



Project no: CIT5-028384

Project acronym: SINCERE

Project title: Supporting International Networking and Cooperation in Educational REsearch

Instrument: SSA

Thematic Priority: FP6-2004-CITIZENS-6

## **Publishable Final Activity Report**

Period covered: from 01/01/2006 to 31/08/2008

Date of preparation: October 2008

Start date of project: 01/01/2006

Duration: 32 months (24 months + 8 months of extension as agreed with the EC)

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# 1. PROJECT EXECUTION

## 1.1 PROJECT OBJECTIVES

Educational research that is relevant, timely, conceptually ambitious, culturally sensitive and, above all, of scientific quality is essential for the long-term success of Europe.

It is widely accepted that Human Resources are becoming the determining factor for the drive towards Competitiveness and Growth in the Knowledge-based economy and is critical to the foundation of inclusiveness, social cohesion and equity. In parallel, globalization, suggesting mobility for goods, services, labour, ideas and societal practices, coupled with the pervasive effect of the proliferation of Information and Communication Technologies, is exercising a strong pressure on Education and Training systems, which run the risk of lacking relevance and effectiveness. Even though education and training is an exemplar policy area for subsidiarity to play its full role in Europe, also according to the treaty establishing the European Communities, the increase of the quality and the scope of EU initiatives aimed at fostering E&T quality, access and openness to the external world has been spectacular (let's think for instance at the contributions brought about by the Lisbon strategy, the European Employment strategy, the commitment of the EU vis-à-vis Lifelong learning, the actions aimed at increasing mobility of learners, trainees and workers, the Copenhagen Process of enhanced cooperation in the field of Vocational Education And Training and the European Social Agenda).

In spite of the fact that EU policies political strands as exemplified in the above list recognize the priority of human resources development and citizens' empowerment, research on education and training in Europe is presenting a number of critical issues, which might jeopardize the effective transformation of Europe in "the most competitive Knowledge Society in the world"<sup>1</sup>.

Notwithstanding the importance of independent critical research within modern democracies, the **some key problems** that European research in E&T presents today can easily be identified:

- ◆ It is often poorly connected with the changes and innovation processes taking place in education and training systems and it is insufficiently focused on the challenges that E&T systems are facing;
- ◆ It is often limited by national disciplinary and curricular logics and does not often adopt an integrated thematic approach;
- ◆ In several countries and more in general at EU level, it tends not to be exposed to internationalization and to be limited to the "national traditional mainstreams";
- ◆ At the EU level, in each of the DGs that provide funding to E&T research it has not high priority in the relevant Programmes (IST, Priority 7, Leonardo, Socrates, EQUAL, European Social Fund);
- ◆ With specific reference to FP5 and FP6, and within the ongoing internationalization process, the clear need emerges to: strengthen collaboration and cooperation with extra-EU countries so to widen research perspectives; promote, disseminate and transfer the results of European research outside the EU; foster the identification of common research priorities in a intercultural perspective.

Starting from this background, the SINCERE project aimed at fostering the relevance and at maximising the dissemination, the use of results and the impact of Priority 7 FP6 programme and projects under the Research Area of Social Sciences and Humanities with a special focus on research on Education, Training and Lifelong Learning by designing and running a set of services and support activities targeted to the whole European and the international educational research community (involving INCO countries in Latin America and South East Asia).

The concrete objectives of SINCERE can be synthesized as follows:

1. Guarantee that information about FP5 and FP6-Priority 7 projects relevant to educational research is promoted, disseminated and transferred to a large number of research, policy and practice actors in Educational research in the identified areas (South East Asia, Latin America) and that the programmes' results are made available and accessible to a broad international audience (potential users, policy makers at different institutional levels, representatives of the civil society, specialized and generic media) thereby facilitating sustainability of results and capitalization of past and present Programme results in the field.
2. Build a collaborative learning and working environment, where the identified projects and relevant stakeholders (policy makers, civil society, the research community at EU and international level) will learn, develop new ideas, share views and results, build and enlarge partnerships particularly leading to the adoption and take up of key research outcomes and making aware project coordinators about the respective outputs and developments of their projects.
3. Build the analysis and forecasting capacity required to identify emerging needs, to monitor policy and market developments, to identify innovative practice and make it visible to relevant stakeholders;
4. Facilitate the appropriate profile of dialogue among policy makers, companies, civil society and the research community at European and international level;
5. Raise awareness of politicians in the EU, Latin America and South East Asia about research orientation and results in the field of education, training and lifelong learning, in a perspective of growing coordination and synergy among research, policy and practice at international level,
6. Allow educational and cultural institutions to be kept informed of new developments in the European research in these fields, via personalised bulletins, focusing on their specific information needs and interests and to facilitate the implementation of IST outputs into the daily practice of EU Member States, by establishing a direct information line with the Education and Culture Ministries, and other sectoral stakeholders.
7. Establish a roadmap for future educational research in an international collaboration perspective

## 1.2 CONTRACTORS INVOLVED

The SINCERE project has been coordinated by the MENON Network EEIG ([www.menon.org](http://www.menon.org)) a European Economic Interest Group providing information and advice to policy makers and authorities, education communities, and the ICT and media industry on issues that have to do with Education, Training, Lifelong Learning and Knowledge Society Development in Europe and worldwide, in cooperation with the a number of key actors in the field of social science research in their respective country/geographical area, namely:

- ◆ TTK - Lifelong Learning Institute DIPOLI (Finland), [www.tkk.fi](http://www.tkk.fi)
- ◆ Budapest University of Technology and Economics (Hungary) <http://www.bme.hu/en/>
- ◆ Universidad Politecnica de Valencia (Spain) [www.upv.es](http://www.upv.es)
- ◆ Instituto Paulo Freire (Brazil) [www.paulofreire.org](http://www.paulofreire.org)
- ◆ Asia Europe Institute (Malaysia) <http://ccm.um.edu.my/ccm/navigation/academics/institute/asia-europe-institute/>
- ◆ RECLA – Red de Educacion Continua de Latinoamerica y Europa <http://www.cfp.upv.es/webs/recla/primer/primer.jsp?idioma=es&>

The following table summarises the main responsibilities allocated to partners:

| PARTNER                | MAIN RESPONSABILITIES  |
|------------------------|--|
| MENON                  | Project coordinator, in charge of the relations with the EC and leading the project management WP and the project quality assurance.<br>MENON (by distributing responsibilities to its members organisations), will coordinate the support exchange WP and the community governance work.<br>MENON will also lead the research roadmapping work, with the contributions of all the partners. |
| DIPOLI                 | Lead role in the mapping and context analysis and participation in the roadmapping work. DIPOLI will make sure that actors from Nordic EU countries are actively involved in the project activities.   |
| BUTE                   | Will actively contribute in the community building and in the support to cooperation WPs, and will make sure that actors from New Member Countries are actively involved in the project activities.  |
| UPV                    | Coordination of the support to cooperation WP, including leading the collaboration methodology building and following the work from a quantitative and qualitative point of view. Technical work and maintenance of web community will also be coordinated by UPV.   |
| RECLA                  | Coordination of the community building WP. Thanks to its extended network of universities, will be in charge of mapping, animation, research and dissemination of the project results in Latin America (excluding Brazil). Will actively contribute in the community building and in the support to exchange work, and in the roadmapping activities.  |
| Instituto Paulo Freire | Will be in charge of mapping, animation, research and dissemination of the project results in Brazil. Will actively contribute to the community building and to the support to exchange work, and to the roadmapping activities.   |
| Asia-Europe Institute  | Will be in charge of mapping, animation, research and dissemination of the project results in South East Asia. Will actively contribute in the community building and in the support to exchange work, and in the roadmapping activities.  |

The project scientific and policy related activities were conducted with the support of the Advisory Board composed by the following members:

| <b>Expert</b>              | <b>Organisation</b>                                   | <b>Country</b> |
|----------------------------|---|----------------|
| Alan Brown, Andrew Pollard | TLRP/EERA   | UK             |
| Nikitas Kastis             | Lambrakis Foundation                                  | GR             |
| Joe Cullen                 | Tavistock Institute                                   | UK             |
| Walter Kugemann            | FIM New Learning                                      | DE             |
| Claudio Dondi              | MENON   | IT             |
| Andras Sucszy              | BUTE  | HU             |
| Ibrahim Bajunid            | Asia-Europe Institute                                 | ML             |
| Jose Eustaquio Romao       | Istituto Paulo Freire                                 | BR             |
| Barry van Driel            | International Association for Intercultural Education | NL             |
| Tapio Koskinen             | HUT   | FI             |
| Philip Dolchy              | EARLI   | UK             |
| Carl Holmberg              | Centre for Flexible Learning                          | SE             |
| Hans Pelgrum               | International Association for educational achievement | NL             |

### **1.3 WORK PERFORMED AND END RESULTS**

The following table provides a synthesis of the activities performed and results obtained.

| <b>OBJECTIVES</b>  | <b>ACTIVITIES</b>   | <b>RESULTS</b>   |
|--|---|--|
| <p>To promote, disseminate and transfer FP5 and FP6-Priority 7 results and ongoing research relevant to educational to research, policy and practice actors in the identified areas (Europe, South East Asia, Latin America)</p>                       | <ul style="list-style-type: none"> <li><input type="checkbox"/> Web environment creation, networking seminars and final dissemination events organisation</li> <li><input type="checkbox"/> Network and community building involving projects, project clusters, researchers, policy makers and relevant stakeholders in the three identified geographical areas.</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Web site active since the beginning of the project as a platform for work, discussion, collaboration, support, dissemination and networking.</li> <li><input type="checkbox"/> Average of 40 to 60 participants per event throughout the events organised between 2006 and 2008 with representatives of the three geographical areas involved including policy and decision makers, educational researchers, educational research networks.</li> </ul>   |
| <p>To build a collaborative learning and working international environment, facilitating international dialogue, networking, knowledge sharing and creation.</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Building of a virtual collaborative learning and working space for the international research community involved, for policy makers and for relevant stakeholders</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Virtual collaborative learning and working environment in place</li> <li><input type="checkbox"/> Project team supporting animation and networking activities</li> </ul>   |
| <p>To build the <u>analysis and forecasting capacity</u> required to identify emerging needs and research orientations, to monitor educational research developments, to identify innovative practice and make it visible to relevant stakeholders</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Mapping of educational research - related projects, actors in the EU (with special focus on Priority 7 running and past projects –within FP5 and FP6), in Latin America and in SE Asia.</li> <li><input type="checkbox"/> Context analysis on educational research priorities, results and orientation at national (in the EU), European (with specific focus on FP6 and FP7) and international (in South East Asia and Latin America) level</li> <li><input type="checkbox"/> Field analysis to investigate on future research trends in education involving the research community, policy makers and relevant stakeholders in Europe, Latin America and Asia.</li> <li><input type="checkbox"/> Identification of specific areas of desired cooperation leading to the creation of thematic clusters.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Public Database of projects and project clusters</li> <li><input type="checkbox"/> Public Database of actors and stakeholders</li> <li><input type="checkbox"/> Context analysis report available to the international research community, policy makers and stakeholders</li> <li><input type="checkbox"/> Foresight exercises conducted within policy seminars and within the final conference and follow up through virtual discussion (on-line public survey with 120 respondents covering all areas of the world and representing decision makers, educational researchers and educational research networks</li> <li><input type="checkbox"/> Thematic debates in the frame of all project events</li> </ul> |
| <p>Facilitate the appropriate profile of <u>dialogue</u> among policy makers, companies, civil society and the research community at European and international level.</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Dissemination and promotion of the results of EU research in education to the international audience, to enhance dialogue and cooperation with Latin American and South East Asian researchers in the field; Contribution to the take up and capitalization of FP5 and FP6 Priority 7 results with specific reference to educational research.</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> 2 regional Conferences on European Educational Research (one in Latin America, one in South East Asia)</li> <li><input type="checkbox"/> 1 Final Conference “How can multicultural and multidisciplinary research efforts on Learning contribute to the building of innovative societies?”</li> <li><input type="checkbox"/> Proceedings of all SINCERE events published on the</li> </ul>   |



|  |  |   |
|--|--|---|
|  |  | web site  |
| Raise awareness of politicians in EU, Latin America and South East Asia about research orientation and results in the field of education, training and lifelong learning | <ul style="list-style-type: none"> <li><input type="checkbox"/> Organization of conferences for the dissemination of information and for the awareness building of policy makers and relevant stakeholders about EU and extra-EU research orientation and perspectives in the field.</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> 2 Policy Oriented seminars (Brussels December 2007 and Valencia May 2008)</li> <li><input type="checkbox"/> On-line consultation on the SINCERE Roadmap</li> </ul>  |
| Allow educational and cultural institutions to be kept informed of new developments in the European research in these fields   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Events</li> <li><input type="checkbox"/> Web site</li> <li><input type="checkbox"/> Direct contact with EC and national ministries of Education and Research</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Public info delivered through web site (news, info about ongoing projects and research results, SINCERE events' proceedings)</li> <li><input type="checkbox"/> Thematic newsletter (quarterly)</li> <li><input type="checkbox"/> Periodic contacts with the Education and Research Ministries and involvement in the foreseen events</li> </ul> |
| To facilitate sustainability of results and capitalization of past and present Programme results in the field of educational research in an international perspective    | <ul style="list-style-type: none"> <li><input type="checkbox"/> on the basis of the achieved results, a roadmapping exercise has been conducted to envision the future of international cooperation in the field of educational research and to identify sustainability strategies for the cooperation, dialogue and exchange process initiated by SINCERE.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Roadmap for future educational research in an international collaboration perspective</li> <li><input type="checkbox"/> White paper on increased collaboration of educational research</li> <li><input type="checkbox"/> Sustainability report</li> </ul>   |

## 1.4 METHODOLOGIES AND APPROACHES

The SINCERE Workplan was based on a three level structure.

At a **first level**, the project management (WP1) guaranteed the smooth development of the foreseen mapping, community building, networking and cooperation as well as dissemination activities foreseen. In order to accompany the involved research and policy actors, projects and project clusters and relevant stakeholders in a flexible and adaptable way and to respond to new emerging needs, a specific set of activities, Formative evaluation and design of new services accompanied the project lifecycle continuously starting from month 1.

At a **second level**, four ground activities instrumental to the development of the more targeted support services, were carried on:

- ◆ Mapping and Context analysis (WP2): educational research is strongly influenced by the contexts where it is developed, and within the EU directions, priorities and research orientations might strongly differ from one country to the other. At the same time, as SSA within FP6 SINCERE was required to look at this specific area of Social Sciences and Humanities from a EU perspective, taking into consideration the ongoing research directions and results in the field as emerging from EC funded Programmes, with particular focus on FP6, FP7, ERA and Priority 7 relevant projects and project clusters. In addition, the international dimension of SINCERE implies the need to look at national and regional orientations in educational research in Latin America and South East Asia. This threefold spectrum of action required as a first, essential activity instrumental to the dissemination, promotion, transfer and take up activities envisaged the conduction of a mapping and context analysis exercise aimed at: 1) identifying the most relevant educational programmes (at national level), projects, clusters and regional/ international programmes (at EU level as well as in Latin America and South East Asia) in order to map research directions in education in the three areas looked at by SINCERE and 2) identifying the actors (researchers, policy makers, project coordinators, programme coordinators but also users, civil society representatives, international organisations and all relevant stakeholders) to be invited to join the activities of SINCERE. The first step taken consisted in elaborating a common approach for context analysis. Once validated by all members of the consortium, the Context Analysis was carried out under the coordination of TKK Dipoli. It implied desk and field research in the three regions involved so to identify the main features and challenges of educational research at international level. The context analysis was also functional to the mapping exercise conducted with the contribution of all partners so to produce the SINCERE Database on projects, project clusters and actors relevant to educational research in Europe, SE Asia and Latin America.
- ◆ Community building and animation (WP3): the most relevant actors and institutions in Europe (at national and EU level with special focus on FP6 and FP7 for the latter) and outside Europe (in Latin America and South East Asia) were contacted, informed about the aims, activities and expected benefits of the project and asked to become part of the SINCERE international educational research community.

At the **third level**, building on the results of the above mentioned activities, some specific support actions will be designed and carried on specifically targeted to the Educational research community at European and international level:

- ◆ Systematic Exchange and Dialogue (WP4): the SINCERE community was structured in such a way to guarantee active involvement and contribution of the educational research community on one side and of policy makers involved in the design and orientation of education-related policies on the other side. Once the community was set up, virtual animation – coordinated by project partners – was supposed to enhance exchange of ideas and achieved results in the field of educational research on one side and dialogue on current and future priorities and directions of educational research on the other side. Given the complexity and variety of educational research and the multi-faceted perspectives brought about by the international dimension of the SINCERE community, a thematic clustering was made to ensure maximisation of results in terms of cooperation, dialogue and capitalisation. The results of this WP were not as satisfactory as expected in that a low level of participation to virtual communities was registered on the identified thematic clusters. The strategy adopted by the Consortium was to change the nature and mode of consultation by launching an on-line public consultation on the SINCERE Roadmap in coordination with a face to face consultation in the frame of the second policy seminar and of the final conference. This led to very satisfactory results in qualitative and quantitative terms.
- ◆ Support to international networking and cooperation in Educational Research (WP5): this WP, which constitutes the core of the SSA, was aimed at promoting, disseminating and transferring the results of European Research in education (as integral and substantial component of Social Sciences and Humanities) at international level. At the same time, it was aimed to enhance the widening of perspectives of European research in the field thanks to the input provided by the Latin American and South East Asian research and policy actors involved. Operating in close connection with WP4, WP5 activities were focused on the organisation of meetings, policy seminars and conferences aimed at disseminating European Educational research approaches, creating awareness on Educational Research features, priorities and results in other areas of the world and at discussing the challenges educational research faces nowadays and is expected to face in the future in the globalisation context we are currently experiencing.
- ◆ Community Governance (WP6) this work dealt with the strategic governance of the network (differently from the kind of more practical governance assured by WP 4 and WP5). This WP included activities related to the management of the community in terms of multicultural approach to research, enlargement strategies and sustainability in the long term. It ensured a true impact and value added of SINCERE for educational research at European and international level. Beside monitoring the scientific quality of the in progress and final results achieved, this WP led, on the basis of the results achieved in the previous WPs, to the drafting the SINCERE Sustainability report.
- ◆ Scenarios and roadmapping (WP7): this WP integrated the results of the dissemination, promotion, international cooperation and dialogue process enhanced by SINCERE and provided a substantial contribution to the definition of the European Research Area in the field of educational research by producing a roadmap for future educational research in an international collaboration perspective and a white paper on increased collaboration of educational research. Face to face and virtual consultation with educational research experts, practitioners, policy and decision makers on the envisioned scenarios for the future of education contributed to the definition of a set of recommendations and Action lines presented in the SINCERE Roadmap and White Paper.

## 1.5 IMPACT

The SINCERE action was conceived as a support action to guide the educational research community of three geographical areas through a reflection on how to restructure educational research in an international and future oriented perspective.

In this framework, the impact on the educational research community can be summarised as follows:

- ◆ the project created a community of educational researchers coming from three very different geographical areas of the world thereby contributing to a multicultural reflection on the current and future challenges of educational research in scientific and policy terms;
- ◆ the project managed to involve in the reflection representatives of the main educational research networks (EERA and EARLI in Europe; RECLA in Latin America and national networks in SE Asia under the coordination of the Asia Europe Institute) that recognized the role of SINCERE as an engine with high potential for supporting integration and internationalisation.
- ◆ The project proposed a restructuring on educational research areas based which was discussed, changed and validated by the participants of the two Regional Conferences
- ◆ the project led the scientific community throughout a foresight exercise aimed at envisioning scenarios of evolution of education and lifelong learning.
- ◆ Based on the results of the above consultation, the SINCERE Roadmap and White Paper for the Internationalisation of Educational research were produced, discussed and published.
- ◆ The above documents constitute the main outputs of SINCERE and are believed to have a serious potential impact on:
  - ◇ FP 7 international cooperation and educational research related funding
  - ◇ The design, orientation, implementation and evaluation of EU member states Ministries of Education (and agencies thereof dealing with educational research planning and funding)
  - ◇ The process of internationalisation of educational research itself, in that the project will promote – after its contractual end – the establishment of a Global Stakeholders Roundtable on Educational Research Internationalisation and Innovation aimed at animating a worldwide consensus building exercise on the challenges, needs and concerned to be addressed by educational research so to be more relevant to the needs of our globalised society.

## 2. DISSEMINATION AND USE

### 2.1 GENERAL CONSIDERATIONS

Being SINCERE conceived and developed as a Specific Support Action, the core of its activities consisted in dissemination and promotional events and activities enhancing dialogue, exchange and cooperation in the field of educational research in Europe and at international level.

**Target groups** of SINCERE results can be classified according to three main categories:

- ♦ the research community, in Europe, Latin America and South East Asia dealing with educational research developed within national programmes, projects and project clusters (with specific emphasis on FP6 and FP7 as concerns Europe);
- ♦ policy makers engaged in policy design, orientation, implementation and evaluation in the field of education, training and lifelong learning in the three regions;
- ♦ stakeholders: civil society, trade unions, students representatives, teachers and trainers representatives and all other stakeholders involved and benefiting directly or indirectly from educational research.

Dissemination activities will consisted of:

**The project events**, some of which targeted to all stakeholders and some others specifically targeted to one or more of them. In particular:

- ♦ two Scientific Seminars organised during the first year of project development (one restricted and one public in the framework of the EERA Conference of 2006) to validate the SINCERE educational research clusters.
- ♦ two Regional Conferences (one in SE Asia in July 2007 and one in Latin America in November 2006) to disseminate and promote the results and ongoing European research in the field of education, training and Lifelong Learning to the extra-European research community and to allow face-to-face dialogue and contacts among the stakeholders involved in the networking and cooperation activities of SINCERE. Invitees to these events were identified thanks to the support of the partners active in Latin America (RECLA and Istituto Paulo Freire) and South East Asia (Asia Europe Institute) and also selected from the database resulting from the mapping exercise conducted in the first months of the project. The conferences were focused on presenting the aims and activities of SINCERE, presenting the features and orientations of EU educational research and the opportunities for funding offered by the EC in the area of educational research. Also, specific sessions were devoted to the discussion of the most relevant themes to be addressed in educational research by the international community. An audience of at around 70 to 100 participants attended each event with representatives of all the SINCERE target groups. The regional events were organised by local partners in the respective region in collaboration with institutional actors in order to get participation from high-level policy actors.

- ◆ 2 Policy oriented seminars were organised, specifically targeted to policy makers, involving the educational research representatives and policy makers active in the design, orientation and implementation of education, training and Lifelong Learning policies.
  - ◆ During the first seminar held in Brussels in December 2007 the SINCERE Green Paper was presented and discussed with an audience composed of education research experts from Europe, Latin America and South-East Asia, representatives of European networks in this field, active researchers from the research networks that the European Commission is currently working with, and European-level policy makers from various departments of the European Commission. Other important actors and international organisations such as the OECD, the UNESCO Institute for Lifelong Learning, CEDEFOP, Eurydice, the Council of Europe, and the European Training Foundation were invited.
  - ◆ The second Policy Seminar was held in Valencia in May 2008 with the aim to conduct a foresight exercise with participants on the expected scenarios of evolution of educational research and to discuss with them the draft Roadmap for the internationalisation of educational research elaborated by SINCERE. Representatives of EU educational research networks, policy and decision makers and educational research experts and practitioners took part to the events. These events gathered around 20 to 30 participants each.
- ◆ The Final Conference was organised in Lisbon in June 2008 kindly hosted by the EDEN Conference with the aim to present the results of SINCERE. The first session was aimed at presenting the results of the project and at conducting a vision-building exercise involving participants in the definition of the future of educational research in an international perspective, the second session was aimed at discussing the results of the vision building exercise and at discussing the action lines proposed by the SINCERE Roadmap.

The project continuous dissemination tools:

- ◆ the project web environment represents the “meeting point” for all the interested stakeholders. It contains comprehensive information on the project results and on the related events. It has acted as an important tool for information, participation, brokerage, follow-up, management and evaluation related activities throughout all the stages of the project. The web-site, contains: general information about the national and European (with special focus on FP6 and FP7) educational research projects, clusters and programmes, a database of projects, outputs and events. The web site will provide access to the context analysis report and all the reports made within the framework of the SINCERE activities, including proceedings of the events. Additionally it includes a number of research and collaboration tools such as direct links to educational research organizations, foundations, institutions, universities, laboratories, and major IST related companies. Last but not least, it includes the collaborative working environment allowing virtual dialogue and collaboration among researchers, policy makers and stakeholders

The conferences and seminars proceedings, published on the web site outlining the results of the events

Thematic newsletters, available on line, produced quarterly and containing articles and papers of the SINCERE research community.

The following table summarises the dissemination tools used by SINCERE according to the target groups mentioned above.

| Target group  | Dissemination tools  |
|---|--|
| Research community  | Web site, virtual communities, on-line news service, thematic networking seminars, final conference, regional dissemination conferences  |
| Policy makers   | Policy oriented seminars, web site, virtual communities, on-line news services, direct link with national ministries of education and research, final conference, regional dissemination conferences |
| Stakeholders (civil society, trade unions, students' associations, teachers and trainers) | Web site, virtual communities, on-line news service, thematic newsletter, final conference, regional dissemination conferences   |

## 2.2 FINAL PLAN FOR USING AND DISSEMINATING THE KNOWLEDGE

Due to the nature of its area of activity (educational research), the “exploitable results” of SINCERE have not a real potential for industrial or commercial application in research activities nor for developing or marketing a product/process or for creating or providing a service. Nevertheless, in the following pages the results of the project and specifically the knowledge developed by SINCERE will be presented since they can represent important (even if non-commercial) outputs for future research.

## 2.3 EXPLOITABLE KNOWLEDGE AND ITS USE

Not applicable

## 2.4 DISSEMINATION OF KNOWLEDGE

Overview table (please see the Final Report for the events details)

| Actual Dates      | Type                                | Type of audience  | Countries addressed                   | Size of audience            | Partner responsible /involved                               |
|-------------------|-------------------------------------|---|---------------------------------------|-----------------------------|---|
| From month 3      | Press release (project description) | General public, research communities in the field of education, policy makers in charge of educational research | Europe, Southeast Asia, Latin America | Estimated 20.000 recipients | MENON / all partners contributed to the message preparation |
| Month 9           | Open Scientific Seminar             | European research community in the field of education   | Europe                                | 80 participants             | MENON / HUT, UPV BUTE                                       |
| Month 10/Month 11 | Regional Conference in Brazil       | Latin American research communities in the field of education, policy makers in charge of educational           | Latin America (with a specific        | 250 participants            | IPF / all partners apart from AEI                           |

| Actual Dates         | Type   | Type of audience  | Countries addressed                         | Size of audience                                     | Partner responsible /involved |
|----------------------|--|---|---|--|-------------------------------|
|                      |  | research  | focus on Brazil)                            |  |                               |
| Month 17             | Regional Conference in Malaysia                      | SEA research communities in the field of education, policy makers in charge of educational research             | South East Asia                             | 65 participants                                      | AEI /all partners             |
| Month 20/month 24    | Policy Seminar 1                                     | EU policy makers in charge of Educational Research  | Europe (focusing on EU policy makers)       | 35 participants                                      | MENON                         |
| Month 24/month 29    | Policy Seminar 2                                     | EU policy makers in charge of Educational Research  | Europe (focusing on national policy makers) | 24 participants                                      | UPV / MENON                   |
| From month 5         | Project website                                      | General public, research communities in the field of education, policy makers in charge of educational research | Europe, Southeast Asia, Latin America       | Estimated 10.000 recipients in the project lifecycle | UPV/MENON                     |
| Month 12             | First promotional flyers on EU ER and on open calls  | Research communities in the field of education in Latin American and South East Asia                            | Latin America, South East Asia              | Estimated 20.000 recipients                          | MENON /all partners           |
| Month 12, 16, 20, 24 | e-newsletter   | Research communities in the field of education in Europe, Latin American and South East Asia                    | Europe, Latin America, South East Asia      | 400 direct recipients and 1.000 indirect recipients  | MENON/UPV                     |
| Month 18             | Second promotional flyers on EU ER and on open calls | Research communities in the field of education in Latin American and South East Asia                            | Latin America, South East Asia              | Estimated 20.000 recipients                          | MENON /all partners           |
| Month 6              | Seminar/presentation                                 | EU researchers (EDEN Annual Conference, Vienna)   | Europe                                      | 35 participants                                      | MENON                         |
| Month 10             | Seminar/presentation                                 | LA researchers (RECLA Conference, Loja Ecuador)   | LA  | 60 participants                                      | RECLA                         |
| Month 10             | Seminar/presentation                                 | EU researchers (EDEN Research Workshop, Barcelona)  | EU  | 32 participants                                      | MENON                         |
| Month 9              | Seminar/presentation                                 | EU researchers (Sarajevo: World Congress of Comparative Education Society)                                      | EU  | 50 participants                                      | MENON                         |



| Actual Dates | Type                 | Type of audience  | Countries addressed | Size of audience | Partner responsible /involved |
|--------------|----------------------|---|---------------------|------------------|-------------------------------|
| Month 12     | Seminar/presentation | EU researchers (Online Educa Berlin)  | EU                  | 28 participants  | MENON                         |
| Month 18     | Seminar/presentation | EU research community in the field of education (EDEN Annual Conference 2007, Naples, Italy)                          | EU                  | 35 participants  | MENON                         |
| Month 24     | Seminar/presentation | EU research community in the field of innovation and ICT in education (Online Educa Conference 2007, Berlin, Germany) | EU                  | 40 participants  | MENON                         |
| Month 26     | Seminar/presentation | eLearning researchers (Engage Conference, Penang, Malaysia)   | SEA                 | 40 participants  | MENON                         |
| Month 25     | Seminar/presentation | LA researchers (RECLA General Assembly)   | LA                  | 32 participants  | IPF                           |
| Month 30     | Seminar/presentation | Educational researchers (Conference 2008 - Education, Globalisation and Citizenship)                                  | All LA countries    | 40 participants  | RECLA/UPV                     |
| Month 30     | Final Conference     | EU Research community in the field of ER, EU policy makers in charge of ER  | Europe              | 56 participants  | MENON/ all partners           |

## 2.5 PUBLISHABLE RESULTS

Though the project did not produce any result exploitable in a market perspective, we believe it is worth to mention as key results of the SINCERE activities the SINCERE Roadmap and White Paper – available and downloadable from the project web site <http://www.sincere-network.org> .