



European collaboration between national programmes of educational research: Learning in Knowledge Societies

Alan Brown, Associate Director of UK Teaching and Learning Research Programme

Paper produced for the European Association for Research on Learning and Instruction (EARLI 2003)

Symposium on Research on Learning as a National Investment and International Resource

EARLI 2003, University of Padua

August 26th – 30th, 2003

**Contact details:
Dr Alan Brown
Institute for Employment Research
University of Warwick
Coventry CV4 7AL**

Tel: 0044 (0) 2476 523512

Fax: 0044 (0) 2476-524241

e-mail: alan.brown@warwick.ac.uk

UK website: www.tlrp.org

European website (currently under development): www.links.eu.com



European collaboration between national programmes of educational research: Learning in Knowledge Societies

Contact: Dr Alan Brown alan.brown@warwick.ac.uk

UK website: www.tlrp.org

European website (currently under development): www.links.eu.com

1. Aims of collaboration:

Six initial partners are committed to supporting European collaboration between their respective national programmes focused on 'knowledge and learning' as a means of:

- facilitating **strategic research co-operation**
- **research deepening** in a way compatible with creation of a European Research Area
- adding considerable value to significant national programmes
- creating a common web-site and platform for dissemination for the six programmes.

Learning in Knowledge Societies (LinKS) involves a collaboration between six national research programmes concerned with 'knowledge and learning'. The partners are:

Finland: Academy of Finland 'Life as Learning' programme;

France: Institut National de Recherche Pédagogique (INRP) programme of educational research;

Netherlands: Dutch Research Council Programming Council for Educational Research (PROO) educational research programme 2004-2007;

Norway: Norwegian Research Council Division for Culture and Society 'Knowledge, Education and Learning' programme;

Sweden: Swedish Research Council Committee for Educational Science educational research programme;

United Kingdom: Economic and Social Research Council (ESRC) Teaching and Learning Research Programme.

2. Brief description of proposed collaboration:

Building upon the co-operation already achieved the partners intend to commit fully to networking national research activities in the area of 'knowledge and learning' in order to implement systematic exchange of information and good practice; undertake some common strategic activities; and engage in a range of joint activities and transnational research activities. This will include clustering of national research projects in order to facilitate workshops, seminars and working conferences among researchers involved in the national research programmes. It is intended that this should involve learning from experience in such a way as to deepen our understanding of research on knowledge and learning across the national programmes.

Initial discussions have taken place on developing some joint research training schemes and activities. These may become more formalised over time, with an investigation into opening up access to research training in other countries and encouragement to use both national and European mobility schemes. All countries involved have an existing commitment to deepening international collaboration. There is significant interest also in setting up a programme of transnational research activities.

The national programmes hope to work together to create a forum for programme managers looking at issues relating to continuing strategic long-term co-operation, including the impact

of educational research on society. They would also, depending upon funding support, like to set up a scientific direction review group that will undertake a strategic look forward for the future of research in 'knowledge and learning'. Collaboration would also be realised around the following strategic substantive themes identified as common within the programmes:

- **Learning across the life-course** (e.g. key transitions; life-long learning);
- **Improving learning outcomes** (e.g. attainment; learning to learn; learner identities);
- **Transformation** (e.g. use of ICT to enhance learning; transformation of the knowledge base for education and training).

The review group would also seek:

- to identify common challenges and key issues between the programmes;
- ideas for future research co-operation on 'knowledge and learning';
- to identify and analyse new opportunities and gaps in research in the area of 'knowledge and learning';
- 'good practice' in research design and the wider exploitation of research results;
- to design support for career development of junior researchers.

The above six programmes are all formally committed to the partnership, and it may be possible to widen the collaboration at a later stage by involving other countries: for example, Iceland, Germany, New Zealand and Switzerland.

3. Partner Summary Descriptions:

3.1 Finland:

The Academy of Finland's 'Life as Learning' Research Programme started in autumn 2002. The programme is due to run for four years, involves 17 projects, and focuses upon the reinterpretation of lifelong learning and the reinterpretation of work-related learning. The programme has five research themes: Redefining the Concept of Learning; The Social and Cultural Context of Learning; Knowledge Creation; Work Environments; and New Teachership. The programme is the Academy of Finland's flagship in educational research, has been internationally reviewed and has already established strong international links.

Life as Learning (LEARN) is a national research programme, funded by the Academy of Finland (EUR 5.1 million, 2002 - 2006), the National Board of Education, the Ministry of Education, the National Technology Agency (Tekes) and the Finnish Work Environment Fund. **The research projects** joining the programme were chosen in autumn 2002, to make research in the diverse contents of the programme - to redefine the concept of learning, to examine the social and cultural contexts of learning, the knowledge creation, working environments, or new teachership. There are 17 projects, of which three are consortia. Note more detailed project information is given in the Finnish contribution to this symposium and each project has a website accessible from the overall programme website.

3.2 France:

The Institut National de Recherche Pédagogique (INRP) has continuing responsibility for educational research in France. It is a national institution with an explicit mission to co-ordinate French research in education and a special commitment to supporting research among practitioners. It is currently organised as a network of mixed teams, associating INRP, Universities and Grandes Ecoles preparing teachers for higher education. This network addresses a wide range of issues, from ICT to history and sociology of education, including fields like didactics of science and history of education.

The French team at INRP is interested in strengthening co-operation with other national programmes in order to gain insight into transversal questions such as:

- Career development for junior researchers in education

- Links between research and practice
- Comparison of methodologies
- New modes of teacher education (notably case-based education, usage of portfolios).
- Language issues in disseminating research.

Several thematic fields will be considered for nurturing common reflection, including use of ICT for learning and science education (especially in secondary schools). The contribution of INRP will mainly involve teams with international recognition in both fields (ICT and didactics of science), as well as the department in charge of keeping up with scientific and technological innovations. Regarding ICT, teams work both on the development of learning environments and on the analysis of ICT usage in schools and higher education (notably teacher education and training). The network will comprise teams involved in fundamental work and in applied research aiming at producing resources for researchers and practitioners.

INRP operates on a networked basis, the centre of which is Lyon. The different teams currently involved in that network are affiliated for short or medium term periods (2 to 4 years). They undergo regular evaluation procedures. For the proposed collaboration 7 teams will be associated. Since the life span of teams varies between 2 to 4 years, INRP participation will be organised in two stages.

3.3 Netherlands:

Dutch Research Council Programming Council for Educational Research (PROO) programme for 2004-2007 has six major topic areas with sub-themes in each:

- Pre-primary and early primary education (individual and cultural differences; co-construction of language competencies);
- Innovative learning arrangements (effects of new types of learning upon individual learning paths; effects of ICT tools);
- Didactics for vocational education (lower and middle level vocational education; participants as co-constructors of education);
- Teacher education and development (modern craft-mastership for teaching; development of new teaching and learning arrangements);
- The school as a learning context (environment; organisation; rich sources of information);
- Social cohesion and social capital ...unity and diversity (integration and differentiation in the classroom, the school, and in society; social and cultural integration).

The Dutch PROO expects its researchers to be fully informed about international developments within their fields of interest. PROO has its own international contacts, but these have been incidental and ad hoc, and these should be developed further in order to support national educational research. PROO hopes that collaboration on educational research will provide opportunities for 'exporting' good practices to other countries and for 'importing' good practices and valuable information into the Netherlands. This may lead to the opening up of assessment procedures and funds for researchers living and working in other countries.

PROO has had an Advisory Committee on International Affairs for one and a half years. Most advice of this Committee has been integrated into the new PROO programmes 2003 and 2004-2007. One piece of advice for instance was to draw up an inventory of Dutch international (comparative) educational research - the inventory will start in 2003 and will provide results in the beginning of 2004, offering an important basis for further PROO policy development for international (comparative) Dutch educational research. Another piece of advice for PROO was that they should pay extra attention to the criterion of 'international orientation' when assessing research proposals. Finally, those researchers involved in the PROO programme 2003 may apply for funding when they wish to invite foreign experts for workshops, seminars, conferences, etc., or when they themselves want to participate in a scientific meeting abroad.

The fit with potential international themes is strong. **Learning outcomes** and **transformation** are well represented, but with relatively little on adults although the **life-course** is partly covered under 'social capital' (and of course up to the age of say 19). The structure of PROO project support and use of post-doctoral researchers represents a particular approach to **capacity-building**. Emphasis upon **synergies** (across sectors, disciplines and national boundaries) is also very explicit. **Impact** is expected through effects on both policy and practice.

3.4 Norway:

The Norwegian Research Council Division for Culture and Society 'Knowledge, Education and Learning' programme is due to start in late 2003. The programme focuses on research on learning in education, the labour market and society in general. The programme's goal is to enhance the level of competence in Norwegian educational research, contribute to the long-term development of knowledge about education and research, strengthen the knowledge base of Norwegian education policy and play a part in public debate about education and knowledge. The programme has two main perspectives. One perspective deals with change and re-organisation; the second is a comparative view of knowledge and education. These perspectives are to inform and constitute the background for the three priority research topics: the interaction between the education system, home, workplace and voluntary sector as arenas for lifelong learning; educational leadership, organisation and steering; and learning processes and fields of knowledge.

Knowledge, Education and Learning adopts an active stance towards internationalisation. Applications must be written in English. The goal of internationalisation is that Norwegian researchers should reach a position where they can actively participate in the presentation of their results to an international public. This will ensure that Norwegian researchers are informed and aware of what is taking place on the international research front. Project leaders with international networks are necessary, and support for a stay abroad for those with stipends and researchers is an important instrument. The milieu should as far as possible become capable of co-operating with partners from abroad. The programme aims to assist international publishing by helping to prepare texts for international publication.

The programme takes as its starting point the changes taking place in knowledge, education and learning as we enter the 21st century. The changes can be seen in the context of more comprehensive international processes – a new industrial and technical revolution – where the development of knowledge, knowledge based professions and new technology constitute central elements. In addition, internationalisation has become a greater formative force with greater intensity. Among the processes of change having an effect upon education and learning of particular importance are changed conceptions of competence (knowledge and skills) and changes in forms of work organisation and in the use of technology.

The priority research topics are:

- The interaction between the education system, home, workplace and voluntary sector as arenas for life-long learning;
- Leadership, organisation and steering of educational institutions;
- Learning processes, fields of knowledge and the benefits of learning.

Topic 3 moves from the conditions, framework and macro-oriented processes to a learning and content oriented perspective. Along the learning dimension it will be important to examine the different factors which further or restrict what the pupil or student learns and how the quality of learning can be assessed. While education is connected with institutions, systems and phases in life, learning is something in the modern society that takes place

throughout a person's life. There is therefore a need for knowledge about the relationship between education and learning and the different aspects of knowledge generation in the school and the workplace, and across levels and between levels. There is a need for knowledge on all levels of education and especially perhaps in further education. With respect to the learning dimension, there is a special interest in looking more closely at what can enhance the learning of different pupil and student groups (according to ethnic, gender, socio-economic background). The programme will also invite research on children with special needs and the topic of inclusion/exclusion. In addition, attention should be focused upon the importance of education institutions for democracy, upbringing and citizenship.

3.5 Sweden:

The Swedish Research Council set up a special Committee for Educational Science in 2001 to distribute what represented a major step change in funding for research in educational science. The purpose of this funding is to promote research on knowledge and learning in various contexts and in disparate forms. One anticipated result of the research is that it will serve to bolster teacher training and be a resource for education and teachers' work. In late summer 2003 the Committee will decide upon the particular constellation of research projects, research institutes and individual researchers who will participate in the international programme.

The Committee for Educational Science is currently deciding what projects and individuals will be the most appropriate to involve in international collaboration. Decisions about grants have not yet been made, so the following list is illustrative of current projects that are *possible* candidates for international collaboration. They are included below just to give an indication of the type of collaboration that may come from Sweden. Focus in these is mostly on formal education while the new round of applications for grants emphasises further learning in working life, as a complement to existing projects.

Learning in and through Online Learning Communities (OLC) - ICT as learning resources for Professionals

Lifelong learning for the working population is in focus in this project and the object of analysis is how OLC function in those areas in respect of learning and knowledge development. With the expansion of the Internet and increased usage of communication media, many of the 'meeting places' are today based on the Internet. The number of OLC is presently rapidly increasing and many different occupational groups develop and use communities for learning and in-service training. The aim of the project is to study lifelong learning for the working population in and through Online Learning Communities.

Professional experiences and formal education - a study of how vocational teachers acquire knowledge

The interest of this study is to understand better how work experience and theoretical knowledge interplay for teachers in their profession, and how different forms of knowledge complement each other. The starting point is that people constantly learn and it is not always possible to determine if learning has occurred or not. This means that learning takes place not only in formal and other organised education, but that daily life offers that opportunity as well. There are several theoretical viewpoints that try to explain how learning occurs, and two of the main perspectives are cognitive and contextual perspectives. This study considers these two perspectives must be seen as complementary in order to understand the phenomenon of learning. The cognitive perspective to a larger extent emphasises formal learning, planned learning with a given goal. The contextual perspective emphasises informal learning, learning occurs without us thinking of it. The study can contribute to the understanding of what theoretical education and work experience contribute within teaching situations.

Teachers' in-service learning: a sociological study of practitioners learning about their students

The purpose of this project is to study working teachers' learning about their pupils; to which extent this occurs, what type of knowledge, in which contexts as well as how it is used. The central issue is: what prevents and what promotes a relevant and reflexive development of knowledge in teachers of their learning about pupils, and how is it used in their work? The theoretical importance focuses on new knowledge of forms of and conditions for learning in work practices and in relation to pupils, parents and colleagues. The theoretical analyses will be linked to theories about learning organisations, professions and reflexive learning. The practical use of this study is to show how teachers can systematise their practical reflexive learning and what demands prevents or supports it.

The Practice of Learning Encounters: the use of physical and virtual places in teacher education

This study focuses upon how students, training to become teachers, acquire the role of, and start thinking like, teachers, and how IT can support the students and their teachers. The focus is on the dialogue and co-operation between students while their future role as teachers develops.

Interactive Learning in Distance Education

The purpose of this project is to study and analyse interactive learning in computer based teacher training at a distance. The following issues will be examined: To what extent is there interaction in distance education?; In which way do different contents of interaction influence conditions and support for learning?; Does the design and use of the technical platform matter in order to create interactive learning on distance?; Does organisation and formulation of content matter to create interactive learning at a distance?; and especially: What implications does the design of student guidance and examination assignments have?; Is interaction and learning influenced by gender?. In spite of the possibilities that technology is assumed to have for creating learning environments for interactive learning, this is shown to be difficult in practice.

Social Pedagogy in Society. Interactions between Research, Theory and Practice

Social pedagogy has not widely been studied in Sweden. Despite this, it is often hoped that it will contribute and give new perspectives to many occupations and activities. In this project, a group of researchers will establish co-operation and networks on national, Scandinavian and international levels. The purpose is to contribute to research on social pedagogy.

3.6 United Kingdom:

The ESRC Teaching and Learning Research Programme (TLRP) is a co-ordinated research initiative. Its overarching purpose is to support and develop educational research leading to improvements in outcomes for learners of all ages, in all sectors and contexts of education, training and lifelong learning throughout the UK. The first projects began work in 2000 and the Programme is scheduled to end in December 2008. Projects and networks have been funded in three main phases. There are also a number of other activities, such as practitioner research fellowships. Additionally cross-programme themes are being developed as a way of structuring learning between Projects, drawing on expertise from outside the Programme, and adding value to the Programme as a whole. TLRP is managed by ESRC and to date, it has received some £26m (approximately €40M) from the Higher Education Funding Council for England, the Scottish Executive, the Welsh Assembly, the Northern Ireland Executive and the Department for Education and Skills.

The TLRP is substantively concerned with improving outcomes for learners in a very wide range of UK contexts across the lifecourse. In terms of methodologies, it explores synergies between different research approaches and aims to build UK capacity for conducting high quality educational research. Regarding the application of findings to policy and practice, it supports the transformation of knowledge to improve accessibility and works to maximise the impact of the research.

TLRP studies a broad range of learning outcomes. These include both the acquisition of skill, understanding, knowledge and qualifications and the development of attitudes, values and identities relevant to a learning society. The Programme is concerned with patterns of success and difference, inclusion and exclusion through the lifecourse. TLRP commits to user engagement at all stages of research. The Programme promotes research on teaching and learning across disciplines, methodologies and sectors, and supports various forms of national and international co-operation and comparison.

TLRP works to enhance capacity for all forms of research on teaching and learning, and for research-informed policy and practice. This work is the particular focus of the Programme's Research Capacity Building Network. TLRP develops the knowledge base on teaching and learning and contributes to the improvement of policy and practice in the UK.

Note more detailed project information is given in the UK contribution to this symposium and each project has a website accessible from the overall TLRP website.

4. Details of individual projects

Note this list contains at present only the Finnish and UK projects that are involved in the programme. Each project can be accessed from the programme website. Final decisions about the projects to be included from France, Netherlands, Norway and Sweden will be made in the autumn of 2003.

4.1 Projects in the Finnish Life as Learning programme:

Ecology of Collaboration (ECOL): Collaboration as Motivated and Co-ordinated Activity in Learning at Higher Education and Work-Place Contexts
(Prof. Päivi Häkkinen, University of Jyväskylä; Prof. Sanna Järvelä, University of Oulu)

EMERGING COMMUNITIES OF PRACTICE: the Institutionalisation of Learning at Work (EcoP)
(Prof. Kari Lilja, Helsinki School of Economics)

Facilitating Social Creativity through Collaborative designing
(Prof. Minna Uotila, University of Lapland; Prof. Pirita Seitamaa-Hakkarainen, University of Joensuu)

From Teaching Society to Learning Society. Generations and their possibilities of learning and coping in postmodern network and risk society.
(Prof. Erkki Olkinuora, University of Turku)

HELMI: Holistic Development of e-Learning and Business Models
(Prof. Riitta Smeds, Helsinki University of Technology)

The L2 factor - Learning-to-learn at School: a Key to Life-Long Learning
(Prof. Jarkko Hautamäki, University of Helsinki)

Learning Intercultural Competency in the Workplace
(Senior Research Fellow Pirkko Pitkänen, University of Joensuu)

Mathematics Teacher Learning in the Information Society (MATIS)
(Academy Fellow Kristiina Kumpulainen, University of Oulu)

Merging fields of high and low technologies as strategic learning environments: The case of the evolving field of functional food

(Prof. Osmo Kivinen, University of Turku)

The MOMENTS Project - Models and Methods for Future Knowledge Construction: Interdisciplinary Implementations with Mobile Technologies

(Prof. Jari Multisilta, Pori School of Technology and Economics; Prof. Raine Koskimaa, University of Turku; Prof. Heli Ruokamo, University of Lapland; Prof. Seppo Tella, University of Helsinki)

Motivation, self-regulation and learning (MRL)

(Prof. Marja Vauras, University of Turku; Prof. Jari-Erik Nurmi, University of Jyväskylä)

Neurocognition of Language Learning and Re-Learning

(Prof. Matti Laine, Åbo Akademi University)

New forms of expansive learning at work: the landscape of co-configuration

(Prof. Yrjö Engeström, University of Helsinki)

Problem-based learning as a strategy for developing knowledge and competence in the context of education and work

(Prof. Anna Raija Nummenmaa, University of Tampere)

Societal Choices in promoting Life Wide Learning

(Prof. Asko Suikkanen, University of Lapland)

Strategies for Cooperation and Learning in Public and Private Sector Networks

(Senior researcher Tuula Heiskanen, University of Tampere)

Teachership - Lifelong Learning (TeLL): Supporting Teachership in a Changing Work Environment

(Prof. Jouni Välijärvi, University of Jyväskylä)

4.2 United Kingdom:

Early Years

[INTERPLAY: Play, Learning and ICT in Pre-school Education;](#)

Plowman and Stephen (2003-2005)

Primary Education

[Home-School Knowledge Exchange in Primary Education;](#)

Hughes, Feiler, Greenhough, Osborn, Pollard & Winter (2001-04)

[Learning Scientific Concepts in Classroom Groups at Key Stage 1;](#)

Hodgkinson (Research Training Fellow) (2001-06)

[The Role of Awareness in the Teaching and Learning of Literacy and Numeracy in Key Stage 2;](#)

Nunes, Bryant & Hurry (2001-04)

[Sustainable Thinking Classrooms;](#)

McGuinness & Sheehy (2001-2003)

[Supporting Group-work in Scottish Schools;](#)

Christie, Topping, Tolmie, Livingstone & Howe (2003-04)

Provision for Gifted and Talented Pupils at Secondary Transfer;
Brookes (Research Training Fellow) (2002-07)

Secondary Education

Towards Evidence-Based Practice in Science Education;
Millar, Leach, Osborne & Ratcliffe (2000-03)

InterActive Education: Teaching and Learning in the Information Age;
Sutherland, Robertson & John (2001-04)

From Black Boxes to Glass Boxes: Computerised Concept Mapping in Schools;
Bevan (Research Training Fellow) (2002-06)

Across School Phases

Consulting Students about Teaching and Learning: Process, Impact and Outcomes;
Rudduck, Arnot, Fielding, McBeath, McIntyre, Myers, Reay (2000-03)

Pupil Voice: History and Implications for Teaching and Learning;
Flutter (Career Development Associate) (2000-03)

Understanding and Developing Inclusive Practices in Schools;
Ainscow, Booth & Dyson (2000-03)

Improving the Effectiveness of Pupil Groups in Classrooms;
Blatchford, Galton & Kutnick (2001-04)

Learning How to Learn, in Classrooms, Schools and Networks;
James, McCormick & Wiliam (2001-05)

Lessons for Learning: Using Research Study Lessons to Innovate;
Dudley (Research Training Fellow) (2003-07)

5-14 Mathematics in Scotland: The Relevance of Intensive Quantities;
Howe, Nunes & Bryant (2003-05)

Further and Post 16 Education

Transforming Learning Cultures in Further Education;
Hodkinson, Gleeson, James & Postlethwaite (2001-05)

Using Research to Enhance Professionalism in Further Education;
Goodrham (Research Training Fellow) (2001-06)

Learning in Community-based Further Education;
Gallacher, Crossan & Mayes (2003-05)

Learning in Further Education through Informal and Formal Literacies;
Ivanic, Barton, Edwards & Breen (2003-06)

Policy, Learning and Inclusion in the Learning and Skills System;
Coffield, Hodgson & Spours (2003-06)

Higher Education

The Effectiveness of Problem-Based Learning in Promoting Evidence-Based Practice;

Newman (Career Development Associate) (2000-03)

[Enhancing Teaching-Learning Environments in Undergraduate Courses;](#)
Hounsell & Entwistle (2001-04)

[What is Learned at University: The Social and Organisational Mediation of Learning;](#)
Brennan, Jary, Richardson & Osborne (2004-07)

[Disabled Students' Learning in Higher Education;](#)
Fuller, Healey, Hurst, Riddell & Wareham (2004-07)

[Learning to Perform: Instrumentalists and Instrumental Teachers;](#)
Mills, Williamon, Welch & Hargreaves (2004-07)

Workplace Learning

[Improving Incentives to Learning in the Workplace;](#)
Rainbird, Evans, Hodkinson & Unwin (2000-03)

[Learning as Work: Teaching and Learning in Contemporary Organisations;](#)
Felstead, Ashton, Fuller, Unwin & Walters (2003-07)

[Understanding the System: Techno-mathematical Literacies in the Workplace;](#)
Hoyles & Noss (2003-07)

[Enhancing 'Skills for Life': Adult Basic Skills and Workplace Learning;](#)
Wolf, Evans, Bynner & Jupp (2003-07)

Continuing Professional Development

[Learning During the First Three Years of Postgraduate Employment;](#)
Eraut, Maillardet, Miller & Steadman (2001-04)

[Competence-based Learning in the Early Professional Development of Teachers;](#)
McNally, Boreham, Cope & Stronach (2003-07)

[Vicarious Learning and Teaching of Clinical Reasoning Skills;](#)
Cox, Lee, Varley & Morris (2004-06)

[Learning in and for Interagency Working;](#)
Daniels, Edwards, Creese, Leadbetter & Martin (2004-07)

Lifelong Learning

[Learning Lives: Learning, Identity and Agency in the Lifecourse;](#)
Biesta, Field, Goodson, Hodkinson & MacLeod (2003-07)

5. Contact details:

Finland:

Scientific Director: Professor Hannele Niemi, University of Helsinki, Department of Education

Coordinator: Raija Latva-Karjanmaa, University of Helsinki, Department of Education

e-mail: raija.latva-karjanmaa@helsinki.fi

Life as Learning website: www.aka.fi/Learn

France:

Director New Technology and Education, National Institute for Pedagogic Research (INRP-TECNE): Georges-Louis Baron
email: baron@inrp.fr
INRP-TECNE website: <http://www.inrp.fr/Tecne/>
INRP website: <http://www.inrp.fr/>

Netherlands:

PROO (Programming Council for Educational Research)

Board Member: Prof. Dr. **Hetty Dekkers**

From Research Council Secretariat Contact: Drs. C. **Margreet Bouma**,

E-mail: bouma@nwo.nl.

Programme website:

http://www.nwo.nl/subsidiewijzer.nsf/pages/NWOA_4XLGR5?Opendocument&su=no

Norway:

Director: Professor Ivar Bleiklie, Rokkan Centre in Bergen/Department of Administration and Organization Theory, University of Bergen

Deputy Director: Associate professor Kirsti Klette, Institute of Educational Research, University of Oslo

email: kirsti.klette@ped.uio.no

Knowledge, Education and Learning website:

<http://www.program.forskningsradet.no/utdanning/>

In English: <http://www.forskningsradet.no/fag/ks/om/programplankuleng.htm>

Sweden:

Contact: Professor Roger Säljö, Department of Education, Göteborg University

email: Roger.Saljo@ped.gu.se

Swedish Research Council website: – <http://www.vr.se/english/>

Committee for Educational Science website <http://www.vr.se/english/index.asp?id=577>

United Kingdom:

Director: Professor Andrew Pollard, Faculty of Education, University of Cambridge

Associate Director (European co-ordination): Dr Alan Brown

email: alan.brown@warwick.ac.uk

TLRP website: <http://www.tlrp.org>