methods, interaction and delivery patterns, curricula, etc.

Now educational and training institutions operate within certain conditions. To a good extent such conditions are socio-cultural and economic in nature, as they relate to certain traditions and to current socio-economic circumstances - we can refer to these as *socio-cultural and economic conditions*. On the other hand, such conditions are related to the fact that educational and training institutions operate within *legislative-regulating policy frameworks* which define the degree of autonomy of the learning institutions themselves, the role of the state in education and training, the overall view of education and the educational professionals - including the employment conditions of the latter. It is in the framework defined by such conditions that *specific pedagogic practices* involving recruitment procedures, curriculum and its delivery, teaching methods, etc. occur.

We thus have three main levels of analysis (see Figure A underneath): A *macro-level* concerned with the socio-cultural, economic and policy issues shaping education and learning; this macro-level comprises a societal level within which the issue of 'social exclusion', which has been defined by the DELILAH consortium as the 'over-arching concern' of the project, is located. A *meso-level* concerned with the educational and training institutions themselves and constituting, as we have said before, the main unit of analysis of the project. Finally, a *micro-level* focused on the specific pedagogic practices. Such levels roughly correspond to the rationale of mutually informing theory, research and practice. This does not mean, however, that all theoretical interests are confined to the macro-level; on the contrary, they run across all levels. Likewise, the micro-level is not only driven by a practical interest. Nevertheless, the major emphasis are clear in the sense that whereas the macro-level is mainly, but not solely, approached from a theoretical stand, the meso-level or the level of the education and training institutions themselves will mainly be approached from a research stand - certainly, research which has been informed by the theory developed in the macro-level. Finally, the micro-level, that is, the level of the specific pedagogic practices is mainly approached from a practical stand, but such a stand 'should' be informed by both theory and research.



**Figure A - DELILAH's Approach, Rationale and Main Outcomes**

The figure A attempts to depict this complex framework of interrelationships between levels of analysis and rationales. In doing so we have also tried to represent the correspondences with the project work packages and outcomes - although, here again, we must acknowledge that the correspondences are not perfect. Thus, the work done at the macro-level, which is mainly concerned with theoretical interests - addressed, it is true, with a view to undertake empirical research and subsequently develop methodologies - is the task of work package 1, and its major outcome is precisely this report. Likewise, the meso-level is the level of our empirical research, that is to say, of the case studies and their intensive ethnographies (work package 2), and its main outcome will be a report on the results and findings of such ethnographic work. Finally, the micro-level is the level at which we expect to develop the methodologies and guidelines - although, again, both will also be addressed to the meso or institutional level; the main outcomes of this level will be the pedagogic audit methodology and the guidelines on various aspects of the learning process (work packages 4 and 5). (an important outcome of the project not reflected in figure A, for it cut across all levels and it is dependent upon all the other outcomes is constituted by the 'policy implications' of all this research and action research activity involving theory, research and practice).

As can be seen, properly speaking, the figure A does not depict a framework; it does less and more than that. It does more in so far as it represents the rationale of the project; it does less because the figure does not establish the major dimensions of a theoretical framework. This is due to the angle from which DELILAH approaches education and learning, namely, *the angle of innovation*. Taking this into account, we could say that DELILAH's theoretical framework is constituted by the idea that **educational and learning innovations are dependent upon the interplay between a learning patrimony and given set of socio-economic and political circumstances** (see below for the definition of the term 'learning patrimony'). Such learning patrimony follows a dynamic which is partly internal to education and learning themselves and partly shaped by socio-economic and political factors and processes - which means that the learning patrimony cannot be modified at will; nor can it be conceived of and understood as completely determined by economic circumstances, however much the economic sphere be understood as 'ruling' other social spheres.

Before dealing with the concept of 'learning patrimony', we have to clarify how DELILAH has come to understand the issue of social exclusion.

## Social exclusion

Although DELILAH is located in the TSER area of 'research on education and training', rather than in the area of 'social integration and social exclusion', the project is fully concerned with the issue of social exclusion. Such a concern is expressed in a twofold way in the project. First of all, by having education and training for marginalised and excluded groups as one of the research sites of our projects. Secondly by considering social exclusion from education and training as the 'over-arching' concern of the project; in this respect DELILAH seeks to contribute to our understanding of how education and learning opportunities can be extended to include marginalised groups such as ethnic minorities, unemployed - particularly long-term unemployed - women, etc. In brief: the project addresses social exclusion as both a research/theoretical and a more practical concern. There are a number of aspects related to the complexity of social exclusion which must be clarified.

From a theoretical stand, 'social exclusion' is frequently considered as a *state* (e.g. multiple deprivation); more interesting for the project is the dynamic idea of social exclusion as a *process*. The notion of social exclusion cannot be separated out from the interrelated concepts of *social structure* and *social processes*, two inseparable concepts in the sense that the processes by which social groups are excluded from material and cultural - e.g. education - resources are dependent upon the way in which such resources are actually distributed, i.e. upon the social structure. Likewise, the distribution of resources is dependent upon the processes by which such resources are distributed. Both concepts, social structure and social processes, are the two sides of one and the same coin, and none of them can be understood without the other.

DELILAH's view of social exclusion has been informed by a research strand in the Tavistock Institute on social exclusion, work and welfare. The project is thus aware that the term 'social exclusion' in contemporary international debate has not produced a definite and widely accepted definition of its meaning. However, the project takes the view that despite this lack of agreed definition, there are nevertheless common points in the most relevant definitions which suggest that the very core of the matter is related to what a number of scholars have conceptualised as social solidarity, the social fabric, the strength of social bonds, etc. In accordance with this view, the following *thesis on exclusion* is put forward:

*Social Exclusion* is a highly disruptive process produced by advanced modern societies which consist in the erosion of collective values, social cohesion and bonding.

This thesis (1) considers exclusion as an extreme form of disruption of the social fabric; (2) conceptualises it as an erosion of social cohesion and the social bonds; and (3) explains exclusion by referring it to a primary cause, one to which all the other causes lead, namely: the overriding dominance of the market principle in advanced modern societies. Furthermore, (4) the focus on social relationships allows to link exclusion to citizenship - something essential in any thesis on exclusion - for if power is the ability to act together in concert, then it is clear that the weakening of social cohesion and the social bonds amounts to the disempowering of people, making them unable to participate. Exclusion in this perspective is the degree zero of citizenship and extremely limited social integration. Finally, (5) the thesis makes a clear conceptual distinction between exclusion, social inequality, marginalisation and poverty, something considered essential in recent studies.<sup>1</sup>

Social exclusion is often understood simply as 'exclusion from' something, frequently education, the labour market, economic resources, and so forth. In this respect, it is worth pointing out to some 'unwanted effects' of special forms of education and training provision for disadvantaged groups. Special forms of educational provision for disadvantaged groups (e.g. training programmes for young unemployed people), while giving them access to certain training resources, 'mark out' these groups in such a way that later on they are frequently discriminated on the labour market on the basis of their 'educational or training origin'. This is a very well known phenomenon whereby certain forms of (special) education and training distance the people receiving them from the high status and its associated distinction and cultural capital accorded to high level academic qualifications. In addition to the contents, the very ways by which education and learning take place have a crucial importance in considering the problem of social exclusion; for many forms of education and training such as training for unemployed people, work-based learning and similar work-related schemes, contribute strongly to legitimise not only the established distribution of material and cultural resources (i.e. the actual 'states' of exclusion), but also the ways by which such resources are transmitted and reproduced (i.e. the different forms or processes of education and training for different groups) - and this is a crucial aspect of social exclusion which is all too frequently missed in current debates, despite the abundant literature acknowledging it. The attempt, within this context, to give '*parity of esteem*' to forms of (special) education and training which do not 'naturally' (i.e. socially) obtain such an esteem belongs to official schemes and programmes based on voluntaristic views which, unless there is a real change in the ways in which people values things, will probably not have any of the intended impacts in terms of real status of education and training.

On the other hand, the market-led education and training framework put in place during the last twenty years has overtly failed, most authors agree, to provide more educational opportunities for excluded groups. Effective market power, which is what such a framework attempts to promote, is obviously exerted by the better off sections of the population (White, 1991, p. 19). In this respect, 'choice', the value taken as the supreme one by this kind of approach, will continue to be the privilege of some sections of the population.<sup>2</sup>

From the point of view of the research sites involved in the project, the idea of social exclusion, while including the notion of 'access', tends to be considered mostly in terms of

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<sup>1</sup> For this view of social exclusion, see Frade, C., and Darmon, I., 'Social Exclusion: Towards a Framework for Understanding and Policy', *Annual Review 1996-97*, Tavistock Institute, London, 1997.

<sup>2</sup> Glatter, R. & Woods, P. (1994): 'The impact of competition and choice on parents and schools', in Bartlett, W., Propper, C., Wilson, D. & Le Grand, J. (1994), *Quasi-Markets in the Welfare State*, Bristol, UK: SAUS Publications.

'drop-outs' from the education/learning process. Thus for these education and training institutions the most important questions related to exclusion are about how the education and learning process can be improved so as to avoid drop-outs. Important, but seemingly more secondary, are also the issues related to the kind of groups and people who can or cannot undertake education and training in these institutions. It thus seems that these education and training institutions are concerned with widening access to the education and learning they provide to wider sections of the population, but that such a concern must not override other important concerns such as the quality of the education they provide (hence the concern with 'drop-outs'); in other words: access and expansion must not take place at the price of decreasing standards and diluting pedagogic contents.

## Learning Patrimony

It is evident that education and training are closely related to history and tradition, to legislative and institutional frameworks - e.g. employment relations, the market, companies, etc. - and also to the social structure - i.e. to the distribution of material and symbolic capital amongst the different strata and groups. On the other hand, education may be more or less embedded in other social practices; after all the traditional Western educational institutions - i.e. the school in the broad sense - is an invention with only two thousand years of existence, and most cultures did not have specific institutions devoted to teaching and learning. In this cultures education took place in practice, without having any specialised institutions nor specialised agents. Educational institutions are obviously subject to the constraints and opportunities arising as a consequence of the socio-political and economic circumstances of any given epoch. Above all such circumstances are currently constituted by the creation of a planetary market. As a consequence of this, nowadays companies not less than educational institutions have been compelled to drastically adjust their organisational structures, cutting down their staff and resorting much more often to procedures such as contracting out. Likewise, the role of private and public sectors has been considerably effected. All these changes are having an important influence in the ways in which the society transmits - (re)produces - its culture.

The "LEARNING PATRIMONY" (LP) of a given cultural area or collectivity - be it a country or a region, or even an institution or a professional group -, can be defined as:

- A **modus operandi**. In this respect the LP consist of a *series of prevailing socio-institutional and educational practices, pedagogic arrangements and relations*.
- A **set of values, dispositions, attitudes and expectations** in regard to education and training

This patrimony is crucial, for education and learning are the key activities through which society carries out the transmission of culture to its new generations. The learning patrimony refers thus, on the one hand, to a **modus operandi**, to the ways and manners by which the new generations come to acquire the culture; for example: the traditional school; the traditional apprenticeship system; the emerging educational institutions, including the school, with more market-like governance and management models; etc.

The learning patrimony also refers, on the other hand, to a **set of values, dispositions and attitudes** in regard to education and training. Typical examples would be: the humanist or integral view of education, which aims at developing the person in its entirety and resorts both to classical disciplines and modern sciences. The liberal approach, in contrast, entertains a more utilitarian view of education in which the development of some

particular competencies and specialist skills prevails over the development of the person as a whole. The vocationalist view considers education and learning in a merely instrumental way as a 'server' of the economy. Thus whereas for the humanist perspective education is a worthwhile end in itself, and perhaps a way of being prepared for life (but, in the classical definition, for the 'good life' rather than for 'making a living'), the vocationalist view consider it as a preparation for work. Needless to say these views change, and the current neo-liberal view is by no means the same than the liberal view of the eighteenth century. What is important though is the relative differences between both liberal views.

But the dispositions and attitudes related to education and learning also involve other crucial aspects related to the relative positions of, and relations between, teachers and students. The teacher may be considered as an authority in possession of the knowledge, and so the legitimate source to transmit it accordingly; or s/he may be considered as somebody who is 'there' to help, a 'resource' and almost a colleague, and so with no special legitimacy to impose any particular views about a given subject. Likewise, the students may be expected to be more passive or more active. The relationships between teachers and learners vary according to these attitudes. In this way, the **pedagogic relation** (i.e. the relationship between transmitters and acquirers, e.g. between teachers and students; doctors and patients) *involves particular expectations and dispositions about knowledge* (is it transmitted by somebody who possesses it in authority or is it socially constructed?), *the role of teachers* (are they legitimate carriers of the values of society, and so, endowed with certain authority - legitimate power -, or are they just somebody who is expected to help and to adjust to the needs of the students?) *and students* (are they passive receptors of an accepted body of knowledge or rather constructors of whatever they learn?), *the sequencing and pacing* of acquisition (what is to come first and what later?), and *evaluation criteria* (how is it determined that a given subject has been acquired?).

Whether liberal or humanist, the basic paradigm upon which these views have been based, i.e. the school in the broad sense, has pervaded all the educational system in the Western world. State mass education, for example, which was introduced in the latter part of the nineteenth century, left untouched the classical model, and the state schools were organised and arranged in their general lines according to the private schools for the upper classes with its traditional curriculum based on the classic disciplines and some modern sciences.

Overall the learning patrimony in the Western world has historically been carried by specific institutions such as the school and the university assuming among other characteristics unity of space, time, and sequencing and pacing (a different case is 'apprenticeship', which has traditionally been the form of learning within the crafts and occupations - a form of learning regulated by the guilds and unions). This patrimony is currently undergoing certain transformations as a consequence of the political and economic circumstances and the introduction of new technologies. It is probably appropriate in this respect to talk about a general blurring of boundaries between what is work, what is academic and what is business (this is about how education and learning are embedded in other social activities). Another factor contributing to this shift is the attempt to develop new approaches to teaching and learning, including open and distance learning - ODL -, in accordance with the new economic requirements and the deployment of new technologies. From an institutional stand these changes may well reflect that what is occurring is not only a fine tuning of existing practice; in fact, new socio-institutional, organisational and pedagogic arrangements might be slowly emerging.

## 2.3 The project life-cycle

The life-cycle of the DELILAH project is also represented in Figure A above. The three levels depicted there as ‘macro’, ‘meso’ and ‘micro’ levels constitute, at one and the same time, three interrelated things: [1] levels of analysis; [2] methodology and forms of engagement with education and training; and [3] phases of the project. There are thus 3 main stages or phases in the project, namely:

- ❶ *Theory*, with the literature and policy reviews;
- ❷ *Research*, with the case studies; and
- ❸ *Action-oriented research*, with the collaborative development and validation in the test sites of methodologies and guidelines.

The project has thus gone through a more theoretical phase, through to a research phase and an ‘action-oriented’ research phase focused on the development of guidelines and methodologies for diverse sectors in education and training.

### 3. Scientific Description of Project Results and Methodology

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#### 3.1 A Framework for Dealing with Innovations in Education and Training

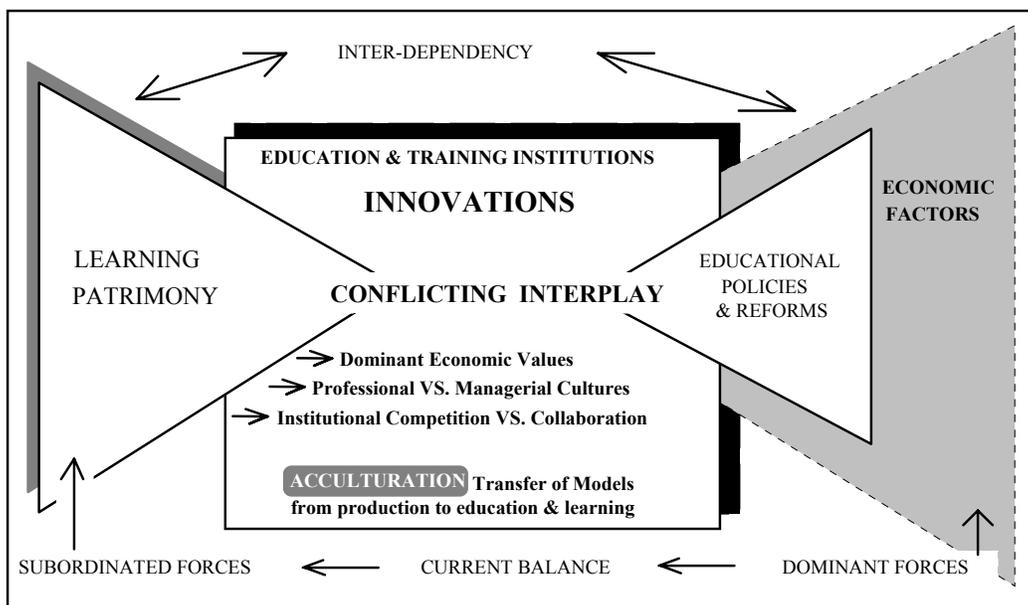
DELILAH's framework, as developed in the context of the first objective of the project, is based on a specific view of *Innovations in Education and Training*.

Innovations in Education and Training are *processes emerging out of the interplay* between, on the one hand a **learning patrimony** deeply rooted in the Western education tradition of bounded institutional forms and a relative autonomy of both the educational sphere and educationalists and, on the other, a series of **socio-economic factors and policy reforms** mainly driven by such socio-economic factors.

This interpretation is illustrated in Figure B below.

In this interpretation the learning patrimony is currently undergoing a process of change greatly influenced, if not dominated, by socio-economic factors related to the globalisation of the economy and the consequent de-regulation of labour and capital markets. The current dominance of economic, market-oriented values and their application in the spheres of education and learning is calling into question some of the major foundations of the Western learning patrimony. For example, the relative autonomy of the educational sphere is now becoming more undifferentiated in various respects: blurring of boundaries between what is education, what is work and what is leisure (learning, and particularly learning for work, has to a considerable extent 'invaded' the educational, leisure and work spheres alike), dilution of educational spaces (one manifestation of which is the promotion of more links between the school and business) and partly of contents, inflation of qualifications and accreditations (concrete tendencies are discussed in section B below).

As illustrated in Figure B beneath, **innovations take place in a highly conflicting interplay or interaction between factors or forces** stemming from both the learning patrimony and socio-economic and political situation. The interplay between the learning patrimony and socio-economic and political factors from which innovations emerge can partly be understood as a process of *acculturation or interaction between (sub)cultures/life spheres* to which the dominated sub-culture/sphere acculturates in response to the pressures from the dominant one; in this situation there occur several processes of transfer from the dominant to the dominated spheres. There are several actual instantiations of such an acculturation process, for example, the conflict between professional and managerial cultures - a conflict which has during the last fifteen years often taken the form of "cultural imposition" whereby educational institutions have been given 'corporate' status and governing bodies. Or, more generally, the mounting pressures on education and training to become more and more economically and market driven, and thus to be subsumed under the sphere of production as any other socio-economic sector.



**Figure B - DELILAH's Framework based on a Socio-Cultural View of Innovations in E&T**

Nevertheless, these processes do not take place without strong *resistances* on the part of educational institutions and educational professionals alike. Such resistance does partly - and only partly - emerge out from corporatist attitudes; but they are largely the result of the internal dynamics of the learning patrimony itself. This means that the learning patrimony cannot be modified at will; nor can it be conceived of and understood as completely determined by economic circumstances. The fact that in such an interplay the socio-economic forces are dominant (an aspect of the interplay highlighted in Figure B) does not necessarily imply that innovation and change in education and learning are the sole result of economic factors. Change and innovation in education and training are also associated with longer term trends within the learning patrimony itself - that is, with those aspects internal to the learning patrimony concerned with teaching, learning and transmitting the culture from generation to generation, and at any rate with the shifting balances between education and other fields and sectors. In the last analysis what is at issue here is the idea of *lasting* innovations, i.e. innovations which meet the needs of society as a whole and of all the groups and individuals within the society - and not only the needs of the economy, or the needs of privileged groups or groups with 'market power'.

In DELILAH's view an *educational innovation does not simply consist of introducing a new technology* (cf. for example the massive introduction of computers in the schools, or the massive connection to internet), *but of developing the appropriate institutional and pedagogic aspects*. Likewise the production of more cost-effective education and training makes sense to the extent, and only to the extent, that trainees do learn, i.e. cost-effectiveness, which is a criterion derived from the economic sphere, is subordinated to pedagogic effectiveness - a criterion derived from the educational sphere itself. In this respect, the objective of making education and training less costly or 'cheaper' (an objective pursued according to criteria and standards external to education itself) can all too easily become, *unless* standards from the learning patrimony are taken into account, tantamount to 'cheap education' (from the point of view of the standards of educational excellence, which are those defined throughout the history of the activity of education and conserved as part of the learning patrimony).

### 3.2 A Methodology for dealing with Innovations in E&T

At the overall level, DELILAH’s methodology is based on a threefold rationale comprising 3 levels of analysis and 3 kinds of analysis-research. To each level of analysis there corresponds a kind of analysis-research.

The three levels of analysis are,

- ❶ 'Macro' or societal level (mainly carried out within WP 1),
- ❷ 'Meso' or institutional-pedagogic level (mainly WP 2: case studies), and
- ❸ 'Micro' or pedagogic practices level (mainly WPs 3, 4 & 5),

Likewise, in keeping with the threefold rationale of the project, there are three kinds of mutually informing analysis-research, namely,

- ❶ Theory,
- ❷ Research, and
- ❸ Action-oriented research

The methodological rationale of the project is thus based on specific kinds of analysis and research for specific levels and objects of analysis, which in its part implies specific outcomes. This is represented in Table A underneath.

Levels of Analysis		Kinds of research		Outcomes
❶ <i>Macro</i> : societal level	→	❶ Theory	→	❶ Literature and policy reviews
❷ <i>Meso</i> : institutional-pedagogic	→	❷ Research	→	❷ Results and findings of the case studies
❸ <i>Micro</i> : pedagogic practices	→	❸ Action-oriented research	→	❸ Guidelines and Methodologies

**Table A: DELILAH’s Methodological Rationale and Framework**

At the heart of this methodological design there are the **case studies**. The scope and rationale of the case studies is thus given by DELILAH's contextual and comparative approach, which determine the transnational and cross-sectoral character of the cases. The project, and therefore the case studies themselves, take as the main *unit of analysis* what could be called the **institutional and pedagogic arrangements**, that is, the educational and training institutions themselves and their pedagogic practices, and within these arrangements, the **innovations** themselves (the arrangements themselves would usually be innovative; however, further innovations within the already established arrangements can also be figured out). Such arrangements are constituted by certain organisational models or structures, governance and management structures, conditions of professional staff, and a particular culture; they also comprise particular pedagogic arrangements related to pedagogic relations, teaching methods, interaction and delivery patterns, curricula, etc.

The case studies are located at the meso or institutional-pedagogic level of analysis. The macro or societal level, concerned with the socio-cultural, economic and policy issues shaping education and learning, was the first level to be addressed by the project. The case studies are thus solidly placed at the level the institutional and pedagogic arrangements, which constitute the main unit of analysis. Both these levels will inform the more practical aspects addressed through action-oriented research at the micro or specific pedagogic practices level - this is the

level which has produced as outcomes the methodologies and guidelines for the for E&T sectors addressed by the project.

The case studies are mostly concerned with the research aspects - without this implying that theory and practice are not considered. This emphasis on research was translated into the case studies in the form of **intensive ethnographies** of two kinds of cases for study, namely:

- ➔ Sectoral cases of *general character* - these cases comprise the analysis of innovative ongoing education and training initiatives (16 cases)
- ➔ Sectoral cases with a *thematic focus* - these cases comprise the analysis of the innovative education and training initiatives represented by DELILAH's research and test sites (4 cases, one per country).

The sectoral nature of the case studies arises from the attempt at establishing differences between sectors. The four **sectors** included reflect the own sectoral dimensions of the four DELILAH's research and test sites, that is:

<b>SECTORS</b>	<ul style="list-style-type: none"> <li>① School (or compulsory) Education</li> <li>② Higher Education</li> <li>③ Disadvantaged &amp; Excluded Groups</li> <li>④ Continuous Vocational Training in corporate settings</li> </ul>
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Both kinds of case studies have comprised five major **research issues**, whereas the 4 cases with a thematic focus addressed four main **themes**, one per case.

**Research Issues for all the case studies** (*for the 20 cases*)

- ❶ CONTEXTUAL CONDITIONS, INCLUDING POLICY of particular education and training arrangements or institutions. Research into this area will allow the achievement of DELILAH's objective of contributing to the development of policies in the area of education and training.
- ❷ EVALUATION, including both assessment of learning and evaluation in relation to accountability of educational agents and institutions. Research into this area is of direct significance for DELILAH's objective of developing guidelines.
- ❸ PEDAGOGY, the area perhaps less advanced in terms of innovation, and crucial for the 'incorporation' of (or for the 'matching' between) new technologies into the learning patrimony - this area includes several issues, from attitudes and dispositions through to teaching methods, integration between on-line and more traditional forms of teaching, pedagogic effectiveness, etc. Research into this area is of direct significance for DELILAH's objective of developing a pedagogic audit methodology.
- ❹ TRANSFER AND OTHER ACCULTURATION PROCESSES, i.e. the analysis of the conditions under which processes of transfer, cultural borrowing and diffusion may take place.
- ❺ COMBAT AGAINST EXCLUSION from education and training, looking in particular at two issues, [1] how best integration can be achieved, avoiding the risks of 'marking out' and stigma, and [2] completion of education and training cycles and courses.

**Research THEMES for the case studies with a thematic focus** (*4 cases*)

But while the sectoral cases of a general character will exclusively be focused on the aforementioned research issues, the sectoral cases with a thematic focus *in addition* included one of the following four **themes for research**:

**THEME ① PEDAGOGIC INNOVATION, ITS INTRODUCTION AND INSTITUTIONALISATION.** Research questions here have to do with conditions under which innovations developed within the school can be integrated within the regular system and official culture of the school; are certain kind of innovations more likely to occur than others; what kind of innovations are particularly resisted; the diffusion and transfer of such innovations to other institutions; co-operation between schools with a view to innovate; etc.

**THEME ② TEACHING METHODS, ROLES AND ATTITUDES WITHIN NEW FORMS OF FLEXIBLE AND DISTANCE EDUCATION.** This includes questions such as [1] what is 'good teaching' in new, 'high tech' settings, and what does it require; [2] what can be changed in the traditional ways - including attitudes, dispositions and methods - of teaching and what can be capitalised; [4] what kind of specialisation, if any, is required in terms of tutoring and monitoring functions, and to what extent is it appropriate to arrange teaching through different specialists, e.g. content-experts and tutors, etc. [5] how can learning in these high tech settings be best supported; [6] what kind of interaction teacher-student is most appropriate, and how can on-line and face-to-face teaching be combined.

**THEME ③ EDUCATIONAL NEEDS OF EXCLUDED GROUPS.** This theme involves three major aspects: [1] the construction of a rigorous extensive profile of each of the participants, including life stories; [2] the educational/training arrangements and the additional 'support structure' offered to the participants; and [3] the impact of the experience in social cultural and economic terms - e.g. what are the educational and social benefits for the participants? Do they actually enjoy greater access to life opportunities? etc.

**THEME ④ CONTINUOUS VOCATIONAL TRAINING AND SKILLS UPDATING IN CORPORATE SETTINGS.** Different technology-based models and how to match them with the appropriate institutional and pedagogic arrangements in order to; questions of access and communication are prominent.

Both the themes and the institutions (the latter are DELILAH's research and test sites) are presented in the following table:

THEMES	INSTITUTIONS
✓ Introduction and Institutionalisation of Pedagogic Innovations	ESP-Amsterdam
✓ Teaching Methods, roles, etc. in high tech settings	UOC-Barcelona
✓ Educational Needs of Excluded Groups	WEVH-Manchester
✓ Continuous Vocational Training and Skills Updating, corporate settings	ISVOR-FIAT-Torino

The rationale behind this design sought to assure an appropriate coverage, i.e. a coverage which provides ample basis for comparison, in terms of both sectors and research issues. In addition, the thematic emphasis aimed at doing a more detailed, in-depth investigation into the major issues and problems faced by the DELILAH's research and test sites, as expressed by the sites themselves.

### The Research Methodology Applied to the 4 in-depth Thematic Case Studies

**16** complementary case studies  
in Germany, United Kingdom, Greece, Spain, Netherlands

**4 in-depth case studies**  
**within DELILAH's research and test sites**

**1<sup>st</sup> visit (“basic research”)**

description of Institutional and pedagogic arrangements  
investigation of main issues and needs of the research and test sites  
setting up feedback mechanisms



**2<sup>nd</sup> visit (“action-oriented research”)**

collaborative development of methodologies and guidelines  
collective interviews and focus groups within the site  
individual interviews of major actors, including policy-makers  
continuation of the investigation of main issues and needs of the research and test sites



**3<sup>rd</sup> visit (“action-oriented research: validation”)**

validation of methodologies and tools  
collective and individual interviews within the site  
continuation of the investigation of main issues and needs of the research and test sites

## The Case Studies Actually Carried Out

Field work was done in 20 sites, which constitutes **20 case studies**. Chart A below shows and identifies the 20 case studies undertaken.

**Chart A - The 20 DELILAH Trans-National and Cross-Sectoral Case Studies**

<i>Sectors Countries</i>	<b>Secondary Education</b>	<b>Higher Education</b>	<b>Disadvantaged Groups</b>	<b>Corporate Training</b>
<b>Nether lands</b>	<b>European Schools Project. Augustinuscollege and Berlage School. Main THEME: Introduction and Institutionalis ation of pedagogic innovations</b>	Open University in the Netherlands	FASTT, Flexible Labour and Vocational Training by means of Telework and Teletraining	The Dutch Railways NS ( <i>Nederlands Spoorwegen</i> )
<b>Spain</b>	Collegi Sant Andreu, Badalona, Catalunya.	<b>Universitat Oberta de Catalunya. Main THEME: Teaching roles, attitudes, and methods within new forms of flexible&amp;distance education</b>	Project ESPOIR- HERMES, Institut Municipal de Disminuïts de Barcelona	Spanish Telecom Company, <i>Telefónica de España.</i>
<b>United Kingdom</b>	The Lea Valley High School, London	INSURRECT, <i>Interactive Teaching Project in Surgery.</i> University College London, UCL multimedia centre, and diverse UK hospitals.	<b>EVHs, Electronic Village Halls, Manchester (women and ethnic minority EVHs) Main THEME: Educational Needs of Disadvantaged Groups</b>	Distance Training in the Water Industry. UK's Department of Environmental Engineering and other institutions
<b>Germany / Italy</b>	NRW Schools to the Net - Understanding Worldwide, Düsseldorf.	Virtual University- <i>Virtuelle Universität, FernUniversität, Hagen.</i>	VFFR, Association for the Promotion of Women's Employment in the Ruhr Area, Dortmund.	<b>ISVOR-FIAT, Torino (Italy). Main THEME: Continuous Vocational Training and Skills Updating</b>
<b>Greece</b>	PEK, Regional Centre for the Continuous Teachers' Training, Crete.	ICS-FORTH Telemedicine Initiative, with 2 Greek hospitals.	Argyroupolis - Initiative for the Social Integration of the Unemployed Deaf, Athens.	Minoan Lines, Heraklion, Gr.

The **shadowed cells** represent the in-depth, thematic cases, that is the cases done in the research and test sites of the project, which, as originally planned, were more intensively done and included a special 'research theme' which had previously been agreed between the project and the sites on the basis of the main needs and concerns of both DELILAH and the sites themselves.

### 3.3 Results and Findings of the Policy and Literature Reviews: Socio-cultural, economic and policy aspects of Innovations in Education and Training

The results and findings of the policy and literature reviews carried out in the first phase of the project can be summarised according to four major headings:

1. Ways in which education and learning are affected by culture
2. The relationships between educational/training policies and reforms and learning patrimonies
3. The multiple facets and social shaping of educational and learning innovations
4. Educational and learning innovations in the interplay between the learning patrimonies and socio-political and economic factors

#### 1. Social and Cultural aspects of education and learning

In seeking to contribute to our understanding of the ways in which education and learning are affected by culture, the project set out firmly the view that educational and learning innovations are activities subject to a tradition and a history as well as to the current social and socio-economic circumstances of society as a whole. Drawing mainly on the anthropological and cross-cultural literature, and after considering the complexities of the issues involved, not less so because of the problems with the term 'culture', the project was able to present a general synthetic overview and mapping of the main learning theories in the sociological and psychological literature.

Mapping of main learning theories. The mapping exercise was based on a fundamental ground, namely, *the conception of the human being and of society and culture entertained by the most prominent and influential learning theories*. It is in relation to this basic point that specific criteria for classification arise; for example, individualistic versus social conceptions, atomistic versus holistic conceptions, and so on. The application of these criteria to learning theory effects the following mapping:

- Individualistic Approaches
  - *Atomistic-Empiricistic Theories*  
Voluntarism; Structural atomism; Associationism; Behaviourism; Cognitivism
  - *Functionalist-Developmental Theories*  
Functionalism; Gestalt/Field; Analytical ; Constructivism
  - *Contextual-Interactional Theories*  
Interactional/Motivational; Humanism; Situational/Cognitive theories.
- Social Approaches
  - *Sociohistorical-Anthropological Theories*  
Sociohistorical/Activity theories; Participation theory; Reproduction theories.

Most psychological theories fall within approaches which are usually defined as 'individualistic' and lack a conception of society, culture and history. In a simplified way it

could be said that for these individualist theories culture either does not exist, or it does but is ignored, or it is considered crucial but the theories do not have the theoretical basis as to deal with it. In opposition to these individualistic approaches there have appeared in the last three decades a number of theories in which the human being is depicted as a truly *social* being. These theories, listed under the label 'social approaches', share the fundamental assumption that learning is a truly social activity. Culture, and therefore learning as well, is attached to **social groups** - whether ethnic status class professional or other kinds of groups. All the theories classified under the category "social approaches" learning is about acquiring a culture according to the patterns of one's own culture. For participation theory, learning is about:

- **participation** in communities of practice (apprentices, amateurs and senior staff participate quite differently and have different responsibilities and dependencies).
- **membership and engagement** in socially organised activities (to be a member one has to fulfil some pre-requisites; engagement takes place gradually, etc.).
- **identity construction**, including the construction of diverse social bonds with other participants - these social bonds are of course crucial in shaping the participants' identity.
- **acquisition of knowledge and skills**. This knowledge is partly 'possessed' by more expert participants, but it is also embedded in the in the practices themselves.

In brief, for these theories **learning is as much, if not more, about engaging in the social world, i.e. in the social practices, and constructing identities as about acquiring knowledge and skills**. These theories share the assumption that **learning is about belonging to a culture and to particular communities within it**. The acquisition of competencies and skills is part, but only part, of the multiple social processes through which one becomes full member of different communities, as skills are themselves shaped by culture - a crucial proposition against views of learning as skills acquisition, which silence the cultural basis of skills, tasks, and areas of work (cf. for example the new systems of vocational qualifications). Some theories within these social approaches argue that *learning is inherent to the diverse processes by which a differential distribution of resources is created and reproduced*, as learning also involves the inculcation of the *dispositions, attitudes and manners of conduct* appropriate to the different social practices. Social disadvantage and exclusion are it goes without saying very much related to these processes of differential distribution of resources.

Major cultural factors affecting education and learning. The first, most important factor is considered to be the **oral or written** nature of the culture; in the former case education and learning are informal processes which take place *in practice*, whereas in the case of cultures with an alphabetic writing system education and learning become highly formal and institutionalised practices. Drawing on the literature, it is argued that formal education and learning create an activity of its own, an *autonomous practice* with its own motives and principles, with its specialised agents and specific social spaces. The beginnings of institutionalisation of education and learning, with their progressive separation from other social activities is exemplified through a case study of a traditional society.

The concept of 'Learning Patrimony'. This concept is crucial for DELILAH. The learning patrimony was operationalised (see before section 2.2) as an embodiment of the socio-cultural aspects of education and learning. This provides the basis for successively considering the learning patrimony as the institutionalisation of education and learning, pedagogic practice, educational philosophy, interaction patterns and styles of teaching and learning, and dispositions and attitudes - including the so called 'problem of motivation'. With the help of a case studies drawn from anthropological field work of 'agraphic societies', the different aspects of the learning patrimony are defined and contrasted with the Western case. The 'metaphors' for this exercise were the story teller and the teacher.

The issue of 'transfer'. The issue of transfer, so central in current European policy making, was approached within a cultural framework which opposes the 'official', unidirectional and rather simplistic model of transfer to a cultural model which, in accordance with the theoretical framework of the project, includes crucial *processes of acculturation, cross-cultural borrowing and diffusion*.

## **2. Relationships between educational/training policies and reforms and learning patrimonies**

A number of major findings concerning these relationships are worth highlighting here.

The conflict between the view of education as an end in itself for living a human life and education as a mere instrument of the economy and man/woman as workers: First of all, allowing for the great differences existing among particular countries, there seem to be a *fundamental 'clash' between the long tradition of liberal-humanist education in Europe and the current radical neo-liberal and vocational views of education and learning*. "Liberal-Humanist education" was characterised as a particular combination of philosophical, institutional and pedagogic principles and arrangements that [1] are concerned with the *integral education of the person*; [2] consider such an education as a fundamental *citizen's right* and *intrinsically worthwhile* rather than simply a means to an end; and [3] tend to support a considerable degree of *autonomy for professional educationalists*. Essentially, liberal-humanist education is more about education for living the 'good life' than about education for making a 'good living'. Of course this view is utterly at odds with the market, work-based society in which we live.

	<b>Liberal-Humanism</b>	<b>Radical Vocationalism</b>	<b>Neo-Liberalism</b>
<i>Recent Context</i>	Formation of the Welfare State	Educational Expansion & Crisis of the Welfare State	Crisis of the Welfare State
<i>Guiding Principles</i>	- Education: a right - Educational opportunities - Social justice	- Education: an instrument of the economy - Market relevance - Needs of the economy	- Education: a marketable commodity - Market choice - Market competition
<i>ENDS of Education</i>	The integral education of the person, which is intrinsically worthwhile	Completely external: to serve the needs of the economy	Completely external: to serve the interests of the consumers
<i>Main Education Concern</i>	The integral education of the person	Education of people as economic agents, workers	Delivery of Education
<i>Educational Content</i>	Classical disciplines and modern sciences	Market-relevant Skills	Left to the desires of the consumer
<i>Actual Policies for access</i>	Universal provision as a matter of citizenship right	Provision planned by the state according to the needs of the economy	Differential market provision as a matter of consumer choice
<b>TABLE B - THREE OPPOSITE VIEWS OF EDUCATION</b>			

This long tradition has been confronted in the past twenty years by two major perspectives, neo-liberalism and radical vocationalism, which, despite their contrasting views<sup>3</sup> are in practice more complementary than opposite, not least in their opposition and hostility toward the liberal-humanist tradition - chief differences between these views of education are summarised in Table B above.

<sup>3</sup> Vocationalism is rather linked to a 'statist' model of education in which the state intervenes to create the conditions for greater international competitiveness, whereas neo-liberalism is purely market driven.

**Similarities between countries:** Although there are important differences between the countries involved in the project, not least due to the different cultural, political and administrative traditions, there are also strong similarities.

- First of all, the **twofold tendency to implement market-driven reforms, intervening in and disrupting the public educational sector, and, as a natural protection of society against the market, reintegration policies.** In a market-driven context access to education is dependent upon the purchasing power of consumers, which has given rise to a growing concern with *exclusion from education and training* and thus to protective policies aimed at widening access to excluded groups.
- **'Parity of esteem'** between educational and training-vocational qualifications. Within the liberal-humanist tradition, education is a highly valued cultural capital which gives 'distinction' and provides a prestigious means to human development and social advancement. In contradistinction to this, vocational education and training is seen as a poor, however necessary, cultural capital which provides low-value vocational qualifications. In this context, the attempt at achieving '*parity of esteem*' is according to reputed experts rather artificial - it is remarkable that with the growing emphasis on vocationalism the German dual system seems to face this problem more intensely than ever before. *Vocationalism* is thus faced with as essential a problem as the relegation of vocationalist education and training and thus vocational qualifications to the lower and middle range segments of the labour market, which further intensifies the status distinction between those with vocational qualifications and those with high-status, academic versions of the liberal-humanist credentials<sup>4</sup>.
- **Legislative & regulatory policy frameworks in education and training.** Two major tendencies are identified in this area.
  1. Firstly, overall policies in Western countries can be characterised by a twofold process, to wit: **a specific form of disengagement of the state from the economy and increasing involvement and intervention in education and training at all levels.**
  2. Secondly, intervention in education has generally been focused on '*re-designing*' *legislative arrangements in terms of different forms of centralization-decentralization.* Interestingly, those countries with an educational system highly centralised (i.e. southern countries strongly influenced by the Napoleonic tradition of centralisation, uniformity and State control over education) tend to follow a decentralisation policy, whereas those traditionally more decentralised (i.e. northern countries in which education has been more under the control of the regions and local authorities) tend to follow a centralization policy - which may reflect the need to find a new balance between autonomy of educational institutions and public control of education.

Essentially as a consequence of the economic rationale behind the reforms, **decentralisation tends to take on a twofold form:** (a) *decentralization* in respect of local institutions and their

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<sup>4</sup> A large body of literature consistently shows that radical vocationalism, i.e. the competency movement, with its crude behaviourism, fails to provide a convincing basis for education and training. The dominance of the competence movement is surprising, at least in philosophic and scientific terms, for it exemplifies all the characteristics of a simplistic 'positivism' and 'methodological individualism' which social scientists might assume to have been laid to rest more than twenty years ago. In spite of this, the determination and procedural consistency with which the behaviorist model of competence has been applied over the last ten years, particularly through systems of vocational qualifications, is striking, not least from its obvious insulation from a large body of well known and elementary sociological and psychological literature.

*administration* and (b) *centralization* with regard to their *monitoring and funding*. This model, applied with particular emphasis in the UK, but not confined to this country, seems to '**decouple' power and responsibility**, giving educational institutions more responsibility and at one and the same time less power - hence it has been termed 'spurious decentralisation' by some authors.

- **Institutional Arrangements.** Although in transition in a number of countries, *institutional arrangements* present some common tendencies, amongst them marketisation, managerialism and accountability. The essence of *managerialism*, which typically goes together with marketisation, is to transfer control of services and resources from the professionals of education to managers from the business field. The impact of managerialism upon education has involved a major restructuring of the professional culture, working practices, college management styles and conditions of service, including the employment conditions of the teaching staff. Overall the reforms have the effect of replacing the professional ethic of public service with a business culture ruled by business principles. Another tendency is *accountability*, which as an educational issue is above all a means to regulate the content and the quality of education.
- **Pedagogic arrangements** can be characterised by the prevalence of traditional forms of teaching and learning and the scarce development of pedagogic innovations in areas other than curriculum and assessment. All countries of this study have developed and applied performance models of assessment and systems of vocational qualifications, both based on the notion of 'measurable competencies'. This notion of '*measurable competencies*' is of the utmost importance, for it establishes a particular mode of transmission, i.e. a specific pedagogy whereby learning objectives have to be stated in such a way that they can be unequivocally measured (i.e. against occupations), the learning process is fragmented and disaggregated into elements such as responses and information, and the learners themselves are transformed into atoms disembedded from their socio-cultural context.

### 3. The multiple facets and social shaping of educational and learning innovations

Another fundamental aspect of the policy and literature reviews was concerned with the distinction between [1] the different facets of the innovations; [2] the social shaping and the use of technologies in education and training; [3] and the relationships between specific educational and learning innovations and the learning patrimony of the five countries included in our project. Among the main trends in educational and training innovations, we may highlight the following:

**Developments in relation to the institutional and, particularly, pedagogical aspects of the innovations have fallen behind the socio-economic and technological aspects.** Purely technological (e.g. conferencing) and economic (e.g. replacement of labour by capital) developments have only very partially seen their counterpart in pedagogical terms, that is, in terms of new teaching and instructional methods, or new forms of learning.

**Discrepancy between the intended results and uses to which new technologies are put and subsequent developments.** In this respect, the 'social shaping' perspective has developed as an antithesis to crude forms of technological determinism and as an attempt to move beyond both defensive and reactive responses to technology and adopt a more pro-active role - thus, instead of treating technology as given, and assessing its social impacts, this perspective focuses on *identifying opportunities* to influence technological change and its social uses and consequences. Another approach reported has been developed out of the idea of 'social experiment', in which technological developments and artefacts are seen as

embedded in a social and cultural context which partly determines their use and so the innovation trajectory toward their institutionalisation.

**Main lessons learnt from past case studies which have been incorporated into DELILAH.** Educational and learning innovations cannot take place out of a mere 'unspecific' application of new technologies to learning processes, without regard for the institutional and pedagogic facets of these innovations. This is perhaps one of the main lessons learnt from past case studies which have been incorporated into DELILAH. The main conclusion of such case studies was that *whenever an educational/training innovation achieved success there was always a very well organised pedagogic practice, fully embedded in an institutional, organisational or community setting, in which some key institutional and pedagogic actors played a critical role.* An innovation is thus something which does not occur in the abstract or in a social vacuum, that is, in isolation from social, cultural and pedagogic factors. It is only when appropriate socio-institutional and pedagogic arrangements go hand in hand with specific uses of technology that it is possible to talk about educational and learning innovations.

Among the major factors that affected the success of the innovations, there were: the whole institutional and pedagogic arrangements and the consonance among their different components; the role of human actors; the pedagogic interface as a response to learners' and organisational profiles; the balance and integration between face-to-face and online learning; the deployment of learning technologies; and the attention paid to new emerging teaching and support roles for running, moderating, animating and supporting online learning.

**Flexibilization.** Current major aspects of educational and training innovations can be subsumed under the term '*flexibilization*', which is being used as a key instrument for the design of innovative institutions. Flexibilization has affected several areas: the contents or subject matters of education (modularisation); the time/space arrangements (open, flexible and distance learning, which has affected the courses length, the teaching and learning times, etc.); the accreditation systems (e.g. schemes of '*credit accumulation and transfer*' of standard-size courses carrying equivalent credits). Flexibilization is also expected to provide a large expansion of access. The 'other side' of flexibilization is the increase in management; there is no doubt, for example, that a considerable level of flexibility requires more uniform management and administrative procedures - e.g. for admissions, timetabling, assessment, general information and marketing publicity - and powerful co-ordination structures. Likewise, the widespread application of performance models and indicators, testing, record keeping, etc. seems to involve more 'bureaucratization'. All these aspects affect the learning process as a whole much more than is commonly assumed. Amongst the '*unintended effects*' of these innovations and which are of the foremost importance, are those produced by the almost universal resort to appraisal and accountability techniques, as these techniques affect the educational and learning contents and processes, and the teachers themselves. It is also of interest that in terms of learning approaches and teaching methods the only established innovation has consisted in self-learning and student-centred approaches.

#### **Educational innovations which are of direct relevance for DELILAH:**

- **Scale enlargement and networking:** The *scaling up* movement is clearly visible in the Netherlands where co-operation between schools is stimulated in order to enable a more optimal use of means such as infrastructure. *Pedagogic innovation* with networking as a means lies at the basis of the *European Schools Project* (ESP-project), the research/test site of DELILAH in the Netherlands. Networking is also identified as one of the innovative developments in Germany, not only because of reasons of cost-effectiveness, but also because of synergy effects. Important issues faced by the ESP are related to the *institutionalisation of innovation*. Innovations developed within the school are not easily

integrated into the culture of the school. The existence in parallel of the regular schooling system and 'the innovation' (in this case the participation of the school through some teachers in the ESP) does not always lead to changes in the regular system, and the innovations are usually left to one side. Since the ESP-project is international, *cultural aspects* are another major issue.

- **Provision of educational/training opportunities for excluded and disadvantaged groups:** Urban regeneration projects/initiatives using new technologies and involving training (Manchester). One of the main concerns of these initiatives is to make the new opportunities provided by new technologies available to all citizens and particularly excluded groups. In the context of the regeneration of Manchester, most initiatives involve education and training activities for excluded and disadvantaged groups (e.g. long-term unemployed, low skilled people, women, ethnic minorities) at the local level. The main issues faced are social (access to education and training for excluded groups) are pedagogy-related (the latter mainly concerned with tools for guidance and support for the network to develop their teaching and training methods).
- **A new idea of Technology-based Open University:** The *Universitat Oberta de Catalunya* (UOC), also a research/test site and major partner of DELILAH, is a new higher education institution completely based on the use of technologies. The UOC is trying to find genuine institutional and pedagogical foundations which can make the most out of the new technological possibilities - thus, for example, the introduction of human warmth and the promotion of a sense of belonging to a university community is seen as crucial. In this conception of education and learning, technology appears subordinated to the social, institutional and pedagogic aspects of learning. Major problems faced by the UOC are *pedagogical challenges*: need to develop new teaching and learning approaches, the development of new teaching roles, etc.
- **Continuous Vocational Training and Skills Updating in Corporate Settings:** How to make the best out of technology for training and continuous skills development is currently a challenge of large corporations such as *ISVOR-FIAT*, another research/test site of the project. One of the major issues of ISVOR-FIAT is the attempt at implementing more multimedia applications for its staff. Three important models which are currently being experimented are *Business Television*, currently mainly used to distribute information relevant for different groups; *Learning Centres* for general training; and *Knowledge Databases* with information related to technical training.

#### **4. Educational and learning innovations in the interplay between the learning patrimonies and socio-political and economic factors**

The **lessons to be drawn** from the findings of the policy and literature reviews were used as a means to define issues worth researching within the case studies of the project (a phase undertaken after the policy and literature review had been accomplished). Three major areas of research were identified: areas of **tension**, areas of **change** and areas of **innovation** or where innovation may be worth trying. Themes for research were also identified.

- A. **Areas of TENSION** - the main *tensions* emerging out from the interplay between the learning patrimony and socio-economic and political factors and policy reforms. One of the main objectives of this area of research is precisely to attempt to focus educational and training innovations right on the problems themselves.
- B. **Areas of CHANGE** - the *susceptibility, scope for, and pace of change* within the learning patrimonies, an issue the formulation of which tries to underline the fact that both the 'potential for change' within the learning patrimony and the 'opportunities' and

'constraints' brought about by new technologies (and by specific policy regulations) are two closely interconnected issues. Having identified and defined the main (macro) problems in A, this area will aim at identifying and analysing those areas of the learning patrimony most sensitive and receptive to change, trying also to establish a way forward for the innovations to deal with the problems.

- C. **Areas of INNOVATION** - or, more appropriately, *areas where innovation is likely to produce results, i.e. to solve problems*. This area looks closely, for example, at those 'missing aspects' in current deployment and use of technologies in flexible and distance learning. One of the paradigmatic cases of one such area is constituted by the development of teaching methods and roles so that the potential of new technologies can be realised. The major aim of this area is to identify and define *specific themes for research*. These themes will be closely related to the research/test sites of the project, although there are no reasons to think that the results of the investigation will be confined to the particular institutions involved in DELILAH as research and test sites - among other things because case studies will also be carried out in educational institutions other than DELILAH's partners.

Needless to say these three mayor research areas are closely interrelated. To begin with, any area of change creates, almost by definition, tensions. The three areas define fields and problems of enquiry at different levels of generality. Their relationships can be represented by concentric circles in which the specific themes for research are located within the areas defined as areas of innovation; likewise the latter is located within the areas amenable to change, which is in turn placed within the areas of tensions between the learning patrimony and all those external factors such as socio-economic factors and policy reforms which put the learning patrimony under pressure to change.

#### **Areas of TENSION**

In this report the major 'clashes' or tensions have been mainly defined as a *conflict between a learning patrimony strongly based upon the liberal-humanist tradition and market-driven forces and educational policies and reforms (neo-liberal and/or vocationalist)*. But this conflict affects the learning patrimony at all levels, from the conceptions of education, learning, knowledge, the role of the teacher, etc. through to the status of educational institutions, the professional independence and labour relations of educationalists, and the way education and training are evaluated. Taking into account the definition and operationalisation of the concept of 'learning patrimony', we can report the major areas of tension following the different components of the learning patrimony.

- ➔ STATUS OF EDUCATIONAL/LEARNING SPHERE WITHIN SOCIETY AS A WHOLE AND RELATIONSHIPS WITH OTHER SOCIAL SPHERES - This is about the boundaries and relationships between education and training and other spheres of life such as work, family life and leisure, including [1] the relationships between students/learners and parents/workers/consumers; [2] the definition of educational/learning spaces, both in the physical and in the electronic sense - something crucial due to the possibility of distant interaction; and [3] the relationships between educational institutions such as schools, colleges and universities and business or organisations from the production field.
- ➔ INTERNAL ORGANISATION AND STRUCTURE OF THE EDUCATIONAL/LEARNING SPHERE - A Major area of tension identified in Chapter III has been the issue of **centralisation/de-centralisation**. As has been shown in previous chapters, this tends to involve at once and the same time centralisation (typically of funding and monitoring) and decentralisation (typically of management), producing thus a striking 'de-coupling' of power and responsibility. The other major area of tension is the **increased competition between educational/learning institutions** encouraged by policy reforms.

- ➔ STATUS AND INTERNAL STRUCTURE OF EDUCATIONAL/LEARNING INSTITUTIONS: tensions in the way educational institutions are managed and governed, particularly as a consequence of the introduction into education of statutes and structures from the production field - this is mainly a **tension between managerial and professional cultures**, and involves the autonomy of educationalists, particularly teachers, within their own institutions, and also the labour relations between teachers and their 'employers', whether the state or particular institutions, teachers training, etc.
- ➔ PEDAGOGIC PRACTICES: All the tensions referred to here have their reflection in the pedagogic practices themselves. It is clear, for example, that cuts in public expenditure on education go very uneasily with excellence and high standards. Many tensions in this area derive from this **simultaneous demand for costs reduction and high standards**. Other closely related tensions are between a too exclusive reliance on student-centred models such as self-learning and more teaching-centred models, between the dispositions and attitudes more appropriate for work and those more related to personal development, citizenship consciousness, critical thinking, etc. At another level there is, for example, the paradox of the search for standardised competence definition and accreditation (in an economy, it is said, that constantly 'requires new skills and competences'), without regard for the cultural basis of competences, etc.
- ➔ SOCIAL EXCLUSION FROM EDUCATION AND TRAINING - Increased **tension between the market-driven reforms and the fight against exclusion**. Such a tension is certainly recognised at the policy level, as it is shown by specific, *compensatory measures*, including specific education and training, for excluded groups. However, the provision of education and training for excluded groups runs the risk of 'marking out' these groups and subsequent discrimination.

#### Areas of CHANGE

There are areas which are not susceptible of change; one of the most notorious examples of this has been the attempt at introducing new technologies in education and training with the 'tacit', and sometimes explicit, aim of doing away with teachers, replacing them by tutors or coaches, and thus reducing the costs of education. This could amount to doing away with education itself; a huge body of research shows the 'consequences' in terms of poor and lack of results when such kind of considerations override educational concerns. In contrast to attempts of this kind, there are as we will see below aspects related to the role and responsibility of the teacher which are certainly susceptible of change. There are thus areas in which there is scope for change, although *the scope for change is not unlimited* and the *pace of change is not unrestricted*. Some of the most important areas of change identified in this report are:

- ➔ PLACE OF EDUCATION IN SOCIETY: The major question here is perhaps **whether education/learning is to be an 'autonomous'<sup>5</sup> sphere or a sphere diluted in the world of work and consumption** - in between these two options there are several possibilities, e.g. autonomy with closed links with other spheres. In analysing this area of change the

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<sup>5</sup> It must be emphasised that 'autonomous', which is completely different from 'isolated', means 'autonomous from other spheres of life' such as work. It does not mean 'autonomous from society as a whole'; in this respect, and in keeping with DELILAH spirit of looking at educational and training innovations *from the angle of society*, it is understood that education is obviously subordinated to society as a whole - i.e. provided that society is not reduced to the market or to the labour process (i.e. to the labour market).

anthropological, i.e. comparative, analysis carried out in Chapter II about culture and cultural factors affecting education and learning is of great importance.

- **INTERNAL ORGANISATION OF EDUCATION/LEARNING:** The issues here concern [1] the **balance between autonomy and public control, including an appropriate coupling of power and responsibility** and [2] **whether (quasi)market competition or collaboration among educational and training institutions is to be legislated.**
- **ACCOUNTABILITY OF EDUCATION/LEARNING:** The issue here concerns both **the form and the content by which educational and learning institutions and agents are to be answerable to society**<sup>6</sup> - whether the transfer of managerial models from the production field is an appropriate way to make education and learning accountable or there are other ways which are possible and desirable is currently a debated issue.
- **INSTITUTIONAL ARRANGEMENTS:** This area of change concerns the **design and implementation of the institutional arrangements appropriate to flexible and distance forms of education and learning.** One of the most important issues here concerns the teaching staff, its recruitment, labour relations, etc.
- **PEDAGOGIC ARRANGEMENTS:** One of the issues here concerns the relative **balances between student-centred approaches such as self-learning and teaching proper, and between traditional and distance teaching.** This is an area which despite the changes it has experienced in the last decade in aspects such as accreditations and assessment, has on the whole undoubtedly proved more resistant to change in crucial aspects such as teaching methods, integration between on-line learning and more traditional teaching, etc. The questions of identity, sense of belonging, etc., which according to some prominent learning theories (See Chapter II) are crucial for learning, remain to be solved in flexible and distance forms of learning.
- **SOCIAL EXCLUSION:** The issues here concerns the **fight against exclusion, in particular how social integration is to be conceived and done** - whether the integration of excluded groups is to consist of assimilation (i.e. absorption and incorporation which do not leave room for differentiation - 'assimilation': making alike), inclusion (i.e. an incorporation which accepts the permanence of differentiation and thus allows for pluralism), etc. and whether and to what extent the fight against exclusion should take the form of 'special' education and training for excluded groups or rather integration into main-stream education and training right from the start with specific arrangements to support this process.

#### **Areas of INNOVATION AND RESEARCH THEMES**

*(For the areas of innovation and the themes see above the research issues and themes within section 3.2)*

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<sup>6</sup> Note that accountability goes hand in hand with autonomy - one cannot be accountable or answerable if one does not have autonomy, and only to the extent that one has autonomy can one be answerable.

### 3.4 Results and Findings of the sectoral Case Studies across Europe: Needs, Constraints and Opportunities for Innovation in Education and Training

In this section we report in a synthetic fashion the main findings and implications of the *20 case studies carried out in 5 European countries and 4 sectors*. The research findings might be grouped around three opposing categorical couples and a fourth aspect related to pedagogic findings (policy findings and implications will be addressed in the next chapter).

- [1] Convergence vs. Resistance;
- [2] Productive Tensions vs. Disruptive Tensions;
- [3] Constraints vs. Opportunities for Innovation in Education and Training.
- [4] Pedagogic Findings and Implications

#### 1. Convergence vs. Resistance

Evidence from DELILAH's twenty case studies strongly suggest that, rather than transfer, what has become as a very powerful tendency is the **convergence** of countries, sectors and institutions around certain key elements related to the de-regulatory policy frameworks and the growing intervention of the state in the education and training sector in order to set up efficient structures and arrangements. Overall transfer seems to mainly take the form of *a process whereby values, criteria and procedures from the world of production are either transferred, imposed or borrowed by the education and training sector* - according to DELILAH's framework, we may talk of '*acculturation*' of education and training to the world of production, which appears as overwhelmingly dominant.

Now such convergence takes place with strong **resistance** on the part of educational institutions and educational professionals alike. Furthermore, these converging trends may be counterbalanced by the specific direction which actual innovations take on in each country. In addition to convergence, the increasing resort to *partnerships and networking structures* reported above has to be counted as a major factor contributing to the acculturation and transfer of experience and best practice across countries and sectors. The **role played by educational and learning innovations in this process of acculturation**, one of the main theoretical research issues of DELILAH, cannot be understood without fully taking into account both the wider tendencies towards convergence (i.e. convergence to a dominant sphere) and the existence of partnerships and networking structures.

#### 2. Productive Tensions vs. Disruptive Tensions

Our research has found ample evidence of how the educational and training sphere is currently subject to a series of tensions coming from the economic and political spheres. Now while some of these tensions can be creative and give rise to genuine innovations, in other cases they disrupt considerably current arrangements and do not contribute to innovations.

1. To begin with, *many of the tensions to which the educational and training sphere is currently subject take the form of IRRECONCILABLE PRESSURES*, as they involve at one and the same time, on the one hand **{a}** demands for cost savings and effectiveness, cuts in public expenditure and a general tightening up of resources, and, on the other hand, **{b}** demands for increasing provision and raising standards. The sectors most subject to these

irreconcilable pressures are, first of all, the disadvantaged sector, and also the educational sector (that is, universities and schools).

*Irreconcilable Pressures in the sector of education and training for disadvantaged groups:* it seems utterly impossible to conciliate {a} serving disadvantaged groups, which themselves represent a stratum of the population which is evidently on the increase, with massive unemployment and growing social marginalisation and exclusion, with {b} the cuts in the public money devoted to institutions in charge of education and training for disadvantaged groups and demands for such institutions to become 'self-sustaining', which above all means 'not dependent on public money'. The result of this is that the provision of **education and training opportunities for disadvantaged groups is seriously hampered**, as institutions within this sector have to enter an extremely competitive '*quest*' for public funding (which can only be accessed through *bidding*) and, more generally, financial viability, compelling them to behave like 'profit-oriented' organisations and thus breaking their ethos as institutions providing for the needy. Developments in this direction have gone furthest in the UK, where the policy framework is compelling all institutions, irrespective of their status as public, voluntary, providing for the needy, etc. organisations, to compete both in a 'market for public funds through bidding' and to become commercially oriented within the market. The net result of this process is the existence of very precarious arrangements for disadvantaged groups. Educational and training innovations in this sector do exist, but they severely suffer from 'short-termism' and dependency on utterly unreliable and insecure sources of funding. Only those institutions which receive secure public funding, i.e. public budgeted money, to cover part of their needs have chances not only of surviving but also of trying out innovations which have more chances of becoming lasting and part of mainstream structures.

*Irreconcilable Pressures in the Schools and Universities Sectors:* it seems utterly impossible to conciliate {a} the growing demands for improving the educational standards and delivering more education to more people, with {b} continuous cuts in the public money devoted to schools and universities, and the demand that they should be more cost effective. The net result of this process is a growing degree of disruption of education in both schools and universities, with teachers put under an enormous pressure and students also suffering the consequences. It appears that education, and the educational professionals, are being blamed - a process which began in the 1970s with the oil crisis and the consequent growing unemployment - for the social and economic problems of our societies, above all massive unemployment, social exclusion and rising crime. As all countries seem much under this wave, genuine innovations which try to develop the learning patrimonies in the direction societies demand do not seem to have many scope for action; instead **policy reforms are imposed from the top on the basis of the neoliberal idea of 'choice'**, with the result that : [1] schools are given powers to freely recruit students; [2] evaluation and assessment are almost exclusively done on the basis of 'output' or 'performance' related figures without fully taking into account the socio-cultural and socio-economic background of the schools. As a consequence, schools located in highly deprived areas and inner city estates, i.e. **disadvantaged schools**, come lowest in the league tables, a position for which they are punished with further cuts in public funding and a determined policy, as it is currently occurring in the UK, of 'public naming and shaming' for failing to achieve standards. The net most important effect of these policies is that public money is allocated to schools on the basis of students recruited and position in the league tables, and thus used to finance the schools of the better off strata of the population, further increasing the already wide gap between those who have opportunities and those who are prevented from them.

2. A trans-national and cross-sectoral **comparative overview of the research results in relation to the tensions** in education and training would highlight the following aspects:

- *The schools sector as the most tension ridden educational sector*: It is perhaps the schools sector where tensions, open clashes and unresolved issues appear with greater intensity. According to DELILAH theoretical framework, the reason for this may well be the fact that it is precisely the schools sector the one which most deeply embodies the learning patrimony of Western societies, and therefore the sector which in principle presents more resistance to current tendencies and developments. It is not by chance that, as most prominent European newspapers frequently report, teachers and school teachers in particular, are the profession with the greatest indexes of dissatisfaction, depression and professional absenteeism due to sickness. There is not doubt that the persistent pressure and criticism - and in some countries even denigration and abuse - of the profession is triggering this situation.
  - At first it would appear that the sector of *education and training for the disadvantaged* is as much - if not more - ridden by tension as the schools sector. However, the problems in this sector are more basic; tensions take on a very different nature to that found in other sectors, as the issue dominating the whole sector in most countries of our study is the very day-to-day survival of the organisations providing training and other services for the disadvantaged, and the precariousness of the arrangements.
  - Of all the educational sectors, it is *Higher Education* the one which seems to be adapting more rapidly to the new situation, although tensions also pervade the whole sector.
  - In spite of the fact that tension is somehow inherent in the *corporate training sector* (i.e. the sector of vocational training and skills updating in corporate settings), in actual fact its manifestations are much more mild as compared with other sectors. This may well be due to the very values, assumptions and arrangements prevailing in corporate settings, where 'constant change' - the catchword this sector has taken from highly innovative small and medium sized enterprises - is a prerequisite to survive.
  - In the countries of our study tension is differently distributed mainly according to the particular phase of policy reforms and changes in which they currently are. It persists in a highly visible way in the UK, where the push towards de-regulation and state intervention, far from having been brought to a halt, is being taken further. Tension is rapidly growing in Spain, where public education is currently in turmoil, and starting in Greece, as this country tries to quickly become at a level with its European partners. Tension is also considerable in the Netherlands, although this country - just as Germany - would seem to assimilate such tensions more easily than all the other countries of our research.
3. *Tensions, nevertheless, can also be **PRODUCTIVE TENSIONS**, and give rise to genuine innovations*. The most important innovations in education and training found in the research have taken the following forms:
- Sector-Domain Specific PARTNERSHIPS AND NETWORKS between educational institutions, public bodies and industry. In these cases the tensions seem to have been resolved by focusing the dynamic forces on '*content areas*', or '*knowledge domains*' which are very rapidly evolving such as, e.g. medical and biological sciences, biotechnology, environmental issues involving diverse industrial areas such as water engineering, renewable energies, etc. and the own area of new technologies. In other words, the partnerships or networks are arranged around a content or knowledge domains which either actually constitute or have the potential to become a '*scientific-industrial sector*'.

- Creation of education or training institutions around new ORGANISATIONAL MODELS, most of them based on a philosophy of 'public service' but governed, administered and managed along the lines of private sector organisational and economic efficiency.
- Selective deployment and utilisation of ICT (Information & Communication Technologies) in the schools sector by *selecting particular curricular areas which are more amenable to ICT teaching and learning*. In addition to that, this use of ICT has clearly shown the importance of (1) embedding ICT within the school organisation and pedagogic arrangements; (2) using ICT as a complement rather than as a substitute for other arrangements; finally, it has also made clear that (3) an innovative use of ICT in education seem to involve considerable re-structuring of the organisations, their curricula and time tables, and the work load and dedication of teachers.
- Beginning of developments towards genuine new teaching functions, roles and methodologies, e.g. the UOC's virtual campus model - although this model has still to evolve a lot before becoming a well established teaching methodology.
- The development of organisations providing training and other services disadvantaged groups along the lines of *professionalism*, with appropriate management but not managerialistic. This development has however brought out the importance of *support structures* encompassing the training provision and a human contact.

### 3. Constraints vs. Opportunities for Innovation in Education and Training

A series of major change and innovation tendencies emerged in our research. While some affect the whole sphere of education and training, others have a more inner-sectoral character, which some national characteristics being also relevant. They all seem to offer opportunities for innovations, although there are also considerable constraints.

- It goes without saying that *many opportunities for innovation are related to the introduction and deployment of ICT* in education and training. The twenty cases investigated by DELILAH involve one way or another ICT, with particular reference to telematics. Now our research evidence suggest that whereas there seems to be a *considerable scope for change in relation to the use of ICT*, neither is the scope for change unlimited nor does the *rhythm and pace* of such change appear constant across sectors and countries; rather the rhythm and pace of change varies according to sector-dependent features and also according to the cycle of innovation and change in which the different countries may be located. As previous research has shown, opportunities for innovation attached to ICT only become 'reality' when ICT is embedded in a well organised pedagogic practice and institutional arrangements.
- *Unfinished as yet re-alignment of the education and training spheres in relation to the economic sphere and society as a whole*: Although the re-alignment of the education and training spheres in relation to the economic sphere has up to now been manifestly to the detriment of the autonomy of the educational sphere, there seems to be growing signs that education and training are gaining more autonomy, as the educational needs of the whole society are increasingly been taken into account thanks to, partly, the needs of the economy itself (i.e. need for a truly educated work force which is able to think imaginatively and creatively in relation to the new challenges), and partly to the pressure of citizenship movements, multiculturalism and internationalisation. However, it is still not clear what the final, more stable shape of the configuration of the different spheres will be.

- *Autonomy of Educational Institutions*: although most policy reforms of the last twenty years have considerably eroded the autonomy of educational institutions by granting them more and more responsibility while not giving them the authority, or the power, to be more 'answerable' or accountable, a few signs have been identified in our research that this tendency may currently be entering a different phase, with educational institutions having to adjust to the emerging society not just in terms of governance and management structures, but also in terms of teaching, curricula, educational practices and evaluation - the issue of the autonomy of educational institutions is closely related, it goes without saying, to the broader issue of the autonomy of the educational sphere.
- *Balances between student-centred approaches and more teacher-centred education - An unresolved 'big issue' in the schools sector*: Change in the pair 'teaching-learning' during the past twenty years has been almost exclusively focused on self-learning approaches, which has sometimes gone as far as dismissing teaching. In the schools this was manifest above all in the prevalence of open learning and teaching approaches over more strict teaching methods and procedures. There are growing signs, however, that this tendency is being reversed, in some cases such as the UK schools sector drastically, as teachers are to be compelled to follow standardised teaching methods in the first school years.
- *Growing openness of schools to society*: the opening up of schools to the emerging society is currently taking place; main manifestations of this change are: [1] greater participation of parents in schools boards; [2] access to telecommunication networks such as internet, which involve the growing participation of experts external to schools contributing to the school delivery of parts of the curriculum; [3] opening up of the school curriculum to include new subject matters related to multicultural education, environmental issue, language teaching and cross-cultural learning (the ESP initiative is pioneering in this respect).
- The *sector of the socially disadvantaged* have experienced numerous changes in the last years which have put it under enormous constraints. Innovations in these sectors have mostly taken the form of 'micro-innovations' which did not seem to have many prospects of sustainability, as financial constraints and a very low level of institutionalisation are considerable hampering the education and training opportunities of those most disadvantaged.
- Overall a '*culture of collaboration*' (in a general context of strong competition) seems to be arising in all education and training sectors, a process in which industry is also heavily involved. Networking arrangements, joint ventures and partnerships are becoming more common as a way to adapt to the new situation.
- *National developments* have of course a great number of things which are common. And yet there are obvious national specificities, as change and innovation take on a rhythm and a pace which is different in each country. Germany and the Netherlands seem to enjoy the most comprehensive approach to the deployment and use of ICT in education and training; Greece is rapidly entering into a phase of change in which most relevant innovations take the form of joint ventures between diverse institutions and organisations; Spain is implementing the changes contemplated in the Education Reform Act rapidly developing new curricular studies and new institutions.

*Germany* has seen a great deal of change in terms of ICT deployment, of course, but also in relation to the growing use of leisure and family time for education and training purposes, thus further blurring the boundaries between work, education, leisure and family life. Value-added approaches to the use of technology are also prominent in Germany, a change which seems to go in parallel with attempts at developing new ladders of recognised competence such as 'general multimedia competence'.

*Greece* seems to be entering a phase of full change in education and training, as witnessed by the emergence of a new education and training culture which encourages change and 'scorns' at immobility. New organisational structures with a strong inter-institutional and inter-disciplinary character are emerging. Apart from the corporate training sectors, which is the one where innovations seem to be more rapidly developing, innovation in Greece tends to be a 'joint venture' between research institutions, educational institutions such as sectoral bodies. The insufficiency of current teachers, which is one of the greatest current problems faced by the sector in Greece, may however be an advantage in the immediate future provided new trained teachers are willing to take on the new challenges.

*Spain* pre-tertiary education has undergone a profound reform, while the university system has also experienced an important overhaul, with the introduction of new studies and curricula and the creation of new universities. The use of ICT in education and training is experiencing a considerable change in Spain, with the growing integration of telematics-based projects into the curriculum, the use of telematics for delivering training in the corporate sector and the creation of a telematics-based distance university.

After years of change, pressure and more change, both *the UK and the Netherlands* are currently witnessing many diverse innovations the prospects of which seem quite encouraging. The status of teachers has become a major issue in the Netherlands. This is being addressed through a growing focus of policy on the professionalisation of teachers - thus somehow re-doing changes accomplished during the last two decades - and, more specifically, on teachers training (the latter has also recently emerged in the UK as a major issue). There are growing signs in the Netherlands that policy will be more and more focused on the actual problems of schools in delivering education while adapting to the new society. The great number of teachers involved in innovations in schools, for example, but devoting their efforts to innovations on a mainly voluntary basis and finding difficulties to integrate those aspects of innovations which may truly contribute to take the school to the 21st century, is to be a major target area for policy in the coming years.

#### 4. Pedagogic Findings and Implications

Genuine innovation at the purely pedagogic level, that is to say, in designing contents, teaching and learning functions, methods and roles, is probably the most difficult to achieve. Also pedagogic innovation always involves organisational issues of foremost importance and relationships between teachers and students which can always change and have a strong impact in pedagogic terms. As a matter of fact, if we were to make a judgement from the evidence of the 20 case studies, we will have to say that overall pedagogic innovation is the less developed aspects of innovations in education and training. Our research evidence has shown that pedagogic innovation is either taking place or more likely to take place in relation to the curriculum, i.e. the diverse topics and subject matters comprising the curriculum. Interdepartmental divisions and the workload and distribution of task between teachers are aspects that will probably be changing in the immediate future.

- *Curriculum vs. departmental division*: Evidence from DELILAH case studies seems to suggest that innovation are taking place much more in relation to *specific curricular topics* than to departmental divisions, as the latter continue in the main to be subject to strong boundaries.
- *The teaching and learning process*: The area which clearly appears as lagging behind is the very core of pedagogics, i.e. the teaching-learning process itself, as innovation efforts have not been very successful in bringing about new teaching-learning methods and functions matching the possibilities of ICT. Only what could be termed 'networked learning', with projects of a collaborative nature based on a curricular subject providing

the foundations for students, teachers and domain experts to work together in a highly active learning environment.

- *Change and Innovation in the Teaching Profession*: The **status of teachers** in society has become a major policy concern in the Netherlands, although the other countries of our study, and particularly Greece, the UK and Spain, are already following the same path. This appears as one of the key future areas for change; the growing adaptation of the schools sector to the new socio-economic and cultural changes at the global level and to the emerging national societies, much more multicultural and environmentally concerned, will considerably contribute to this process. The status of teachers has become a major issue because national governments and their civil societies themselves are realising about the considerable erosion that the figure of the teacher has suffered in the last twenty years, a process very much encouraged by the market-minded policies implemented during such period. Such erosion has affected the authority of teachers both in the classroom and as role models for pupils. In the Netherlands this concern has been mainly focused on what they call the '**professionalisation**' - i.e. re-professionalisation - of teachers, while both in the Netherlands and the rest of countries of our study the issue of **teachers training** has acquired much more prominence. Teachers training is related to the growing use of ICT in schools, but also to the new teaching roles they are expected to play within a schools which is becoming more open to society at large. *Training of trainers* has been found to be prominent in all the sectors studies, whether education or training, corporate and social disadvantage - in this latter sector an important goal was for example to train the staff of local associations to use telematics. Teachers training has been and currently is a major educational issue in Greece, where an evolving policy and school driven innovation has finally given rise to an institutional and conceptual framework within which teachers training can be accomplished.

Direct pedagogic implications of the research findings are mainly related to the observed growing tendency to include **open learning facilities** in all countries and sectors, which has brought out the importance of, at least, two different demands in pedagogic terms:

- *a self-learning ability* is required or, in other words, the acquisition of the capability of autonomous learning which is made up of a number of skills such as self-control, concentration, discipline, ability to search for external aids and support, among others. Learning how to learn is a prerequisite in all kinds of open education, and although this might seem common-sense, the fact is that there is a great need for pedagogic tools helping learners to develop this ability -an ability which seems to be strange in educational settings like schools and universities, where traditional pedagogic assumptions consider learning mainly under a dependency approach;
- *stronger tutorial support* becomes a strategic pre-requisite. Tutoring systems should be developed, however, not as technical problem-solving aids but under a much more holistic approach -as personal supporting and mentoring facilities. Paradoxically, an intensive use of apparently self-running open learning facilities asks for more personal involvement on the tutors and teachers sides.

On the whole, the needs for pedagogic facilities arising from the analysis at the pedagogic level can be summarised in three broad categories: (1) related to the channels, i.e. mediation facilities; (2) related to the social context, i.e. the E&T environment; and (3) related to the whole process, i.e. evaluation facilities.

- *Mediation facilities*: ICT can change dramatically the mediation process. On the whole, it can be said that the *channels* allowing the triangular relationship learner-trainer-contents can be extremely affected by the use of ICT. There is a clear need for a redefinition of the

roles played by the trainer - who increasingly tends to be considered a tutor, facilitator or mentor - the learner - who has to be trained to manage his own learning process - and the contents - which are now far from being encapsulated and, instead, become open. And this redefinition is suggested to take the form of a series of *mediation facilities* which are expected to give a response to some of the new challenges posed by ICT-based learning environment.

- *Context-social facilities*: Research evidence has made clear that the more intense the use of ICT, the more relevant becomes the *provision of opportunities for **social support**, including **peer support***. There is a need to provide students with a *sense of membership of and participation in the institution and the wider university community* so as to overcome the sense of isolation. This seems very much in the 'spirit' of 'learning as identity construction and participation in communities of practice'. Overall the face-to-face periodic encounters, although very important, may not be sufficient for this purpose. The existence of a *network of support centres through the territory, and also strong electronic links with public libraries, museums, etc.* has also appeared as crucial, for these context-social facilities allow students to meet more regularly near their own homes and to build communities of practice. Overall the attempt to develop more collaborative, team-based learning activities can only take place if attention is paid to the territorial distribution of students and therefore resource centres.
- *Process facilities*: There seems to be a lack of consistent **evaluation facilities** enabling not only to monitor the educational process, but also the creation of a knowledge base upon which to develop innovative uses of ICT.

## 4. Conclusions and Policy Implications

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The main conclusions and policy implications of the DELILAH's project can be grouped around the following headings:

- *Conclusions and policy implications*
  1. Conclusions and policy implications at the societal level
  2. Conclusions and policy implications at the institutional level
  3. Conclusions and policy implications at the pedagogic level
  4. Conclusions and policy implications bearing on social disadvantage and exclusion
  5. Conclusions and policy implications in terms of acculturation and transfer
- *The provision of training for unemployed and disadvantaged groups: main policy recommendations* (this is in accord with the importance of social exclusion for the project)

### 4.1 Conclusions and Policy Implications

In this section we summarise the main results and findings of the research (20 case studies across Europe) which have a bearing on policy, as well as the major implications for policy drawn within the project.

#### 4.1.1 Conclusions and policy implications at the societal level

The major results and findings of the twenty case studies at this level can be grouped around two major categories: **(1)** The enormous **pressures** to which the educational/training sphere is subject at practically all levels; most of these pressures come from the economic sphere either directly or indirectly through the political sphere and the policy reforms. **(2)** The **growing intervention of the state in the educational sphere at all levels**; such intervention has two major aims, **(2a)** to introduce and develop **de-regulatory policy frameworks** which are currently rather advanced in most countries of our study, while in others, particularly in Greece, are in its first stages. **(2b)** to **cut and re-allocate public expending in education**.

These developments seem to have gone furthest in the UK and the Netherlands, while Spain and Greece appear at the other end of the spectrum, with Germany occupying a middle position closer to the UK than to other countries. Locating countries according to a dimension of growing de-regulation, Greece appears in the first stages of the policy reform process.

☞ The most important and general policy implication of our research as regards the national dimension concerns what could be called the **reforms and innovation cycle** of each country. If policy is to be effective it should paid great attention to the situation of each country in terms of its learning patrimony and the capacity its has for delivering innovation at a given pace. This emerged most clearly in Greece, which may be considered to be in a different innovation cycle to that of other EU member states. Education and training innovation in Greece, and the use of ICT as an essential component of such innovation, should focus on the factors that can foster the introduction of ICT and the structural capabilities of current provisions and institutions; monitoring the subsequent

stages of the reforms and innovations can help innovations to become integrated into mainstream structures and make viable new ICT-supported education and training.

With regard to sectors, there is no doubt that it is the sector of education and training for the disadvantaged that is suffering most from these developments, which have given rise to very precarious arrangements from both the institutional and financial points of view. But higher education not less than secondary education are also strongly affected by the current economic situation and policy measures.

Our research has found ample evidence of how the educational and training sphere is currently subject to **pressures which are themselves irreconcilable**, as they involve at one and the same time, on the one hand **{a}** demands for cost savings and effectiveness, cuts in public expenditure and a general tightening up of resources, and, on the other hand, **{b}** demands for increasing provision and raising standards (for more on the impact of these pressures upon the sectors of social disadvantage and in schools and universities, see section 3.4, point 2, above).

In the sector of *continuous vocational training in corporate environments* the dynamics seems to be different. Corporate training is mainly a corporate 'business', although 'training and employment related' state policies may also have a direct impact on corporate organisations, as they may be compelled to expend a given percentage of their benefits on providing training for their own work force; likewise, there are countries in which private companies receive public money to recruit (and subsequently to train) unemployed people, particularly long term unemployed. Corporate training is obviously affected by current socio-economic factors and changes such as, e.g. the growing use of technologies in training. Overall the most important developments in corporate training would seem to be the **growing integration of training within the work processes and organisational structures** at various levels; In a process in which ICT plays a crucial role, training is thus part of new organisational structures and information systems. Actual exemplifications of this process are: (1) integration of training within human resource management systems and production processes and methodologies in order to maximise organisational efficiency by means of flexibilization of work processes and occupational structures. (2) Training and work become more and more undifferentiated, as emphasis is put on 'real time' information and knowledge, and easy access to information within the work environment. Overall corporate companies provide the delivery means, mostly through ICT (e.g. through video conferencing, business television and advanced learning centres), whereas a great deal of responsibility for skills updating falls on the employees-trainees themselves, as they can use the resources provided by companies on a more or less open basis (this is for example the model which is being developed in the car industry, as exemplified in our case studies by ISVOR-FIAT in Italy).

#### 4.1.2 Conclusions and policy implications at the institutional level

Institutions and organisations are direct targets of policy making. This have been particularly so in the last two decades, in which all countries of our study have seen, although at different rhythms, the state adopting what is perhaps the most interventionist policy in education and training ever seen in the last fifty years. Cuts in public expenditure, reallocation of existing budgets, and the implementation of a policy framework which has basically redistributed the balance of power and responsibility amongst the major actors in education, i.e. central government, local authorities and the education professionals. Although there are considerable differences between the countries as to the extent they have push forward such a framework, the direction is clearly provided by the UK, the country which has gone further in this direction. In the UK, educational institutions themselves, that is, schools, universities and

colleges, have been directly targeted for de-regulation and transformed into *quasi-private organisations*, with a *corporate-like structure* which allows them, for example, to hire and fire teachers as any normal company does with its employees. State intervention has endeavoured to combine [a] decentralization in respect of local institutions and their administration and [b] centralization with regard to their monitoring and funding. This has implied putting the responsibility - and the pressure - on the educational institutions while taking away the power. As a result *the autonomy of both Local Education Authorities and educational institutions has been dramatically weakened*. The response of the education and training sphere to these changes has evidently been complex and varied depending on the education and training sectors and the type of institutions. In this context innovation seems to have taken two major routes, an increase of the fabric of linkages between institutions and organisations and various attempts at creating new institutions on the basis of new organisational models.

Research evidence shows that innovations at the institutional level can be well categorised according to two major dimensions, (1) whether the innovations concern the internal structure of or the external inter-relations between institutions and organisations, and (2) whether innovations concern already existing institutions or new ones.

INSTITUTIONAL INNOVATIONS	<i>Internal Innovations</i>	<i>External Innovations</i>
<i>Already Existing Institutions</i>	A. Innovations in the organisational structures	B. Creation of new linkages and inter-relations between institutions and organisations
<i>New Institutions</i>	C. Creation of new institutions along the lines of flexible organisational models	D. Growing establishment of linkages contemplated in the organisational models

DELILAH research has found strong evidence that the innovation patterns and cycles of already existing institutions differ from those found in the case of newly established institutions. Thus, while our research has found ample evidence of both internal and external innovations in the four sectors studied, and thus in the five countries as well, already existing institutions seem to follow a pattern whereby they first engage in B, and it is B which leads to A, whereas new institutions engage first in C and then in D. In other words: already existing institutions first engage in *innovations in the inter-connections and linkages between institutions, which seem to be clearly ahead of, and thus partly shaping, innovations in the organisational structures*. New institutions (in higher education) are created on the basis of organisational models which contemplate right from the outset the existence of growing number of linkages and inter-connections with other institutions, thus showing that the organisational structures are prior to the structure of inter-relations between institutions.

Not less important is the fact that the *angle of incidence of these innovations* is no doubt the **traditional bounded structure of institutions and organisations** in the first place. In fact, the creation of new institutions, particularly in higher education, tends to be done on the basis of *flexible organisational models* which directly do away with bounded structures; on the other hand, the growing involvement in networking structures and partnerships directly affects the bounded structures of already existing institutions. But whether through flexible new organisations or through involvement in networking structures, these innovations have a very direct impact on staff and employment relations, the recruitment practices, the curricular organisation, the pacing and sequencing and the time tables themselves. All these aspect seem to undergo considerable changes themselves, although arguably at a slower pace.

Ample evidence has been provided by our research as to the **growing 'competition & co-operation' between education and training institutions and organisations**. In this respect, **PARTNERSHIPS** and **NETWORKING STRUCTURES** between institutions and organisations at

all levels, including the private sector, have grown in importance. Now to fully understand the meaning, objectives and difficulties of these partnerships, they have to be put in the current context of growing de-regulation and increased state intervention and control. In such a context the overriding objective is to compete, and thus to outplay rivals; however, as no competition can take place without co-operation, many institutions (e.g. universities between themselves and with the private sector; schools between themselves and with the private sector as well; and training institutions with many other kinds of institutions, both public, private and voluntary) become engaged in partnerships or, at the very least, in networking structures which allow them to gain momentary or more lasting competitive advantages with relation to non participating institutions and organisations. In other words: Partnerships are the results of a co-operation which is itself subordinated to competition. *A great deal of innovations in education and training seem to be taking place at this level of 'competition & co-operation' between institutions and organisations.* The degree of policy support these partnership and networking arrangements receive tends to be critical for a successful launching of joint initiatives, but rather limited in the long term. The policy frameworks at both national and sectoral levels very much encourage - and even compel - institutions to become more closely linked, the resulting structures do not receive support, which is a real problem in the case of the disadvantaged sector, as we shall see later.

*A common characteristic of the partnership arrangements analysed by DELILAH, irrespective of the socio-economic positioning of the participating institutions and organisations (public, private and voluntary sectors), is their **unequivocal focus on 'content areas', or 'knowledge domains' which are very rapidly evolving** such as, e.g. *medical and biological sciences, biotechnology, environmental issues involving diverse industrial areas such as water engineering, renewable energies, etc. and the own area of new technologies.* To the extent that it is precisely a '*scientific-industrial sector*' what in many ways defines the specificity of these partnerships, they should be called*

<p><b>SECTOR/DOMAIN-SPECIFIC PARTNERSHIPS AND NETWORKS between Educational Institutions, Public Bodies and Industry.</b></p>
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Amongst the most prominent partnerships and networking structures found in our research, there are, [1] partnerships within the higher education sector; [2] University-Industry partnerships; [3] networking structures within the schools sector; and [4] networking structures involving organisations providing training and other services for disadvantaged people. As innovations at the institutional level, each of these partnerships and networking structures have their own peculiarities, dynamics and prospects; in the following paragraphs we address each of them in turn, providing an exemplification and illustration from the case studies, and an explanation about the nature of such arrangements as innovations. The two first types of partnerships can be appropriately conceptualised as "*Sector-specific Partnerships between HE Institutions, public bodies and industry*".

**WITHIN HIGHER EDUCATION:** Universities are involved in a struggle, more advanced in the UK and the Netherlands than in the rest of the countries of our study, to find funding and to adjust their organisational and pedagogic structures to more cost-effective delivery mechanisms. In this context *lasting Partnerships between Universities involving sector-specific institutions and organisations* have been established to deliver certain parts of the curriculum subject to rapid change such as biotechnology, surgery, environmental engineering, through ICT, particularly through telematics. Likewise, *Universities-Industry Partnerships* have also been established (see below). As innovations, although both forms of partnership have a '*scientific-industrial sector specific*' character, they are situated at different points in the innovation cycles; to begin with, they respond to different needs: partnerships between universities are an immediate response to an urgent need felt by universities to be able to deliver education to more people at reduced costs. What is peculiar to the 'university

partnerships' is that they also involve institutions other than universities such as, e.g. hospitals and perhaps public agencies. University-industry partnerships, on their part, may be more focused on the first cycles of the innovation process and more directly concerned with raising the skills levels of the professionals working in a given industrial sector.

- ☞ Policy can play a very important role in these innovations by, [1] allowing public institutions to support the setting up and running of these partnerships, and facilitate their medium and long term sustainability; [2] granting more autonomy to higher education institutions so that these be able to modify their internal structures not just along the lines of 'flexible employment relations' but rather in terms of departmental divisions, curriculum organisation, pacing of the learning process and time tabling.

**BETWEEN HIGHER EDUCATION INSTITUTIONS AND THE PRIVATE SECTOR:** *Universities-Industry Partnerships* have also grown in importance; the main aim of these partnerships is to develop and try out innovative ways of learning and training for professionals involving the development of new ways of 'packing' and 'delivering' learning through ICT. From the stand point of innovations in education and training, these university-industry partnerships seem to be particularly fruitful in exploring the first cycles of the innovation process, particularly through pilot initiatives and projects which allow the organisations involved to contribute to the innovation with their own particular know-how and professional staff. Once the first cycle of the innovation process takes place on an exploratory and experimental basis, the resulting innovations, usually new ways of 'packing' and 'delivering' training through ICT and telematics, are integrated into mainstream strategies and policies of both corporate organisations, professional bodies and universities. It is within this second stage that partnerships within the higher education sector may come into play.

- ☞ The role of policy in the institutionalisation of University-Industry Partnerships in critical scientific-health-industrial sectors is absolutely essential, as society needs to pull together all the knowledge and techniques being developed within such sectors in order to communicate and teach them and further develop the sectors' development and teaching capacities.
- ☞ One of the main policy implications of the case studies in the higher education sector bears on the *re-definition and re-alignment of higher education vis-à-vis the State, the civil society, the voluntary sector and the market*. **Institutional and professional autonomy** coupled with **social accountability** (i.e. socio-political and economic accountability) seem to be amongst the most crucial points. If higher education institutions are expected to serve society in an accountable way, then they must have a degree of autonomy which matches their degree of accountability. In other words: in order to be accountable to society, higher education institutions and the profession itself has to have the autonomy as to be able to answer - this evidently amounts to rejecting both 'corporate privileges' and 'content-free managerialism'.

**NETWORKING STRUCTURES WITHIN THE SCHOOLS SECTOR:** Many networks in the school sector seem to have a '*project specific*' nature in the sense that schools get networked within specific projects or experiences involving teaching and learning through engaging pupils and teachers in exploring, researching, and studying particular areas of the curriculum. Pupils are able to access international experts for consultation and may be required to design specific scenarios related to the content area being studied. The use of ICT is of course essential for this projects to work. Schools are willing to participate in electronic networks involving specific projects because they add an extra dimension to learning. Two critical problems faced by this kind of networks are their internal regulation and the model of network according to which they can be organised, although such a model is more often than not the result of internal dynamics rather than the result of a conscious plan.

- ☞ Genuine educational innovation in schools is currently limited by the lack of a policy which addresses the needs of schools as a whole. Introduction of ICT in schools is only part of what policy can do. Above all, schools will have to adapt their organisational structures so as to be able to open them up to collaboration with other schools and establish much more interdisciplinary links between departments and teachers, develop those part of the curriculum most subject to rapid change and amenable to be taught through ICT and telematics, and get involved in international networks. Research on ways to develop the curriculum and teaching would also benefit from policy support.

**DISADVANTAGED SECTOR:** Organisations providing training and other services for the disadvantaged tend to become involved in Networking Structures rather than in partnership. These organisations, and above all those relatively new, tend to have the status of voluntary bodies and find themselves in a very precarious financial position, as they do not basically receive budget money. Instead, they have to bid, and so enter into a fierce competition between themselves and with other organisations, for public money; this very way of accessing public funding leads these organisations to engage in consortia and participate in networks which may give them certain competitive advantages. However, these consortia are usually dissolved once the funding projects are finished (i.e. after two or three years), and the networks do not by their very nature provide a secure institutional basis, the more so when resources are thus scarce (for more details see point 5.4 below)

A question DELILAH must ask is *where the innovation lies in all these partnerships and networking structures*. From the analysis of the research evidence, it would seem that the innovation lies above all in two aspects: [1] the 'domain and sector specificity' of the arrangements; and [2] in the very 'structure of linkages' between institutions and organisations. Firstly, the innovations seem to be strongly based on **new domain areas and parts of the educational curriculum subject to rapid changes in information, techniques, and knowledge**. We have seen this in higher education (cases of surgery teaching and water engineering) and also in secondary education (teleprojects focused precisely on such areas, e.g. 'energy on the move'). What we seem to have here is a 'marriage' sealed at two levels; firstly, at the level of particular areas of the curriculum (e.g. physics of energy, mathematical models of ecological equilibrium) and 'scientific-industrial domains' related to the medical and biological sciences, biotechnology, environmental engineering, renewable energies, and the like. Secondly, the very establishment of links between educational institutions and industry, usually with the support of public institutions, seems to be a way of securing that education is responsive to the needs of society. However, if industry truly seeks a lasting and fruitful marriage with education, it must then support the efforts of educational institutions to innovate and become more accountable and responsible - blaming education for the socio-economic problems, including unemployment, as has occurred in the last two decades, will simply not pay, neither to industry nor to society. If education has to be responsible and accountable, not less responsive and accountable must industry be.

The second aspect on which innovations can be said to mainly lie is **the 'fabric' linking institutions and organisations, i.e. in the very 'structure of linkages'**; in fact, the growth of linkages and connections between diverse institutions and organisations from the public, private and voluntary sectors, and the development of networking structures, constitute the *response* of these organisations to the increasing competing pressures and to the policy frameworks put in place, which provide the 'tracks' along which action is allowed. These structures are by their very nature fragile in terms of degree of institutionalisation; this is not a problem as long as institutions and organisations engaging in them have a source of support which is relatively secure; this is not the case, however, in the disadvantaged sector - the consequences of this for the disadvantaged sector will be seen later.

The major consequences of both these aspects on which innovations lie are in terms of organisational structures. As we will see below, such structures are currently being modified, but very slowly, under the pressure of these innovations.

**THE NEW OPEN UNIVERSITY - A 'Public Service' Institution Governed along the lines of Private Sector Organisational and Economic Efficiency.**

The creation of a New Open University,

- Fully equipped with the latest technology;
- Governed and Managed along the lines of private sector organisational and economic efficiency;
- but nonetheless a Public Institution providing a Public Sector Service

is no doubt the newest and most relevant innovation found by DELILAH in the higher education sector.

- ☞ Policy can greatly contribute to innovation in the higher education sector by [1] encouraging and supporting the emergence of new higher education institutions which aim at providing a public service along the lines of educational standards, accountability and economic efficiency; [2] granting autonomy to higher education institutions, [2] supporting research in educational innovation which aims at developing the learning patrimony through the use of new media and the development of new teaching functions.

#### **4.1.3 Conclusions and policy implications at the pedagogic level**

There would seem to be three main levels at which current policy frameworks and reforms are having a very direct impact upon the pedagogic arrangements as a whole. [1] The existence of compulsory national curricula, often implemented along lines which may be too rigid as to allow the institutionalisation and integration into mainstream organisation of the multiple innovations which seem to be taking place at this content-related level; [2] the introduction of ICT in schools; [3] the existence of league tables fully based on the 'performance, output-driven' evaluation models implemented in the last two decades and the subsequent allocation of public funding according to position in such tables.

One of the lessons that could be drawn from the case studies in this sector is that the introduction of computers and more generally ICT in schools, including access to internet and the so called 'information superhighways' require to pay attention to the institutional and pedagogic aspects involved, and not only to the technical ones. Many attempts have been made in this direction without considering a longer term or more in-depth perspective; this *ad hoc* approach seems to a good extent to have characterised policy towards schools. Full institutionalisation and integration of ICT within the school organisation requires changes in the curriculum and particularly in its delivery which can be facilitated at the policy level. At a broader level there are commercial issues involved in providing access to internet which politicians and policy-makers should better carefully consider, as big telecom companies seek to get hold of a potentially highly profitable market, and the concerns and interests of education have to be protected. The issue has fully emerged in the UK, where schools have been offered free access to internet, but subject to conditions which the new government has found unacceptable. In the words of a daily newspaper: "*Cheap Internet access is seen by the Government and the [telecoms industry] regulator as the first step for schools wishing to join the information superhighway ... 'The last thing teachers want [said the telecoms regulator] is an initiative, which they will have to deliver, coming in July or August. Teachers are being*

asked to incorporate the new technology into an education process which may not be familiar to them" (The Guardian, Friday June 13 1997).

**HIGHER EDUCATION** - Four main lessons at the pedagogic level can be drawn from the UOC as a new higher education institution, which can respectively be related to the students, the teachers, the development of the new learning scenario based on the virtual campus, and the solution of what might be called the 'pedagogic gap'. The first lesson concern **the students** themselves. There is a need to provide students with a *sense of membership of and participation in the institution and the wider university community* so as to overcome the sense of isolation. This seems very much in the 'spirit' of 'learning as identity construction and participation in communities of practice'. The *face-to-face encounters*, although very important, may not be sufficient for this purpose. The *network of support centres through the territory, and also strong electronic links with public libraries, museums, etc.* is also crucial as they allow students to meet more regularly near their own homes and to build communities of practice. Overall the attempt to develop more collaborative, team-based learning activities can only take place if attention is paid to the territorial distribution of students and therefore resource centres.

Concerning teachers perhaps the main aspect is precisely related to **teaching functions, roles and methodologies**. Currently teachers design the programmes and provide the fundamental basis for learning; teaching functions and roles are also complemented by the work of tutors, who do a more close follow up of students. However, it seems that further teaching functions within an electronic context need to be further identified and implemented at the level of the institution.

Fully interrelated to the previous two points there is the issue of **the Virtual Campus Model as a Teaching Methodology**. Such model currently comprises: (1) Strong reliance on ICT and telematics; (2) special tutoring figure to provide personalised support; (3) regional support centres such as media libraries, laboratories and cultural activities (use of public libraries, youth organisations' facilities); (4) arrangement of face-to-face encounters between students and teaching staff twice every semester. There are however three main aspects which need much innovative development here:

- a. *Development of Study Materials*, mostly about multimedia materials and hypermedia resources with linking with internet, etc. (e.g. virtual book, etc.)
- b. *Improvement of the Virtual Campus* by providing more self-access resources.
- c. *Development of new teaching functions and methods* within virtual scenarios.

At the core of these priorities for innovation there is what we have called the '**pedagogic gap**', which concerns not only new open universities, but innovations all along education involving the use of ICT.

The *pedagogic gap* can be defined as the SEPARATION BETWEEN 'PEDAGOGICS' AND 'CONTENTS' to be taught/learnt - in other words, it is a separation between methods and experts in pedagogics and contents and domain experts.

One of the key problems with these innovations in study materials and self-access resources is that they are *extremely costly* (both in terms of time, money and technology required), so that either these innovations will take a very long time to develop up to a point at which those parts of the Educational Curricula most appropriate for multimedia and telematics are as accessible as normal books, or they will only be very partially developed. At the moment one

can see that only a very small part - one which is indeed non significant at all in terms of areas of curricula covered - of it has been accomplished and not for the whole education sector, but only for particular settings. Here the very nature of Educational Innovations is at stake, as crucial aspects of innovations may belong to - what we provisionally might call - '*long-span innovations*', that is, innovations which are a very long social process which only gradually deliver 'the goods'. This necessary long term perspective has to be fully taken into account by both educational institutions and government policies. Research of an action-oriented kind, as we pointed out above, is essential for this process to take place.

- ☞ Policy can greatly facilitate efforts being made the higher education sector by [1] networking public centres such as libraries, museums, and facilitating home-based students easy access to these resources; [2] developing new territorial multimedia resource centres which can act both as meeting places for students and self access resources; [3] supporting pedagogic research in teaching within virtual scenarios, including research about new teaching methods and development of study materials.

**SCHOOL EDUCATION** is the sector in which innovation seems to find the greatest resistance. This must not be seen as a 'bad thing' in itself, for it is difficult to develop the learning patrimony along lines which allow education to fulfil the functions it is meant to fulfil, to serve society by transmitting the culture from one generation to the next. Evidence from the DELILAH research seems to point to the existence of three major areas in which innovations are slowly becoming part of the mainstream education and could be greatly helped by policy. [1] organisational structure, division into departments or units and curricular organisation; [2] teaching functions, the teachers and the school culture; [3] the role of ICT in school innovation and the need for new evaluation models .

- Organisational structure, division into departments and curricular organisation

The organisational structure of schools, with well-defined areas according to subjects, may need to be looked at. The real potential of current innovations such as those represented by teleprojects within the ESP would increase if the *curriculum itself were revised accordingly*; teaching functions are here fully involved. For example, traditional areas of teaching (e.g. in physics and maths) could be made more active - provided that enough computer and network equipment is available - by delivering parts of the physics and maths subjects (which would need to be appropriately selected) through 'common projects' involving team working, public discussions of projects done by different teams, access to experts by pupils, etc. It seems that future developments will one way or another follow these lines. The dangers involved here are above all related with increasing the already enormous pressure on teachers to deliver these 'goods'. Overall the curriculum as a whole has to be looked at in relation to 'areas' more appropriate for teleprojects undertaken on a collaborative broad basis.

- Teaching functions, the teachers and the school culture

The whole educational sector, and not only schools, is very much dependent on the devotion and dedication of teachers. The professional ethic of 'public service' has been seriously undermined by the market-minded policies of the last years, as the teachers have been blamed for what was itself a 'misattribution' of educational failure. Research evidence found by DELILAH shows the enormous *human investment and dedication required from teachers and decision makers involved in the innovations*. More often than not it was thanks to such dedication that the innovations could have real prospects of success. This commitment by teachers needs to be formally recognised by the school organisation; the main problem here seems to stem from the insufficient support given to innovative experiences and to teachers involved in them by the school organisation and culture. Partly this support is to do with building more 'interdisciplinary' links within the school between teachers involved in different

areas; innovative projects involving open contacts with the outside world through ICT may easily come into conflict with current curriculum organisation, official acknowledgement of dedication, and timetables. Only by looking at these aspects can the school make worthwhile initiatives compatible with its own culture.

But the big issue is whether *the teacher is still to be a key centre of the educational activity* or whether *the teacher is to simply become another resource*. The role of the student itself is also at stake here, of course. Evidence from the research strongly suggests that the role of the teacher continues to be absolutely crucial both in keeping the school working and in adapting it according to the requirements of our society. One issue here seems to be how to combine the new teaching roles with the increasing participation of 'experts'.

One issue which has come out as of growing importance, particularly in the Netherlands is *teachers training*. In the Netherlands it appears that teachers training comprises a cluster of activities, including training support through networking carried out both through telematics and face-to-face by means of meetings, seminars, etc. These events appear as greatly relevant because with the growing use of ICT in schools new teaching functions and roles cannot be fully defined as yet, although some major patterns seem to be clear. In this respect, the 'professionalisation' (a term which might be more appropriately rendered by the expression *'re-professionalisation'*) of teachers, which is currently seen among the main priorities in the Netherlands and includes a new way of conceiving teachers training, involves a serious attempt by public authorities to empower teachers and give them the resources to educate children. Teachers 're-professionalisation' and empowerment in the Netherlands can be contrasted with the continuation of the de-professionalisation and public blaming policy in the UK, where current developments are witnessing a shift from 'student centred' education to 'teaching centred' education. Unfortunately, however, the new emphasis on school teaching in the UK is mainly confined to the imposition on teachers of strict and narrow teaching methods, which would further undermine the morale of the profession and decrease the number of students applying to be teachers.

In the 'domain-specific' areas where innovation is actually taking place, the school may need to look at how to strike the best possible balance between 'teacher-led teaching' and some degree of more 'open learning' on the part of pupils. Many current innovations involve a genuine attempt at exploring new modes of learning, usually along the lines of 'exploratory and participative' learning, which may be more appropriate in long terms to some of the changes required from the viewpoint of both the learning patrimony and the use of ICT. Experiences such as the teleprojects within ESP seem to contribute to the changes required in schools by providing the basis for, firstly, new ways of delivering certain parts of the curriculum within an education which is more internationalised and multicultural than ever before; and secondly for *bridging the gap between youth culture and the school culture*. This gap is an obstacle to the 'active' participation of students and to the attempt to reduce the number of drop-outs. More generally, what we are witnessing here is a certain re-alignment of the diverse social spheres, that is, home, school, youth clubs, work. Furthermore, this kind of innovations open the schools to the world and have the potential to give students a *sense of belonging to a common project*, to a community of practice that goes beyond the school and engages with the outside world, thus providing opportunities for team study and discussion - we must bear in mind that according to some theories, learning is as much, if not more, about identity construction and participation in communities of practice as about acquiring specific skills and knowledge. All these changes seem to be calling for a more holistic approach on the part of the school organisation, with much more interdisciplinary links between teaching areas and staff.

- The role of ICT in school innovation and the need for new evaluation models

When successful, innovation and change are built upon already existing, however modified, structures, rather than 'from scratch'. In other words: in no way can 'the new' be a substitute for the already existing structures. This is particularly so in the case of the use of ICT. Evidence from the case studies shows that good uses of ICT involve its utilisation to complement, rather than substitute for, and further develop existing and new arrangements. In this respect, the opportunities brought about by ICT will give their fruits only if ICT is 'worked out' at the level of the learning patrimony. This, as we said, obtains equally in the case of the innovation themselves in the sense that only some parts of the curriculum can be delivered through ICT. Most promising innovations will have to focus on exploring which areas or contents of the curriculum are most appropriate for ECT delivery, as it is manifest that certain contents are more appropriate than others. But even substantial education in citizenship and multiculturalism can benefit from the kind of experiences involved in teleprojects.

Finally, all these aspects are increasingly putting into question the current prevalence of 'performance, output-oriented' evaluation models. Assessment and evaluation, both of the students and of educational institutions, cannot be confined to current procedures under league tables which reflect, if anything, perhaps the socio-economic position of areas and families more than genuine educational standards. If education is understood as involving the whole development of the person, and not only the development of a particular aspect of it, then *assessment and evaluation have to be designed as a function of understanding, critical thinking and so forth*, rather than as a mechanical way of 'ticking in' forms which seem very far from what it would seem to be required by a citizen of our societies.

☞ In all the three areas reported policy can help genuine school innovation. [1] Policy can greatly facilitate innovations in the organisational structure of schools by revising national curricula and allowing easier ways to integrate current worthwhile innovations into the mainstream education; [2] a crucial aspect of any successful policy in the schools sector is to support the teaching profession in their efforts to develop the school model rather than to put more pressure on teachers and further damage school education; teachers '*re-professionalisation*' and *empowerment* seem to be necessary in a sector which has seen teachers' authority and morale fall to minimum levels for decades; [3] Full institutionalisation and integration of ICT cannot occur without important changes in the curriculum which allow some of its part to be delivered through ICT; furthermore, policy has to watch that access to the new telematic media is provided under fair and sound conditions for schools; [4] new evaluation and accountability models which make the school more responsive to the whole society - and not only or not just to the economy - need to be developed, so that policy can be built upon secure and more appropriate basis.

☞ As regards the use of ICT in both schools and higher education institutions, three main policy implications can be underscored. [1] need to revise policy making at the level of national curricula and programmes, so as to enable online teaching and learning through telematics of those areas of the curricula most amenable to such teaching and learning; [2] room should be provided for institutions to envisage and allow inter-departmental re-design and collaboration; likewise, policy should allow room for envisaging and developing ways of collaboration between teachers, domain experts, animators and other rapidly emerging teaching functions, both within and between institutions; [3] policy should also allow the setting up of joint programmes between institutions (both schools and universities) so that certain parts of the curriculum can be taught through telematics on a cost-effective basis and the educational institutions become more open to the society at large.

**TRAINING IN CORPORATE ENVIRONMENTS** - Many diverse developments have been taking place in the way training and skills updating is done in the corporate sector. During the last

two decades training in corporate companies has endeavoured to combine quick and easy access to information with skills updating. Different arrangements have emerged as a consequence. Open learning centres within companies and the continuous demand for access to information has put pressure on both companies and employees, the latter as they see part of the responsibilities for training on their own shoulders. Didactic paths and training trajectories have been developed which combine human resources management functions with training. One of the most significant results of all these developments concerns relatively older workers and of course unskilled ones; without support or special training programmes for them, these employees are disadvantaged in the workplace and run very serious risks of being dismissed.

- ☞ Overall policy making related to continuous vocational training and skills updating, which of course affect corporate companies, may need to define wider frameworks which allow both employees and unemployed to benefit from the training offer. Collaboration between educational and training institutions and private sector companies should also be encouraged within such policy framework.
- ☞ The most important aspect in terms of policy within corporate settings concerns the increasingly weak position in which older and low skilled employees find themselves, as they find difficulties within the new corporate environment which put a premium to middle aged persons. Policy may need to develop special training programmes for these employees, since this stratum of the workforce is the most likely to be dismissed and find themselves unable to access other jobs once in the labour market.

#### **4.1.4 Conclusions and policy implications bearing on social disadvantage and exclusion**

The evidence from DELILAH is overwhelming in showing that education and training for disadvantaged groups suffers from a serious **precariousness of arrangements**, particularly at the financial and institutional levels. Implications for policy must of necessity focus on this *very low level of institutionalisation of innovations and very low prospects of sustainability*.

Questions worth addressing at the level of policy implications include: (1) access to what education and training and under what conditions; (2) lack of funding, and the way public money is accessed through bidding rather than budget funding; (3) the legal status and socio-economic positioning of these organisations providing for the disadvantaged; and (4) their involvement in networking structures.

The most direct and manifest expression of such problems is in terms of **lack of funding**. But this problem bears on the de-regulatory frameworks which have put these institutions under the rule of markets and/or quasi-markets. The 5 cases studied within this sector show that public funding is absolutely vital. Now such public funding may mainly come from '*budget money*' (i.e. public money allocated through a *political decision*) or from '*bidding processes*', in practice mostly from EU Programmes. Evidence from the case studies seems to show that where public money is not assigned for this kind of organisations providing training and other services for disadvantaged groups - that is, above all in the UK, but also in the Netherlands and to a lesser extent in Germany, Greece and Spain - their very survival is absolutely dependent on **public and European funding accessed through bidding**. As we have emphasised such organisations, even if they manage to survive at all - i.e. if their applications succeed - are under *very precarious institutional and socio-economic conditions*. Our case study in the UK, for example, shows a dependency of nearly 100 percent on European funding accessed through bidding, and very high in the Netherlands and Germany. On the other hand, given the level of 'expertise' required to bid for public money, the organisations

directly dealing with the disadvantaged become highly dependent on other institutions and organisations, some of which act as gatekeepers and benefit considerably from such public funding.

On a theoretical level these developments are rather simply to explain: on the grounds that *economic efficiency and effectiveness* is what matters most, policy frameworks are put in place in all countries, although at different rhythms, that establish *bidding procedures as the way of accessing public funding*, irrespective of the needs such funding is meant to meet. The assumption is that successful applicants will be those who will more cost-effectively expend the money. However, the reality of social and economic life is rather different from the theory advocated by a particular creed. First of all it is those who are better at bidding, who are not necessarily those who are better at providing the services, who obtain the money. The result of this situation in what concerns organisations providing for the disadvantaged is that they become more and more dependent on other organisations and institutions to access the money, which make the latter institutions the de facto gatekeepers and puts them among the major beneficiaries of such public money, even though they do not deal with disadvantaged groups. Not less important, such a policy framework compels institutions and organisations, irrespective of their public, voluntary or private character, to behave like profit-oriented organisations, thus creating an atmosphere of competition in which those which are weaker, among which there are not doubt the organisations providing for the disadvantaged, do not have many chances of success. A political decision to allocate budget money will avoid plenty of problems - although, as the public sphere and the idea of public service are more and more eroded, such political decisions are becoming increasingly difficult to make; where most forms of social organisation, whether public, private or whatever, become 'interests groups', there is less and less space left for the idea of public service and public goods.

Another serious funding-related problem stems from the '**funding requirements**', which act as a very important constraint indeed; thus, even in the case of organisations which do not essentially depend on European funding, the participation in a EU project obliges them to meet a series of 'funding requirements' which tend to clash with their usual activities and ethos. This is reflected at various levels, for example: the emphasis on telematics is more often than not much more to do with the requirements of the funding programmes than with the needs of disadvantaged groups; exactly the same happens with national vocational qualifications; also 'voluntary' training, e.g. in civic values and citizenship, or other forms of education which do not involve a direct preparation for work is not normally eligible for funding.

☞ The question of public funding of organisations providing training and other services for the disadvantaged requires serious re-thinking and review. It is not only that public money could be much more efficiently spent; it is also that the needs of disadvantaged groups should be put at the top. Addressing these two major concerns would involve to change the current pattern of public provision, with more public funding provided on the basis of budget money through political decisions rather than through bidding process which are themselves politically decided. Public programmes for the disadvantaged should not involve funding requirements which are contrary to the needs of disadvantaged groups.

Many of these organisations have a curious status and positioning in society, as they are not usually simply public institutions, or charities, or private enterprises; rather they are a sort of '**hybrid**' organisations with a charitable status but strongly pushed to become oriented along the lines of 'profit-oriented' organisations.

As a consequence of this situation (i.e. de-regulation, lack of funding and constraints imposed by funding accessed through bidding, and legal and socio-economic status), most institutions and organisations providing some kind of education and training for disadvantaged groups are

CONTINUOUSLY CONFRONTED WITH THE ALTERNATIVE OF TRANSFORMING SOME OF THEIR SERVICES INTO COMMERCIAL ACTIVITIES, a move which would more often than not be *destructive of their ethos if not of their very existence* as institutions providing for groups in need - i.e. groups which cannot by its very social nature 'pay' for such services. Thus many education and training institutions in this sector, whose staff is usually highly devoted to the groups they provide for, are torn between remaining non-profit Organisations, as most of them are, or become, or behave like, profit-oriented organisations - as we have seen their formal status allows them any options. Now the extent to which this sector is confronted with such problems varies in the different countries. The problems are more important in the UK than in the other countries, which is hardly surprising, since it is in the UK where de-regulation has been taken furthest. The Netherlands is also notably affected, followed by Germany and less so Greece and Spain - all of which is in accord with the extent to which these countries have so far applied de-regulatory policies. In Southern or Mediterranean countries the local authorities, i.e. the Municipalities, have still a considerable degree of political and economic autonomy as compared with the situation in the UK in particular. Hence organisations providing training for disadvantaged groups in Spain and Greece are still very much supported by public institutions such as the municipalities - more in Spain than in Greece judging from the case studies, although this may not necessarily be the general case.

☞ Current policy frameworks encourage the existence of very precarious arrangements in the disadvantaged sector. Policy could greatly help solve this by enabling the organisations providing for the disadvantaged to have a legal status as publicly supported institutions, whether voluntary organisations or charities, not dependent upon the uncertainties of the market. This would essentially allow staff to devote their efforts to the disadvantaged themselves rather than to obtain public funding through complex bidding processes, since these organisations find themselves at a great disadvantage to both bid for public funding and compete in the market.

A further characteristic of this sector is the **relatively high level of involvement of these organisations in networking structures** and even temporal partnerships, which in absence of appropriate policy frameworks seems to further contribute to their precarious position, as these networks do provide a base of linkages and connections, but participation requires a minimum financial and institutional basis which these organisations do not regularly have. Under these conditions, they very easily drop from the structure and are left to their own resources.

Organisations dealing with disadvantaged groups are in a much better position when they are well networked at different levels with diverse public institutions, voluntary and private organisations. However, involvement in such networking structures cannot secure the positions of such organisations, as they drop the networks as easily as they join them. This could to a good extent be prevented by appropriate policy frameworks which allow public institutions to support organisations which by their very nature are not usually in a strong position in socio-economic terms. *It is by being positioned within a relatively dense web of networks and links with organisations and institutions at different levels within the public, voluntary and private spheres that organisations dealing with disadvantaged groups can have some influence, if only in an indirect way, on policy-making decisions.* The research evidence is clear however in that **involvement in networking structures cannot compensate for lack of more tangible public support**. The Spanish case study is exemplary in this respect.

Regarding the kind of education and training provided for these disadvantaged groups, the most important characteristic is the **growing tendency towards self-learning** and the **almost exclusive focus on a training which is vocational and related to jobseeking procedures**. As a matter of fact most organisations here seem to be preparing these disadvantaged groups for the labour market, which is more a reflection of the very requirements of the programmes

under which public funding is obtained than of real chances these people have to obtain jobs. Policy urgently needed in this area could provide the basis for enabling disadvantaged groups access to wider educational programmes as well as training, which have some value in themselves and not only as a means to acquire a job. The whole question of education and training for disadvantaged groups, particularly when such training is done, as it is most frequently the case, with a view to reintegration - whether into the normal labour market or into 'protected' markets such as e.g. the 'social economy' - centres not essentially in the kind of skills and knowledge to be acquired, but rather on *the social and moral aspects related to a friendly and supportive atmosphere, empathy and, more generally* **SUPPORT STRUCTURES** which, whereas not excluding other aspects, implies above all close, personalised relationships, and therefore face-to-face communication, and personal commitment on the part of the staff.

To the light of our research evidence, it is apparent that the **growing reliance on self-learning**, to which organisations providing for the disadvantaged seem to be compelled, does not seem to be the most appropriate approach for these groups; overall self-learning may be at odds with the need for support felt by disadvantaged people. A moderate recourse to self-learning may be appropriate *provided* it takes place within a framework defined by support structures - yet the current push toward self-learning as the encompassing aspect which includes some support is contrary to the very needs of disadvantaged groups. The challenge here may be how to define such *feasible* support structures, including training provision within them, both organisationally and pedagogically, given the current policy frameworks, the push towards efficiency and effectiveness, and lack of funding.

Actual training as reflected in the case studies of this sector involves, if it is to be worthwhile, an educational and training experience more concerned with *the person as a whole* than with skills assumed to be taught through a mechanical learning process - in this respect National Vocational Qualifications have appeared as one of the strongest barriers and one of the narrowest ways of conceiving of learning - evidence from the case studies, but particularly from the EVHs shows that this training is far from being universally popular.

☞ Policy urgently needed in this area needs to review the kind of training which is currently being provided to disadvantaged groups as a requirement of funding programmes. Giving the difficulties to find a job, the low status of the lower levels of vocational qualifications - including the low regard in which such qualifications are held by employers - policy could widen the training offer and also facilitate access to education for the disadvantaged.

The **role ICT and telematics can play in providing services for the disadvantaged** has also emerged from our research as one of the major issues. An overall evaluation of the role of ICT and telematics will have to clearly distinguish between the organisations and the disadvantaged people themselves. On the whole, ICT and telematics play a **complementary role**, as telematic communication is no doubt an asset for the organisations themselves, which can keep their contacts with partners and networked organisations. For the disadvantaged groups ICT are mainly relevant in that training **in** diverse aspects concerned with the use of ICT is usually done, although such training represents only a part of the whole training provided. Telematics do not appear by any means as directly relevant for these groups, particularly when much more basic needs are to be met. The commonly made claims that put together the needs of the disadvantaged groups and telematics - claims on the basis of which public funding is not infrequently obtained - do not seem to come from a careful consideration of the needs of these groups. Actually our research evidence shows that, although training in ICT and telematics is a common undertaking, *no significant learning takes place through telematics* - to give an example: attempts at using email or conferencing to put into contact unemployed people in Manchester and Seville, for instance, was considered completely irrelevant, if not meaningless, by the trainees in one of the EVHs. In

this situation what seems to be important is to use ICT as a resource to empower existing structures, which is what the organisations dealing with the disadvantaged tend to do.

The disadvantaged groups which according to our research can obtain more tangible benefits from the use of ICT and telematics in education and training are **partially disable people and women returners**. The experience of combining tele-training and tele-work in a single organisational structure is worth reporting

☞ Overall it seems clear from the research that the disadvantaged sector would very much benefit from a serious review of current policy. Such a review should be done with two overriding objectives in mind, namely: [a] to meet the needs of the disadvantaged and the organisations providing for them; and [b] to make sure that public money is appropriately spent. The need for what might be called 'public evaluation and accountability methodology' is to be addressed by the next phase of DELILAH as part of its action-oriented research.

#### **4.1.5 Conclusions and policy implications in terms of acculturation and transfer**

Evidence from DELILAH's twenty case studies strongly suggest that, rather than transfer, what has become as a very powerful tendency is the **convergence** of countries, sectors and institutions around certain key elements related to the de-regulatory policy frameworks and the growing intervention of the state in the education and training sector in order to set up market-like structures and arrangements. Overall transfer seems to mainly take the form of *a process whereby values, criteria and procedures from the world of production are either transferred, imposed or borrowed by the education and training sector* - we could talk of '*acculturation*' of education and training to the world of production, which appears as overwhelmingly dominant. Now such convergence takes place with strong **resistance** on the part of educational institutions and educational professionals alike. Furthermore, these converging trends may be counterbalanced by the specific direction which actual innovations take on in each country. In addition to convergence, the increasing resort to *partnerships and networking structures* reported above has to be counted as a major factor contributing to the acculturation and transfer of experience and best practice across countries and sectors. The **role played by educational and learning innovations in this process of acculturation**, one of the main theoretical research issues of DELILAH, cannot be understood without fully taking into account both the wider tendencies towards convergence (i.e. convergence to a dominant sphere) and the existence of partnerships and networking structures.

In the midst of this overall tendency towards convergence, interesting **sectoral transfer patterns** were found by DELILAH. For example, in higher education the use of models and methodologies developed along the lines of the open university. However, as it is usually the case with transfer process, important changes took place when such models and methodologies were taken on by the receptive organizations - the case of the Universitat Oberta de Catalunya, for example, involved both development of new models and methodologies and adaptation of 'old' ones, with a predominance of the former as it is a fully electronically run open university.

'**Models of transfer**' is an issue which has emerged as worth exploring, particularly in the Netherlands. In this context, in the case of the Dutch Open University, there arose the idea of facilitating transfer through the development of '*half-products*' in which the pedagogic dimensions were left to their very essentials so as to facilitate the inclusion of further pedagogic features which are context-dependent in the receiving institution.

In some cases it was found that, in order to improve transfer of innovations across Europe, and thus achieve higher cost-efficiency and avoid the well known phenomenon of 'reinventing the wheel' in the different countries, sectors and institutions, it might be important to establish **transfer platforms** across Europe and to develop European **umbrella associations** within the education and training sphere. Such trans-national platforms and umbrella associations could have, depending on the specific cases, a sectoral or a cross sectoral dimension.

A particular case of alleged transfer worth reporting is that of the Manchester Manchester Electronic Village Halls (EVHs), as from the transfer misconceptions and flaws of this initiative some important lessons could be drawn for policy at both the local level and the level of European programs.

The concept of EVH seems to have been a transfer from Scandinavia, where the EVHs were meant to **bridge geographical distance** in geographically dispersed rural areas, as do potentially telecottages in Wales. The EVH concept was brought to the urban context of Manchester as a means to **bridge social distance**. Bridging social distance has however proved to be not so simple. Although the promoters of the Manchester initiative attempted to ground such an idea of 'bridging social distance' by setting up EVHs on the basis of community associations with a tradition - or with a record - of service provision to their communities, including training provision, and in spite of the fact that some EVHs are actually attached to community associations such as the Bangladesh House and the Chorlton Workshop, interests other than the concern with bridging social distance involved in the initiative proved to be more weighty. To begin with the very idea of bridging social distance through the use of ICT is bound to be void unless it is embedded in a well defined social, cultural and economic policy context. In actual fact [1] the idea of 'bridging social distance' lacked any foundations other than the technical possibility of enabling people to interact at a distance; [2] there was no policy for 'bridging social distance' other than promoting ICT; [3] but even if telematics might have possibly provided some opportunities for bridging social distance, trainees within the EVHs were not actually using telematics to learn and rarely used it for any other purpose. In the end it seems that the idea of bridging social distance served mainly as a way to bid for public funding within programmes which themselves appear to have adopted a rather simplistic, or perhaps naive, view about how ICT can bring opportunities for disadvantaged groups, including bridging social distance.

## **4.2 The provision of training for unemployed and disadvantaged groups: main policy recommendations**

In this section we summarise the main policy recommendations provided within one of the methodological guidelines of the project, precisely those addressed to the sector of social disadvantage and exclusion. The recommendations target the following major **policy issues**, all of which carry a contradictory and controversial character:

- Efficiency vis-à-vis Need: How to combine both in the tendering process in order to prevent social exclusion
- Training goals and aims: Inducing work in a context of lack of jobs vis-à-vis providing worthwhile, quality training
- The link between 'funding' and 'monitoring': Two Models of Funding and Two kinds of Performance Indicators

All the following policy recommendations seek to strike a right balance between principles and requirements which all too often are contradictory and even incompatible when taken to their last consequences.

**Policy Recommendations for *improving the position within the tendering processes of organisations and community centres providing training and other services to the unemployed and disadvantaged***

❶ **Increase the Representation & Involvement of small providers for the disadvantaged in the decision-making structures and bodies:** A number of suggestions are made by actors involved in the process at different levels. First of all, it is suggested that local and community centres and organisations in direct contact with unemployed and disadvantaged groups should be much more represented and involved in decision-making bodies, steering committees, and evaluation teams. This will also enhance the public and democratic accountability of these structures and bodies. The introduction of these changes will also involve changes in the very rules defining the tendering processes. Additionally, this will help disadvantaged groups' organisations to improve their control over the tendering process.

❷ **Provide information and training to the small providers and associations about how to access and bid for funds and how to manage project:** Another suggestion made by diverse actors was to provide both information and training to the small providers and associations about how to access and bid for funds and how to manage projects. This can be seen as an action towards *empowerment*; the idea would be to position disadvantaged groups 'so that they can understand better the policy process'. However, it was also seen in much broader terms, in particular as a *cultural change* on the part of EU, national and local authorities and other local/regional bodies.

❸ **Encourage and facilitate greater collaboration and association among the small organisations and centres providing for the disadvantaged:** Greater *association and co-operation* between these small community centres, local organisations and other voluntary sector organisations was also suggested. There are already a number of associations of voluntary sector organisations, but it seems that many centres and organisations providing training and other services for the unemployed and disadvantaged only rarely collaborate among themselves and very frequently compete. The policy implication here would have to do with encouraging more co-operation between these organisations and associations. At the local policy level, the relevant bodies/offices should provide adequate structures and support for this co-operation to take place.

❹ **Encourage innovation at the level of organisational arrangements and partnerships:** The process of facilitating greater association and co-operation between small community centres, should reflect the way these organisations operate in reality. Conventional partnerships and formal networks do not necessarily best represent grassroots organisations activities, even though they might be suitable for larger voluntary organisations which find it easier to benefit from traditional partnership models.

However, taking into account that [1] *the main cause of poor access and exclusion from competitive tendering and thus from public funds is the excessive sway allowed to competition, which must be complemented with other principles*, and that [2] *competition can increase efficiency, but competition must be complemented by other principles in order to compensate for some of the 'unwanted' consequences of open competition*, the following *main policy recommendation* is suggested:

**Main Policy Recommendation: Combining *efficiency & need*, and allowing NEEDS-BASED *policy decisions*, so as to make sure that providers closer to the unemployed access the funds.** It seems clear that the best way to solve the problem of the poor access and exclusion from public funds through competitive tendering is by *finding ways of combining efficiency and need*, and therefore introducing [1] *mechanisms for allowing needs-based policy decisions to be made*, and [2] new requirements in the tendering processes so as to make sure that those organisations closer to the unemployed and disadvantaged (and not only big consortia led by the better placed players) enjoy access the funds.

**Policy Recommendations dealing with the issue of “*Inducing work in a context of lack of jobs vis-à-vis providing worthwhile, quality training*”**

**Combine current Labour Market Supply Efficiency & Labour Market Performance Indicators with new Labour Market Indicators, LMI, such as Job Gaps Indicators, JGI, and Wages Gap Indicators, WGI:** In view of the new role of public employment services and even training programmes in the direction of enhancing labour market supply efficiency (LMSE), it is of paramount importance *to complement* current labour market performance indicators (LMPI) such as, to name the most common and of course the most important, percentage of unemployed placed into the labour market, with new labour market indicators (LMI) addressed to making simply, but until now unavailable, *comparisons*, for example, [1] between 'the number of persons seeking work' and the 'number of job openings' (this measure constitutes the new *Job Gaps Indicator, JGI*); and [2] between 'wages paid in the new jobs available' and 'wages needed to cover family necessities and work-related expenses' (this measure constitutes the new *Wages Gap Indicator, WGI*). The use of these new LMI, and above all their introduction into the official statistics, can help re-shape the issues that policy-makers must consider when designing labour market policies and programmes.<sup>7</sup>

**Designing and Delivering worthwhile, quality training for the unemployed and disadvantaged:** Worthwhile, quality training is that which has value right now, in the medium term and also in the long term. (1) In terms of finding a job; (2) in the medium term, in that it is fully vocational, and thus related to particular occupations; (3) it is worthwhile in itself, e.g. because is an educational activity.

**Replace 'job-inducing' training schemes for quality training programmes:** Current 'job-inducing training' schemes, which lead small training providers to provide one-off cash bonuses to the unemployed in exchange for 'accepting' a job, do not contribute much to better the labour market conditions nor to upgrade the skills levels. That is why such schemes should be replaced by quality training programmes.

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<sup>7</sup> These new, but rather simply, LMI are already used by a growing body of research and studies, including in the USA; see for example Steuernagel, B., *The Job Gap Study*, St. Paul, Minnesota, Jobs Now Coalition, 1995; Bernstein, J., 'The Challenge of Moving from Welfare to Work: Depressed Labor Market Awaits those Leaving the Rolls', EPI Issue Brief # 116, Washington, DC, Economic Policy Institute, 1997.

## **Policy Recommendations dealing with the issue of “*Funding and Monitoring*”**

**Policy should set up a *funding framework* which provides both stability and efficiency. Funding must therefore combine cyclical budgetary arrangements with contractual arrangements attached to results:** Two critical aspects to take into account in the funding of training providers dealing with the unemployed and disadvantaged are the necessity to meet needs in an efficient manner. None of these aims can be attained without the training providers having a minimum of financial stability, which allows them to plan ahead and strategically. To achieve this, and avoid the precarious institutional and economic position of many training providers dealing with the unemployed and disadvantaged, policy should find ways of combining [1] ‘cyclical budgetary arrangements’ which provide a minimum level of stability and security, with [2] ‘contractual arrangements attached to results’ which provide the basis for an efficient delivery of the training.

**Policy should resort to both quantitative and qualitative measures and indicators of performance:** In order for training providers to be able to meet the needs of the unemployed and disadvantaged in an efficient way, it would be critical that the indicators of performance and the requirements of the tendering processes with respect to results include both quantitative and qualitative indicators. The latter should focus on issues related to social integration, the socio-cultural, socio-economic and labour market conditions of the local areas where the training providers operate.

## 5. Dissemination of Results

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The DELILAH consortium identified the following outcomes for dissemination:

- the project's *theoretical framework and methodological approach*
- the project's *state of the art reviews of policies and studies*
- the project's *empirical results and findings*, that is the results and findings of the 20 case studies
- the project's *practical tools, that is the four methodological guidelines*, developed in order to enhance understanding and support policy action and practice in the four education and training sectors studied by the project (HE, School Education, education and training for the socially disadvantaged, and training in corporate settings).

In this chapter we focus on 3 main aspects of the dissemination strategy and activities of the project, namely,

1. The dissemination *strategy*
2. The dissemination *activities*, and
3. The *interest for and reaction to* the project approach, methodologies and results by the different audiences targeted by the project

### 5.1 The dissemination strategy

Right from the outset, the consortium, concerned with the issue of dissemination, developed a dissemination plan which comprised the following main elements:

- setting up of a *project-specific web site* which was gradually updated with outcomes produced during the project's life span. The site, upon the agreement of the consortium is to be maintained for a period of two years (up to April 2000) and updated as needed by FORTH/IACM. The site is accessed at <http://ypatia.iacm.forth.gr/delilah/> and is hyperlinked to all the institutions involved in the project.
- *treatment of the Field Work Visits and the Action-Oriented Research and Validation Activities as part of the dissemination activities*. In other words: the consortium members agreed that the project's tasks concerning the research, action-oriented research and validation activities constitute in themselves dissemination activities, for they involved continuous contacts and collaboration with diverse education and training institutions (and training departments within companies), as well as the development and validations of the project's methodologies, i.e. the guidelines, in collaboration with those institutions.

- Express *dissemination of the main project's outcomes, that is, policy reviews, findings of the research, and the four guidelines*, to the audiences of the project's concern: practitioners in the field of education and training, training managers, policy makers and researchers. This dissemination activities involved [1] wide dissemination of the project main reports and guidelines, [2] participation in conferences, seminars and workshops, and [3] publications in specialised journals.

Another aspect of the dissemination strategy in respect of which the consortium developed and early awareness was the *national and sectoral dimensions of the dissemination activities*. In this connection, the most dissemination activities have taken place at the following levels: European and national levels, and local and sectoral levels.

The *target audiences* identified by the partnership as the most appropriate to receive information on the project during its implementation and development include:

- the education and training community
- designers of innovatory education and training schemes and arrangements
- policy makers (local, regional, national and European levels)
- potential users/participants of innovatory learning schemes and arrangement
- and, finally, researchers and practitioners at all levels.

It was in light of this plan that the project's dissemination activities have been carried out

## 5.2 Dissemination activities

The main dissemination activities of the DELILAH project can be grouped according to two chief categories, namely: [a] general dissemination activities, concerned with the main project outcomes and carried out through conferences and seminars, articles in specialised journals, and wide dissemination of the major reports of the project; and [b] sector-specific dissemination, mainly concerned with the wide circulation and dissemination of the guidelines developed for the four sectors involved in the project.

### a. General Dissemination Activities

#### *Project Overall Dissemination Activity*

Target Audience:	The wider Education and Training Community
Timing:	On-going
Type:	<i>web-site</i>

The DELILAH web site was set up and updated as the need arose. The site was created using MICROSOFT FRONTRAGE and JAVA Applets. Content placed on the site can be downloaded as WINWORD Documents. The site is also equipped with a Feedback Page so as to allow the visitor to interact with the project developers. Placed in the DELILAH site are the project objectives and milestones and described is the project's methodological approach. Main project reports are also available.

#### *Project Guidelines*

The twenty institutions and/or organisation studied by DELILAH as part of its research activities and constituting the twenty case studies of the project have been informed of the availability of project tools. The guidelines will very shortly be accessible in the project's web site.

### **Conferences/Seminars and Publications**

In accordance with the plan developed at the outset of the project, the consortium and the consortium members have participated in diverse conferences and seminars and prepared a number of papers for publication in specialised journals or readings. See annex A for more details.

### **b. Sector-specific Dissemination Activities**

At first these dissemination activities have a sector-specific focus, as they concern the guidelines produced by the project. This involves dissemination at two levels:

1. Dissemination through frequent contacts with practitioners and policy makers in the field (action-oriented research and validation activities through which the four guidelines of the project have been developed).
2. Wide dissemination of each of the four guidelines, above all within the sector to which each is addressed.

#### *Higher Education Sector*

Type of practical tool: Pedagogic Audit Methodology

Title: ***Pedagogic Audit Methodology for Innovative Higher Education Institutions***

Elements of concern are: "correct" functioning of the institution at all levels; identification of need and support in decision making; monitoring of the institution's reputation for quality (both internally and at the societal level).

Target Audience: Governing Bodies, teachers in institutions of higher learning and Academic Departments.

Validation/Consultation: with Hagen University

#### *School Sector*

Type of practical tool: Guidelines and Scenarios

Title: ***Guidelines to Support Teachers with the Use of ICT in the Learning Environment – 'The Teachers Survival Kit'***

Elements of concern: empowerment of teachers to utilise the capabilities offered by ICT for Educational purposes; support in changing learning environments; awareness to all actors involved in the educational process. More specifically the kit comes to address the issues of: the physical positioning of computers in the classroom, the possible usage of computers (within a school and between schools), the integration of computer applications into the regular curriculum, the role of the teacher in the new relation between teacher, pupil and computer, internal and external conditions/requirements for starting up an ICT based school project, issues of school networking

Target Audience: school teachers (primary and secondary levels); decision makers -in order to be assisted in managing selecting and combining relevant technologies, training content and learning strategies; designers of innovatory learning arrangements.

Validation: with a number of primary and secondary schools currently developing innovative uses of ICT.

#### *Corporate Sector*

Type of practical tool: Guidelines

Title: *Guidelines for the selection and Design of Learning Arrangements for Corporate Training (DiLACT) –A reference for managers and designers of vocational training in corporate setting*

Elements of concern: proper use of technology capabilities in corporate training; selection criteria for design of innovatory learning arrangements.

Target Audience: corporate level decision makers; designers of innovatory learning arrangements.

Validation: at ISVOR-FIAT's Learning Center (in Melfi, IT), interviews with potential learners and selected firms in Germany

*Disadvantaged Groups Sector*

Type of practical tool: Guidelines for Policy and Practice

Title: *Providing educational and training for disadvantaged groups at the local level. General Guidelines for Policy and Practice*

Elements of concern are: contribution to understanding the policy frameworks, including the public tendering processes and specific unemployment and training policies and programmes, bearing on the socially disadvantaged; operational approaches to training organizations; policy guidelines and suggestions for policy makers and policy actors.

Target Audience: organisations, mainly of a local and/or community character, providing training and other services for the unemployed and disadvantaged; managers of these organisations and training managers; policy makers and associations of and for the unemployed and disadvantaged.

Validation done in consultation with diverse training organisations providing training for the unemployed and disadvantaged.

### **5. 3 The reaction of different audiences and actors to the project views and results**

The participation of the consortium members in a number of events such as seminars, conferences and workshops has made clear the interest that the DELILAH approach, framework, research findings and practical tools has aroused among diverse audiences of practitioners, educationalists, policy makers and researchers. Frequently, interest in the project and requests for additional information on its approach and results were made by diverse participants in those events. The aspects of the project which have aroused most interests are,

1. the project theoretical and comparative framework of the project, essentially based on the idea of '*learning patrimony*' and its interplay which strong economic and political factors.
2. the *action-oriented research methodology* (which is a variation of the 'action research' approach and methodology pioneered and developed by the Tavistock Institute about forty years ago, and currently well known in the research, policy making and business communities).
3. The research results of the project, above all those concerned with the current context in which innovations in education and training take place, namely, in a context of tensions which are the sources of many conflicts but also of innovative actions and initiatives. Another important finding in relation to which there was interest was the estimation (or evaluation) that, within the current push for policy reform and change in education and training, *managerialism* is disruptive whereas *accountability*, if appropriately pursued, involves genuine educational innovation which further the learning patrimonies. In other words, **managerialism** (that is the 'content-free' management of education and training

institutions at the expense of the knowledge and expertise of education professionals) represents a rather controversial and de facto negative tendency (one of the latest manifestation of managerialism and the disruption of the learning patrimonies is the running of educational institutions and zones, in the wake of USA's recent reforms, by business interests which do not have any knowledge whatever about education and learning; the engagement of big business in school education is particularly alarming, for children become the targets of propaganda to make them consume e.g. hamburgers, etc.), whereas **accountability**, although partly resisted, represents a very positive move in line with democratic transparency and responsibility.

4. Other results and outcomes of the project in respect of which request for more information and even institutional collaboration have been made include: the findings and subsequent policy recommendations related to the sector of social disadvantage; the pedagogic audit methodology for innovative higher education institutions; the provisions of supporting tools for school teachers; the transfer of diverse aspects of the training approach and practices used in ISVOR-FIAT to other corporate environments, including possible large training centres, e.g. for the railways transport industry.

DELILAH's publications have also aroused interest. Among the research community in education and training, particular interest has been shown by the comparative approach used in DELILAH to make contrasts and comparisons between the regulatory policy frameworks of different European countries.

Finally, the diverse guidelines have indeed aroused much interest. For example, the guidelines on evaluation and pedagogic assessment for higher education institutions have been considered a good help by new open universities completely based on telematics and virtual scenarios. Likewise, the guidelines for the disadvantaged sector, which contain a very strong policy strand, have been very well received by numerous training providers whose trainees are mostly unemployed and disadvantaged group. No such interest, however, has been shown by policy makers or people involved in the administration of tendering processes (an indication that there may be resistance or disagreement to some of the views expressed in those guidelines as to the need to complement the search for efficiency with the aim of 'meeting needs', and therefore that the distribution of public funds through tendering has to be complemented with the distribution of public funds through political decisions based on need).

All in all DELILAH seems to be rather well received by diverse actors located at different levels, from the education and training fields, through to the policy making, scientific and business communities.

## 6. Acknowledgements and References

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### 6.1 Acknowledgements

The DELILAH Consortium would like to thank first of all the institutions and organisations, including the research and test sites of the project, which have collaborated with the project and shown an active interest in its approach and findings.

Thanks are also due to the sixteen organisations which, in addition to the four research and test sites of the project, allowed us access to undertake case studies research (a list of these organisations is presented in Chart A, section 3.2 of this report).

We would also like to acknowledge the contributions made to the development of the set of DELILAH Guidelines by diverse training organisations, universities, schools and companies in Britain, Italy, Germany, Greece, The Netherlands and Spain.

Finally, we would like to thank the researchers and practitioners who have shown an interest in the project and have contributed with its comment to improve it.

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## Annexes

### Annex A. Publications, conferences and Seminars

#### *Participation in Conferences/Seminars*

- DELILAH's participation in two Concertation Meetings (completed)
- Participation of a DELILAH Consortium member (MMU, Dr. Barbara Jones) in the Conference entitled "Lifelong Learning in the Information Society: a National Conference for Decision Makers in Education and Industry", organized by the Scottish FEU and Fife College of Further and Higher Education (May 1998). Workshop title: Designing and Evaluating learning Innovations and learning applications in the information society –an account of current research. Request for additional information on DELILAH were made by 25 conference participants. (completed)
- Conference Computer Supported Cooperative Work (CSCW'98) - Groupware and Organisational Innovation, Dortmund 28-30, September 1998
- International Workshop EuroNet "Social Exclusion" (planned in autumn 1998, at the SFS Dortmund)
- Scientific Symposium "Do New Media Change Reality?", The Relevance of Multimedia Communication Network for Work and Economy, 17./18. November, SFS Dortmund

#### *Exhibitions*

- Conceptual Consultation for a Satellite Exhibition of the Expo 2000 within the German Industrial Safety Exhibition (DASA) in Dortmund, Theme: Replication of Telecommunication Based Multimedia Work and Learn Arrangements (in cooperation with enterprises), Video-Conference, Business Television, Multimedia Learning Centre (first conceptual realisation in summer 1998)

#### *Publications (most still in press or under consideration)*

The DELILAH consortium envisages a number of publications to be produced concerning DELILAH's theoretical framework, empirical results and policy findings and implications. The list presented below is only indicative.

Tavistock Institute

- *The comparative dimension in Continuous Vocational Training: a preliminary framework*, by Darmon, I., Frade, C. and Hadjivassiliou, K, to be published as chapter of a book about continuous vocational training in Europe, to be published by Polity Press with the support of the Economic and Social Research Council, Learning Society Programme. This paper is one of a number of offsprings of the framework developed within the DELILAH project; the paper draws on DELILAH and on other projects currently being done at the TI.
- paper *Educational Innovation and Educational Policy: the UK Educational Policy Framework in Comparative Perspective*, to be published, probably in the international journal *Comparative Education*. This paper draws on DELILAH's first phase (policy and literature reviews) and on deliverable 01. The paper analyses the UK Education and Training Policy Framework from the angle of the DELILAH project, i.e. that of innovations in education and training and their contribution to further the learning patrimonies. It has a strong comparative

dimension, as the paper looks at the UK E&T policy framework vis-à-vis other European policy frameworks.

- paper on the E&T policy frameworks of Spain and Britain. This paper (no title as yet) will compare the policy frameworks of these two countries, and will also look at the recent history of such frameworks. It will pay particular attention to how innovation in E&T is conceived of within each national framework, to education and training policies, and to policies in the continuous vocational training sector and in the (un)employment sector.

#### ECWS

- Paper or Special Issue of the European Journal of Education Research, Development and Policies: DELILAH's main research findings or/and DELILAH's research results of the Secondary Education sector: State of the Art and Prospects, by ECWS member(s) and Henk Slight of the University of Amsterdam, Center for Professional Development (under consideration)

- Book: Considered to be developed by all partners: On DELILAH's empirical findings with Chapters by the researchers responsible for each of the four sectors addressed.

#### FORTH

- Paper: by IACM/FORTH member(s) on issues connected to the learning patrimony of Greece, educational innovation and educational policy reforms, to be published in a Greek educational journal

#### OUC

- Two articles are being considered connected to the evaluation of Open Universities and Flexible Learning processes.

#### SFS

- Vocational Training via Video-Conference in Corporate Settings (Article for an English Reader, not quite clear in which journal)
- Article: Provisional Title "Learning Centres and the Enrichment of Basic- or Key-Qualifications"
- Article for the SFS series "Reports on the World of Employment": "Learning Innovations for Corporate Training" (published in August 1998)
- Article for the journal "Arbeit" (Work): "Learning Innovations and Learning Applications to Support Continuous Improvement Processes", Westdeutscher Verlag Opladen (planned)
- The *Guidelines to Select and Design Distant Learning Arrangements for Corporate Training (DiLACT) - A reference for managers and designers of (continuous) vocational training in corporate settings* will be delivered through the SFS internet homepage and published within the SFS series "Research Reports", SFS Dortmund)
- Book within the series of "Media Future Today": Working title "Innovative Distant Learning Arrangements in Corporate Settings", Lit Verlag Münster (under consideration)
- The creation of a DELILAH-project flyer, to deliver at workshops, seminars etc.

## Annex B. List of project Deliverables

NO.	DELIVERABLE TITLE	Type	Status
1	<i>Report on cultural aspects and social factors in the design and utilisation of new technologies for open and distance learning</i>	P	✓
2	<i>Design of sectoral case studies</i>	R	✓
3	<i>First progress report</i>	R	✓
4	<i>Report on new learning arrangements and needs in strategic education and training sectors</i>	P	✓
5	<i>First report on project level evaluation</i>	R	✓
6	<i>Specification for support tools for new learning environments</i>	P	✓
7	<i>Specification for evaluation tools for new learning environments</i>	P	✓
8	<i>Second progress report</i>	R	✓
9	<i>'Pedagogic audit methodology for innovative higher education institutions'</i>	P	✓
10	<i>'Guidelines and scenarios to support teachers with the development and implementation of ICT in the learning environment - the 'teachers survival kit''</i>	P	✓
11	<i>'Guidelines for designing and optimising distance learning arrangements for corporate training'</i>	P	✓
12	<i>'Providing education and training for disadvantaged groups at the local level. General Guidelines for Policy and Practice'</i>	P	✓
13	<i>Dissemination and exploitation plans and activities</i>	R	✓
14	<i>Final report on project level evaluation</i>	R	✓
15	<i>Final Report: Results and Conclusions</i>	P	✓

Key to Type and Status:

**P** = Public deliverable; **R** = Restricted (Partners and Commission); ✓ = Completed