EUNIS 2025: The DIVO Programme: a swift, lean and agile model for digital innovation

Simon Whittemore

[1] Università Cattolica del Sacro Cuore, Italy

simonthomas.whittemore@unicatt.it

Abstract

Due to the "accelerating technological change and hyperconnectivity"[*] we are living through and the increasingly VUCA[†] context for all organisations, universities need to integrate and manage not only a technology strategy embedded throughout their strategic plan, but also a digital innovation or digital transformation function to manage the risks and grasp the opportunities of the constant flow of new technologies (such as Generative AI and Extended Reality) and new ways of working.

Universities need to understand the new technologies, develop policies for their safe use, manage the related risks, and where appropriate, seize the opportunities. This calls for a function that combines research, development, innovation and business knowledge, dovetailed with service delivery. The challenge is how to create and enable such a function at relatively low cost and with the necessary agility, speed and effectiveness to deliver value and complement/enhance existing services. The Digital Innovation Virtual Organisation (DIVO) at Università Cattolica del Sacro Cuore is one such function; it manages a programme of digital innovation pilot projects and work hypotheses. This paper explores how DIVO is constituted and its purpose and objectives, focussing on the innovation methodology deployed and the activities supported. The DIVO model is proposed as a good practice for digital transformation and innovation in university information services.

1   Introduction and context

No longer just one of several professional and support services, IT, or more accurately, Information Services has in recent decades become a strategic differentiator for universities. From CRM systems and hybrid learning offers that place the student at the centre, to sophisticated research information management systems to platforms that professionalise collaboration with business and community organisations, universities' information services are transforming the capabilities and impact of HEIs.

---

[*] EU Knowledge for Policy, Megatrends Hub 2024

[†] Volatile, Uncertain, Complex, Ambiguous

Due to the "accelerating technological change and hyperconnectivity"[‡] we are living through and the increasingly VUCA[§] context for all organisations, universities need to integrate and manage not only a technology strategy embedded throughout their strategic plan, but also a digital innovation or digital transformation function to manage the risks and grasp the opportunities of the constant flow of new technologies and new ways of working. This remains the case whether the university intends to utilise the new technology in question or not, since the big technology organisations deploy ubiquitous and interconnected platforms to target the consumer, including university students and staff.

So, for example, generative artificial intelligence (GenAI) is used in universities, regardless of whether it is officially promoted. It is therefore essential for universities to understand the new technologies, develop policies for their safe use, manage the related risks, and where appropriate, seize the opportunities. This calls for a function that combines research, development, innovation and business intelligence, dovetailed with service delivery. The challenge is how to create and enable such a function at relatively low cost and with the necessary agility, speed and effectiveness to deliver value and complement/enhance existing services. The Digital Innovation Virtual Organisation (DIVO) at Università Cattolica del Sacro Cuore is one such function; it manages a programme of digital innovation pilot projects and work hypotheses. This paper explores how DIVO is constituted, its purpose and objectives plus the methods used and the activities supported. The DIVO model is proposed as a good practice for digital transformation and innovation in university information services.

2 DIVO – Purpose, objectives resources and approach

Università Cattolica del Sacro Cuore di Milano is a private, non-profit, multidisciplinary university founded in 1921 and based in Milan, with circa 40,000 students and four additional campuses in Rome, Brescia, Piacenza and Cremona. The Digital Transformation Virtual Organisation (DIVO) is the realisation of the vision of the CIO of Università Cattolica, Giuliano Pozza[**]. DIVO was created as part of Information Services in 2023 and has become the focal point for digital innovation in the university and for the governance and management of pilot projects in new technologies such as Artificial Intelligence and Augmented/Extended Reality.

The university's Strategic Plan 2023-25 recognises that: "Università Cattolica, while adopting its characteristically prudent and methodologically rigorous approach, cannot exempt itself from experimentation with these innovative technologies." The strategy also commits to enhancing and embedding a digital and agile innovation culture across the university, through training and initiatives that bring the Business closer to Digital (B2D) and bring Digital closer to the Business (D2B). In this context, DIVO is an important enabler of an enhanced, more informed digital culture and a facilitator of agile innovation.

Indeed, as we shall see, DIVO plays multiple roles within Information Services and within the university as a whole: an incubator of ideas, a tester of hypotheses, a facility that derisks new technologies, a gatherer of business intelligence, a conduit for cross-university collaboration and an innovation community.

2.1 DIVO – Purpose and objectives

The purpose of DIVO is to co-design, test and govern potential solutions to the information management problems and opportunities encountered by the business functions of the university, via

---

[‡] EU Knowledge for Policy, Megatrends Hub 2024
[§] Volatile, Uncertain, Complex, Ambiguous
[**] Articles written include: https://www.agendadigitale.eu/giornalista/giuliano-pozza/

controlled and agile experimentation, using new technologies like AI and Extended Reality, and deploying innovative approaches such as lean start-up, co-design, service design, virtual collaboration. DIVO is both a small team of people and a programme of activities. The key objectives of the **DIVO programme** are:

- **Testing and oversight of new technologies -** manage the opportunities, limits, risks of new tech. and ways of working, improving the university's resilience, agility and organisational capability

- **Digital innovation community and competence development -** foster and manage a virtual digital innovation community within the university, developing competencies and good practices;

- **Stage-Gate Innovation Incubation -** enable the swift and agile advancement of a portfolio of pilot projects or work hypotheses through a process of funnelled, **stage-gate innovation**

- **Governance, evaluation, training -** enable integrated evaluation, training, policy development

- **Integration into university infrastructure and ecosystem** - co-design a process of integration into university "business-as-usual" activity for selected, proven, mature projects

- **Wider collaboration and amplification - p**romote collaboration in and awareness of the programme across the university missions, and externally via national and international events

2.2 DIVO – Resources and Approach

The DIVO team is virtual and comprises a group of resources (mainly part-time), from inside and outside Information Systems department (FSI), with complementary and multidisciplinary sets of expertise. The role of Champion is shared by the FSI Director (also the Sponsor) and an expert academic (Prof. Andrea Gaggioli[††], Psychology of Communication) who has led the Metaversity[‡‡] initiative, the most mature project in the programme. The importance of having senior teaching and research representation in the leadership of the initiative cannot be understated.

The other leading roles are the Programme Manager and the Technical Specialist (both part-time). Several other key specialists are involved in the initiative, including members of Applications, ILAB, Service Management, FSI Administration (from within FSI) and of Organisational Systems, Innovation and Special Projects, as well as Privacy and teaching and Learning lab specialists and "champion" lecturers. The DIVO team collaborates with a wide range of other internal departments including International, Teaching and Learning, Inclusion, Marketing and Communications, Compliance, HR.

The primary responsibility of the DIVO team, in particular of the Programme Manager, is to manage the DIVO programme and oversee the work hypotheses within it. This also involves the identification, together with all the key parties involved, of potential work hypotheses of interest (which can be addressed with sufficiently mature technologies) to resolve problems or grasp opportunities. All work hypotheses proposed begin with a problem that needs resolving or an opportunity that should be harnessed, then progress within the defined innovation Stage-Gate process (Figure 2). The DIVO team monitors and supports the progress of the activity, ensuring a continuous rapid cycle of analysis/test/delivery of the hypotheses, with an emphasis on the development and use of the solution proposed and the measurement of the value generated. In addition, the team undertakes continuous scouting of new innovative technologies, considering the risks and benefits of potential adoption in the university's context.

The DIVO team and programme are sustained by a relatively constrained and closely monitored annual budget, which necessitates vigilant and dynamic management and development (Stages 1 and 2,

---

Alphas and Beta) of the portfolio of work hypotheses (typically about 10-12 at any one time) and rigorous selection of the 3-4 proven and strategic solutions which are judged consensually to be worthy of further investment and advancement (Stage 4, Gamma) and integration in the wider university (Stage 5, Delta). Behind this approach lies the recognition that innovation tends to happen when resources are constrained. When resources (finance, human resources, time) are plentiful, other motivations and behaviours can end up derailing genuine innovation.

Finally, the virtual organisation nature of DIVO within the university systems keeps the costs of facilities and equipment to an absolute minimum and enables optimal agility and collaboration without logistical and procurement barriers.

3 DIVO Programme Structure

The DIVO programme comprises five transversal streams of activity, the principal one of which is the management of the portfolio of work hypotheses. This core stream involves governing, supporting and overseeing the work hypotheses, including problem addressed, purpose and objectives, resources (human and financial), timescales, solution proposed, status within the 5 stage DIVO innovation process and progress.

A critical component of this core stream of the programme is to enable the evolution of the portfolio from a range of exploratory work hypotheses towards the selection of a few proven and verified solutions which will become projects for integration into the university's infrastructure and ecosystem. For this reason, we can liken the role of the DIVO team to that of investment managers investing in a portfolio of promising start-ups. Inevitably some will "fail" or prove too challenging/costly to take further beyond the go/no go decision at Stage 3, Sigma (see Figure 2). However, there will *always* be valuable learning, and some benefits derived from having created a Beta (Stage 2) of the hypothesis, which is typically done by using a Proof of Concept methodology.

In parallel with the portfolio management stream, DIVO manages the Training and Policy streams. Given the new technologies being explored, such as Artificial Intelligence (AI) and Augmented and Extended Reality (XR), training for the staff involved is a vital feature. For example, for AI, the team have designed and implemented the AI Driving Licence (AID), a training initiative designed to develop understanding of AI and enable competent, responsible and mindful usage of specific AI tools. This was preceded by an Assessment of the AI and digital transformation skills and knowledge of all technical-administrative staff (circa 1400). The Policy stream of the DIVO programme plays an equally essential role, setting, updating and communicating the Institutional Guidelines and policy on the use of AI, ensuring that university security is not compromised, privacy and data protection standards are clarified and observed. A key component of the Guidelines is the principle of Responsibility; all users of AI and XR tools must retain their personal responsibility for the process and the results of that use and cannot shift the responsibility to the tool or AI itself, which, after all, is not yet a mature technology. The Guidelines issued for the responsible use of AI include a list of potential benefits and risks for the university.

While each work hypothesis has its own evaluation or value measurement component, the overall programme includes an evolving Evaluation stream, which involves defining target process and business benefits, both qualitative and quantitative, and the relevant indicators and sources for each benefit identified. Finally, the Integration stream becomes more important as the programme progresses and the hypotheses progress towards validated projects for integration into the university's ecosystem and infrastructure.

4 DIVO Innovation Process

Multiple sources of inspiration have informed the DIVO Innovation Process, created in 2024 by the author. These include the Innovation Stage-Gate [§§] methodology, Lean Start-up [***] , Agile Development [†††] , Jisc Innovation Process [‡‡‡] , Research and Development [§§§] (idea generation-development-scaling up), Co-design and service design[****] methods.

The 5 Stages and the "gates" between them that allow passage to the next stage derive from the Stage-Gate method which is particularly effective for managing a portfolio of projects/activities and for applying the innovation funnel whereby the proven, tested and validated solutions are prioritised over those that are shown to be unfeasible, too challenging or too risky. Thus, only a handful of projects advance through to the scale-up or Gamma (Grow) stage and subsequently, after wider, co-designed user testing under different conditions, can advance to the final Stage of integration (Delta, Develop) into the organisational infrastructure.

From Lean Start-Up, the DIVO innovation process adopts the *build-measure-learn* cycle and the Minimum Viable Product (MVP) concept, as developed by Eric Ries (2011), which allows the team to "collect the maximum amount of validated learning with the least effort" (real and concrete data, not suppositions) and to deliver just enough tested features to demonstrate functionality. The DIVO programme's swift, iterative development with early and continuous engagement with stakeholders reflects an Agile Development approach, while the Jisc innovation lifecycle of *understand-explore-develop-beta-active-sunset* also resonates within the DIVO method, albeit that the active and sunset phases happen after the integration of the solution (Stage 5, DIVO) and the Stage-Gate process is designed to prevent unsatisfactory hypotheses from getting to the active phase. The service design principle of improving the user experience is at the heart of each of the DIVO work hypotheses, while the solution cannot be scaled up or integrated without co-design with stakeholders taking place.

Figure 2 illustrates the DIVO innovation process. This starts with an idea in the form of a work hypothesis that addresses a significant problem or harnesses an important – and perhaps fleeting – opportunity. The ideas can originate anywhere in the university as long as they are related to Information Services, so can emerge from academics, FSI staff, professional services staff, students or even from working with external providers. The first Stage, Alpha 01-Activate, is to define and scope the idea, starting with the value proposition; this is the work of the business colleague proposing the activity. Resources are estimated, objectives defined, target stakeholders and expected results identified and potential suppliers (where relevant) are proposed and engaged. Alignment with the strategic plan is also specified where possible.

For each Stage of the Innovation process, the DIVO team provides a *template form* with pre-defined fields for the business representatives to complete, to ensure that the proposers have taken account of all they key aspects and that the process is consistent across the different work hypothesis.

At the beginning of the second stage of the DIVO innovation process, Beta 02, Build, the Proof of Concept (PoC) is defined; that is, the work that will be undertaken to test the feasibility of the proposed service or product. In short: can it be done? Following the new work hypothesis definition of Stage 1, the definition of the PoC and all the related criteria (expressed in the Template Stage 2) acts as the gate, enabling the work hypothesis to advance to initiate initial experimentation and the development of a controlled prototype, i.e., a Minimum Viable Product (MVP) or Minimum Viable Service (for example a solution that improves the experience of a sample of international student prospects). In short, can it

---

[§§] https://www.innovationcanvas.ktn-uk.org/resources/stagegate
[***] https://theleanstartup.com/principles
[†††] https://www.agilealliance.org/agile101/
[‡‡‡] https://www.jisc.ac.uk/innovation/how-we-innovate
[§§§] https://teamhood.com/project-management-resources/research-and-product-development/
[****] https://liveworkstudio.com/

function as intended? The value delivered must be evident, demonstrable and measurable (for example 50% more responses, with comparable accuracy, provided to enquiring international prospects within a specified time window), and it may have been predicted/targeted in the original proposal or may be an additional unforeseen benefit (e.g. enabling improvement by revealing a lack of efficiency in a process or clarity in instructions).

Thus, the lessons learnt and business knowledge are captured and shared, and the hypothesis evaluated, feeding into the Stage 03, Sigma-Stop/Go/Change Direction, which is a key decision point in the process based on the summary of what has been proven and learnt so far. The analysis at Stage 3 can also result in a Pivot or change of direction for the hypothesis, for example serving different stakeholders or focusing on another technical solution altogether. Equally, the hypothesis can be recalibrated to correct errors or reduce scope or risk-exposure. The decision is consensual between DIVO and the business actors involved and the two key criteria are, the impact on the organisation and on the stakeholders, and the technical and organisational complexity involved.

Relatively few work hypotheses are successful in progressing fully to Stage 4. This, however, does not necessarily reflect any "failure"; it may be that sufficient functionality was built in the MVP, or that further investment is impractical at present, or that the key knowledge sought has already been gained via the Proof of Concept. Clearly, given limited resources and the fact that most of the Team members have other responsibilities to juggle (for example being responsible for a university function or component thereof), DIVO cannot back all the horses in the race at the same time and to the same extent; some will have demonstrated greater capability and more significant potential.
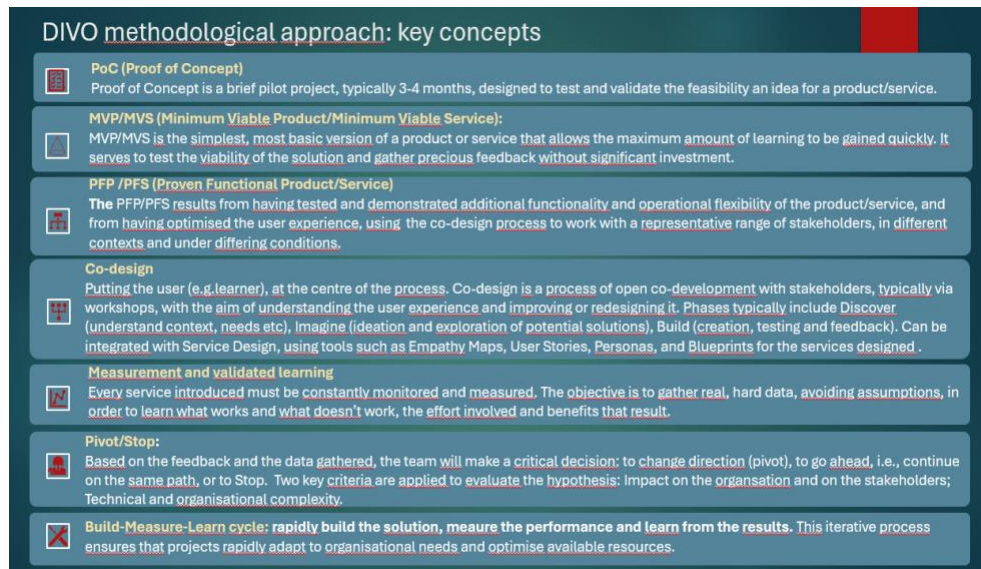

Figure 1 – DIVO Methodological Approach: Key Concepts

If the concept is proven and the work hypothesis, manifest as an MVP or MVS, is considered by all parties involved of demonstrated value and worthy of further investment, then it can progress to Stage 04, Gamma-Grow. The objective of this Stage is to test the earlier conclusions and extend the functionality to deliver a Proven Functional Product/Service (PFP/PFS). This is a concept unique to DIVO, which places the emphasis on proving and extending the functionality for a wider range of users and stakeholders, especially in differing contexts and under different conditions; an essential process in an organisation such as a university. Thus, direct codesign with the stakeholders is key to this phase and service design is used to ensure an optimal user experience results. In parallel, results and learning are measured, verified, refined and validated.

Once the Proven Functional Product/Service has been delivered, and if the timing, resources and strategic planning are favourable, then the solution can be presented for integration into the university infrastructure and ecosystem, with a view to becoming business-as-usual instead of an experimental, albeit controlled project. For this Stage 05, Delta-Develop, the previous work with stakeholders in Stage 04 is vital in scoping and defining the "integration project" to ensure continuous adherence to the *need-solution-value* logic. A set of integration criteria are agreed with key university stakeholders and internal decision-makers for the solution to pass through the Gate to Stage 5. Key among these criteria is a fully developed and approved Business Case with projections of defined benefits and a demonstration of how the solution aligns with the strategic plan. Once this is approved, the project is defined, resources agreed and assigned, time and quality constraints quantified and qualified, and risks with mitigation identified. The integration project is then launched and the solution scaled up in the develop-test-deliver   cycle,   and   the   communication   plans   implemented.
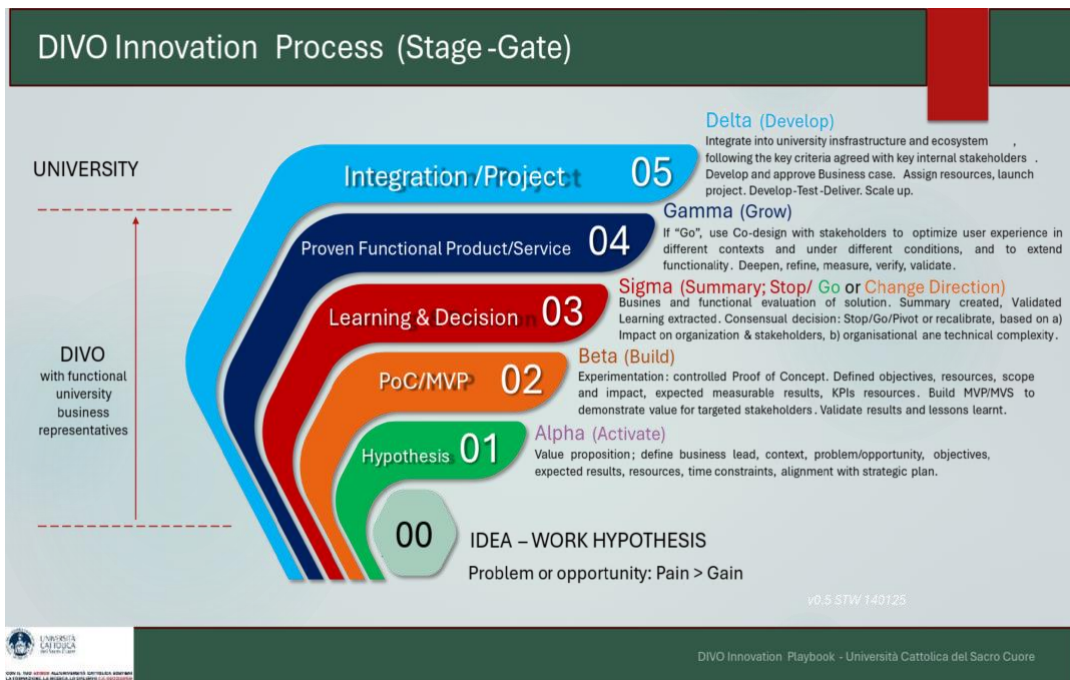

Figure 2: DIVO Innovation Process

5 Programme portfolio and flagship projects

Typically, the DIVO programme runs 10-12 active work hypotheses at any one time. Over time, according to the stage-gate innovation process, work hypotheses can be stopped, paused or assimilated into other projects. The DIVO team continuously works towards identifying a small number (5 or under) of the most promising projects, proven in the innovation stage-gate process, for further investment and development, based on the evaluation at Stage 3 and on the criteria for Integration agreed with key stakeholders   in   Stages   4-5.
Of these candidate projects judged worthy of further investment and integration, Metaversity is the most

mature. The objective of the Metaversity project is to explore the potential offered by immersive, hybrid, virtual teaching and learning ("phygital") with particular reference to the emerging paradigm of the "Metaverse". A design thinking approach has been used to shape and deliver this objective, focussed on the learner experience and the formative value created. This approach has prioritised needs analysis, the expectations of both students and teachers, co-design, accessibility and inclusivity and thereby ensured the involvement of all parties with an interest in the experience and outcome. A paper on the Metaversity project was published in the journal **_Education & Information Technology_**[††††], which outlines the pedagogical process, findings and opportunities.

Another mature and successful project within the DIVO programme has been "AI Assistants for International". This project saw five knowledge-base-trained AI Bot Assistants created in a Proof of Concept phase in partnership with an external provider (Element 451), to help manage the extremely high level of enquiries received from student prospects globally. Once live (8 hours/day, 5 days/week) over a two-month test period, the AI Assistants handled 313 conversations (976 messages) of which 9.5% were handed over (a facility built into the design) to a human staff member, saving the staff 4,208 minutes and enabling them to focus on more strategic activities

Among the other key DIVO projects to have delivered value is the Personal AI Assistant (PAI) project. In this experimental project, over 100 staff users from different functions were equipped with licences for Microsoft Copilot and ChatGPT, their use cases collected via workshops, their experience analysed via Questionnaires and the time savings tracked using an online form. While the time invested to learn how best to use the tools (accurate prompting, appropriate tasks etc.) needs to be borne in mind, and careful checking of results (occasionally erroneous) is essential, the final evaluation revealed substantial time savings among experienced users, ranging between 40-60% for tasks such as data analysis, content summaries and content creation from a range of sources, improving operational efficiency for those users. Many users found that once integrated into the daily routines, these generative AI tools are difficult to substitute or do without.

6 Concluding Remarks and Recommendations

Università Cattolica's experience with the DIVO programme demonstrates that swift, agile and practical experimentation of new technologies can be successfully undertaken, involving key stakeholders, in a low-risk, fast-moving and relatively lean-resource environment, delivering results that both create significant new value (e.g. enriched learning experience; efficiency gains, enhanced competencies, improved organisational capability) and inform strategic decision-making.

These new technologies (AI, XR) are changing so rapidly that the concept of roll-out and department/university-wide implementation is neither practical nor desirable, especially as the pricing and business models change so rapidly too. The DIVO programme has created an informed and capable digital innovation community within Università Cattolica, able to perceive the trends, understand the risks and harness the opportunities of these new technologies. The DIVO Stage-Gate Innovation process and the build-measure-learn cycle ensure that there is the healthy balance between experimentation and control, and that when a solution of proven value is to be integrated within the University, the objectives and value are clear and shared, the expertise is existing, and the risks are significantly reduced.

For other institutions wishing to create and enable such a virtual digital innovation function, based on the Università Cattolica experience, we would recommend the following "recipe", comprising preparatory foundation, innovation process design and key principles, as outlined below.

Preparatory foundation

[††††] **_Education & Information Technology_**

- **Strategic grounding and purpose.** Clarity about the purpose of the function is imperative. Its strategic aim and its objectives should be clearly and succinctly described, and also communicated within and beyond IT. It is critical that the function is rooted in and aligned to the university's strategic objectives, for example: bringing the business closer to digital (B2D) and vice-versa, or enhancing the student experience, or improving the institution's change agility and resilience. The hypotheses and proof of concept projects that will be incubated and developed in the innovation process must be business need/problem-driven rather than technology driven, and strategic alignment will support this.

- **Cultural preparedness.** Staff will need to get used to new ways of working, which means devoting some of their already limited time to short-term innovation projects. They may need some coaching support in how to manage this, while precursor experiences working on agile, matrix-organised projects, co-design activities and cross-functional time-bound initiatives will help prepare the ground. They will need to be able to collaborate seamlessly and virtually - but with due diligence - with suppliers, consultants and colleagues from very different parts of the business. Previous experience will usually be essential.

- **Competencies** (other than the necessary domain-level skills in the team, such as software development, application management, programme and project management etc.). The most challenging aspects of digital innovation projects in a fast-changing context are often not the technology, but rather the ability and previous experience of the team members involved to practise key transversal competencies effectively. These include learning agility (learning efficiently from experience and applying the learning appropriately), adaptability without losing professionalism and principles, critical thinking, collaborative problem solving, applied creativity and self-management. Qualities such as open mindedness, resilience, trust, responsibility and an ethical approach are vital.

- **Resources.** As the team is virtual, technical resources that facilitate swift, agile interaction and collaboration online, and that enable central storage and sharing of documents are essential. The central team for the function will ideally be small and agile, typically 2-3 individuals (each can be 0.5-0.75 FTE), providing governance, programme management and technical expertise, with the above competencies and experience. They should be able to call upon contributing team members who have other "day jobs" but who can provide rapid, informed and considered support and guidance in relevant areas, for example data protection, application renewal and integration, software development, service management etc. It is important that the CIO/Director of Information Systems or his/her deputy oversees the function, and it is vital that at least one senior academic, ideally from Teaching and Learning, acts as co-sponsor, and co-governor of the function and initiative.

Innovation Process Design and Key Principles

The hypotheses and proof of concept projects will need to be managed within a carefully designed innovation process. The DIVO model was inspired by a range of different innovation process models, but there are 5 principles to embed in the process:

1. **Innovation funnel, project discontinuation and learning.** The process must enable the *ability to discontinue or progress projects*, with the objective of managing the allocation of effort, budget and resources to the proven projects. These are proven to be desirable (for customers, stakeholders), feasible, viable and to deliver value to the business. The process should be funnel-based; typically, only the few proven projects progress through the neck of the funnel, but the learning from the experience is *always* gathered, shared, and utilised for other projects. The concept of failure is irrelevant, since there is always learning and value in the experimentation; rhetoric of encouraging

"failure" should be avoided as this only works in a context of relative luxury where there is a very high level of ready investment - not the case for budget-constrained, time-challenged, publicly accountable European universities.

2. **Progressive, evaluative, measurable.** The process must *facilitate progression* of the projects from hypothesis to MVP/MVS to integrated institutional project, with *go/no go* decision points built in. Each stage in the process should have clear criteria by which to judge progression (or otherwise) to the next stage. Innovation accounting[‡‡‡‡] (Level 1 only for Stages 1-3) can be used, so that clear KPIs are agreed for every pilot project; these can be relatively simple, both quantitative and qualitative, and are the means by which the activity is evaluated. However, the KPIs must be practical, consensual and should not distort the activity; the team must be vigilant against the risk that what is valued is only what is measured.

3. **Open but with clarity of problem/opportunity definition.** Inclusion in the virtual digital innovation portfolio should be open but conditional upon a *clear definition of the business problem/opportunity*, objectives, expected results and available resources. This information should be provided by the relevant business function at the outset, ideally via a template/recorded process. The portfolio will typically only include a *limited and manageable number of projects*, given that the function is unlikely to have full-time dedicated staff.

4. **Swift, agile, lean and nimble.** Each hypothesis or pilot project should be managed and developed in a swift, agile and lean manner. In practice this means typically no more than 3-4 months for a proof of concept or MVP, availability in the central team and the business function concerned for short periods of intense collaboration to build and evaluate the MVP/MVS, plus the ability of the central team and supporting staff to guide and manage several different projects simultaneously. This requires all staff involved is to be *nimble*.

5. **Flexible.** The innovation process designed need not be set in stone and can be improved or refined based on use and experience, but the guiding principles should be embedded. The process should be able to accommodate and test different types of technological innovation, whether AI, extended reality, digital twin or blockchain, for example.

7 Author biographies

Simon Whittemore is an experienced senior consultant with a background in strategic innovation and change programmes, skills and learning, digital transformation and organisational development.

Passionate about education as a force for good, Simon works with universities as a lecturer, writer, and programme manager. A higher education and adult learning specialist, and original cross-cultural systems thinker, he has over 25 years' senior experience in public and private sectors working at national and international levels. With an MA in Higher and Professional Education from University College London, a Master's in Assessment and Organisational Development, he has written a range of research articles on Transversal Competencies, Sustainable Employability and Skills-based Workforce Strategies, Learning Cultures, Sustainability and Multiculturalism. He is an oenophile, art aficionado, rugby man and nature lover. www.linkedin.com/in/whittemoresimon

---

[‡‡‡‡] https://www.ideou.com/blogs/inspiration/innovation-accounting-what-it-is-and-how-to-get-started