Bridges between Research and Practice in University Lifelong Learning: Policy Report and Recommendations

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DIALOGUE

Education and Culture DG
Lifelong Learning Programme

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Glossary of abbreviations:

EAEA: European Association for the Education of Adults
EARLI: European Association for Research on Learning and Instruction
EDEN: European Distance and E-Learning Network
ENQA: European Association for Quality Assurance in Higher Education
ESREA: European Society for Research on the Education of Adults
EUA: European Universities Association
EUCEN: European University Continuing Education Network

CPD: Continuing professional development
EQF: European Qualifications Framework
HEI: Higher Education Institutions
R&D: Research and Development
SMEs: Small and Medium Enterprises
ULLL: University Lifelong Learning
VET: Vocational Education and Training

TWG: Thematic Working Group
For full references to the Case Studies (CS) codes mentioned in this document, please look at Annexes 1 and 2.

1. Background

Adult Education and more specifically Lifelong Learning is usually recognised as a field where research and practice should be closely connected. While the importance of encouraging research which informs policy and practice in Lifelong Learning is widely acknowledged by many, the ways in which knowledge could be more effectively exchanged and used to improve practices is not yet fully understood.

A key aim of the DIALOGUE project has been to facilitate opportunities for dialogue between researchers, practitioners and policy makers which encourages knowledge exchange and promotes new ways of working together. A key issue is how scientific knowledge could be integrated into everyday life for the benefit of the individuals, society and the economy.

The DIALOGUE project has identified policies and practices outlined in a series of reports and case studies which also highlight models of good practice and demonstrate ways in which practitioners can participate in research.

The DIALOGUE project sought to promote a research-practice dialogue based on 4 themes: Access and Progression; Quality Assurance; Learning and Guidance; and New Media.

The DIALOGUE project created the conditions for a "European Space of Dialogue" with researchers and professional practitioners, in the form of an interactive networking platform. It was also designed to improve the transfer of knowledge into research from the field of professional practice in University Lifelong Learning (ULLL) and thereby affect a greater influence on policy development and implementation in the field.

2. University Lifelong learning context and its characteristics

2.1 University Lifelong Learning Practice

University Lifelong Learning (ULLL) is an overarching term that describes a radical conceptual shift in thinking about education; it is distinguished for its capacity to subsume all forms of learning- formal, informal and non-formal and to provide opportunity to progress from informal learning to accredited learning in universities.

Diversity in ULLL at European level has been observed and commented many times in many places (see for instance, Davies, P. (2007; 2009), de Viron, F. & Davies, P. (2014) and EUA reports: Sursock, A. and Smidt, H. (2010) and Smidt, H. and Sursock, A. (2011)).

The DIALOGUE project highlights some changes in the ULLL context within European countries. These factors could be considered as in direct drivers, because they have an impact on ULLL, and indirectly on DIALOGUE between ULLL Research and Practice.

The demographic changes, the increasing number of students, the pressure from labour market demands, and health care are strong drivers to develop ULLL and/or to develop a DIALOGUE between research and practice in the ULLL field. These factors are augmented by the appearance of new private universities in some countries.

A more global factor is the emergence of the Knowledge Society implying a major change in knowledge production and recognising that other actors besides the universities are engaged with it. This change forces the university to **dialogue in general**. In this context, academic research has a crucial role to play in validating methods used to co-create knowledge and to articulate and structure fragmented knowledge into a language that is understood by all.

Countries severely affected by the global recession highlighted an increasing demand for LLL and also a staggering decrease in the capacity of individuals to pay for it. Given the financial constraints it is difficult to see how research and practice will grow and develop in this environment.

European funding has played a major role in promoting research and practice in lifelong learning. Some case studies for this group were drawn from research completed within their institutions as part of European funded projects. This might imply that practitioners are very capable of carrying out research however they only devote time to it when they have the financial resources available to them to carry it out.

2.2 University Lifelong Learning Research: the diversity

Unsurprisingly, the diversity observed in ULLL practice includes research. By using the framework developed by Davies (2006) for the research in University Continuing Education, we can distinguish different kinds of ULLL research:

- **Research for ULLL**, mainly *"designed to inform ULLL policy and practice, intended to support the development of theory as well as practice"* (Davies, P. 2006, p3-4). This research is often disciplinary based and often named development research

- **Research in ULLL,** mainly *"conducted in the ULLL department by the ULLL staff. It may be more or less theoretical and is often multi-disciplinary"* (Davies, P. 2006, p4)

- **Research on ULLL,** consisting of *"research that has as its focus the ULLL activities, the practice in the field"* (Davies, P. 2006, p4)

In this project, we considered all these types of research. In a large number of case studies the initiators of the DIALOGUE are ULLL staff or people in ULLL departments, as evidenced in case studies located within various institutions and providers of lifelong learning.

The DIALOGUE project also highlighted two somewhat contradictory characteristics of the ULLL research:

- As any work at university has to be research based (Seppälä, K. 2006) ULLL research needs to be recognised as academic. It is required as an instrument for questioning and problematising the present and as a tool to develop ULLL practice and for advancing knowledge about learning

- However in a ULLL context, research - practice dialogue is likely to be seen as less important as focusing on promotion of good teaching and learning. The reasons for this are complex but the effect is that practitioners do not engage in research to the same extent as other academic staff. In fact many do not even have a research remit in their job description. As a result, a great deal of what is learned in practice is lost. The purpose of this project was to examine this issue with a view to suggesting strategies to address the problem

3. Objectives

The overall objectives of DIALOGUE were to:

1. Deepen the understanding about the relation and influences of hindering factors in University Lifelong Learning (ULLL) research and practice and examine the existing barriers and constraints to dialogue within higher education in different EU countries

2. Develop recommendations on how the knowledge transfer and collaboration between learning communities, researchers, practitioners, and policy makers can be further and strategically developed and strategically developed in the future

The objectives of the project were to:

1. Develop a dialogue between research and practice around 4 relevant thematic groups (Access and Progression - Quality Assurance - Learning and Guidance - New Media)

2. Review, develop and evaluate models of good practice in the transfer of research results to professional practice exploring ways of promoting practitioner participation in research

3. Identify and explore barriers at national and institutional level and existing opportunities to transfer knowledge

4. Encourage networking with partners inside and outside the university to facilitate the transfer of knowledge between ULLL and other partner organisations

5. Propose recommendations aimed at the promotion of an evolving and sustainable ULLL dialogue

The DIALOGUE project did not aim to define the concept of DIALOGUE and the term was used to describe a diffuse construct as it emerged from the partners' perceptions during the project. Through different project activities (discussions, debates, case studies analyses, symposium...) a common understanding has emerged and the following characteristics were however accepted as a basis for development by partners:

1. as a **communication**: taking the opportunity to speak with each other, dialogue implies at least 2 people

2. as a **collaboration**: working with each other closely, sharing tasks and goals together

3. as a **learning process, as a knowledge exchange**: a discursive process where two or more people or organizations learn from each other; at the end of the Dialogue, stakeholders may end with a new position or new perspectives allowing contestation

4. as a **partnership:** promoting dialogue can contribute to partnership building. Through learning and working together and more globally creating platforms for integrating activities, strategies for creating and promoting civic society can be negotiated

5. as a **benefit for the learners**; the final beneficiaries of the ULLL dialogue are the learners, the dialogue between ULLL practice and research has to facilitate their learning, has to improve their autonomy, to improve the quality of learning outcomes. Learners are often both the object of research thus they contribute to research, practice cycle. They are also the beneficiaries through engagement in courses that are delivered by more evolved and skilled practitioners who have heightened understanding of how learning happens and have problematised the purpose of education in society, culture and the economy

4. Methodology

PART A: *Organisational approach*

4.1 Project team organisation

The aim of the project was to bring together researchers, practitioners, to explore and develop diverse themes linked to lifelong learning and to stimulate their interaction and improve their knowledge transfer.

It was envisaged that each of the 14 partner universities would involve two staff members in the project. The aim was to have people from different backgrounds - research and practice - and from different departments - e.g. education and psychology or social sciences and lifelong learning. The aim was to look at how knowledge might be transferred between different people within the university as well as with the outside users of the research, assembling all together over 50 individuals active in the project. In reality this worked differently in each university. The experience was very different from one country to another and indeed one university to another. For some of them research was done in one department and it was then transferred to another section or department which then transferred the knowledge to the public domain. However, in other universities lifelong learning research and the transfer of the knowledge was carried out in the same department sometimes known as lifelong learning institute or centres.

Partners explored models of good practice involving transfer of research results to professional practice on the one hand and of involving practitioners in research activities on the other hand. To explore the selected topics, 4 thematic working groups (see above) were organised each involving approximately 5 to 9 universities.

Each thematic working group has identified good practices in research and practice collaboration in their specific topic. Those practices are described and analysed in case studies and contextualised via national overview reports.

The examples collected has then been analysed through a SWOT and Network analysis in order to highlight innovative solutions and dynamic ways for dialogue to develop high quality exchanges with practitioners and researches.

4.2 Networks created during the project

During the project, several networks were developed to promote dialogue at different levels.

At the project level, we first established a transnational group bringing together practitioners and researchers from 14 universities and 14 countries and coming from different traditions of practice and research, the 4 relevant selected themes (Access and Progression, Learning and Guidance, New Media and Quality issues).

At the thematic working group level, transnational and trans-professional groups have been created each including 5 to 8 universities from different countries with two representatives, one being a practitioner and one a researcher. Around the case study analysis done by each thematic working group, we have gathered together information and data about local and international networks of stakeholders, from different sectors (Education, Enterprise, Policy Makers, Non-for-Profit Sector, and so on).

At the university level, the project members developed an internal network of people to identify and prepare case studies. It was also felt that these people could contribute to sustain activity beyond the project lifetime via this internal network.

Beyond the project limits, the people involved in the project as practitioners and researchers were involved with their research and practice networks: European University Continuing Education Network (EUCEN), the 18 National Networks member of EUCEN, the European Society for Research on the Education of Adults (ESREA), the European Association for Research on Learning and Instruction (EARLI), the European Distance and E-Learning Network (EDEN), the European Association for the Education of Adults (EAEA) and so on.

The DIALOGUE project has been an excellent opportunity to develop a Network of networks as shown in figure 1.
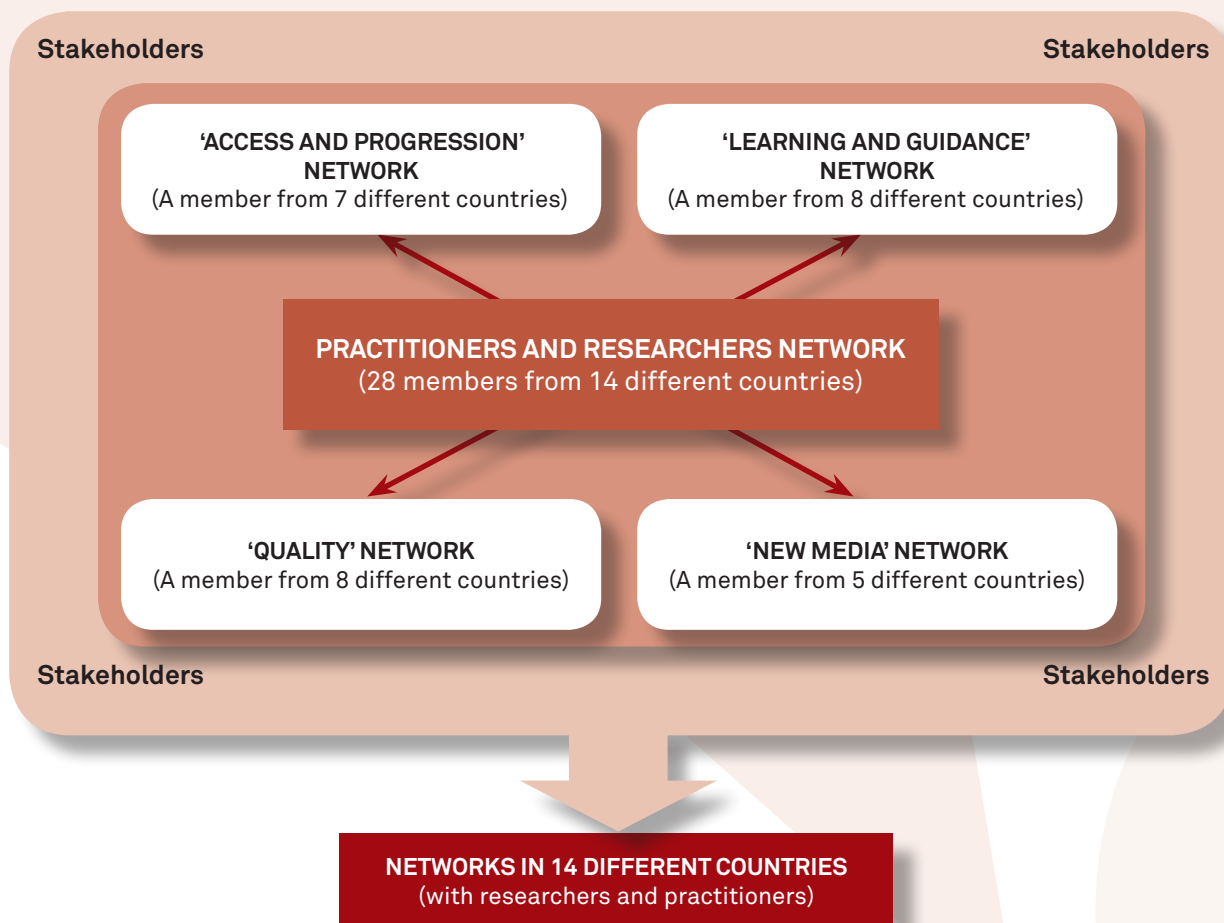
Figure 1. The DIALOGUE project as a network of networks.

4.3 Collective development

The DIALOGUE project is promoting networking between different actors in the academic world (researchers, teachers, advisers, guidance staff and policy makers) and across a range of institutions and countries. The networking has provided a framework within which individual and institutional provision for adult learners can be improved as well as providing a space for professional reflection.

The networks that have emerged from the project (see figure 1) have worked effectively as they were task oriented. The project required specific researchers and practitioners to collaborate and work together in tasks that needed a balance between the number of researchers and practitioners involved thus, allowing the development of joint work and enabling communication.

The main ingredients that contribute to and enable this effectiveness are:

1. The members of the consortium have a common knowledge base and each partner brings the two sides of the coin: a researcher and a practitioner. They are members of two different topic groups, who have to work as a team together, discussing how communication is for them at their institution/country

2. The project has a well-defined work plan that envisaged the collaboration and team work (work packages 1, 2, 3, 4, 5 and 7 have a structured plan for meetings at different levels, in different formats)

3. The project enabled and planned different ways of working: virtual meetings (six management team meetings and several meetings organised by topic leaders with their own group), a symposium in Glasgow, seminars (two in Glasgow), workshops (in Barcelona, Genoa, Glasgow and Potsdam), face-to-face meetings (in Barcelona, Genoa, Potsdam, Glasgow and Brussels) and thematic working group meetings (in Cadiz, Genoa, Joensuu, Potsdam and Thessaloniki)

4. An international webinar hosted by The Department of Adult and Community Education, NUI Maynooth on the topic of Community Based Research: Understanding the different knowledge cultures in the community and the university. A Podcast of the Webinar is available on http://adulteducation.nuim.ie

5. A Web based collaborative platform to share the results that have been created; Newsletters and other on-line publications

6. A project website containing all the produced materials ordered by topic and country

4.4 Tasks and Responsibilities

Each partner institution has:

a. prepared systematic analysis of barriers and constraints and the role of networks in the form of a SWOT and a Network analyses with the support of other stakeholders concerning the regional and national situation in ULLL and Adult Education research and professional practice

b. communicated and discussed the findings within their own institution

c. transform the collected materials into a brief National Report

d. present the findings in a thematic group meeting

Each working group leader has:

a. linked with other networks (e.g. EUCEN, ESREA, EDEN, EAEA, etc) and discussed findings

b. prepared a second thematic group meeting

c. written an annual report from the thematic group meeting including progress and result of discussions

The network expert has:

a. guided partners in the analysis of their data

b. created templates for use or adaptation by each partner

c. undertaken a transversal analysis of the work on networking issues delivered by partners

The management team has:

a. undertaken a transversal analysis of the collected Case Studies and National Reports

b. proposed a structure for the final recommendations

c. drafted a set of Recommendations with all the collected information

d. finalised the document, after receiving feedback from the consortium

PART B: *Methodology*

4.5 Specific methodology within Thematic Working Groups

The research activities, identical for each thematic group, were agreed by the partners at the commencement of the project and carried out at the outset of the project. Data was generated by each representative outlining the state of national ULLL Case studies, SWOT analysis and mapping exercises were used as starting points for sharing experiences and narratives about the context of LLL in each institution. They also offered a basis for deepening dialogue and explaining concerns and challenges for the future development of LLL research practice. Common templates were used for all activities except for the National Reports which were different for each country.

While the research activities were a major focus of the project, its principle purpose was to promote dialogue and knowledge exchange about research practice in ULLL between the project participants. The groups met face to face on several occasions. At other times communication was facilitated by email as well as on line.

It was agreed that a **participative and reflective conversational approach** would be adopted in meetings acknowledging that each participant came to the engagement from a different situational context and with particular experiences and knowledge. This **open sharing, dialogical model**, **debates**, based in the educational practices of Adult Education, was used to facilitate an exchange of perspectives where common interests could be identified; areas of contestation could be explored and participants had space to debate oppositional positions in a collegial way. The **comparison** between key problems and key effects in the case studies was also used: as understanding is a function of comparison, the comparison

allows a deeper understanding of the specific barriers and opportunities in the several case studies and the several countries.

The model promoted reflection and offered participants time to form critical questions about research and practice within the group.

Finding suitable research methodologies appropriate to (U)LLL can be challenging, but some of the new approaches work very well in the practitioner context especially, for example, narrative inquiry, visual methods, action and practitioner research, and some ethnographic approaches.

4.6 Specific methodology for the Network Transversal Analysis

The network concept as introduced by Callon, M. (1986) is increasingly finding its way into literature on education (see for instance, Fenwick, T., Edwards, R., 2010), and is largely used by the education scientists.

In DIALOGUE project, a social-scientific network concept or approach is used which understands the network not as an organisation category, but as an analytical category.

The network approach is used in order to look at series of orientation hypotheses about the action of actors in socially structured contexts, specifically to deepen the understanding of the relation and influences of hindering factors in ULLL research and professional practice. For instance, how are these factors structurally interwoven and embedded in the respective learning and research cultures? Also which roles can local/regional/national/international networks play? How do they and how could they influence mechanisms and dynamics of the respective LLL-research and practice agenda towards a real culture of DIALOGUE and collaboration?

In his theory of 'embeddedness', the American sociologist Mark Granovetter (1973) refers to how action is integrated in social relations. In order to map functional action in an appropriate way, the integration of the actors in the social structure must be taken into consideration. Direct and indirect social relations open up opportunities or are obstacles to the actor's purposeful action. Network analysis views the behaviour of individuals against the backdrop of structural relations. Distinctions between 'strong' and 'weak' ties are just as relevant for network-theoretical assumptions and fields of investigation as the 'multiplexity' of relations and the creation of social capital.

In order to investigate these questions, three distinct activity templates were developed focusing on SWOT and network analysis:

1. Activity 1: SWOT analysis, exercises 1-4
2. Activity 2: Key actor mapping
3. Activity 3: Analysing the potential of existing relations

Those templates are available on the website http://dialogue.eucen.eu/swot-and-network-analyses.

A complete overview of the methodology used for the network analyses is available on the web site http://dialogue.eucen.eu/swot-and-network-analyses: draft document "Relational Perspectives on Dialogue Processes" by W. Juette.

5. Case studies Transversal Analysis

During the DIALOGUE project, 43 case studies have been developed highlighting good examples of collaboration between ULLL research and practice.

In order to interpret and generalise these good practices, a transversal analysis has taken place. The objectives of these case studies transversal analysis are the following:

- Drawing out commonality of context, conceptions about research, position of practitioners and researchers across the thematic areas to inform future recommendations
- identifying similarities, common facts or factors, amongst the cases
- highlighting key findings
- putting these finding into perspective

But we have to keep in mind during this generalisation exercise, that independently from the ambition and intention to be representative, every case study remains a specific and individual perspective on the ULLL activities in the related country. Moreover, some case studies highlight that actions or initiatives are sensitive to local needs or to power structure existing at local or regional level.

5.1 Ways used in the Case studies to create dialogue - starting point for dialogue

Many cases describe how the dialogue process has been initiated. A common fact concerning this starting point appears to be the creation of 'something' new: change and innovation. This innovation could take place in the practice or the research field. In other words, the starting points are well balanced between research and practice. As for examples, elements identified as starting point for the dialogue are the following:

- **Creation of New Process**. Those processes could be new **quality** process [e.g. CS-Q/FR-Dep or CS-Q/Plan], new **research** approach like ethnography or interdisciplinary [e.g. CS-L&G/DE], new **learning** approach (organisational or self-directed) [e.g. CS-L&G/GR; CS-L&G/DE; CS-L&G/TR] or new **intellectual attitude** implying interdisciplinary views and change capacity [e.g. CS-L&G/DE]
- **Creation (or setting up) of 'mixed' groups or networks** involving researchers and practitioners [e.g. CS-L&G/AT or CS-L&G/DE]; Practitioners trying to solve a complex problem launching a mixed group [e.g. CS-L&G/GR; CS-L&G/DE; CS-L&G/TR]
- **Creation of new curricula or workshops** [e.g. CS-L&G/RO CS-L&G/FR, CS-L&G/TR, CS-L&G/UK-Emp]; those could be designed to overcome traditional learning concepts which have been experienced as not successful [e.g. CS-L&G/GR; CS-L&G/RO; CS-L&G/TR] or to develop new form of work-place training [e.g. CS-L&G/GR]
- **Creation of new models for knowledge recognition and validation** [e.g. CS-L&G/SI, CS-Q/GR]
- **Creation of new National or European program** dedicated to practice or research [e.g. CS-A&P/FI-Noste, CS-A&P/UK-goals]

More specifically, from the case studies transversal analysis, we identified the main ingredients to set up the DIALOGUE process between practitioners and researchers and the key specificities of this DIALOGUE.

a) Setting up the DIALOGUE: working together and issues awareness

Coming from the education / lifelong learning sector we consider that the first step towards "working together", is to know what we are trying to achieve. The most common stumbling block in working together is lack of clarity regarding what is to be achieved. What are the desired outcomes and hence the required processes and outputs. Working together means working with people. It is necessary to take into consideration what each person is trying to achieve in order to be able to work together. Not easy - but this is the whole challenge. Being clear about aims and purposes is the starting point for working with others to achieve the agreements on the basis of which you can work together. Common dialogue, discussion between practitioners and researchers are ways to find out the problems on both sides and it could help to find out the most interesting research problems. Workshops and training events also create opportunities of collaboration between researchers and practitioners.

The second step is to know what is happening. Knowledge about what is happening is technically known as 'in-process' data and it helps those involved manage the processes with which they are involved. This knowledge includes: who is doing what, with what resources, how and what the outcomes are at any point in time.

b) Specificities of DIALOGUE between ULLL research and practice: empowerment

Discussion and dialogue should be created on several levels: 1. individual, 2. university (between the research and ULLL institutes), 3. research societies and ULLL networks. This theme should be one of the key issues on the agenda of these networks.

We have to be aware how to create dialogue without creating conflict. Probably the keyword is "empowerment". Making it easier for everyone (especially for those not being or feeling part of the team) is the critical improvement to aim for, because it releases resources, increases 'throughput', reduces the 'unfinished' work in the system, puts an increased value on the people and their tasks, makes one a contributor (which is the critical test for belonging). All of which reduces stress and increases the opportunities for people to do well and contribute.

5.2 Nature and objective of the research

Diverse research 'natures' and diverse research 'objectives' (epistemology) have to be highlighted amongst the cases.

Concerning the nature of the research, a large majority of the cases mention 'Action Research' (see table annex 1); some cases explicitly refer to a theoretical framework concerning experiential learning (Lewin, 1942, Kolb, 1984 and followers). Some others (e.g. CS-L&G/GR) are based on participatory models of learning from each other through reflection on practice (Participatory Action Research, Freire, 1972), even if there is a debate as to whether reflective practice is research. Those field research cases could be considered as 'development projects' even if some of these are more 'evaluative research'.

Some cases mention empirical research, or multi-perspective research (e.g. CS-L&G/DE). Despite a strong focus on "practitioner research", very few case studies are more theoretical research (e.g. CS-L&G/AT) or used more traditional research methods, quantitative (e.g. CS-Q/PT-Thir) or qualitative (e.g. CS-Q/IE).

Concerning the objective, diverse objectives are mentioned in the case studies: understand, explain, discover, prove or validate, optimise and so on. But, in some cases, DIALOGUE

is taking place while there is no specific focus on determining a model for researching practices or for evaluation of practices. In many case studies, we observe researches carried out for evaluation purposes (e.g. evaluating programmes; in this process practitioners are often asked for feedback/opinions) or for pedagogical design (e.g. development of training programmes or workshops and of learning methods).

It could be worthwhile in a future project to look more in depth at the 'interaction' between the objective of the research and the dialogue process. For example, what is the impact of grass-root initiatives on research or vice versa as in the cases CS-A&P/IE-Ret or CS-Q/GR or CS-Q/TR.

Finally, a large **diversity of shared activities** emerges from the case studies:

- A 1st group concerns the **training or learning activity**

    - Formation, Training, Curricula (cooperation between research centres and LLL institutions during the curricula design and during the teaching or learning process

    - Consulting conference/seminar/workshop with different groups of participants (researchers/practitioners)

    - Teaching Material

- A 2nd group is linked with the **communication activity**

    - Joint publications

    - Diagnosis of problematic situations including documentation of the problems

- A 3rd group concerns **research results or recommendations**

    - Action research (development of improvement actions and recommendations)

    - Recommendations to LLL-practice or LLL-research

5.3 Purposes of the projects or activities for DIALOGUE

The following purposes have been identified from the Dialogue case studies:

- Innovating and creating new knowledge

- Solving concrete problems

- Strengthening collaboration and co-development

- Discovering/Exploring /developing inter-disciplinary perspectives

- Strengthening dialogue between researchers and practitioners

- Making a concrete impact on policy

Diversity of identified actors in Dialogue case studies

Five different categories of actors were identified **i**n the case studies, even if it is noticed that the actors' role could change or evolve along the cases or could vary through the case studies.

- **Practitioners**; the DIALOGUE collected material show that the practitioners could be persons in charge of Adult Education, academic adult educationalists, NGOs, cultural institutions, companies (change agents or consultants), firms, regulatory bodies, local communities, secondary school teachers and directors, older workers, adult educators (VET), national or international agencies for quality, university administrative staff people in charge of quality, academics (using quality procedures), employers, academics (teaching in a specific discipline) and training participants (public and private companies), educational organizations, developers, providers, …

- **Researchers**; the DIALOGUE collected material show that they could be research directors, scholars, doctoral students, young researchers, university professors, researchers as facilitators, steering group of research, research centres…

- **Policy makers**; the DIALOGUE collected material show that they could be public administration, government officials, communities, social partners…; in some case studies they are seen as 'in between' actors

- **Learners**; in few case studies, learners or professional who attend post-graduation courses, companies… are mentioned

- **People from other networks**; beside the individual actors categories, a large diversity of collective actors are mentioned in the case studies: several networks (as support, sponsor, partner…) and different collaboration organisation modes are highlighted

Through the collected material, it is also possible to observe the **emergence of specific actors** facilitating DIALOGUE or having large 'bridging' capacity: named **"bi-modal actors"** or "**hybrid actors**" as they can be associated with at least two pre-mentioned categories. In some case studies, it is observed that the profiles of the persons recognized as researchers in adult education are also working as adult educators while practitioners have strong affiliation towards research. In few cases, all actors are "bi-modal or hybrid" i.e. the practitioners are at the same time the researchers of the case study.

The network analysis looks deeper into the articulation between actors and roles and the impact of support or sponsor networks on the DIALOGUE.

5.4 The DIALOGUE process characteristics

In a nutshell, it appears from the success stories described within the case studies that DIALOGUE process requires time, trust, common language and competent actors to develop these specificities.

Time is required as research or reflection needs time, but also as cooperation or collaboration does.

Exploring different perspectives on the reality instead of arguing about which is correct can best be accomplished in a protected or confidential environment where partners trust each

other. It takes time to practice the skills of listening deeply and asking questions instead of advocating any favourite position. Setting aside uninterrupted time to explore issues, without expecting to achieve any particular result, and agreeing to simple rules like allowing each speaker to complete a statement without interruption are basic conditions necessary to begin the process. Learning to say "I wonder what would happen if…" instead of "I think we should…" is an important part of establishing an environment for DIALOGUE as well.

The language appears to have a crucial role in the DIALOGUE process, at different levels. Practitioners and researchers are not using the same languages or referring to the same models. Personal experience is subjective and expressed in this way while theories and concepts are more logics and expressed in an objective perspective. However individuals select theories that are congruent with their pedagogical stance thus their research practices are influenced by their philosophical or theoretical orientation and will influence their research approach. Moreover, practitioners are usually using their native languages whereas researchers often use international English in publications for recognition.

Researchers in ULLL, as observed in DIALOGUE project and as pointed by Davies (2006), often have a 'double identity' on one side as a sociologist, economist, psychologist, pedagogist… and on the other as a ULLL specialist. They are therefore using different disciplinary languages.

We observed that competent actors have a crucial role in engaging other people in dialogue processes, thus making collaboration more active and alive.

A more detailed analysis from each of the Thematic Working Groups (TWG) can be found on the website http://dialogue.eucen.eu/

6. Collection of barriers and enablers - SWOT analyses

On the basis of the case studies and national reports, each partner has produced an in-depth analysis of constraints and barriers for the dialogue.

A wide diversity of settings were described and analysed. We noticed that the findings are deeply related to very specific situations and objectives and they must be analysed in their own context. However, some commonalities have been identified.

Barriers, constraints and obstacles for DIALOGUE

A lot of external barriers, constraints or obstacles for DIALOGUE are identified:

- At the national or European level:

    - Lack of funding

    - Emphasis on competition: focus on academic excellence in higher education rather than cooperation

    - Economic crisis and market structure in Higher education

- At the HEI or University level:

    - More than ever 'performance record and career development of researchers' is an obstacle; this implies a lack of time for this DIALOGUE as the priorities are on more conventional and well recognised research for the researchers and on more immediate practical results for the practitioners

    - Traditions of the organisations, perhaps the inability to hear each other's

    - Lack of institutional support and the consequence lack of incentives for motivation. DIALOGUE requires clear benefits for both roles even if benefits may be of different nature

    - The organisational model of universities, mainly the disciplinary views and perspectives create silos ... We have also to not under-estimate the power of disciplines within Universities

- At individual level:

    - Reciprocity lack of needs and interests amongst the partners involved in the DIALOGUE

    - Non-compliant time-tables, divergent self-concepts, unawareness of other's work highlighted as barriers to DIALOGUE

Strengths, enablers for DIALOGUE

Some elements enabling or sustaining the DIALOGUE are identified:

- At the national or European level:
    - Few funded projects promoting DIALOGUE

- At the HEI or University level:

  - Recognition of activities deploying DIALOGUE

  - Organisational Commitment about the decisions and issues

- At the individual level:

  - **Bi-modal or hybrid actors:** actors having the capacity to develop a research and practice perspective

  - **Individual commitment and collective enrolment** concerning the main issues of the DIALOGUE; everyone (practitioners, researchers, policy makers, learners) must have the opportunity to be heard and acknowledged in order to make a valuable contribution to the outcome. Commitment to such decisions is high. *"A shared understanding is developed from many contributions, and the idea comes to belong to the entire group instead of to any single member of the group"*

  - Individual characteristics as **flexibility**, **openness, respect, sense of responsibility and solidarity;** individual must be able to explain his/her own position and perspective: *"Instead of trying to prove that your idea or position is correct, your task is to explain your beliefs carefully, so that others can understand them. As others come to understand your position, they may ask questions to clarify their understanding or offer observations of their own that will allow you to better understand other aspects of your original ideas"*

Opportunities for DIALOGUE

Different events bringing actors together are identified at European, National or Institutional levels:

- Workshops or conferences, bringing together different actors, initiating dialogue and making networking possible by offering the setting (e.g. SA-L&G/RO)

- Journals/Publications (e.g. CS-A&P/UK-ALJ)

- European Frameworks like European Qualification Framework (EQF) as an opportunity to structure the DIALOGUE between Universities and Enterprises

All full reports are available on the website (http://dialogue.eucen.eu/swot-and-network-analyses) but we have selected one illustrative example as shown below in Table 1 (CS-A&P/UK-ALJ).

Topic assessed: Adult Learner Journal - Forum for debate about new knowledge and skills for adult learning	
Helpful (in achieving the objective)	**Harmful** (in achieving the objective)
Strengths	**Weaknesses**
Examples of factors considered under strengths could include: • The adult learner is a tried and in tested product for linking research and practice adult learner (the Journal is in its 28th year of publication) • The Journal provides a forum for critical reflection on research and practices for all those working in the adult and community education sector - academic researchers, policy makers, teachers and community researchers all contribute to debate through the journal • The journal has an editorial board which includes representatives from all sectors of provision i.e. universities; community policy; practice) • The journal is freely available online • The Journal has excellent support with Irish Government funding being made available through AONTAS-The Adult Learning Association of Ireland • Funding is available for administrative support and the printing of the Journal each year. • A considerable amount of good will exists among the sector to support the journal • Through voluntary support from professionals working in a wide range of services • The Adult Education Officers' Association, the representative body for adult and community education in Ireland, supports the publication • The Journal provides a useful forum of debate for practitioners, researchers and all those undertaking academic programmes and training courses in the adult and community sectors. • Good administrative support is available from AONTAS(The Irish Adult Learning Association) , which is the hosting body for the journal • The editorial team have a wide range of skills and knowledge which is necessary for the quality management process of the journal • The Journal supports the philosophy and values of Government policy and practice in Lifelong learning and improving promoting quality in provision • It also provides an independent forum for critiquing policy and practice.	Examples of factors considered under weaknesses could include: • Providing bridges between academic research and practice can be difficult- the academic style and approach to communicating key messages from research is not always understood and this can create barriers to learning from research and implementing change • The academic community do not always value this kind of research publication and so researchers may seek other forums for disseminating their research • The user group is largely drawn from the national population • Although available online, the journal could be more widely used and national and international level. • The publication has limited ways of communicating messages which are almost exclusively through writing or articles and reports etc; • It has so far proved difficult to attract international interest in the journal, though this is growing • The current economic downturn provides pressures on organisations which limits the amount of support that can be made available. • the Journal is largely dependent on the good will of professionals working across various sectors. This can sometimes prove problematic, if not enough time is available.
Opportunities	**Threats**
Examples of factors considered under opportunities could include: • The Journal provides excellent opportunities for networking across the sector of adult and community education which could be further developed • The journal could further develop its international profile, thus enabling readers to benefit from global experience in the field. • The publication of the Journal online provides many new opportunities for the Journal in terms of methods of publication, encouraging new ways of communicating with audiences , including interactive communication • The publication is largely print focussed; new ways of communicating messages including use of the spoken word and through visual representation including video and podcasts need to be further explored;	Examples of factors under threats could include: • The need for ongoing funding to support the work of the Journal • The need for developing new formats to promote exchange of knowledge between research and practice will be important for the ongoing survival of the journal • Technological advances call for new ways of making new knowledge available; traditional methods of publishing results which are focussed on the written word and may become outdated; • The need for ongoing financial support by Governments at local, national and international level supported by policy to support the ongoing development of adult and community learning will be important in ensuring an ongoing audience who can benefit from the journal at local, national and global level.

Note: Internal Factors applies to the Strengths and Weaknesses rows; External Factors applies to the Opportunities and Threats rows.

Table 1. Illustrative example of SWOT analysis undertaken in DIALOGUE.

7. Actors Mapping and Network Transversal Analysis

PART A. *Actors Mapping*

Different actors with different background and different needs on different level (institutional, national, up to European) are identified in this Actors Mapping analysis. Per average around 8 actors are identified in case studies.

The same key categories of **players or actors as in the case studies analysis** have been identified in the actors mapping analysis: Researchers, Practitioners, Policy Makers, Learners and Collective support or sponsor actors. The question concerning the minimal number of partners in order to initiate DIALOGUE is apparently not relevant: we observe 2 actors' categories (Research/Practice) active in some cases while in other cases, 3 or more categories are identified.

But an important result concerns the quite **different roles** observed within each category of actors or players: i.e. **the bi-modal or hybrid actors**. For example, as in case studies' transversal analysis (see chapter V) , the policy-makers are presented in some cases as playing a role of practitioners (raising practical questions or problems) and in other cases as defining the legal framework (offering opportunities). In other cases, they are simultaneously researcher and practitioner. *"In the field of lifelong learning a number of people have moved from being practitioners into research and this is a strength as it enables staff to understand the research- practice dialogue from both sides and this enhances capacity to develop shared knowledge of what works"* (SA-A&P/UK-Coop). A continuum from "researching professionals" to "professional researches" could be proposed to illustrate this situation.

This actors mapping analysis highlights also the emergence of an important role identified in case studies' transversal analysis, i.e. the **'in-between' role** (chapter V). This role is named differently in different case studies or actors mapping analysis: it is referred as DIALOGUE **facilitation, mediation, guidance counselling or translation** if we adopt the framework of action network theory in Callon (1986).

PART B. *Network Analysis*

Network analysis serves as a conceptual framework for describing and analysing inter-organisational relations in education. As a sensitising concept it can reveal structural connections and interdependencies.

The key observations are the following:

a) Networks are about learning

Networks are such complex structures that they need reflection and transformation as an indispensable basis for targeted action. We are convinced that networks are not able to succeed without learning. Therefore personal and organisational learning should have a prominent role on the network agenda (Bienzle et al, 2007).

b) Bridging the gaps by Networks

It is evident that networks play an increasingly prominent role in the area of lifelong learning. There is hardly any field of educational action where the notion of network(ing) has not been postulated as a guiding principle and a key competence of practitioners at all levels of the hierarchy. Networks and networking are generally considered to have high potential for solving structural problems.

Networks are an organisational answer to the diversity and complexity of educational needs of the various stakeholder groups of lifelong learning. The more diversified and specific learning needs and provisions become, the more pressing also becomes the need for integration of the diverse experiences and approaches.

As for example, in the 'network study of access and progression of adults in higher education in the UK', by Lynn Tett (NA-A&P/UK), it is pointed that *"In today's knowledge society universities have a key role to play in social networking based on their role as both communicators of knowledge and also as innovators. Delanty (2001) has argued that universities can help to establish successful, innovative social networks, for example in a region, where the academic actors, the cultural sector, and businesses meet one another in a fruitful way. Networking builds social capital in different ways depending on the context and purpose of those that are connected."* In this same study (NA-A&P/UK), *"Many collaborative projects are organised in the form of networks. They exhibit very different characteristics: from rather process- and exchange- oriented networks to strongly result- and product-oriented networks. Acting in organization forms of this sort is profoundly challenging"*

c) Personal relations

Often co-operation depends on (strong) personal relations of key actors who are "living" the dialogue. *"Cooperation is mainly informal and based on personal activity and interests"* (SA-NM/BE). The quality of direct, often informal, contact between actors is crucial.

d) Organisational level of DIALOGUE: Networks description

The ways how the networking has been initiated, developed and sustained in the DIALOGUE process are described in these analyses.

Some ways are quite successful:

- *"To offer a forum for an institutionalised dialogue between educational practice and educational research in consultation with public administration/policy development, and to produce concrete results for the further development of existing concepts in the area and give concrete recommendations for priorities in the fields of practice, research and policy development"* (SA-L&G/AT)

- The strength is the *"formation and composition of the group (mix of practitioners, policy development - federal and regional government officials, researchers)"* (SA-L&G/AT)

Some other ways while being successful could be improved:

- *"On the whole, and perhaps not surprisingly, the impact of research appears to be more evident on personal and professional levels, and less intense on organisational levels. Therefore, the potential for dialogue between research and practice should*

be stimulated through more extensive and institutionalized networking between professionals and researchers, between the educational institutions and the university" (SA-A&P/PT)

- *"There are many informal networks of university lifelong learning departments, researchers and practitioners who work together to ensure that findings from research in this area are disseminated and informed by practice"* (SA-A&P/UK-Coop)

However these networks are not always visible:

- *"Insufficient networking has to be overcome by widening possibilities to discuss and meet between practitioners and researchers; at universities ULLL units and ULLL researchers (and also faculties and other institutes who work in ULLL) should have meetings and discuss about relevant research topics and roles of practitioners and researchers"* (SA-A&P/FI)

e) Visualization: Making the dialogue visible

In research work on dialogue and cooperation in education and LLL, structural and personal paradigms of explanation are usually listed alongside each other. Often the tension between these is released unilaterally by arguing that cooperation depends on the person. By analysing relations, cooperation is neither seen solely as the result of individual actions nor solely attributed to the prevailing structural conditions. By taking a network analytical view, it becomes apparent that cooperative action by actors in continuing education is dependent on social and structural realities. The options for action are influenced by structural contexts and one's own competitive and cooperative styles of communication by structures. The attractiveness and efficiency of qualitative network analysis lies in this linking and particular accentuation of dimensions relating to the actor and the system.

8. Recommendations

All the barriers, obstacles and constraints identified during the DIALOGUE project and described in this report, imply that national or international networking between researchers and practitioners is under-developed and that initiatives to initiate, develop and sustain the DIALOGUE between them are required.

As mentioned by Slowey, M. (2013) during the project dissemination conference in Brussels (http://dialogue.eucen.eu/FinalConference), we need new modes of generating new knowledge bridging the gaps between regions, countries, languages, scientific disciplines, practice topics and problems. We have to cross the boundaries through the practices and the disciplines. We need therefore innovative approaches to build these capacities at different levels: individual, institutional, national and European ones. Some abilities, skills, competencies are personal while others are organisational or collective.

The recommendations are presented along 5 different dimensions and are addressed to 5 different actors' categories. See Table 2 and Figure 2 overleaf.

The recommendations concern the five following dimensions:

1. the fundamentals of research (nature, research characteristics)

2. the DIALOGUE Nature or Challenge

3. the DIALOGUE Culture

4. the DIALOGUE quality

5. the new ways for DIALOGUE

The recommendations are addressed to actors at five different levels:

a. individual

b. university

c. enterprise/community

d. policy makers at national level

e. policy makers at European
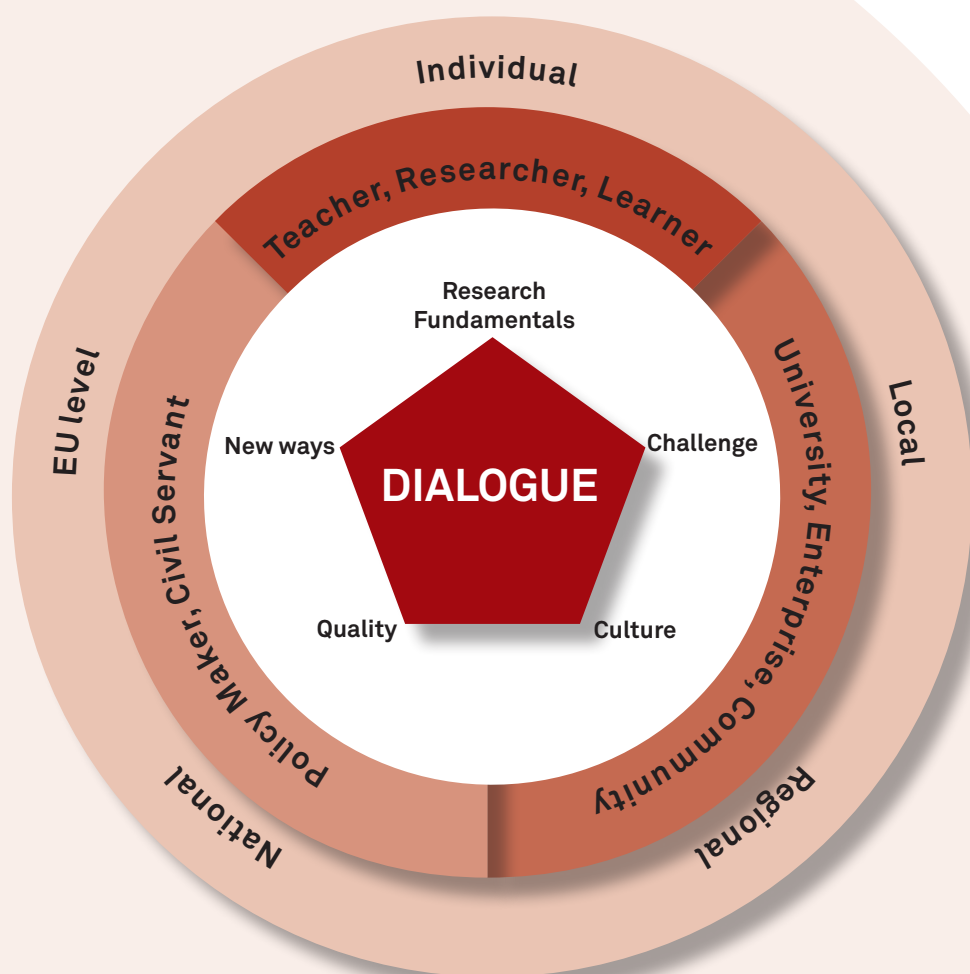
Figure 2. Relevant DIALOGUE dimensions and actors identified by the project

	Individual	University	National Policy Makers	EU Policy Makers	Local/Regional Enterprise/Community
Research Fundamentals	✔✔	✔✔	✔✔	✔✔	✔
DIALOGUE Challenge	✔✔✔	✔✔✔	✔✔	✔✔	✔
DIALOGUE Culture	✔	✔✔✔	✔	✔	✔✔
DIALOGUE Quality		✔	✔	✔	
DIALOGUE New ways	✔	✔	✔	✔	

Key: Direct relation ✔✔ (✔) - Awareness ✔

Table 2. Classification of the Recommendations addressed to different relevant actors following the DIALOGUE dimensions.

8.1 Fundamentals and nature of the research

Findings

The case studies transversal analysis shows that action research, empirical research or multi-perspective research and research based counselling are more suitable for developing DIALOGUE between researchers and practitioners. This finding looks evident, but the novelty lies in the perspective: research is often looked on as an obvious job of the researchers. Practitioners and learners are the means to an end: they are often regarded as subjects of research, but seldom as partners or practicing researchers themselves who are able to enrich the outcome considerably due to their knowledge and experience. The DIALOGUE may and has to create a change of perspective. However, this change requires that:

- conventional notions of what academic research is be problematised and challenged

- interdisciplinarity and interdisciplinary activities are an issue still not addressed in academic research

The challenge of promoting the value of research to practitioners is also highlighted and ways of addressing this is discussed. It was suggested that as many practitioners do not have a research remit, they do not easily identify themselves as researchers consequently research is viewed as something done by others. It is suggested that the role of practitioners as 'researching professional' be promoted.

Moreover, the DIALOGUE power in the field of University Lifelong Learning' results from the similar structure of research AND learning: both are cognitive acts which are able for touching each other. Therefore those research-processes are very powerful for DIALOGUE which are able to touch the learning processes of the involved practitioners and researchers.

The tendency in some countries for ULL Centres to be administrative clearing houses for LLL courses was viewed as problematic as many do not have a research agenda and consequently little or no research is carried out.

Another finding on the fundamentals of research in DIALOGUE project is linked with the characteristics of Knowledge in research and practice and the knowledge transformation.[1]

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1 • Ludwig, Joachim (2014): Kooperation von Forschung und Praxis als Lernherausforderung. In: Milena Jostmeier, Arno Georg und Heike Jacobsen (Hg.): Sozialen Wandel gestalten. Zum gesellschaftlichen Innovationspotenzial von Arbeits- und Organisationsforschung. Wiesbaden, S. 201-212.
 • Ludwig, Joachim; Geißler, Heinrich (2011): Mit Beratung und transdisziplinärer Forschung Innovationspotentiale stärken. In: Sabina Jeschke (Hg.): Innovation im Dienste der Gesellschaft. Beiträge des 3. Zukunftsforums Innovationsfähigkeit des BMBF. Frankfurt am Main: Campus, S. 537-546
 • Ludwig, Joachim (2011): Transformationskompetenz für Professionalität in der Erwachsenenbildung. In: Gieseke, Wiltrud; Ludwig, Joachim (Hrsg.): Hans Tiegens. Ein Leben für die Erwachsenenbildung. Berlin, Humboldt Universität, S. 365-372
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 • Ludwig, J.: Wissenschaftstransfer, Wissenstransfer und neue Veränderungskulturen. In Ludwig/Moldaschl/Schmauder/Schmierl 2007, S. 237-248

Recommendations

(A1) Individual level

- Common understanding of both actors of the nature of research:

  - Researchers must be willing to apply the general research-findings to the concrete practice problem; i.e. prepare and present their results in order to allow practitioners to make use of them and draw conclusions from them; to do so, researchers need to have understanding of the practical uses of their research in society including policy development

  - Practitioners must develop a broader understand of research practice; i.e. appropriate the main questions and concepts in the concerning field via introductory lectures or workshops; ULLL research should be a mandatory part of career/staff development for practitioner; are invited to become 'researching professional'

- The knowledge transformation between academic and everyday life knowledge has to be supported. Reference as above

(A2) Institutional or university level

- Recognise and appreciate new research forms (more cooperative and interdisciplinary approach, applied research in the region) and knowledge transformation and dissemination

- Continuous professional development (CPD) for practitioners

- Promote and recognise new participative learning groups (peer learning, tandems) and the development of practitioners as 'researching professionals' in ULLL field

- Invite the administrative ULLL Centres to develop connection with ULLL research

(A3) National level

- Improve the national dialogue between Researchers and other actors: practitioners, policy makers and learners

- Support and maintain networks/platforms of a structured dialogue between research and practice. They play an important role via policy development, lobbying and public funding in the process of institutionalisation

- Invite the administrative ULLL Centres to develop connection with ULLL research

(A4) European / International level

- Improve the international dialogue and promote international 'Network Organisations' who have the potential to connect researchers, practitioners, policy makers and Learners

- EUCEN has to focus on, differentiate and promote future projects to develop DIALOGUE

(A5) Local level

- Have willingness to collaborate with higher education institutions and readiness to learn from research

- Develop internal policies that value and request the intervention of universities (Adult Education Research, …) in solving applied problems

8.2 DIALOGUE challenges: objectives and competent actors

Overall Findings

The communication process between academic researchers and professional practitioners in the field of university lifelong learning, adult learning and continuing education is an aspect that needs to be further researched in order to enhance competitiveness, social cohesion and advancement of lifelong learning. The DIALOGUE project has shown that this is a weak point in many institutions for a variety of historical, cultural, national and institutional reasons. Both parts operate separately and more or less independently from each other. The current transfer process in both directions is underdeveloped and there is little potential in the exchange for enhancement and development. A stronger relationship between research, policy and practice could contribute to the competitiveness and growth mentioned above.

At institutional or university level, the main obstacles observed are firstly, a lack of places or fora for dialogue and interaction and then, the hard tension between the demands of running programmes on an operational level and carrying out research on the other side. It is also pointed out that the DIALOGUE goal requiring time and reflexivity is strongly constrained by the rapid pace of knowledge changes.

At actors' level, the project highlights within the DIALOGUE process, the "strength of weak ties" bridging structural holes and the crucial role of mediators, facilitators, translators, 'boundary spanners' in the context of ULLL. Furthermore, the networking -DIALOGUE support - has to be mastered and managed. Thus, one of the tasks of the coordinator is the initiation of contacts as well as the settling of disputes and competition. Participation processes and cooperative agreement processes extend the concept of DIALOGUE as understanding between groups and sectors, enforcing the functions of moderation and mediation.

Recommendations

(A1) Individual level

The actors' competencies are key issues in the DIALOGUE process. Let us invite the individuals to:

- Develop an intellectual flexibility in order to understand the diverse perspectives of DIALOGUE actors and to be ready to learn from each other's

- Act as 'bimodal or hybrid' actors or actors having 'bimodal or hybrid' perspectives, we could say like Janus

- Develop skill to problematise, to reflect and analyse, to distance from his/her own practice (Lahire & Elias, 1993) in order to initiate the DIALOGUE

- Nurture the mutual respect between all actors' categories, including the academic freedom or intellectual freedom; the balancing between community interests (solidarity) and one's own interests is one of the paradoxes of professional action

- Play the role of mediation, facilitation, translation, boundary spanning, be an active participant who facilitates the dialogue

(A2) Institutional or university level

The main obstacles observed in the case studies are firstly the lack of places or forum for dialogue and interaction and then, the hard tension between the demands of running programmes on an operational level and carrying out research on the other side.

We recommend universities to:

- Recognise the important contribution which action research can make and fund or encourage others to fund specific 'action research' promoting DIALOGUE without restricting academic freedom

- Fund specific new research for creating, developing or experiencing innovative or alternative learning environment

- Develop specific policies at the academic level concerning the responsibility of the researchers to help practitioners, to build their needed knowledge for recognition and time: cooperation with practitioners should be integrated into the contract of objectives for teachers and academic staff

- Understand better all institutional parties involved in the 3 university missions

- Adopt a bimodal action perspective: flexibility and openness

- Promote and recognise the inter- or trans-disciplinarity (to break the disciplines silos) and promote cross-fertilisation

- Institutionalise a structured dialogue between research and practice and develop a platform for intensified contacts/communication and making the DIALOGUE visible

- Create an exchange of information and ideas through a dialogue

- Engage in solving social, economic problems through action research and networking: it is their social responsibility

Practicality, viability and sustainability of DIALOGUE in institutional arrangements are to be assessed in the overall context that surrounds universities. Many factors that are likely to strongly influence how change could take place, how DIALOGUE could develop will continue to be regarded as "givens" or risks against which the actors involved in change cannot act.

(A3) National level

- Put the practice - research theme onto the agenda of ULLL organisations and networks

- Fund projects which promote or support DIALOGUE as a key issue Promoting and enabling DIALOGUE through national ULLL networks together with research societies

- Create more wide cooperation on this field with other adult education institutes

- Develop shared spaces where researchers, practitioners and policy makers could listen and learn from each other and learn how different perspectives can produce new insights, for example, on the value of a 'social practices' approach to teaching (as for example in Scotland in the field of adult literacy and numeracy and in Austria in the field of older learners)

(A4) European / International level:

- Fund initiatives which promote dialogue and the develop of structure to support the DIALOGUE between practice (enterprises, ...) and research

- Get practice - research themes on the agenda of international ULLL organisations and networks

- Support organisations like EUCEN, which promote DIALOGUE in educational , social, environmental or economic problem resolution

- Foster mutual respect and understanding between researchers /practitioners by establishing for instance workshops, meetings and criteria for projects, adopting DIALOGUE as an explicit principle e.g. Horizon 2020

(A5) Local level

- Promote and support cooperation with universities and developing conferences or working group meetings or special working groups for practitioners and researchers

- Develop collaboration between R&D departments and University adult education, continuing education and lifelong learning centres

8.3 DIALOGUE Culture: time, trust, common language

Findings

Concerning the DIALOGUE process and culture, several ingredients have been identified.

DIALOGUE needs time: time is required for reflection and understanding, negotiation, mediation or translation and final decision.

Another ingredient is the necessity of a specific framework and/ or common goals (determinant role of the definition phase before any cooperation or dialogue). It requires common language (for understanding each other, *"researcher working through the lens of a practitioner"* (e.g. case study CS-L&G/UK)) and mutual 'win-win' solutions.

In this DIALOGUE process, the network analysis outlines the importance of relations as **social capital.** The theory of social capital as shaped by sociologists such as Bourdieu, Coleman and Putnam offers a multi-dimensional concept. *"It is firstly non-material and symbolic. The network of ties is the product of individual or collective investment strategies that are consciously or unconsciously established for the creation and sustaining of such social ties as (sooner or later) promise direct benefits".* (Bourdieu 1986, p. 246). What does the concept of social capital now mean for network actors? Their opportunities for action do not depend on their material equipment (economic capital) or the number of staff (human capital) alone, but

also on the tie resources (social capital) built-up by them. The way relations are embedded in the social system impacts strongly on their performance. Social contacts must be developed and maintained. This requires resources, which most often, translates into time because ties are bound to be selected in the process. Networks require social capital.

Finally, **trust** is a crucial factor in DIALOGUE process. Much like the similar phenomena of fairness and the appreciation of value, trust has to do with soft factors, which are significant in the developing of lasting and reciprocal ties. Cooperative action is always risky, because the actions of a trusting party are usually open and unprotected.

In short, the different actors involved in the DIALOGUE process have to develop new skills and learn new roles for developing a new dialogue culture.

Recommendations

(A1) Individual level

- Foster new cultures of DIALOGUE and continuous reflection on the interface between Research and Practice

- Be aware of our role in the DIALOGUE and be aware of our social embedding: i.e. understand better traditional research and practice cultures and understand better the socialisation process for researchers and practitioners; understand the different logics and accept this difference: the logic of research and the logic of practice

(A2) Institutional or university level

We recommend the universities to:

- Generalise on the basis of good practices a framework (indicators) supporting the development of links between researchers and practitioners

- Implement social contracts between teachers and learners enhancing active collaboration

- Develop opportunities to improve mutual understanding between practitioners and researchers, teachers and learners

- Develop creative opportunities for dialogue through development of P/R networks in ULLL with stakeholders inside and outside the university. (University / Community / Enterprise / Special partners)

- Facilitate collaboration within universities: ULLL centres should cooperate with social partners (trade unions) and internally with other universities institutes

- Develop and apply institutional recognition for activities which promote DIALOGUE

(A3) National level

- Develop creative opportunities for dialogue through development of P/R networks in ULLL with various stakeholders (University / Community / Enterprise / Special partners)

- Promote diversity of partners in events in order to boost the DIALOGUE process (not only traditional ones); e.g. representatives of all sectors of provision (i.e. universities, practice, social partners, …) in an event, on an editorial board, on a conference…

(A4) European/International level

- Develop creative opportunities for dialogue through development of P/R networks in ULLL with various stakeholders (University / Community / Enterprise / Special partners)

- Foster and create sustainable structures for sustainability of projects; taking into account that EU Projects are especially not very sustainable, limited in time

(A5) Local level

- Develop creative opportunities for dialogue through development of P/R networks in ULLL with various stakeholders (University / Community / Enterprise / Special partners)

8.4 Criteria to evaluate Dialogue: quality

When trying to identify the DIALOGUE evaluation criteria, we have to keep in mind the final objectives of this DIALOGUE in the field of (University) Lifelong Learning:

- Learners are at the core of the activity and all parts involved should work together in order to offer better opportunities to learners. Ideally there must be indicators of improvement in both practice and research. For instance new ULLL courses that are delivered based on the research or a joint paper about research and practice in a given subject

- Products are not always a fair representation of the professional/personal/ organisational learning that take place: the process is quite important and have to be taken into account

We can look at DIALOGUE as a process of human interaction and conflict resolution of an age-old yet still-evolving practice. An early form of dialogue was the Socratic method of sustained questioning and engaging participants in formulating their own theories about how the world works. Socrates' student Plato wrote "dialogues" that, although situated within a rhetorical tradition of using language to persuade, have been reinterpreted as techniques applied to situations of inequality and conflict. Plato's dialogues initiated a practice whereby people determined their own answers to questions of concern while engaging in creation of shared meaning and understanding. Based on this old (perhaps obsolete) appreciation of dialogue criteria or evaluation indicators are the following:

1. The promotion of generous listening, reflection before speaking or acting, and genuine thoughtful speaking

2. Participants' recognition and commitment to relational intentions, long-range purposes and capacity to shape what happens

3. Participants' ownership of the process

4. Openness to others and mutual recognition

5. Recognition of the complexity of self and other, and an inquiring stance

6. A sense of safety, security, and trust

7. Equal conversational power

These criteria however might seem ideal for a spoken dialogue and less appropriate to what we (as a DIALOGUE team) do, but considering the gravity of what we do we would also add other variables that are relevant indicators for dialogue outcomes and can be measured. These include causes to which conflict is attributed, views about conflict, and attitudes toward out groups such as perceived threat, anxiety, and empathy (like SWOT analysis more or less only more elaborate). One important variable that has not been given enough attention is the level of pre-dialogue conflict, and how this may mediate attitude change. Measurement of prejudice is also a critical dialogue outcome that presents its own challenges in terms of social desirability bias. Use of implicit attitude measures may address these limitations.

Recommendations

(A1) Individual level

N/A

(A2) Institutional or university level

- Develop and propose assessment criteria concerning dialogue between research and practice at different levels

(A3) National level

N/A

(A4) European/International level

- Integrate assessment criteria concerning dialogue between research and practice into quality assurance standards (EUCEN- ENQA - ...)

(A5) Local level

N/A

8.5 New ways for DIALOGUE

New technologies and new media could boost and facilitate the DIALOGUE process. Researchers are still very focussed on written words and traditional ways of making knowledge available. The written word is the dominant mode in research at the expense of other modes such as speech, drama, video, pictures.

Recommendations

Learning through new media, or technology-enhanced learning, may support flexible pedagogies, and so encompasses a range of topics where technology can enable new choices for (lifelong) learners. Technology-enhanced learning is concerned with using

computer technologies to support learning, whether that learning is local (on campus) or remote (at home or in the workplace). It focuses on giving students choice in the pace, place and mode of their learning. The use of technology throughout people's lives and particularly in school, college and work environments means that learners expect to encounter technology; technology is no longer innately innovative or new. However, technology can enable new approaches as to how learning is delivered and assessed, and can make certain pedagogic approaches viable and scalable when considered for higher education that otherwise would not be. This creates new opportunities for the development of lifelong learning, which are interesting to further investigate. Which new opportunities offer themselves for the development of lifelong learning in the near future and should be topic of further research and a constant dialogue between researchers and practitioners?

- The move to blended learning, a mix of physical/real-world interaction complemented by e-learning, this hybrid is especially relevant to introducing elements of flexibility into traditional courses. Blended learning gives the choice to the learner about when and where they learn

- Opportunities for personalised learning, tailoring the learning experience to an individual student's needs and desires. This has the potential to match the mode and learning style to students, with the student finding their own pathway through learning material

- Support for synchronous and asynchronous activities, the former representing activities done in real time with immediate interaction, the latter those done with a lag. From a communications perspective, typically synchronous teaching and learning is a traditional lecture or online webinar; asynchronous includes email communications

- Opportunities for flexible learning: similar to personalised but with a greater focus on how the material adapts to an individual's progress

- The use of game techniques to encourage and motivate activities can be especially relevant to learning. Online worlds provide a virtual environment for learning, with the game models of players logging in, playing and interacting, making progress and then logging off matching some of the needs of flexible learning

- The rise of online learning: the use of Internet-based e-learning to deliver content supports the anytime, anywhere characteristics that are key to many approaches to flexible learning

(A1) Individual level and (A2) Institutional or university level

- Explore these new possibilities and develop LLL programmes in these new formats. It is important to pilot these new ways of teaching so to investigate how learning takes place

- Diffuse these new ways of communicating messages and results

(A3) National level and (A4) European/International level

- Recognise these new ways of teaching and learning and create funding mechanism which promote the further exploration of these new methods, so that innovation in ULLL is stimulated

(A5) Local level

N/A

9. Perspectives

At the end of this project, how can we go one step further in order to promote and develop the DIALOGUE between ULLL Practice and Research? How to bridge the gaps and how to improve the organisations bridging capacities?

Three perspectives are proposed:

1. Monitor and follow-up the case studies (success stories) and disseminate feedbacks

2. Strengthen the main findings of the projects and explore some new aspects

3. Develop and experiment new innovative ways of learning (Work-place-Learning et al; Intergenerational and family learning etc)

1. Ongoing Monitoring

- Continuous support is needed for DIALOGUE to be successful

- A future perspective for DIALOGUE could be a follow-up for case studies developed during the projects, to look at the long term effects. As for example, it could be interesting to follow-up data on students who have conducted their research in their own professional contexts, i.e., those who are combining the roles of researcher and practitioner (see CS-A&P/PT). What happens when they have finished their studies? What is the effectiveness and maintenance of this dialogue?

- A future perspective for DIALOGUE could be also a follow up on the networks between practitioners and researchers who met during the project and their future projects together. The DIALOGUE project has brought together researchers and practitioners and created mutual understanding which might very well lead to future projects

- After the recommendations had been published it might be interesting to do a follow up on their utility in the next years

- An important issue is raised in the understanding the dialogue between researchers and practitioners by investigating transdisciplinary training programs. How does the dialogue between transdisciplinary subjects contribute to knowledge building compared to interdisciplinary subjects (e.g. climate change, ageing people, …)

- Developing a **good practice user guide** perhaps, that will be developed gradually focusing on the DIALOGUE cases in the beginning, but also include in the long run a larger number of similar cases and follow-ups

- Putting Dialogue in action with interactive seminars, experiential learning sessions, exchange of practices, review of cases and discussion; using DIALOGUE for rethinking our jobs as practitioners or researcher

2. Further research on DIALOGUE improvement

- Applying the academic literature on research methodologies to the research-practice debate

- Working on the DIALOGUE evaluation criteria and key success factors

- Developing approaches and methods for trust building between universities or research institutions or units and representatives from professional institutions or the world of practice (i.e. schools, professional associations, business enterprises, etc); look at the potential of a "Memoramdum of Understanding" (MoU)

- Engage in the discussions of the DIALOGUE website (http://dialogue.eucen.eu/forum)

- Developing a policy manifesto that will be based on four pillars as in the DIALOGUE project (access and progression, learning and guidance, ICT and new media, quality). This policy document will operate as a guide for universities that are interested in developing a partnership or collaboration with the world of practice (i.e. industry, government, SMEs, etc), describing the steps that a university of a research unit has to follow in order to succeed with building trust and developing partnerships with representatives and institutions from the domain of professional practice

- Different research or practice topics or methods are suggested:

    - Transnational online courses based on current research

    - Action research, ethnographic and biographical research, enabling people to participate in Dialogue

    - Developmental research, research done along a development project together with practitioners and researchers

    - Guidance and quality

    - Access of working adults to university's degree studies all over the Europe

    - How people work together is a matter of capability and behaviour. And both are influenced by, knowledge, skills, systems, and (of course) culture. To create a situation in which people work well together it is necessary people to have insights into their own situation and behaviour. These four areas need to be looked deeper

- The question related to "invisible knowledge, expert networks and professionalism" has not been addressed in this project. It would be worthwhile to look deeper into this question to improve the launch of the dialogue process, the development of confident space and organisational framework

    - Little is mentioned on ethical approaches during this project. These issues should have to be considered alongside the research methodology

    - A remaining open question - not solved in the present project - is the impact of the thematic on DIALOGUE. Are some topics (for instance those deeply linked to change, innovation or learning) more suitable to develop DIALOGUE? Are researchers and practitioners so closely linked in some innovative or change or learning context that the DIALOGUE is an inescapable/unavoidable way? Some reflection elements concerning the field in which the researchers have to act have been highlighted, but it is worthwhile to deepen them in a further research. For instance, in TWG L&G, researchers have to act in the field of learning. That means that they are not able to use their scientific knowledge easily. In a first

step they have to understand the problems, interests and interpretations of the practitioners and then they have to relate the bespoken knowledge to these interpretations. This is a difficult challenge as most researchers don't feel like teachers. In the case of TWG Quality or New Media researchers and practitioners are sharing some objectives: they want to develop structures for improving quality or developing new media. Researchers are able to act as researchers: they give advises or expertise. Learning of individuals is not the main objective but improving structures. It might therefore be easier to cooperate

3. Innovative ways of learning and researching

Dialogue among partners and different TWG groups has shown that there is a new wave of indicating that practitioners are also attracted by doctoral studies, and they attend in learning new theory in the academic context, and transfer the knowledge into practice in their professional workplace to build the linkage or as we call, the DIALOGUE, between theory and practice. Therefore, alongside investigating the role of the researcher and practitioner, there is a need to understand the changing roles of practitioners and researchers, and how the academia looks at new forms of researchers.

Some case studies like, especially in cases that related to social sciences, revealed a new form of workplace learning, where the researcher through intensive discussions with the practitioners uncovers new forms of learning happening and shares this as an opportunity for further research. Therefore, further research could specifically delve on what perspectives and new visions the researcher benefits from the workplace for new knowledge-building.

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You can find further bibliography in http://dialogue.eucen.eu/recommendations

11. ANNEXES

ANNEX 1 - Table of references for case studies

Thematic Working Group: Access and Progression

REFERENCE	Case study title	New process: New quality process	New process: New research approach	New process: New self-directed learning	Mixed groups	New form of work-place learning	New curricula / workshops	New models of validation	New programme	New intellectual attitude
CS-A&P/ FI-Noste	Noste -programme from the point of view of dialogue between researchers and practitioners (FI)	✓	✓			✓	✓	✓	✓	✓
CS-A&P/ FI-Wid	Widening possibilities to study university degree-oriented studies (Administrative Law) in the open university 2007-2010 (FI)	✓		✓					✓	✓
CS-A&P/ IE-Stre	Stretching the Academy? Widening participation and outreach campuses: An Irish case study (IE)			✓					✓	✓
CS-A&P/ IE-Ret	The Return to Learning Programme: A bridge to Higher Education? (IE)		✓	✓		✓	✓	✓	✓	✓
CS-A&P/ PT	Post-graduation in education at the University of Porto: Linking research and practice (PT)			✓						✓
CS-A&P/ RO-Dis	Higher Education for Students with Disabilities (RO)									
CS-A&P/ RO-Preu	ULLL for pre-university teachers (RO)						✓		✓	✓
CS-A&P/ SK-SIZA	SIZA - access to LLL of blind and partially sighted people (SK)		✓			✓	✓		✓	✓
CS-A&P/ SK-INSET	INSETrom - CE programmes for teachers of Roma students at basic schools (SK)		✓			✓	✓		✓	✓
CS-A&P/ UK-Adu	Research and Practice in Adult Literacy and Numeracy (UK)		✓	✓		✓		✓	✓	✓
CS-A&P/ UK-Com	Research and Practice in Community Education: linking the research dissertation to practice in undergraduate study (UK)	✓							✓	✓
CS-A&P/ UK-ALJ	The Adult Learner Journal in Ireland: National and international platform for publication and debate in adult learning (UK)	✓		✓		✓				✓
CS-A&P/ UK-GOALS	The Greater Opportunity of Access and Learning with Schools (GOALS) Project & Focus on College & University Study in the West of Scotland (FOCUS West) (UK)		✓				✓	✓	✓	✓

REFERENCE	Case study title	New process: New quality process	New process: New research approach	New process: New self-directed learning	Mixed groups	New form of work-place learning	New curricula / workshops	New models of validation	New programme	New intellectual attitude
CS-A&P/ UK-Ret	Research and practice in adult return to study (UK)		✓	✓			✓	✓	✓	✓
CS-A&P/ UK-Adapt	Adaptive responses to learning in later life: a negotiated process of social, emotional and intellectual growth (UK)		✓				✓		✓	✓
CS-A&P/ ES	Access and participation of adults under the LLL (ES)	✓					✓		✓	✓

You can find all the above Case Studies at http://dialogue.eucen.eu/APC

Thematic Working Group: Learning and Guidance

REFERENCE	Case studies	New process: New quality process	New process: New research approach	New process: New self-directed learning	Mixed groups	New form of work-place learning	New curricula / workshops	New models of validation	New programme	New intellectual attitude
CS-L&G/ AT	The Austrian Expert Group Learning in Later Life - creating a successful dialogue between practitioners and researchers (AT)				✓					
CS-L&G/ DE	Research based Guidance (DE)		✓	✓	✓					✓
CS-L&G/ FR-PartA	Research and LLL cooperation training and guidance workshop - Part A (FR)						✓			
CS-L&G/ FR-PartB	Research and LLL cooperation training and guidance workshop - Part B (FR)						✓			
CS-L&G/ GR	Research Based Learning and Guidance (RE.BA.LE.G) (GR)		✓	✓	✓	✓	✓		✓	✓
CS-L&G/ RO	Workshop on Teacher Cognition (RO)			✓			✓			✓
CS-L&G/ SI	Prior knowledge recognition for re-entering study programmes (SI)							✓		
CS-L&G/ TR	Continuous education and practice at SEM (TR)	✓	✓	✓	✓	✓	✓		✓	✓
CS-L&G/ UK-Emp	Engendering Learning and Guidance in Later Life: An empirical study (UK)						✓			
CS-L&G/ UK-Pot	Realising your Potential: Engendering Learning & Guidance in Later Life (UK)									

You can find all the above Case Studies at http://dialogue.eucen.eu/LGC

Thematic Working Group: New Media

REFERENCE	Case studies	New process: New quality process	New process: New research approach	New process: New self-directed learning	Mixed groups	New form of work-place learning	New curricula / work-shops	New models of validation	New programme	New intellectual attitude
CS-NM/ AT	Practice of New Media in ULLL: Workshop "Potentials and Risks of New Media (Internet and Web 2.0)" as an example (AT)								✓	
CS-NM/ BE-Day	Day of Educational Research on Higher Education (BE)									
CS-NM/ BE-Col	Collaboration Media and Learning Unit - Faculty of Educational Sciences (BE)									
CS-NM/ DE	Crossing Practice and Research (DE)									
CS-NM/ FI	Dialogue of ICT research and development in UEF (FI)									
CS-NM/ PT	Learning with the project EJUMP 2.0 and teacher development (PT)									

You can find all the above Case Studies at http://dialogue.eucen.eu/NMS

Thematic Working Group: Quality

REFERENCE	Case studies	New process: New quality process	New process: New research approach	New process: New self-directed learning	Mixed groups	New form of work-place learning	New curricula / work-shops	New models of validation	New programme	New intellectual attitude
CS-Q/ BE	Quality Assurance for Higher Education Institutions' Continuing Education Programmes (QACEP) (BE)									
CS-Q/ FR-Trai	Quality of a training (FR)									
CS-Q/ FR-Dep	The quality approach in a university department of LLL (FR)									
CS-Q/ FR-Plan	Project Quality Plan (FR)									
CS-Q/ GR	Valipack: Implementation of a testing instrument for the validation of psycho-pedagogical competencies of adult educators (GR)	✓		✓	✓			✓		✓
CS-Q/ IE	Lessons learned from commissioning research for programme evaluations (IE)*	✓	✓							✓

REFERENCE	Case studies	New process: New quality process	New process: New research approach	New process: New self-directed learning	Mixed groups	New form of work-place learning	New curricula / work-shops	New models of validation	New programme	New intellectual attitude
CS-Q/ PT-Thir	How do you assess third mission delivery including LLL? (PT)	✓	✓		✓			✓	✓	✓
CS-Q/ PT-DAETE	Project DAETE (PT)	✓	✓	✓	✓	✓		✓	✓	
CS-Q/ SI	Establishing an external institutional evaluation model in higher education (SI)									
CS-Q/ SK	Case study on the issue of lifelong learning quality in the Slovak Republic (SK)									
CS-Q/ TR	Quality Indicators in Life Long Learning Activities: METU Continuous Education Center (CEC) (TR)	✓	✓		✓	✓	✓		✓	✓

*Confidential case study. Available only to consortium partners.

You can find all the above Case Studies at http://dialogue.eucen.eu/QS

ANNEX 2 - Table of references for SWOT, Mapping and Network analyses

Thematic Working Group: Access and Progression

REFERENCE	Type of Analysis	Title	Country
SA-A&P/UK-Coop	SWOT	Cooperation between practitioners and researchers at the Scottish level to promote access and progression of adults in higher education	UK
SA-A&P/UK-Ret	SWOT	Adult returner pre-entry course case study	UK
SA-A&P/UK-ALJ	SWOT	Adult Learner Journal	UK
SA-A&P/PT	SWOT	Links between research and practice at post-graduation in education. University of Porto	PT
SA-A&P/FI	SWOT	Case Study: Widening possibilities to study university degree studies in the Open University of UEF 2007-2009	FI
SA-A&P/RO	SWOT	Cooperation between practitioners and researchers at local level	RO
SA-A&P/IE	SWOT	Cooperation between practitioners and researchers NUI Maynooth, Kilkenny Campus	IE
MA-A&P/UK	Mapping	Adult Learner Journal	UK
MA-A&P/RO	Mapping	Key Actor Mapping. Network study.	RO
MA-A&P/IE	Mapping	Key Actor Mapping. Network study on Kilkenny Campus, NUI Maynooth	IE
NA-A&P/UK	Network	Network study of access and progression of adults in higher education in the UK	UK
NA-A&P/FI	Network	Finland	FI
NA-A&P/RO	Network	Romania	RO
NA-A&P/IE	Network	Ireland	IE

You can find all the above SWOT, Mapping and Network analyses at http://dialogue.eucen.eu/APS

Thematic Working Group: Learning and Guidance

REFERENCE	Type of Analysis	Title	Country
SA-L&G/UK	SWOT	Realizing your Potential: Engendering Learning & Guidance in Later Life	UK
SA-L&G/DE	SWOT	Analysis in the Thematic Working Group of Learning and Guidance	DE
SA-L&G/TR	SWOT	Learning and Guidance	TR
SA-L&G/RO	SWOT	Cooperation between practitioners and researchers for the realisation of a workshop on teacher beliefs in Sibiu	RO
SA-L&G/AT	SWOT	The Austrian Expert Group Learning in Later Life: creating a successful dialogue between practitioners and researchers	AT
SA-L&G/FR	SWOT	Analysis in the TWG Learning and Guidance	FR
MA-L&G/TR	Mapping	Network Study on Learning and Guidance	TR
MA-L&G/RO	Mapping	Network Study on Case Study Sibiu - ULLL- Dialogue on micro level	RO
MA-L&G/AT	Mapping	Network Study on The Austrian Expert Group Learning in Later Life - creating a successful dialogue between practitioners and researchers	AT
MA-L&G/FR	Mapping	Network Study.	FR
NA-L&G/FR	Network	France	FR

You can find all the above SWOT, Mapping and Network analyses at http://dialogue.eucen.eu/LGS

Thematic Working Group: New Media

REFERENCE	Type of Analysis	Title	Country
SA-NM/BE	SWOT	Collaboration Media and Learning Unit - Faculty of Educational Sciences KU Leuven	BE
SA-NM/FI	SWOT	Cooperation between practitioners and researchers in the field of new media and ICT in ULLL in University of Eastern Finland	FI
SA-NM/DE	SWOT	Cooperation between practitioners and researchers at new media and ICT in ULLL in University of Potsdam	DE
SA-NM/AT	SWOT	Cooperation between practitioners and researchers in developing, delivering and evaluating the workshop "Potential and Risks of New Media (Internet and Web 2.0)" at the Center for Continuing Education at the University of Graz	AT
SA-NM/PT	SWOT	Cooperation between practitioners and researchers implementation for ULL in eJump	PT
MA-NM/AT	Mapping	Network study on Cooperation between practitioners and researchers in developing, delivering and evaluating the workshop "Potential and Risks of New Media (Internet and Web 2.0)" at the Center for Continuing Education at the University of Graz (AT)	AT
NA-NM/FI	Network	Finland	FI
NA-NM/PT	Network	Portugal	PT

You can find all the above SWOT, Mapping and Network analyses at http://dialogue.eucen.eu/NMS

Thematic Working Group: Quality

REFERENCE	Type of Analysis	Title	Country
SA-Q/IE	SWOT	Cooperation between practitioners and researchers at Department of Adult and Community Education, NUI Maynooth	IE
SA-Q/BE	SWOT	EU LLP Project QACEP (Quality Assurance for Higher Education Institutions' Continuing Education Programmes	BE
SA-Q/GR	SWOT	Implementation of a testing instrument for the validation of psycho-pedagogical competencies of adult educators	GR
SA-Q/PT	SWOT	How do you assess third mission delivery including LLL?	PT
SA-Q/SI	SWOT	How do you assess third mission delivery including LLL?	SI
SA-Q/SK	SWOT	Educational activities at the University of Zilina based on the interaction between research and practice in lifelong learning	SK
SA-Q/TR	SWOT	Quality in life long learning activities: METU Continuous Education Center (CEC)	TR
SA-Q/FR-Trai	SWOT	Quality of a training (Case study 1) [en] [fr]	FR
SA-Q/FR-Dep	SWOT	The quality approach in a university department of LLL (Case study 2) [en] [fr]	FR
SA-Q/FR-Plan	SWOT	Project Quality Plan (Case study 3) [en] [fr]	FR
NA-Q/IE	Network	NUI Maynooth	IE
NA-Q/GR	Network	Implementation of a testing instrument for the validation of psycho-pedagogical competencies of adult educators (Validpack) (AUTH)	GR
NA-Q/PT	Network	How do you assess third mission delivery including LLL?	PT
NA-Q/SI	Network	How do you assess third mission delivery including LLL?	SI
NA-Q/SK	Network	Institute of LLL and its network	SK
NA-Q/TR	Network	Network Study on Quality	TR
NA-Q/FR-Trai	Network	The Quality of a training (Case study 1)	FR
NA-Q/FR-Dep	Network	The quality approach in a university department of LLL (Case study 2)	FR

REFERENCE	Type of Analysis	Title	Country
NA-Q/FR-Plan	Network	Project Quality Plan (Case study 3)	FR
MA-Q/IE	Mapping	Ireland	IE
MA-Q/GR	Mapping	Greece	GR
MA-Q/PT	Mapping	Portugal	PT
MA-Q/SI	Mapping	Slovenia	SI
MA-Q/SK	Mapping	Slovak Republic	SK
MA-Q/TR	Mapping	Turkey	TR

You can find all the above SWOT, Mapping and Network analyses at http://dialogue.eucen.eu/QS

ANNEX 3 - Transversal analyses of the thematic working groups

"Access and Progression" final transversal report, prepared by Rob Mark (University of Strathclyde, UK)

http://dialogue.eucen.eu/APS

"Quality Assurance" final transversal report, prepared by Josephine Finn (National University of Ireland - Maynooth, IE)

http://dialogue.eucen.eu/QS

"Learning and Guidance" final transversal report, prepared by Joachim Ludwig (University of Potsdam, DE)

http://dialogue.eucen.eu/LGS

"New Media" final transversal report, prepared by Anneleen Cosemans (KU Leuven, BE)

http://dialogue.eucen.eu/NMS

Lifelong Learning is usually recognised as a field where research and practice should be closely connected. While the importance of encouraging research which informs policy and practice in Lifelong Learning is widely acknowledged by many, the ways in which knowledge could be more effectively exchanged and used to improve practices is not yet fully understood.

DIALOGUE has identified policies and good practices in dialogue processes and compiled a number of recommendations to guide practitioners and researchers in their route to improve exchange and collaboration.

DIALOGUE

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