

DILLMULI Valorisation Report

March 2008

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1. Purpose

The purpose of this report is to describe the contribution of the DILLMULI project to the process of valorisation within European projects, and to evaluate the effectiveness of the project as a model of valorisation.

The report therefore combines an account of how one European project has attempted to embody the concept of valorisation through its work, together with an evaluation of the particular strategies it selected to deliver on its valorisation objectives. The report describes how the project developed an exhibition, a film, postcards and brochures, a toolkit and a website, together with an evaluation of these outcomes.

The outcomes of the project explore the impact of learning projects in Museums and Libraries. DILLMULI identifies how cultural institutions can play a role in society by providing a learning environment that can have an influence on people's lives. The interaction of different audiences with the work of the DILLMULI project through conferences, exhibitions and other activities was itself an important outcome of the project.

2. Valorisation within European projects

Recent evaluations of the costs and benefits of European projects have highlighted the problem of valorisation in the design and delivery of projects. In summary, although many projects have been extremely successful in their own terms, their impact on practice in the field beyond project participants has often been limited.

In this context the European Commission has encouraged projects to build in a strategy for valorisation as a continuous strand of activity throughout the life of the project. In other words projects have been invited to consider from their inception how their outputs can add value to practice in their field beyond the participants in the project, and how these outputs can best be shared and disseminated outside the project.

In particular, the Commission has sought to promote a concept of valorisation that focuses on the value that a project adds to its field, subject or area of study, and to its positive impact on future practice in this field. This report seeks to reflect this concept of valorisation.

The advice from the Commission to projects has been that a strategy for valorisation needs to be an "ex-ante-process", an ongoing strand of activity within each project, not an 'add on' to its other work. In this sense 'valorisation' is conceived as a more conscious and continuing feature of European projects than the more limited concepts of 'dissemination' and 'evaluation'. This report seeks to record how this particular concept of valorisation was woven into the continuing work of the project.

3. DILLMULI as a valorisation project

The aims of the DILLMULI project embody this concept of valorisation, and the methodology of the project represents an attempt to engage explicitly with the aims of the Commission in promoting the concept of valorisation.

Thus the DILLMULI project itself is conceived by its participants as a valorisation project. The objectives of valorisation in a European context have indeed been built into the work of the project from its inception. In this context 'inception' refers to the process of designing the project, determining its aims, engaging its partners and establishing the working methods of the project.

The DILLMULI project is therefore a distinctive and unusual project, but a potentially interesting one in the context of European valorisation. As new member and applicant countries are drawn into the scope of European projects, it will become increasingly more difficult to use project partners themselves as the vehicles for a European-wide strategy of valorisation. In other words the manageability of projects will limit active participation to a decreasing proportion of all member and applicant states, and therefore each project (and indeed the Commission itself) will be presented with a continuing problem of how the positive outcomes of each project can add value in their particular field across the whole of Europe.

The DILLMULI project offers one example of how this issue of valorisation might be addressed in a genuinely European context. In fact the project offers two distinct models of valorisation that may be of value to the future conduct of European projects. Although DILLMULI itself focused on the specific issue of Lifelong Learning in Museums and Libraries, the two valorisation models in the project are potentially transferable to many other contexts and to other European programmes.

4. Background

DILLMULI, a dissemination project funded under the Grundtvig programme, set out to draw together these results in order to develop more effective links and synergies between projects and networks, thereby transferring and disseminating this knowledge to professional 'multipliers' and supporting co-operation and sustainability.

DILLMULI was an international project with consortium partners based in Belgium, United Kingdom, Germany, Greece, Hungary, Portugal and Switzerland:

- Kompetenzagentur Dachau (KADDachau) (Coordinator) – Germany
- University of Pécs, Faculty of Adult Education and Human Resources Development – Hungary
- EAEA – European Adult Education Association
- APOREM – Portuguese Association of Enterprises With Museums
- Institute of Continuing Education for Adults (IDEKE) – Greece (until 1.5. 2007, then in accordance to all partners and the Commission officially expelled)
- The Swiss Federation for Adult Learning (SVEB)
- MDR Partners - UK

Seven project meetings with the whole group and several sub-meetings were held in conjunction with conferences in order to publicise its results as early as possible to experts working in the field and to get responses from those able to contribute to future developments. Through this professional exchange the project was able to promote valorisation of the project's outcomes. Summaries of the project meetings are included in the links from Annex A.

5. The key outputs of the project

The work of the DILLMULI project has been focused around the delivery of two key outputs:

- An exhibition
- A web-based toolkit

In addition to these two key outputs additional material was created for the project web site www.dillmuli.feek.pt.e.hu together with other products supporting one of these two outputs (postcards, film, newsletters etc.)

The DILLMULI exhibition was based on the outputs of a range of previous projects in the field of Lifelong Learning in Museums and Libraries. Its primary purpose was to communicate examples of innovation and effective practice from completed projects to practitioners involved in current activity in the same field. In other words it consciously aimed to create a link between the past and the present.

The DILLMULI toolkit aimed to provide people with access to a range of current web-based resources that would enable practitioners in the field to ensure that effective practice and leading edge innovation were built into their own working practices. In other words it consciously attempted to connect the present with the future.

The two outputs of the project also deployed two very different media. While the exhibition represents a more known principle of communication in the cultural field, the toolkit focuses more on web-based technologies. The exhibition seeks to exploit the medium of visual communication as its primary method of engagement, leading viewers towards text-based representations of the project outputs in the field. The toolkit reverses this method of engagement, offering access to a range of visually rich resources through an initial text-based structure.

The constraints of these different media also give rise to different methods of realising the concept of 'added value' through the project. The exhibition may be characterised as an attempt to deliver valorisation through distillation. The toolkit again reverses this process, offering a dispersed method of valorisation to users. As tools to support practitioners in developing effective practice in their field, the exhibition is a microscope, while the toolkit is a telescope.

These different media for valorisation also require very different strategies for engagement with potential users of these resources. The exhibition uses strong visual impact to engage visitors in small numbers within a tightly controlled environment, and aims to focus the viewer's attention on the essential core of the outputs of individual projects. The toolkit uses accessibility and ubiquity as its methods of engagement, offering a potentially large audience of users access to a huge range of resources, but in an essentially uncontrolled environment.

This valorisation report aims to describe in some detail how these two opposite conceptual devices were deployed by the project team, and to assess some of the benefits and disadvantages of each approach to valorisation, together with the potential to transfer these approaches to other European projects in other fields.

6. The aims of the DILLMULI Exhibition

To use cultural environments for educational purposes means to investigate in places where people can have a low-levelled and not self-evident access to learning. It is embedded into pleasure and therefore satisfies general needs of the people. By using cultural environments learning can therefore become an accessible integral part of their everyday' life component.

To use an exhibition as main tool for visualising project-results means to concretise the results in a way that people get connected learning to their own life-situations. This helps to open up their mind for our basic message, which put museums and libraries into the ideal focus, as an open space for education and Lifelong Learning.

In the context of a project based in the field of museums, galleries and libraries, the development of an exhibition as means of communicating the outcomes of the project was a logical and easily-shared aim that project partners were able to support. However the particular form that the exhibition took, with visual imagery developed by a well-known artist, made the DILLMULI exhibition even more distinctive as the outcome of a European project.

The initial discussion about the valorisation strategy for the project presented to the partners the possibility that this chosen and familiar method of dissemination for the project team might be transferable to other European projects outside this particular field. This possibility informed the valorisation process through the life of the project, as well as the structure of this report.

The DILLMULI exhibition aimed to communicate to ‘visitors’ the key outcomes of a range of European projects in the field of Lifelong Learning in Museums and Libraries by creating a visual impact that would engage the visitor with these key outcomes. The exhibition therefore deliberately attempted to build a connection between a finished project and a new audience for that project. As such the DILLMULI exhibition itself provides an important addition to the outcomes of each of the individual projects contained within it, and therefore a way of communicating the outcomes of these projects to a new audience.

In this way the exhibition needs to be seen as a method of addressing a key concern of the European Commission – that once completed the outcomes of projects are consigned to reports and gather dust on shelves, having little impact on future practice in their field.

As the reports of these projects are available through the Commission, and in many instances the outcomes of these projects do influence the practice of the participating organisations, there is a lot of information available across many fields of interest through European projects. The problem is that very few people access this information in taking forward their own work in the same or similar fields.

The DILLMULI exhibition therefore aims to overcome this break in the onward transmission of intellectual capital in a particular field, by seeking to re-connect innovative and effective practice from previous projects with a new group of practitioners in the same field. The aim of the exhibition is not to present a comprehensive set of information about finished projects, but to present the minimum amount of information (both visual and textual) necessary to engage the interested visitor in the re-discovery of project outcomes that would otherwise remain buried within more conventional methods of recording and communication.

Thus the DILLMULI exhibition sets out deliberately to distil the essence of a particular project in words and pictures to create the most easily accessible point of contact between a completed project and a new audience for its outcomes. This process of distillation was key to the methodology of establishing added value through the DILLMULI project, and is described in some detail in the following sections of this report.

7. The rationale for the exhibition

The artistic rationale for the exhibition is described below. This section is taken verbatim from the explanation produced by the artist himself:

“For the very first time, the dissemination of a project has been made with the support of a plastic artist – Manuel Carmo, from Portugal – conferring to the Exhibition a much evident cultural aspect, evolving conceptualisation and performing of an “Art Gallery”.

The main objective was to conceive and create an exhibition, which represents the twelve years of Lifelong Learning work of different groups and projects supported by the European Commission. Lifelong Learning in Museums and Libraries means a very wide range of themes and methods that had to be synthesized and harmonized between them in order to extract some common reading and exposable paths to the visitor. The outcome was an “Art Gallery” composed by 16 easy transport and handy panels (in order to present this exhibition in several places and countries) corresponding to the 16 chosen projects.

The name itself reflects the common evolution of the Lifelong Learning over the years: “sshooout!” comes from the synthesis of onomatopoeia for the silence imposed in the old days in Museums and Libraries and the verb shout - referring the possibility we have today to shout the culture in those places. This is a constant preoccupation in all parts of the Art Gallery: to focus permanently on the evolution of the common ways all the projects had evolved and present, in a clear and automatic way, the most important conclusions obtained. In one global goal it verbalises and visualises the improving knowledge of Europeans about their own efforts to be better citizens and better human beings.

The plastic aspects also reflect this purpose. In the painting Manuel Carmo has expressly produced for “Ssshooout!” a red bar without an ending or beginning. A human figure appears duplicating himself in the quest of a personal evolution since childhood to adult life, always growing and learning in a clear representation of Lifelong Learning. In the end of the triptical punctuation, knowledge finally appears as a discovery, symbolized here by the very last red point. At the exhibition room this painting is placed in the four corners remembering the growing given by the processes of learning through our lives.

Also in the official logo of the exhibition, Manuel Carmo reflected the fact that European money did serve to finance all the projects, a subject that must always be stressed in order to bindle up even more the European citizens to the European institutions. From the centre of the European Union stars emerges an s (from shout) symbolizing the passage from one to another, from the past to the future.

Finally, the panels: Each panel describes one of the sixteen chosen projects and has the resumed information of each one: name, objectives, conclusions, partners, identification code and the running period, completed with photos and edited material (books, cd, leaflet etc) The major goal here was to have the exact same criteria of information for all projects in order to allow visitors to read and understand – in a glance – the major important points of each project in particular and, simultaneously, the common aspects of them all.

With this Art Gallery “Ssshooout!”, the idea of Lifelong Learning itself gained a weight it did not have before, by expressing very clearly to the public opinion the consistency of the work done for the past years and the efforts to improve knowledge across Europe for the future.”

8. The process of selecting exhibits

Much of the early part of the activity of the DILLMULI project was focused around the selection of completed projects that would be appropriate to place in the exhibition. The process of arriving at the final content of the exhibition can be described through various stages:

- Establishing an initial baseline for selection
- The first phase of selection
- Re-establishing the baseline for selection
- The second phase of selection
- The third phase of selection

It is suggested here that this process of selection itself needs to be seen as a conscious process of quality improvement through the work of the project team, and therefore as an explicit contribution to the valorisation of the project. Given the aims of the exhibition described above, the intended outcome of the selection process was the distillation of the minimum amount of information about the most interesting and innovative projects in the field that had the potential to re-engage with a new audience.

Thus the process of selection for the exhibition was critical to the quality of one of the two key outputs of the project, and the project team undertook this selection process with this end in mind.

9. The selection criteria

In order to establish an equitable and manageable process of selection of projects for the DILLMULI exhibition, the project team agreed a set of criteria on which the process of selection was based. This was agreed at the beginning of the selection process.

The selection criteria are simple and brief. They are set out below. They are intended to support consistency and comparability in the work of the project team, rather than to substitute for the professional experience and judgements of the team members in taking forward the selection process. They form a necessary baseline for conducting this exercise, but in themselves are not sufficient to achieve the aims of the selection process.

The following criteria were agreed by the project team as the basis for the selection process:

- a) Projects should have an explicit connection to both Lifelong Learning and to Museums, Galleries or Libraries. Projects that focused on only one of these two areas by using the other aspect but not having integrated partner organisations of this other area (e.g. only educational but no cultural institutions) would not be selected
- b) Projects should have some existing point of connection to the present (e.g. a web site, an organisation, an individual contact, a visible sustainable context)
- c) Projects should have some visually engaging element in their recorded outputs (e.g. photographs, video clips, paintings)
- d) Projects in the second phase of selection have been tested by using a questionnaire which is included in Annex D. If only 60% could be answered the project failed for the final selection process.

These four simple criteria were used by the DILLMULI project team to support the various phases of the selection process outlined below.

10. The initial scope for selection

The project team used as the basis for its selection all the projects classified in the fields of Lifelong Learning or Museums or Libraries contained in the Compendium of European Projects held by the Commission.

The project team as the baseline for the selection process initially considered a total of 62 projects. As the project reports covered the period 1995 to 2005 a number were considered to be too old or too out-of-date to be worth more than a brief scrutiny.

11. The first phase of selection

The first phase of selection for the DILLMULI exhibition was conducted by the project team against the first of the criteria a)-c) outlined above, i.e. by looking for an explicit connection between the themes of Lifelong Learning and Museums/Galleries/Libraries.

This phase of the selection process was purely paper-based. Individual members of the project team were asked to read through a given number of the project summaries in the catalogue and then to make recommendations to the group as to whether or not these criteria had been met.

In most instances the project summary made the decision straightforward. In some cases it was not clear from the project summary whether or not this criteria had been met. In these cases the projects were not excluded during the first sift through project summaries.

At this stage of the process the experience of project team members was also brought to bear on the selection criteria. In some instances team members were familiar with the projects in the catalogue, and were able to include or exclude them with confidence, based on this prior knowledge. Thus, as we note above, the selection criteria supported but did not substitute for the professional judgement of project team members.

Following this initial process of selection based on the Compendium the project team decided to extend the scope of the selection process by including within the selection process an additional project relevant to the rationale for the exhibition but funded outside the scope of the European Commission. This was the PULMAN project, focusing primarily on libraries and with an international remit.

As a result of this first phase of the selection process, the number of projects to be considered by the project team was reduced from 63 to 27 included in Annex B.

12. The second phase of selection

A number of the older projects originally selected had been developed before the establishing of web-based resources became commonplace across European projects. Some of these projects had simply vanished without trace. No doubt within the participating organisations vestiges of the results of these projects continues to influence practice. However, for the outside enquirer, it was simply impossible to find out anything about a significant proportion of these 27 projects.

Where contact was made with some of these projects, it became obvious that, in some instances, there were very few or no visual representations of the outcomes of the project that would be available to the DILLMULI team. In some instances therefore, based on e-mail or telephone contact with a project, the third selection criteria was applied by a project team member alongside the second.

At the end of this process, 27 projects were identified as potentially appropriate for inclusion in the DILLMULI exhibition. A list of these projects is included in Annex C.

13. The third phase of selection

The final phase of the selection process involved the application of the third selection criteria, together with a collective decision about the balance of projects to be included in the exhibition across the different areas within scope. It was also at this stage that the practical costs of developing and displaying the projects through the exhibition began to set parameters for the final selection.

This phase of selection was based on following up the leaders of the 27 selected projects through a structured questionnaire. Individual members of the project team used the questionnaire as the basis for ascertaining whether or not the outcomes of each particular project could make a positive contribution to the exhibition. A copy of the questionnaire is attached as Annex D.

Of the 27 projects selected through the second phase of selection, it was agreed that 16 could usefully be utilised in the DILLMULI exhibition. The 16 projects finally selected represented a range of different types of project involving museums, galleries and libraries. These 16 projects are listed in Annex E.

An analysis of the different stages of the selection process, together with a summary of each of the projects chosen for the exhibition, is included as Annex F to this report.

14. Preparing the exhibition

Once the 16 projects had been selected, work began on the preparation of the exhibition. This process combined the preparation of the visual aspects of the exhibition, together with the textual summaries of each individual project that would be presented in the exhibition.

This process of preparing texts for each exhibited project marks a further process of selection within the methodology of the project. Although each of the projects had produced summary reports and descriptions of their outputs, these documents in themselves were much too dense and lengthy to include within the exhibition without further editing.

The development of the texts for the exhibition therefore constitutes a further distillation of the outputs of the selected projects. This distillation was essential in order to produce a combination of visual and textual information for the exhibition that would be sufficiently engaging for visitors.

This process of developing the final texts for the exhibition involved different members of the project team in writing an initial summary text, following which an individual member of the team made a final edit prior to inclusion of the textual summary in the exhibition itself. An example of a text for the exhibition is included as Annex G.

15. Launching the exhibition

The exhibition was launched at the Annual Conference of the European Association for the Education of Adults (EAEA) in Avilés, Spain in November 2006. The exhibition was set up in a dedicated space within the conference centre, and the exhibition was opened as part of the initial opening of the conference itself, by the President of EAEA, the Mayor of Avilés, and other invited guests.

The launch of the exhibition at this annual festival of Lifelong Learning in Europe was important in disseminating the exhibition to a diverse and expert audience, and to communicating the work of the DILLMULI project to an influential network of practitioners.

Manuel Carmo, the artist Commissioned to develop the design theme of the exhibition, highlighted the visual theme of the exhibition. Delegates to the conference were invited to visit the exhibition, which remained open throughout the conference.

During its time in Avilés, some 1.000 people visited the exhibition. Around 150 of the visitors came from 36 countries across Europe and beyond, and all of them were involved in some way in the field of Lifelong Learning. Although not a large figure in itself, this type of highly

specialised interest group is exactly the kind of audience for whom an exhibition (rather than another kind of means of communication) is an ideal method of engagement. Besides of them round 850 inhabitants of Avilles and the surroundings were also coming to see the exhibition.

The details of the visitors to this initial showing of the exhibition are included in Annex H.

16. Further showings of the exhibition

A further showing of the exhibition took place in Lisbon, Portugal at the Institute of Communications. The exhibition was in place from June to October 2007.

The exhibition is available for display from the Portuguese Partner APOREM.

17. Postcards of the exhibition

The showing of the exhibition permitted viewing by a number of visitors. However, in order to reach a wider audience than people actually visiting the exhibition, a postcard from the exhibition was also produced, utilising the visual identity produced by Manuel Carmo.

The postcards were distributed both at the exhibition itself and to meetings and conferences through the IDLLMULI project. In this way a method of communicating the presence of the exhibition to non-visitors was developed. An additional method of marketing and promotion developed primarily for use in cafes, restaurants and bars was utilised in the context of Lifelong Learning.

18. A film of the exhibition

Although the exhibition has considerable visual impact it is also difficult and costly to transport and set up. In order to make the exhibition more easily accessible to a wider audience a film has been produced of the exhibition and this of course is much more easily disseminated and can be shown to a wider audience.

The film of the exhibition was completed in September 2007 and is available on the DILLMULI website. The film is an important marketing tool as it can be presented by anybody and visualises the innovative product of an exhibition within a Lifelong Learning context. It dramatically increases the potential impact of the exhibition.

19. Valorisation through distillation

In summary, the DILLMULI exhibition represents an attempt to establish the onward transmission of the outputs of a number of key European projects by distilling the essence of these projects into an easily accessible point of engagement (i.e. the exhibit) and then inviting people who wish to find out more about the project to pursue the offered connection back to its source.

At this juncture it is impossible to evaluate how far interest in the projects exhibited has been stimulated by the exhibition. Indeed it is planned that the exhibition should be shown in other European venues in the future. Beyond this, it is also clearly not possible to assess the impact of the exhibition in stimulating an interest in a previous project that then has a measurable and positive impact on current and future practice beyond the organisations participating in the project.

These are evaluations for the future. All that can be ascertained with certainty at this juncture is that the exhibition has re-established a set of potential connections between previous projects and the current work of practitioners, and that the invitation to follow up these connections remains in place and accessible to a selected audience (i.e. the visitors to the exhibition in its current location).

The DILLMULI exhibition therefore embodies the principle of distillation as one potential method through which the valorisation of future European projects might be achieved. The other key output of the project – the DILLMULI toolkit – uses a very different conceptual methodology to facilitate the onward communication of intellectual capital across European projects. The following sections of this report describe and evaluate the development of this toolkit through the work of the project team.

20. The DILLMULI toolkit

The second key output of the project was the DILLMULI Toolkit. The toolkit is a web-based resource, hosted on the DILLMULI web site that aims to support the development of Lifelong Learning through museums and libraries by providing an accessible resource to professionals working in this field.

The toolkit includes key statements, best practice descriptions, links to examples and case studies and guidance in areas such as widening participation, building partnerships, staff training, advocacy and many others. Like the exhibition, the toolkit draws from experiences gained through Grundtvig projects. Unlike the exhibition it has from the outset sought to bring a number of other sources of information and advice within its scope.

The toolkit has been built up through the life of the project by the DILLMULI project team. Within the team, different members have taken leading roles in both the selection of appropriate materials, the design of the toolkit and the development of search facilities through the web so that information referenced in the toolkit can easily be accessed.

21. The aims of the DILLMULI toolkit

The toolkit aims to bring together a comprehensive and up-to-date set of information and advice tools for policy makers and practitioners in the libraries and museums sector, as well as researchers and educators who are planning or developing services in support of adult Lifelong Learning and social inclusion.

The toolkit aims to provide a resource to policy makers and practitioners that can be continuously updated, extended into new areas as practice develops, and to which examples of effective practice and case studies can be added by policy makers and practitioners themselves.

22. Determining the scope of the toolkit

To a certain extent the scope of the toolkit was determined by the aims of the DILLMULI project itself. Within these aims however, the project team has taken a broad view of the range and type of information that may be of value to professionals working in museums and libraries with a responsibility for, or an interest in, Lifelong Learning.

The decision to include the widest possible range of relevant sources of information in the toolkit contrasts quite explicitly with the process of distilling information into the thirteen displays that make up the DILLMULI exhibition. As the toolkit is a web-based resource it has no constraints on space and can be built up with a minimum of initial searching and filtering out. In this sense it is conceptually a completely

opposite kind of resource to the exhibition, providing users with the minimum initial amount of information necessary (i.e. a web-based address) from which to begin a wide-ranging search of a particular area of interest.

The process of building up the toolkit to its current position has therefore been very different to that of the exhibition. Rather than starting with a wide range of resources and distilling them into 13 succinct summaries for the exhibition, the toolkit began with a small number of very succinct pieces of information and has grown (and continues to grow) into an ever-increasing number of resources as more information is added to the toolkit over time.

23. The structure of the toolkit

The DILLMULI Toolkit has recently been made publicly available through the DILLMULI web site. Prior to this it was developed through a process of debate and testing both within the project team and with practitioners invited to comment on the toolkit at various stages of its development.

The original iteration of the toolkit had a hierarchical structure, with three sets of organisational headings and sub-headings through which the toolkit materials were organised and through which individuals would search for resources. This initial structure was presented for feedback both to project team members and to an expert group drawn from museums and libraries across Europe. The initial structure of the toolkit is set out in Annex J.

As a result of this feedback it was agreed that the four sub-menus should be collapsed into one or two hierarchies, and that several of the sub-menus themselves should be re-labelled and merged with other areas of related information. The overall result of this restructuring of the initial toolkit was to create broader headings under which to search for information, but to reduce the navigation to individual resources to a maximum of two clicks.

In its current iteration, this reduced hierarchy works to make the toolkit more accessible. It remains to be seen if this structure remains appropriate as the number of items in the toolkit increases and the potential time taken to scroll through all the items under one heading serves to make the toolkit less accessible than the original hierarchy. Of course it would be possible to re-insert an additional set of sub-menus into the toolkit in the future if needed.

24. Selecting items for the toolkit

The content of the current iteration of the toolkit also contrasts noticeably with the scope of information in the original version set out in Annex J. In developing the content of the toolkit the project team used the above-mentioned group of professionals from across Europe to advise on relevant areas of information. Feedback from this group suggested that the toolkit needed to be expanded to include, among other items, more resources about:

- Non-UK issues and policies
- Learning theory
- Regional initiatives
- Project management
- Training the trainers
- Collaborative learning

- Project sustainability

The most recent version of the toolkit reflects these suggestions, as well as the continuing feedback from conferences and project team meetings that indicate the needs of both policy makers and practitioners for additional resources in these areas and many others.

Annex K to this report includes a record of the meeting of this expert group and sets out in detail their suggestions for the continuing development of both the structure and the content of the toolkit.

25. Evaluating the toolkit

The following priorities for further development of the toolkit have been identified:

- There is a need to include information in all areas from a wider range of sources, and in particular from more European countries
- Some areas, for example 'Lifelong Learning policies' and 'accreditation' remain underdeveloped and more resources are needed
- A mechanism needs to be established to capture the relevant links to completed European projects, to new European policy documents, and to key publications produced by individual European countries.

There is also a need to make initial access to the DILLMULI web site easier, and to enable users to locate the toolkit instantly on entering the web site. This will require both an upgrading of the functionality of the web site itself, and the promotion of the web site through a range of portals and other resources in related areas across Europe.

At this juncture the web site remains, in both its design and its content, an output of the DILLMULI project rather than as a continuing resource to support ongoing development of effective practice in Lifelong Learning in museums and libraries. In order to realise its full potential it needs to be located in a more focal position in Europe, and to be promoted actively at European and national government levels as the key resource to support both policy and practice in this field in the future.

The existing version of the DILLMULI Toolkit is attached as Annex L to this report.

26. Valorisation through dispersal

The development of the DILLMULI Toolkit constitutes an interesting attempt to support valorisation through the wide dispersal of information among a professional community. It assumes that policy makers and practitioners with an interest in Lifelong Learning through museums and galleries will be able to find useful information via the toolkit that will enhance the development of effective policies and practice in this field.

The toolkit does not attempt to structure information and guidance in a particular way, nor to provide an expert commentary on the resources it includes, nor to evaluate the usefulness of the information it contains. The toolkit is based on the assumption that sharing current and relevant information widely across a professional community will, of itself, add value to both policy and practice and bring benefits to this community.

It is too soon to assess whether or not this attempt to valorise the development of Lifelong Learning through museums and galleries offers a model of valorisation that is potentially transferable to other European projects. Feedback to date suggests that, as the DILLMULI toolkit

is revised and updated to make it both more accessible in structure and more comprehensive in content, it has the potential to serve as a useful, useable and well-used resource for both policy makers and practitioners in this field.

In order to realise fully the potential of the toolkit to serve this professional community in the process of valorisation over time, it needs to be first disengaged from the DILLMULI project itself, and then hosted, maintained and developed over time to ensure it meets the continuing needs of users. It remains to be seen if this potential to valorise will be realised in the future.

27. A comparison of approaches to valorisation

The DILLMULI exhibition and toolkit represent two very different approaches to the valorisation of projects and initiatives across Europe. One is essentially didactic in approach, the other deliberately informative. One depends on the distillation and visual representation of primarily text-based information for its impact on professionals, the other relies on a minimal presentation of purely text-based information as the starting point for an exploration of a much wider resource.

In this sense the DILLMULI exhibition is microscopic in its approach to valorisation, selecting very small pieces of information subtracted from a much more substantial whole and inviting close scrutiny of this microcosm as a method of engaging curious professionals in an exploration of the whole entity from which the 'specimen' exhibit is selected.

The DILLMULI toolkit offers a telescopic view of the same field. Through the toolkit the curious eye of the professional can be drawn through a distinct point of reference into a holistic exploration of its object of scrutiny. The toolkit depends for its practical engagement on the comprehensive information it presents to the user, and the possibility that the user herself will locate within its offering that which is relevant and transferable to her own circumstances.

The two approaches also represent very different concepts of the idea of 'expertise' in the process of valorisation. In the exhibition, the intervention of 'experts' has been an essential part of the process of selecting, summarising and presenting information to be consumed. The engagement with professionals in the field is dependent on the ability of these experts to present in distilled form sufficient relevant information to stimulate an engagement with the sources of information that contribute exhibits to the exhibition.

The toolkit offers a very different concept of expertise in valorisation. Here there is no attempt to insert a concept of 'expertise' into the format of the information presented to the user. In effect the user is the expert, and the success of the toolkit depends on presenting to as many users as possible information in an accessible form that can, on further exploration, engage the user in creative and innovative practice or policy development in their particular area of expertise.

28. Lessons learnt by the DILLMULI project

The DILLMULI project offers an interesting case study in an approach to valorisation that, although rooted in the cultural norms of one sector, has the potential to be transferred to others.

It is not surprising that a project seeking to draw examples of innovative and effective practice from museums and galleries should use the format of an exhibition to communicate its outcomes to others. Nor is it surprising that a project seeking to draw examples of innovative and effective practice from libraries and archives should use an organisational catalogue of resources (the toolkit) to communicate its outcomes to others.

It is the contention of this report that these twin methods of valorisation have potential value outside of the context of museums and libraries. The presentation of information designed to add value to future practice through either an exhibition or a toolkit is a valorisation method that could be exploited by other projects in entirely unrelated fields.

Of course some areas of professional development will lend themselves more easily than others to a visual distillation of their outcomes. In some cases the toolkit will be a more valid and useful format for communicating innovative and effective practice than an exhibition, and vice versa. The DILLMULI project does not lay claim to excellence in either of these forms of communication. It does present itself as a model of communicating value over time to new audiences that, we suggest, may be exploited by other project proposals in the future.

29. Recommendations for future actions

The evidence from the DILLMULI project suggests that the development of an exhibition might be an appropriate format through which to communicate and disseminate the outcomes of other groups of projects outside the area of museums, libraries and Lifelong Learning. This would be particularly appropriate for projects that produce artefacts or visually engaging outcomes as a result of their work.

As far as the DILLMULI exhibition is concerned, it is proposed that the Commission should support the more active promotion of the exhibition, and promote its potential value across the EU, perhaps as part of other Lifelong Learning festivals, events or conferences and that the potential for wider communication of the exhibition in audio-visual format, downloadable from the Web should be explored. The Commission should in general explore the potential of film as a medium for communicating the outcomes of projects. There are many projects with strong visual products that could reach a wide audience through a web-based film or video record of their outputs. This innovative method of communicating the outcomes of previous projects needs further development through the Commission if it is to be evaluated thoroughly beyond the DILLMULI context.

The toolkit is also a useful format for the dissemination of the outcomes of projects, and for the maintenance of a continuing network of interested practitioners who have been engaged through initial project activity. It is suggested that the Commission should encourage the development of similar toolkits in other areas of its activities as an outcome of funded projects.

It may become increasingly difficult to use project partners themselves as the vehicles for a European-wide strategy of valorisation. The Commission has introduced therefore a new category of calls, for innovation transfer projects. This will establish a means integrating positive outcomes from former projects into more countries, thereby helping to create sustainable impacts. The form of valorization, DILLMULI has used may present a positive example for innovation transfer on valorisation to other projects within the Lifelong Learning Programme and the DILLMULI partners hope for a positive evaluation and the opportunity to build on its work through an innovation transfer project by developing its main results, the exhibition and the toolkit in order to strengthen projects of other kinds.

Annex A: Project meetings

The following links give access to the various meetings of the project team:

<u>London-meeting</u>	4. – 5. December 2007
<u>Bern-meeting:</u>	06-08. September 2007.
<u>Lisbon-meeting:</u>	28. June-01. July 2007.
<u>London-meeting</u>	17. – 18. June 2007
<u>Pecs-meeting:</u>	23-25. April 2007.
<u>Aviles-meeting:</u>	16-19. November 2006.
<u>Athens-meeting:</u>	13-15. October 2006.
<u>London-meeting:</u>	19-22. March 2006.
<u>Munich-meeting:</u>	09–11. December 2005

Annex B: The first group of selected projects

These are the 61 projects initially selected by the project for further investigation

Reference	Title	Coordinator	Partners
34459- CP-1-1995-1- DE-ADULT EDUC-ADU	Adult Education for Culture European Training Network for Integration of Cultural Elements into Adult Education	Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes e.V., DE	The Arts Management Training Initiative School, Heriot-Watt University, UK Associazione Italiana Di Educazione Degli dulti, IT Verband Österreichischer Volkshochschulen - VÖV, AT
34472- CP-1-1995-1- IT-ADULT EDUC-ADU	Mediapolis - Centro di Uso Attivo dei Media per l'Educazione degli Adulti	Unione Nazionale Lotta Contro l'Analfabetismo, IT	Vidéotheque de Paris, FR Institut National d'Audiovisuel, FR Médiathèque de la Communauté, BE
35806- CP-1-1995-1- FI-ADULT EDUC-ADU	ACE: Adult and Continuing Education Quarterly "Lifelong Learning in Europe"	Kansanvalistusseura, FI	Aikuiskasvatuksen Tutkimusseura, FI National Institute of Adult Continuing Education (England & Wales), UK Cauce Editorial S.L., ES AECS, FI ECLO, BE ESVA, NL
34459- CP-1-1995-1- DE-ADULT EDUC-ADU -TM-AE-1995-1-DE-1	Adult Education for Culture European Training Network for Integration of Cultural Elements into Adult Education	Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes e.V., DE	Associazione Italiana di Educazione degli Adulti, IT Verband Österreichischer Volkshochschulen (VÖV), AT AMTIS The Arts Management Training Initiative School Heriot-Watt University, GB
25076- CP-1-96-1- GB-ADULT EDUC-ADU	Cultural Education and Action for Development	The Adult Learning Project, GB	Oideas Geal, IE Ensavadur Breizh, FR
25127- CP-1-96-1- GB-ADULT EDUC-ADU	Enhancing Education for Disabled Adults Through Expressive Arts	Lancashire Education Authority, GB	Cortijo Romero, ES The Central Technical Institute, IE
25284- CP-1-96-1- IE-ADULT EDUC-ADU	The Centres of Light and Learning Project	Galway County Council, IE	Mediatheque Lorient, FR Central Bibliothek, DK Biblioteche Comunali di Parma, IT
25646- CP-1-96-1- IT-ADULT EDUC-ADU	Pubblico e Biblioteca, Metodologie per la Diffusione della Lettura	Biblioteca Isolotto, IT	Plaatselijke Openbare Bibliotheek, BE Biblioteca Comunale Vallestana, IT Biblioteca Comunale di Gorgonzola, IT Biblioteca Popular "R.F. Jurado", ES Library Adviser, DK

25057-	CP-1-96-1-	IT-ADULT EDUC-ADU	INTERLAB La Didattica dei beni Ambientali e Culturali per la Formazione del Cittadino Europeo	Regione Toscana, IT	Instituto degli Innocenti, IT Institute de l'UNESCO pour l'Education, DE Direction Général de la Formation d'Adultes, ES CIR-Centro di Interesse Regionale, IT Secrétariat Général à l'Education des Adultes, GR Università degli studi di Firenze, IT
34459-	CP-2-96-1-	DE-ADULT EDUC-ADU -TM-AE-1995-1-DE-1	AEM - Adult Education And The Museum	Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes e.V., DE	IIZ (Institut für Internationale Zusammenarbeit), DE Büro für Kulturvermittlung, AT Ministry of National Education, GR SEA, IT USCA (UK)
34472-	CP-1-95-1-	IT-ADULT EDUC-ADU -TM-AE-1995-1-IT-1	Mediapolis - Centro di Uso Attivo dei Media per l'Educazione degli Adulti	UNLA - Unione Nazionale Lotta Contro l'Analfabetismo, IT	INA (Ins. Naz. AUD.), FR Médiathèque de la Communauté, BE Vidéotheque de Paris, FR
39314-	CP-1-95-1-	IT-ADULT EDUC-ADU -TM-AE-1995-0-IT-5	Itinerari Mediterranei per l'Educazione Ambientale e Culturale del Cittadino Europeo	Cooperativa per lo Sviluppo dell'Educazione degli Adulti S.E.A., IT	Association grecque pour l'Education des Adultes, GR Ministerie van de Vlaamse Gemeenschap, BE Generalitat de la Cataluna, ES
39744-	CP-1-97-1-	BE-ADULT EDUC-ADU	La toponymie urbaine: lieu de mémoire des identités régionales et d'une culture européenne	Fondation Wallonne Pierre-Marie et Jean-Francois Humblet, BE	Uppsala Universitet, SE Centre International de Documentation Occitane, FR
25050-	CP-2-97-1-	IT-ADULT EDUC-ADU	La Musica Nella Storia Europea	Associazione Musicale Angelo Mariani Soc. Coop., IT	Opera in Concert, GB Università per la Formazione Permanente degli Adulti della Provincia Di Ravenna, IT Libera Università per gli Anziani e la Terza eta, IT Istituto Italiano di Cultura, FR
39820-	CP-1-97-1-	GR-ADULT EDUC-ADU	Réponses pour une Europe Interculturelles	Union pour la Diffusion de la Langue et la Culture Grecque, GR	Centre Hellenique de Culture et de Formation, BE Forschungsstelle Migration und Integration, DE

34459-	CP-1-97-1-	DE-ADULT EDUC-ADU	Linking Adult Education With Open Culture And Museum	Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes e.V., DE	Verband Österreichischer Volkshochschulen - VÖV, AT AIDEA Associazione Italiana di Educatione degli Adulti, IT AMTIS - The Arts Management Training Initiative School Heriot-Watt University, GB General Secretariat of Adult Education, GR
39890-	CP-1-97-1-	IT-ADULT EDUC-ADU	ARTS et VITA - Le Stagioni della vita: viaggio intorno alle arti	Università sperimentale Decentrata, IT	Associazione Culturale Michelangelo, IT Università della Terza Età, IT Agrupaciò Formaciò aules Universitarias, ES Joensuun Yliopisto, FI MAC - Movimento Apostolico Ciechi, IT
25646-	CP-1-97-1-	IT-ADULT EDUC-ADU	Pubblico e Biblioteca, Metodologie per la Diffusione della Lettura	Biblioteca Isolotto, IT	Biblioteca Comunale Gorgonzola, IT Biblioteca Popular "R.F. Jurado", ES Biblioteca Comunale Vallesiana, IT Plaatselijke Openbare Bibliotheek, BE Arhus Kummunes Biblioteker, DK Provincia Autonoma di Bolzano, IT
25127-	CP-2-97-1-	GB-ADULT EDUC-ADU	Enhancing Education for Disabled Adults Through Expressive Arts	Lancashire Education Authority, GB	The Central Technical Institute, IE Cortijo Romero, ES
25076-	CP-2-97-1-	GB-ADULT EDUC-ADU	Cultural Education and Action for Development	The Adult Learning Project, GB	Oideas Geal, IE Ensavadur Breizh, FR
39858-	CP-1-97-1-	AT-ADULT EDUC-ADU	Computer based training - Fernkurs: Bibel - Grundlage europäischer Kultur / Sekten	Österreichisches Katholisches Bibelwerk, AT	Katholisches Bibelwerk e.V., DE Aristoteleo Panepistimio Thessalonikis, GR Katholieke Televisie en Radio Centrum, BE Katholieke Bijbelstichting, NL Bildungshaus Neustift, IT Vlaamse Bijbelstichting, BE Casa de la Biblia, ES Referat für Weltanschauungsfragen der ED, AT And Publishing Technology, NL
56358-	CP-1-98-1-	DK-ADULT EDUC-ADU	Culture in Use	Uddannelsescenter, DK	Amsterdamse Hogeschool voor de Kunsten, NL Arbetsförmedlingen Kultur Medie, Örebro, SE

56471-	CP-1-98-1-	DE-ADULT EDUC-ADU	MUSAEAM: Museum and adult education and more "MUSEAEAM" als gesamtgesellschaftliches Bildungsunternehmen" 1. Jahr: open Day for Adult Learning in Museums	Bayerischer Volkshochschulverband e.V., DE	Ecole du Louvre, FR Hellenic Republic-Ministry of National Education, GR Associazione Italiana di Educazione degli Adulti, IT Unit for Study and cultural Affairs, GB Mücsarnok Art Hall, HU
56497-	CP-1-98-1-	IT-ADULT EDUC-ADU	ComArt - Communication by Art, The Art of Communication	UETP - Toscana, IT	Centro per l'Arte contemporanea "Luigi Pecci", IT Center for modern and contemporary Art of the National Gallery in Prague, CZ Service Educatif des Musées Royaux des Beaux-Arts de Belgique, BE Städtische Sammlungen Schweinfurt, DE Château de Villeneuve, FR Association Medico-Psycho-Sociale, FR Art et Therapie, FR Cooperations, LU
56071-	CP-1-98-1-	GB-ADULT EDUC-ADU	Museums, Keyworkers and Lifelong Learning	University of Surrey (Roehampton Institute), GB	Stockholm-Europas Kulturhuvdstad, SE Museum of Modern Art, IE Victoria & Albert Museum, GB
56471-	CP-2-99-1-	DE-ADULT EDUC-ADU	MUSAEAM: Museum and Adult Education are more "MUSEAEAM" als gesamtgesellschaftliches Bildungsunternehmen" 1. Jahr: open Day for Adult Learning in Museums	Bayerischer Volkshochschulverband e.V., DE	Ecole du Louvre, FR Associazione Italiana di Educazione degli Adulti, IT Nordens Folkliga Akademi, SE Mücsarnok Art Hall, HU Tate Gallery, UK
56358-	CP-2-99-1-	DK-ADULT EDUC-ADU	Culture in Use	Uddannelsescenter, DK	Chichester College of Technology, UK Amsterdamse Hogeschool voor de Kunsten, NL The Hungarian Folk High School Society, HU Arbetsförmedlingen Kultur Medie, ÖREBRO, SE

70983 CP-1-99-1- BE-ADULT EDUC-ADU	"EUDECU: Production, dissemination and certification of an European deaf culture programme" (EUDECU - European Deaf Culture Programme)	VZW Cultuur voor Doven, BE	Center for Tegnsprog og Tegnstøttet Kommunikation, DK Confederación Nacional de Sordos de Espana, ES Omospondia Kofon Ellades (OMKE), GR Asociatia Nationala a Surzilor din Romania, RO Federatie van vlaamse Doven en Slechthorenden, BE Kentro Epagematikis Eidikis Sinihizomenis Ekpedefsis, GR
56273- CP-2-1999-1- ES-ADULT EDUC-ADU	MAR - Mujer y arte contemporáneo en los centros e educación de personas adultas	Universitat de Barcelona, ES	Hjorring Seminarium, DK Federación de Asociaciones Culturales y Educativas de Personas Adultas, ES Kentro Epagematikis Katartisis, GR Regional Technical College, IE Institut de Recherche sur l'Implication de la Langue des Signes, FR
70933- CP-1-1999-1- DE-ADULT EDUC-ADU	ESKA - Europäische Senioren-Kultur-Arbeit	Katholisches Kreisbildungswerk, DE	Referat für Altenseelsorge am Seelorgeamt der Diözese Bozen/Brixen, IT Gib & Nimm-Zentrale - St. Elisabeth, AT Katholisches Kreisbildungswerk Traunstein e.V., DE Katholisches Bildungswerk Berchtesgadener Land e.V., DE Bildungswerk Tosenheim e.V., DE
71036- CP-1-1999-1- IT-ADULT EDUC-ADU	Library: reading, information, vocational guidance Biblioteca: lettura, informazione e orientamento al lavoro	Biblioteca Isolotto, IT	Biblioteca Comunale Vallesiana, IT Plaatselijke Openbare Bibliotheek, BE Provincia Autonoma di Bolzano, IT Nordens Folkliga Akademi, SE CORE - City and County of Swansea, UK Helsinki City Library, FI Grupo e Missao para o Desenvolvimento da Educacao e Formacao de Adultos, PT

56048 CP-2-1999-1- IT-ADULT EDUC-ADU	A-Mare - L'influenza del mare nella vita degli adulti: nella cultura, nell'economia e nella società	Scuola Media Stratale "Alessandro Manzoni" Sezione: Educazione degli Adulti, IT	Universite du Littoral. Dunkerque, FR Centrum Regionaal Volwassenenonderwijs, BE Voisins sans Frontieres - Ong Pour le Developpement, ES
70863- CP-1-1999-1- FR-ADULT EDUC-ADU	Mythologie gréco-latine et Education des adultes dans l'Europe contemporaine	Université Michel de Montaigne - Bordeaux III, FR	Universidad de Oviedo, ES Université Michel de Montaigne - Bordeaux III, FR Aristotelio Panepistimio Thessalonikis, GR Universitatea din Craiova, RO Association des Professeurs de Philologie, DE Television Publique de Breme, DE
56480- CP-2-1999-1- AT-ADULT EDUC-ADU	GECULT - General and cultural education in adults learning	Volkshochschule Meidling, AT	Katholieke Universiteit Nijmegen, NL Universität für Bodenkultur Wien, AT Lärarhögskolan i Stockholm, SE University of Southampton, UK Institut für Wissenschaftstheorie und Wissenschaftsforschung der Universität Wien, AT
71175- CP-1-1999-1- IT-ADULT EDUC-ADU	Pedagogia del patrimonio artistico-culturale europeo: servizi educativi per gli adulti	Istituto Regionale di Ricerca Sperimentazione e Aggiornamento Educativi di Puglia, IT	Freie Universität Berlin, DE Panepistimio Patron, GR Centro Universitario Teatro Arti Visive Musica Cinema, IT Pinacoteca Provinciale, IT Biblioteca Provinciale "De Gemmis", IT Liceo Classico "Q. Orazio Flacco", IT Centro Territoriale Permanente c/o S.M. "Galilei", IT
56071- CP-2-1999-1- UK-ADULT EDUC-ADU	Museums, Keyworkers and Lifelong Learning	University of Surrey, UK	Arkitekturmuseet, SE Museum of Modern Art, IE Victoria & Albert Museum, UK Büro für Kulturvermittlung, AT Casino Luxembourg, LU Museu municipal de Vila Franca de Xira, PT
70969- CP-1-1999-1- BE-GRUNDTVIG-ADU	Photographie, citoyenneté et éducation des adultes en Europe	NICEPHORE, BE	Servizio civile Internazionale Italia, IT Ecole des Artes d'Ixelles, BE Hungarian Academy of Craft & Design Institute of Education, HU

88378- CP-1-2000-1- SE-GRUNDTVIG-ADU	Empowering the guidance officer - The GoBetween 2	Söderhamns Kommun, SE	Cultureel Centrum Hasselt, BE Careers Europe, UK A S T E R S National Ressource Centre for Guidance, IT
88230- CP-1-2000-1- FI-GRUNDTVIG-ADU	Enhancing Cultural Awareness Through Cultural Production	Humanistinen Ammattikorkeakoulu, FI	Grazer Büro für Frieden, AT Fachhochschule, DE AVHS Husted, DE Askov Hojskole, DK
88275- CP-1-2000-1- DE-GRUNDTVIG-ADU	EUROEDULT - European Culture Mediator	Bayerischer Volkshochschulverband e.V., DE	Ecole du Louvre, FR National Institute of Adult Continuing Education (England & Wales), UK Nordens Folkliga Akademi, SE Pécsi Tudományegyetem, HU Istituto per i beni Artistici Culturali e Naturale, IT
70906- CP-2-2000-1- DE-GRUNDTVIG-ADU	"Memory" Europäische Geschichte - Europäische Identität - Interkulturelles Leben - Demokratische Traditionen in Europa	Bundesarbeitskreis Arbeit und Leben, DE	Arbeit und Leben - Berlin, DE Tandem Escuela Internacional, ES Culture et Liberté, FR International Jugendbegegnungsstätte Mikuszewo, PL
89598- CP-1-2001-1- SK-GRUNDTVIG-G1	Contemporary Serious Music as an Method and Way of Education and Guidance of Adults	Obcianske Zdruzenie za Duchovny, Kulturny, Socialny Rozvoj a Spolupracu, SK	Regionalne Vzdelavacie Zariadenie, S.R.O., SK Transit Projectos, ES Forum für Neue Musik Wien, AT Mühely - Group of young Composers of Hungarian Music Schools and Universities, HU NUP - Okresny urad Prace Pezinok, SK Eugen Suchon's Elementary Music School in Pezinok, SY
90572- CP-1-2001-1- DE-GRUNDTVIG-G1	Sehen ist lernbar - Beiträge zur visuellen Alphabetisierung	Liechtensteinische Kunstschule, LI	Klett Verlag, DE Pädagogische Akademie Feldkirch, AT Office of Cultural Activities / Insel Montserrat, UK Burren College of Art, IE Universidade Nova de Lisboa, PT Centre de la Ressource, FR Museum der Wahrnehmung - Graz, AT

90487- CP-1-2001-1-	DE-GRUNDTVIG-G1	Intercultural Competence for Europe (ICE)	Deutsches Institut für Erwachsenenbildung e.V., DE	College of North West London, UK Universita Popolare di Roma, IT Lietuvos Suaugusiųjų Svetimo Asociacija, LT
88275- CP-2-2001-1-	DE-GRUNDTVIG-G1	EUROEDULT - European Culture Mediator	Bayerischer Volkshochschulverband e.V., DE	Nordens Folkliga Akademi, SE National Institute of Adult Continuing Education (England & Wales), UK Istituto per i beni Artistici Culturali e Naturali della Emilia Romagna, IT Ecole du Louvre, FR Pécsi Tudományegyetem, HU
101379 CP-1-2002-1-	UK-GRUNDTVIG-G4	Collect and Share	Engage National Association for Gallery Education, UK	Associação Portuguesa de Empresas com Museu, PT Istituto per i beni Artistici Culturali e Naturali della Emilia Romagna, IT European Museum Forum, UK Swedish National Council for Cultural Affairs, SE Ecole du Louvre (Musée du Louvre), FR European Association for the Education of Adults, BE Education Centre Copenhagen, DK THA Association of Museums of the Saarland, DE Contemporary Art Museum Kiasma, FI National Institute of Adult Continuing Education (England & Wales), UK
100099 CP-1-2002-1- -	AT-GRUNDTVIG-G1	MIMEX - Mediation in Museums and Exhibitions - Migration and Work	Museum Arbeitswelt Steyr, AT	IDEC Ltd. GR Arbejdermuseet, DK Znanstvenoraziskovalni Center Sazu, SI Arbetetsmuseet, DK Polycollege - Wiener Volksbildungsverein, AT Verein zur Betreuung der Ausländerinnen in Oberösterreich, AT

100383 -	CP-1-2002-1- -	NL-GRUNDTVIG-G1	European Academy for Culture and Arts, an Academy for Adult Education	Christelijk Nationaal Vakverbond - Kunstenbond, NL	EZA - Europäisches Zentrum für Arbeitnehmerfragen, DE Christian Artists Verein Deutschland, DE Inter-Art, BE Association Francophone Des Artistes Chretia, BE Omega, BE Apollo, BE Greek Christian Artists Association, GR Producciones de la Raiz / Multifestival David, ES Séphora, la Musique de la Vie, FR Master Music, FR Continental Ministries Italy, IT Associazione Musica Teatro e Danza, IT Associazione Balletto Classico, IT Continental Ministries Europe, NL Continental Art Vereniging voor beeldend Kunstenaars, NL Continental Art Vereniging voor Dans & Bewegingsexpressie, NL Continental Art Vereniging voor Muziek & Media, NL
102495 -	CP-1-2002-1- -	FR-GRUNDTVIG-G1	Formation Européene à l'Approche Genre "Chaussons de Nouvelles Lunettes"	Groupe de Recherche pour l'Education et la Prospective, Association 1901 (non Lucratif), FR	Retravailler, BE Centre d'Etudes Genre de l'Université d'Islande, IS Moncomunitad de Municipios de la Sierra de Cadiz, ES AHENA - Spolecnost pro Vzdelavani a Rozvoj Zen, CZ
110507 -	CP-1-2003-1- -	FI-GRUNDTVIG-G1	DAP - The Development of life long Learning and the Adult Education in Porcelain painting	Reisjärven Kristillinen Opisto, FI	Oulun Yliopisto, FI Hisda, UK Suomen Posliininmaalajat Ry, FI Porselens Maling, NO Hobbyceram, IT Schjerning Farver Ltd., DK Lasva Maarahvaöpistu, EE The International School of decorative Arts in Milan, IT Herendi Porcelangyar, HU

110497	CP-1-2003-1-	AT-GRUNDTVIG-G1	TWISFER: Theatre Work in Social Fields - European Research	UNIT - Kulturverein an der Karl-Franzens-Universität Graz, AT	<p>Giolli-Centro di Ricerca su Teatro Dell'oppresso e Coscientizzazione, IT</p> <p>Alice-Salomon-Fachhochschule für Sozialarbeit und Sozialpädagogik Berlin, DE</p> <p>Dartington College of Arts, UK</p> <p>Institut für Erziehungs- und Bildungswissenschaften der Karl-Franzens-Universität Graz, AT</p> <p>Interact - Werkstatt für Theater und Soziokultur, AT</p> <p>Universität Hannover, DE</p> <p>Javni Sklad Rs Za Kulturne Dejavnosti, SI</p> <p>Artemisszio Alapitvany, HU</p> <p>National University of Ireland, Cork, IE</p> <p>Pedagogicka Fuaktulta University Karlovy Praha, CZ</p> <p>Concept-Foundation, RO</p>
110651	CP-1-2003-1-	DE-GRUNDTVIG-G1	Teaching Culture! Teacher Training in Intercultural Awareness	Volkshochschulzweckverband Rhein-Sieg	<p>Achill Island Arts and cultural Links Alliance, IE</p> <p>Grigiskiu Etnokulturos Propagavimo Centras, LT</p> <p>The Municipal House of Culture & Peoples' University, RO</p> <p>Kursus Center, Grenaa Handelsskole, DK</p> <p>Fundación Universitaria Iberoamericana, ES</p> <p>UMEA Universitet, SE</p> <p>University of Brighton, UK</p> <p>Institut für Interdisziplinäre Forschung Inter.Research e.V., DE</p> <p>Institution of Adult Education Cologne, DE</p> <p>Fachhochschule Koblenz - University of Applied Sciences, DE</p>
?	?	?	Inspiring Learning for All	The Museum, Archives and Libraries Council (MLA), UK	???

225925 -	CP-1-2004-1-	IT-GRUNDTVIG-G11	LLML - Lifelong Museum Learning	Istituto per i beni Artistici Culturali e Naturali della Regione Emilia Romagna, IT	Associação Portuguesa de Empresas com Museu, PT European Museum Forum, UK Engage National Association for Gallery Education, UK Louisiana Museum of Modern Art, DK European Center for Cultural Organization and Management, IT National Institute of Adult Continuing Education (England & Wales), UK Swedish National Council for Cultural Affairs, SE Nederlandse Museumsvereniging, NL Amitie SRL, IT
116855 -	CP-1-2004-1-	IT-GRUNDTVIG-G1	COLOURS - Intercultural Aims and Art-Therapy	NEWO SRL, IT	Servicio de Atención Psicopatológica y Psicosocial a Inmigrantes y Refugiados, ES Instituto Aiarkous Ekpaidefsis Enilikon, GR Biblioteca di Pace, IT Universita' degli Studi Roma Tre, IT Staatlich anerkannte Fachhochschule für Kunsttherapie, DE Focus Praha, CZ
116571 -	CP-1-2004-1-	IT-GRUNDTVIG-G1	Teatro e carcere in Europa. Formazione, Sviluppo e Divulgazione di Metodologie Innovative	Carte Blanche, IT	NEWO SRL, IT Theatre de 'Opprime, FR Riksdramateatern, SE Aufbruch, DE Escape Artists, UK Teatro Yeses, ES
116689 -	CP-1-2004-1-	ES-GRUNDTVIG-G1	Towards a real and true European Integration: The Cultural Heritage applied to Adult's Education	Septem Nostra, Asociación para la Defensa, Difusión y Estudio del Patrimonio	Inspectoratul Scolar Judetean Dolj, RO Italia Nostra - Sezione di Massa Montignoso (MS), IT Centro Servizi Amministrativi di Massa, Carrara, IT Teacher's association of 2nd Elementary School of Paleo Falero, GR

114041 CP-1-2004-1-	DK-GRUNDTVIG-G1	PuLLS - Public Libraries in the Learning Society	Arhus Kommunes Biblioteker, DK	Helsingin Kaupunginkanslia, Helsingin Kaupungin Kifjasto, FI Stadtbücherei Würzburg, DE Knjiznica Otona Zupancica, SI MK5060 Full Circle Projects, NL Servei de Biblioteques de la Diputacio de Barcelona, ES London Borough of Sutton Library Service, UK University of Brighton, UK
225925 CP-1-2005-1-	DE-GRUNDTVIG-G12	DILLUMULI - Dissemination of Lifelong Learning Activities in Museums and Library Projects	Kompetenzagentur Dachau - Volkshochschule Dachau GmbH	Ministry of National Education General Secretariat for Adult Education, GR Regione Emilia Romagna, Istituto di Beni Culturali, IT Pécsi Tudományegyetem, HU Association Européene pour l'Education des Adultes, BE

Annex C: The second group of selected projects

A small group within the project team selected each of the projects through consideration. The following 25 projects were selected from the 62 brought forward from the first phase of selection. They are listed as they were selected.

Selection Group One

- Towards a real and true European integration / 116689-CP-1-2004-1-ES-GRUNDTVIG-G1
- Contemporary serious music as a Method and way of Education / 89598-CP-1-2001-1-SK-GRUNDTVIG-G1

Selection Group Two

- AEM – Adult Education and the Museum / 34459-CP-2-96-1 DE-AULT EDUC-ADU-TM-AE-1995-1-DE-1
- MUSAEAM – Museum and adult education are more / 56471-DP-2-1999-1-DE-ADULT EDUC-ADU
- Euroedult – European Culture Mediator / 88275-CP-2-2001-1-DE-GRUNDTVIG-G1
- Museums, Keyworkers and Lifelong Learning / 56071-CP-3-2000-1-UK-GRUNDTVIG-ADU
- Collect & Share / 101379-CP-1-2002-1-GRUNDTVIG-G4

Selection Group Three

- Colours – intercultural aims and art-therapy / 116855-CP-1-2004-1-IT-GRUNDTVIG-G1
- Library: reading, information, vocational guidance ... / 71036-CP-1-1999-1-IT-ADULT EDUC-ADU
- Interlab 1 + 2 / 25057-CP-2-97-1-IT ADULT EDUC-ADU
- Pubblico e Biblioteca, Metodologie per la ... / 25646-CP-2-97-1-IT-ADULT EDUC-ADU
- Itinerari Mediterranei per l'Educazione ... / 39314-CP-1-95-1-IT-ADULT EDUC-ADU-TM-AE-1995-0-IT-5
- Ecriture Créative et multimédia

Selection Group Four

- Photographie, citoyenneté et éducation des adultes / 70969-CP-2-2000-1-BE-GRUNDTVIG-ADU
- Culture in use (?) / 56358-CP-2-1999-DK-ADULT EDUC-ADU
- Enhancing Education for disabled adults / 25127-CP-2-97-1-BG-ADULT EDUC-ADU

Selection Group Five

- European Academy for Culture and Arts / 100383-CP-1-2002-1-NL-GRUNDTVIG-G1
- MAR – Mujer y arte contemporáneo / 56273-CP-2-1999-1-ES-ADULT EDUC-ADU
- ComART – Communication by art / 56497-CP-2-1999-1-IT-ADULT EDUC-ADU
- Pedagogia del patrimonio artistico-culturale europeo / 71175-CP-1-1999-1-IT-ADULT EDUC-ADU
- La Musica Nella Storia Europea / 25050-CP-2-97-1-IT-ADULT EDUC-ADU
- The PULLMAN Thematic Network / IST-2000-29204

Selection Group Six

- Mimex – Mediation in Museums and Exhibitions / 100099-CP-1-2002-1-AT-GRUNDTVIG-G1
- ESKA – Europäische Senioren-Kulturarbeit / 70933-CP-2-2000-1-DE-GRUNDTVIG-ADU
- Idéal – Une identité plusieurs cultures / 56551-CP-2-1999-1-RO-ADULT EDUC-ADU

Annex D: Questionnaire for Project Leaders

- 1 **Did the project achieve its stated objectives?**
yes wholly / yes to a great extent / yes to some extent / not at all
- 2 **What were/are the main tangible or intangible products and results of your project?**
(please describe briefly)
- 3 **Did the project have unintended / unexpected outcomes?**
yes wholly / yes to a great extent / yes to some extent / not at all

(if yes, please describe briefly)
- 4 **Did the project include a dissemination strategy?**
yes wholly / yes to a great extent / yes to some extent / not at all
- 5 **If yes, what dissemination actions were undertaken by the project?**
(please describe briefly)
- 6 **Did the project identify needs at grassroots level at the start?**
yes wholly / yes to a great extent / yes to some extent / not at all
- 7 **How far did the project correspond to developments in Lifelong Learning policy at local/regional/national/European level?**
- 8 **Do the project outcomes have a policy message for Lifelong Learning at local/ regional/national/European level?**
yes wholly / yes to a great extent / yes to some extent / not at all
- 9 **'Please describe the main tangible or intangible products and results of your project'. ?**
- 10 **Please add any other comments**

Annex E: The final group of selected projects

Reference	Title	Coordinator	Partners
25057- CP-1-96-1- IT-ADULT EDUC-ADU	INTERLAB La Didattica dei beni Ambientali e Culturali per la Formazione del Cittadino Europeo	Regione Toscana, IT	Istituto degli Innocenti, IT Regione Toscana, IT Institute de l'UNESCO pour l'Education, DE Direcion General de la Formacio d'Adults, ES CIR-Centro di Interesse Regionale, IT Secrétariat Général à l'Education des Adultes, GR Università degli studi di Firenze, IT Region Languedoc Roussillon, FR Region Andalusia, ES
34459- CP-2-96-1- DE-ADULT EDUC-ADU -TM-AE-1995-1-DE-1	AEM - Adult Education And The Museum	Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes e.V., DE	IIZ (Institut für Internationale Zusammenarbeit), DE Büro für Kulturvermittlung, AT Ministry of National Education, GR SEA, IT USCA (UK) SVEB, CH
39314- CP-1-95-1- IT-ADULT EDUC-ADU -TM-AE-1995-0-IT-5	Itinerari Mediterranei per l'Educazione Ambientale e Culturale del Cittadino Europeo	Cooperativa per lo Sviluppo dell'Educazione degli Adulti S.E.A., IT	Ministerie van de Vlaamse Gemeenshap, BE AIDEA/SEA, IT Ministry of Education - General Secretariat for Adult Education, GR Regione Toscana, IT Generalitat de la Cataluna, ES
25646- CP-1-97-1- IT-ADULT EDUC-ADU	Pubblico e Biblioteca, Metodologie per la Diffusione della Lettura	Biblioteca Isolotto, IT	Biblioteca Comunale Gorgonzola, IT Biblioteca Isolotto, IT Biblioteca Popular "R.F. Jurado", ES Biblioteca Comunale Vallesiana, IT Plaatselijke Openbare Bibliotheek, BE Arhus Kommunes Biblioteker, DK Provincia Autonoma di Bolzano, IT

56471-	CP-1-98-1-	DE-ADULT EDUC-ADU	MUSAEAM: Museum and Adult Education are more "MUSAEAM" als gesamtgesellschaftliches Bildungsunternehmen" 1. Jahr: open Day for Adult Learning in Museums	Bayerischer Volkshochschulverband e.V., DE	Ecole du Louvre, FR Hellenic Republic-Ministry of National Education, GR Associazione Italiana di Educazione degli Adulti, IT Unit for Study and cultural Affairs, GB Mücsarnok Art Hall, HU SVEB, CH
71036-	CP-1-1999-1-	IT-ADULT EDUC-ADU	Library: reading, information, vocational guidance Biblioteca: lettura, informazione e orientamento al lavoro	Biblioteca Iso lotto, IT	Provincia Autonoma di Bolzano, IT Biblioteca Iso lotto, IT Plaatselijke Openbare Bibliotheek, BE Biblioteca Comunale Vallesiana, IT Nordens Folkliga Akademi, SE CORE - City and County of Swansea, UK Helsinki City Library, FI Grupo e Missao para o Desenvolvimento da Educacao e Formacao de Adultos, PT
56071-	CP-2-1999-1-	UK-ADULT EDUC-ADU	Museums, Keyworkers and Lifelong Learning	University of Surrey, UK	Arkitekturmuseet, SE Museum of Modern Art, IE Victoria & Albert Museum, UK Büro für Kulturvermittlung, AT Casino Luxembourg, LU Museu municipal de Vila Franca de Xira, PT
70969-	CP-1-1999-1-	BE-GRUNDTVIG-ADU	Photographie, citoyenneté et éducation des adultes en Europe	NICEPHORE, BE	Servizio civile Internazionale Italia, IT Ecole des Arts d'Ixelles, BE Hungarian Academy of Craft & Design Institute of Education, HU

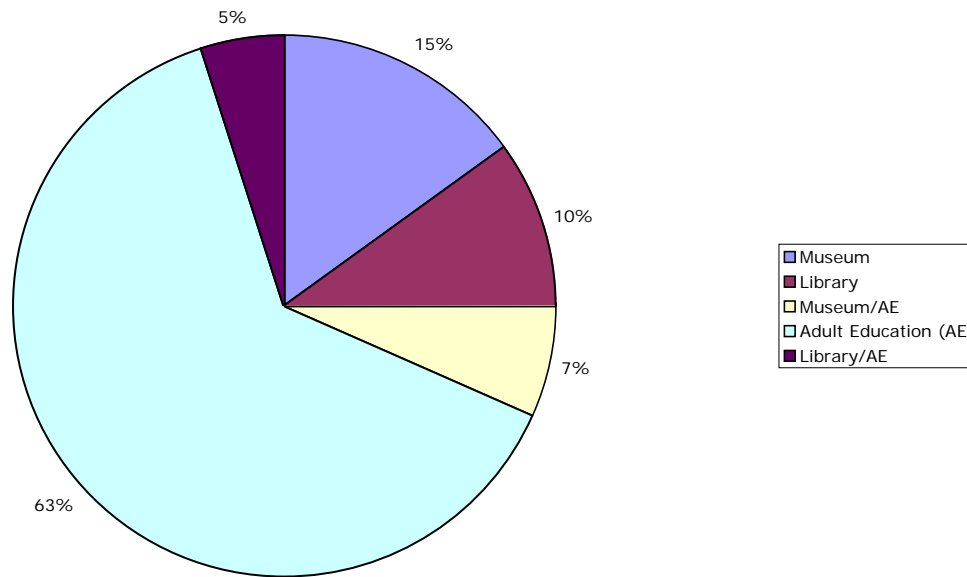
IST-2000-29204	The PULMAN Thematic Network	Stadt Antwerpen, BE	Aarhus Kommunes Biblioteker, DK Amitie, IT Aquitaine Europe Communication, FR Biblioteca Judeteana "Octavian Goga" Cluj, RO Camara Municipal e Oeiras, PT Dublin Corporation, IE Essex County Council, UK European Bureau of Library, Information and Documentation Associations (EBLIDA), NL Helsingin Kaupunginkanslia / Helsingin Kaupungin Kirjasto, FI International Association of Music Libraries, Archives and Documentation Centres (IAML), UK Knjiznica Otona Zupancica, SI MDR Partners, UK Stadtbibliothek Bremen, DE Stichting Foundation Resource Centre Libraries for Print Handicapped in Developing Countries, NE Manchester Metropolitan University, UK Veria Central Public Library, GR Wojewodzka Biblioteka Publiczna Im. Emilii Sukertowej - Biedrawiny W. Olsztynie, PL
88275- CP-2-2001-1- DE-GRUNDTVIG-G1	EUROEDULT - European Culture Mediator	Bayerischer Volkshochschulverband e.V., DE	Nordens Folkliga Akademi, SE National Institute of Adult Continuing Education (England & Wales), UK Istituto per i beni Artistici Culturali e Naturali della Emilia Romagna, IT Ecole du Louvre, FR Pécsi Tudományegyetem, HU SVEB, CH

101379	CP-1-2002-1-	UK-GRUNDTVIG-G4	Collect and Share	Engage National Association for Gallery Education, UK	Engage, UK THA Association of Museums of the Saarland, DE Association of Enterprises with Museums, PT European Museum Forum, UK Institute for Artistic, Cultural, Natural Heritage of Emilia Romagna Region, IT Kiasma, Museum of Contemporary Art, FI Kulturrad / Swedish National Council for Cultural Affairs, SE Louisiana Museum of Modern Art, DN The Louvre, FR Museum of Modern Art, SL NIACE, UK University of Salamanca, SP
100099	CP-1-2002-1- -	AT-GRUNDTVIG-G1	MIMEX - Mediation in Museums and Exhibitions - Migration and Work	Museum Arbeitswelt Steyr, AT	IDEC Ltd. GR Arbejdermuseet, DK Znanstvenoraziskovalni Center Sazu, SI Arbetetsmuseet, SE Polycollege - Wiener Volksbildungsverein, AT Verein zur Betreuung der Ausländerinnen in Oberösterreich, AT
?	?	?	Inspiring Learning for All	The Museum, Archives and Libraries Council (MLA), UK	???
116855	CP-1-2004-1- -	IT-GRUNDTVIG-G1	COLOURS - Intercultural Aims and Art-Therapy	NEWO SRL, IT	Instituto Diarkous Ekpaidefsis Enilikon, GR Universita' degli Studi Roma Tre, IT Staatlich anerkannte Fachhochschule für Kunsttherapie, DE NEWO SRL, IT Sappir-Servicio de Atención Psicopatológica y Psicosocial a Immigrantes y Refugiados, ES Biblioteca di Pace, IT Coop Pantagruel, IT Universita degli Studi di GENOVA, Dipartimento di Scienze Atropologiche, IT Focus Praha, CZ

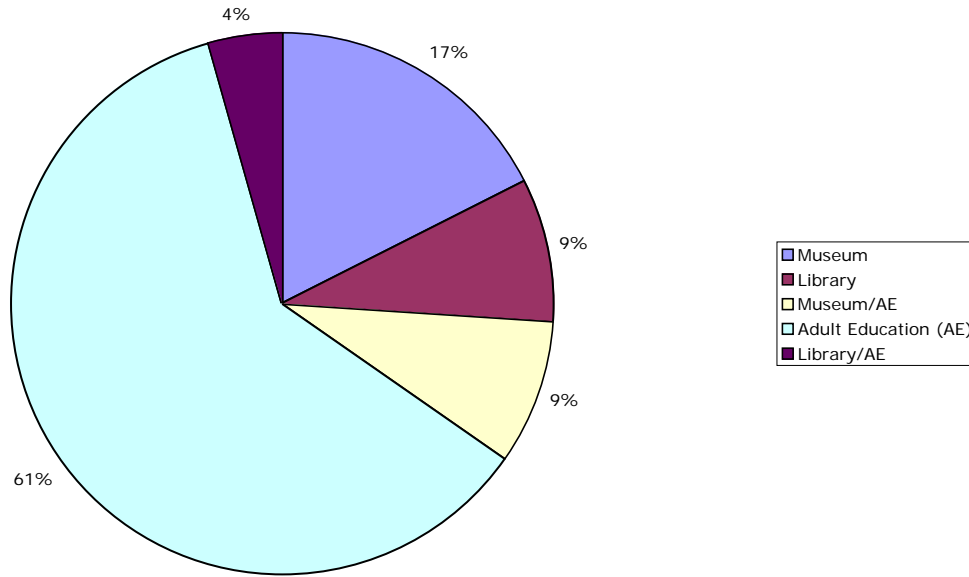
116689 CP-1-2004-1-	ES-GRUNDTVIG-G1	Towards a real and true European Integration: The Cultural Heritage applied to Adult's Education	Septem Nostra, Asociación para la Defensa, Difusión y Estudio del Patrimonio	Inspectoratul Scolar Judetean Dolj, RO Italia Nostra - Sezione di Massa Montignoso (MS), IT Centro Servizi Amministrativi di Massa, Carrara, IT Teacher's association of 2nd Elementary School of Paleo Faliro, GR Septem Nostra, IT Tanti Ponti Municipality of Montignoso, IT
05-DEU03-	S2G01-00014-2	Encourage "Learning in Later Life" Employability For Senior Citizens	KADDACHAU, DE	University of Strathclyde, UK Trondheim Kommune, NO BAGSO, BE University of Pécs, HU

Annex F: Analysis of the selection process and summaries of the chosen projects

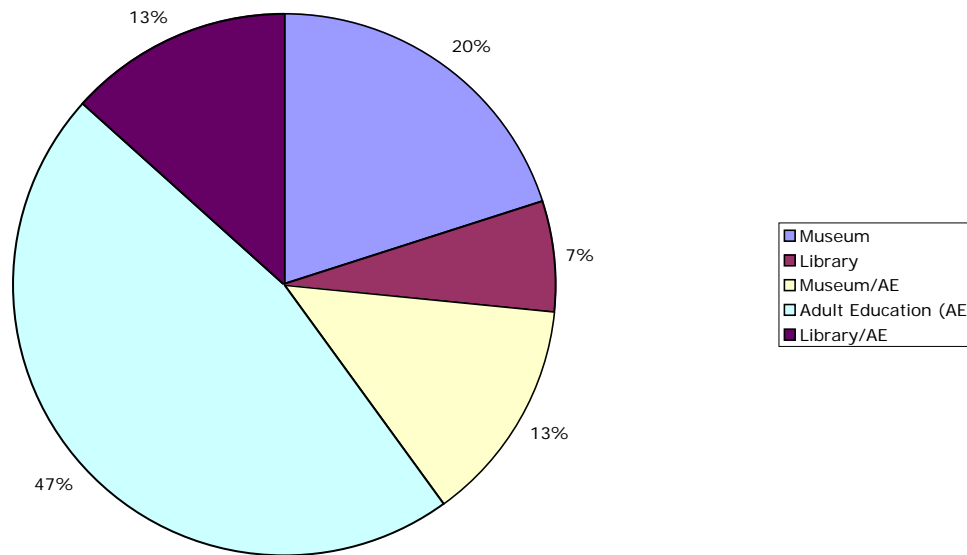
Phase 1: 61 projects selected from the Compendium



Phase 2: 25 projects selected from the 62 in the first phase.



Phase 3: 16 projects selected from 25 for inclusion in the exhibition

**Title**

Towards A Real and True European Integration: The Cultural Heritage Applied to Adult Education

Objectives

The main aim of the project was to improve the integration of European citizens through the knowledge of their cultural heritage, which constitutes our common cultural identity. It gives priority to women, migrants, the elderly and the disabled.

Conclusion

With different activities, the project had contributed to develop the interest of the participants, the general ideas about heritage and their interest for its preservation. It created a Pan-European network on cultural heritage and adult education in hopes of promoting the cooperation with the Mediterranean and South American countries.

Title

INTERLAB La Didattica dei beni Ambientali e Culturali per la Formazione del Cittadino Europeo

Objectives

The main objectives were to create a databank of educational institutions, elaborate upon electronic material for adult educators and expand on a pilot training course for Mediterranean adult educations in order to evaluate products and methods.

Conclusion

The national/regional project team in 3 languages produced two informative CD-ROMs with educational materials: French, Italian and Spanish. The partners were enthusiastic and committed because they have discovered the common cultural elements in their heritage; a sense of European identity was created among the partners. The project originally had high expectations of continuing but unfortunately, ended due to budgetary reasons.

Title

Euroedult-European Culture Mediator

Objectives

The projects' aim was to promote closer contact and integration between adult education and cultural institutions. The project was based on the experiences of two former EU projects, which focused on research (AEM) and the analyses of the needs (MUSAEAM) for the public.

Conclusion

The EU-certification arrangements are based on a set of key principles established through the Euroedult Project that is becoming more relevant across Europe. These key principles are called domains and consist of six fields: Language, Project Management, Communication Skills, Personal Development, European Culture and Education, and Supported Learning; at least two of them have to be completed abroad. After having passed all 6 domains, the EU-certificate will be awarded to the trainee.

The main conference with 200 international representatives of museums and adult educational institutions was held in the Louvre, Paris, institutionalised the Museum as a Learning Centre in Europe and was made familiar with the European certificate for European Cultural Mediator.

Title

Itinerari Mediterranei per l'Educazione Ambientale e Culturale del Cittadino Europeo

Objectives

The overall aim of the project was to develop the citizens' identity through a sense of belonging to the natural and cultural environment in which he/she is living.

Conclusion

A model of educational and didactic planning based on participatory research that is applied to a specific place in a specific time, can help adults to learn, appreciate and recognise themselves in relation to their environmental and cultural heritage. The method introduced in the Mediterranean Routes was intended for the environmental and cultural education of the European citizen. This promoted research, discovery and participation in order to encourage the global learning of an individual.

Title

Colours: Intercultural Aims and Art Therapy

Objectives

The main project objective was to promote social and cultural integration and develop ways of expressing immigrants' culture through the use of art therapy.

Conclusion

The project promoted the use of art therapy as a tool for overcoming prejudices stemming from a lack of familiarity with the immigrants and their culture through stereotyping and racism. Products created by immigrants and local citizens during the workshops were photographed, catalogued and selected to become part of a travelling exhibition to be held in various European cities: Prague, Athens, Barcelona, and Florence. Finally, Colours was intended to become a project with a European dimension. The travelling exhibition has unfortunately not been realised until now.

Title

Inspiring Learning for All

Objectives

Inspiring Learning for All set out to provide a way for museums, archives and libraries to develop services and demonstrate excellence in supporting learning, improve the quality of people's learning experiences, develop understanding internally and increase the focus on learning, both on and off site, create a common language and guidelines for working with others to improve services, win recognition and use this as a lever for funding and support, and make connections with wider learning agendas

Conclusion

'Up to now when asked what we in the cultural sector mean by learning and what its impact is, we have given many conflicting answers. Now we need give just one answer, and it is a good one - read "Inspiring Learning for All". It provides a consistent cross-sector planning and delivery framework that both shares best practice and stimulates further improvements along with practical support materials to help institutions.

Title

AEM-Adult Education And The Museum

Objectives

The project was interested in developing new partnerships between museums and adult education. The aim was to outline the importance of Lifelong Learning on a European, national, regional and local level. The main question we had to ask ourselves was how could museums be used towards understanding the demands of a changing society and modern citizenship.

Conclusion

During AEM, the original 15 EU-member states and Switzerland established a European network for exchange of practices and information. Learning strategies were reviewed, exchanged and developed at a European level, consequently forming partnerships and creating agendas. The rich fabric of innovative projects presented during AEM underlines the vast potential for adult learning in the museum.

Title

Collect & Share

Objectives

The objective is to promote good practice in learning and education for adults (ages 16+) in connection with museums and galleries. Collect & Share exists to *collect* case studies of good practice in adult education and *share* this information through a searchable website.

Collect & Share will also aim to influence relevant policy makers. The main focus will be on projects relating to art galleries or museums involving artists.

Conclusion

Tangible products of these projects are the three publications focusing on Lifelong Learning in museums: *Good Practice*, *Training Needs*, and *Action Points* (all available on www.collectandshare.eu.com). The Good Practice Matrix is a simple self-assessment tool that promotes reflective thinking and good practice when planning, devising, delivering and evaluating education work with adults in museums. Alongside, there is a website with a searchable database containing reports, newsletters, databases of cultural organisations and good practice case studies from across Europe. We believe a lasting legacy of this project was created and is now a practical tool for students and practitioners.

Title

Encourage LLL-Employability For Senior Citizens

Objectives

The objective was to communicate and enable the possibility of strengthening the idea of active citizenship and informing the public about training opportunities. The knowledge would be communicated to them to create opportunities for employing senior citizens, not only in their regions, but also in other countries

Conclusion

Important experts, politicians and relevant networkers from the area dealing with senior citizens were invited to a conference to install a platform about increasing the capacity of senior citizens for active citizenship and employability.

Title

MIMEX - Mediation in Museums and Exhibitions - Migration and Work

Objectives

The aim of the project was to better communicate the idea of „migration“ to the “native” public visitors. It was expected that the outcome should become a tool to train interpreters; it was intended to help reduce prejudices and improve acceptance and integration of migrants among the visiting public. The general objective of this project was to improve the public’s knowledge of its history and the present situation of migrants in different European countries.

Conclusion

Innovative methods of mediation on the topic of migration for adults have been created; the results of the project were transferred to other exhibitions and events. The partnership consisted of different NGO’s: 3 museums, a centre for adult education, a scientific research centre, and a centre for primary attention to foreigners. The tool was used as a handbook containing a curriculum and training modules for museum interpreters.

Title

MUSAEAM - Museum And Adult Education Are More

Objectives

MUSAEAM was initiated as a sequel built on the European network and working ground established during AEM. The aim of the project was to investigate the possibility of using museums as places for learning, not only in subjects like history, art and culture, but also in general subjects such as language.

Conclusion

Overall responses were very positive and museums were recognized as important catalysts for learning. MUSAEAM’s fundamental aims follow the “one hour a day” learning principle declared at UNESCO’s 5th International Conference on Adult Education. It served the promotion of museums as places for Lifelong Learning for the general public and for specialists and representatives in museums and adult education institutions.

Title

Museums, Keyworkers and Lifelong Learning

Objectives

The primary aim in this project was to prove that support, development, and collaboration with key workers is an effective way for museums to establish permanent links with people who are currently non-participants.

Conclusion

From the projects’ survey results, it was evident that the agenda of countering social exclusion by addressing underrepresented groups is a low priority for most of the museums surveyed. Overall they are content with the public they are currently reaching. It was also evident that although many museums were using key workers in their adult education work, it may be seen as a substitute for long-term staff rather than an extension. In other words, this is evidence of a lack of sustained commitment to this aspect of their educational responsibilities. However, it is important to see that this kind of project is marginalized and given low priority by most European museums surveyed.

Continuation

In Austria the process of implementing the key work method was an important tool for museums in their work with new audiences; arranging conferences and discussions continued it. Partners of the Socrates-project “Museums, Key Work and Lifelong Learning” were invited to Vienna to talk about their experiences. Increasingly more museum education departments use the discussed method for their work with audiences composed of seniors or apprentices.

Title

Photography, Citizenship and Adult Education – An Education in Images Using Images
(*Photographie, citoyenneté et éducation des adultes*)

Objectives

The aim was to increase awareness of adult education by developing teaching strategies on how to appreciate images and photographs. This emphasizes the role of amateur photography as an art tool for practising active citizenship and gives a different impression of Europe.

Conclusion

Disadvantaged persons were given the right to speak by taking into account their personal vision of the world. The project outcomes are published in the book «Clear View».

Title

Pubblico e Biblioteca Metodologie per la Diffusione della Lettura
(*The Public and the Library: Methodologies for the Dissemination of Reading*)

Objectives

The main objectives of the project were to define the public library and its public. Additionally, it was important to introduce new functions of the public libraries that can be offered to the local community. We wanted to promote new methodologies to encourage and promote reading, therefore getting into closer contact with non-traditional readers such as the unemployed and immigrants.

Conclusion

Among the most important outcomes of the project were the development of two books and the formation of a network of libraries that promote adult learning. In 1999, it was continued in a distribution project under the title: “Library: Reading, Information, Vocational Guidance”.

Title

The Pulman Thematic Network

Objectives

The network set out to stimulate and promote sharing of policies and practices for the digital era, in public libraries and cultural organisations operating at local and regional level.

Conclusion

The inclusive and extensive PULMAN approach led to wider awareness across Europe of the potential for public libraries to develop digital services in support of informal learning and other key policy agendas and to the establishment of groups of activists in each country. PULMAN and its successor activities set the scene for a new vision of the role of public libraries in the digital era.

Annex G: An example of the texts used in the exhibition

Colours: Intercultural Aims and Art Therapy

OBJECTIVES

The main project objective was to promote social and cultural integration and develop ways of expressing immigrants' culture through the use of art therapy. The project aimed to involve local citizens in order to create integration between the different cultures: local and immigrant. Another aim was to facilitate intercultural communication through the specific role of "learning facilitator", which could continue to work beyond the life of the project.

CONCLUSION

The project promoted the use of art therapy as a tool for overcoming prejudices stemming from a lack of familiarity with immigrants and their culture through stereotyping and racism. The main goal of the project was to develop ways of promoting social and cultural integration through the use of the 'non-formal language' of art. This helped to increase knowledge, skills and cognitive abilities for the people involved. Art therapy allows people to accept and get to know themselves better, and therefore, interact better with others through artistic and emotional expression. Art therapy allows individuals to look at their own culture from a different angle. It helps immigrants consolidate their identity and challenges the motivation of local people to accept and integrate them into the local community.

Products created by immigrants and local citizens during the workshops were photographed, catalogued and selected to become part of a travelling exhibition that was taken to various European cities: Prague, Athens, Barcelona, and Florence. *Colours* was intended to become a project with a European dimension. The travelling exhibition has unfortunately not yet been realised.

PARTNERS

- INSTITOUTO DIARKOUS EKPAIDEFISIS ENILIKON, GR
- UNIVERSITA' DEGLI STUDI ROMA TRE, IT
- STAATLICH ANERKANNT FACHHOCHSCHULE FÜR KUNSTTHERAPIE, DE
- NEWO SRL, IT
- SAPPPIR-SERVICIO DE ATENCIÓN PSICOPATÓLOGICA Y PSICOSOCIAL A IMMIGRANTES Y REFUGIADOS, ES
- IDEKE-INSTITOUTO DIARKOUS EKPAIDEFISIS ENILIKON, GR
- BIBLIOTECA DI PACE, IT
- COOP PANTAGRUEL, IT
- UNIVERSITA DEGLI STUDI DI GENOVA, DIPARTIMENTO DI SCIENZE ANTROPOLOGICHE, IT
- STAATLICH ANERKANNT FACHHOCHSCHULE FÜR KUNSTTHERAPIE, DE
- FOCUS PRAHA, CZ

IDENTIFICATION CODE

116855-CP-1-2004-IT-GRUNDTVIG-G1

DURATION

2004-2007

The project is actually in its evaluation phase. 2007 will be the dissemination period when the travelling exhibition containing the results and products will take place in the participating countries.

Annex H: Visitors to the launch of the exhibition

The following list of visitors to the opening of the exhibition in Avilles, Spain is divided into members of the European Association for the Education of Adults (EAEA), and other visitors.

EAEA Members

Armenia

Ms. Arevik Sargsyan Adult Education and Lifelong Learning Association

Azerbaijan

Mr. Namik Kasumov Azerbaijan Bank Training Center

Belgium

Mr. Ronny Leenknecht SOCIUS

Mr. Theo Van Malderen SOCIUS

Ms. Nadia Baragiola Lire et Ecrire

Bosnia and Herzegovina

Ms. Suada Selimovic Amica Educa

Ms. Ivona Erdejic
Amica Educa

Cyprus

Mr. Klitos Symeonides
Cyprus Adult Education Association, CEAEA

Denmark

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Goteborgs Folkhogskola (Gothenburg Folkhigshool)

Annex J: The initial structure of the toolkit

This is the diagrammatic representation of the toolkit first presented for discussion by the project team in April 2007, with some of the fields populated and others left blank.

1 Cultural institutions in the era of learning				
	Increasing-widening participation			
				The role of culture in preventing and reducing poverty and social exclusion http://ec.europa.eu/employment_social/social_inclusion/docs/studyculture_leaflet_en.pdf
	Transforming existing models			
		Libraries		Bill and Melinda Gates Foundation The Access to Learning Award is given annually to recognize the innovative efforts of libraries or similar organizations outside the United States in providing no-cost public access to computers and the Internet. Previous winners gave included Helsinki City Library (2000) and Aarhus Public Libraries in Denmark (2004). http://www.gatesfoundation.org/GlobalDevelopment/GlobalLibraries/AccessLearningAward/
		Museums		
				Anderson, David, 1997 report 'A common Wealth Museums as places of Lifelong Learning Grundtvig 2 Learning Partnership, 2004/5
	Partnerships with adult education institutions			
				Raising educational standards in schools and beyond: the contribution from cultural services. Local Government Association, November 2003. http://www.renewal.net/Documents/RNET/Research/Raisingeducationalstandards.pdf

2 Policies				
	Policy statements, initiatives, action plans			
		Adult/Lifelong Learning		
				UNESCO, 1997. Hamburg Declaration on Adult Learning http://portal.unesco.org/education/en/ev.php-URL_ID=12994&URL_DO=DO_TOPIC&URL_SECTION=201.html
				Lisbon Agenda/e-Europe http://www.e-europestandards.org/
				European Commission Memorandum on Lifelong Learning 2000 http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf
				European Commission. Making a European Area of Lifelong Learning a Reality, 2001 http://europa.eu.int/comm/education/policies/lll/life/communication/com_en.pdf
				Council of Ministers. Resolution on Lifelong Learning, 2002 http://europa.eu.int/eur-lex/pri/en/oj/dat/2002/c_163/c_16320020709en00010003.pdf
				European Union. An integrated action programme in Lifelong Learning, 2004 http://europa.eu.int/comm/dgs/education_culture/newprog/index_en.html
				The Learning Citizen EC sponsored initiative with the specific objective of facilitating and enhancing Lifelong Learning for all members of society. http://www.learningcitizen.net/
				A Programme for the Effective Integration of Information and Communication Technologies (ICT) in Education and Training Systems in Europe (2004 – 2006) http://elearningeuropa.info/doc.php?lng=I&id=4552&doclng=1
				Education and training 2010: diverse systems, shared goals. http://europa.eu.int/comm/education/policies/2010/et_2010_en.html
				The European e-Skills Forum: e-Skills for Europe: towards 2010 and beyond. Synthesis Report, September 2004. http://europa.eu.int/comm/enterprise/ict/policy/doc/e-skills-forum-2004-09-fsr.pdf
				European Commission. Communication on Adult Learning, 2006
				EU communication. Adult learning: It is never too late to learn http://ec.europa.eu/education/policies/lll/adultcom_en.html
		Libraries		
				UNESCO Public Library Manifesto http://www.unesco.org/webworld/libraries/manifestos/libraman.html

		Museums		
				Papers from European Museum Forum: www.europeanmuseumforum.org
				ICOM: Museums and Cultural Diversity: Policy Statement. 1997 http://icom.museum/diversity.html
				Adult Education trends and issues. EAEA, 2006 http://www.eaea.org/index.php?k=10263
	Programmes			
				Lifelong Learning Programme Lifelong Learning Programme The new Life Long Learning Programme supports learning opportunities from childhood to old age in every single life situation. It has a budget of € 7000 millions for the period 2007-2013, and is the successor to the current Socrates, Leonardo da Vinci and eLearning programmes and incorporates the Grundtvig programme for adults, teachers and related institutions. http://eacea.ec.europa.eu/static/en/llp/index_en.htm
				MEDIA http://europa.eu.int/comm/avpolicy/media/index_en.html
				Preservation and enhancement of Cultural Heritage / DigiCULT (IST FP6) http://www.cordis.lu/ist/directorate_e/digicult/programme.htm
				Digital libraries and technology-enhanced learning (IST FP7) http://cordis.europa.eu/ist/digicult/fp7_overview.htm
				IST Cultural Heritage and Technology-Enhanced learning programmes, FP5-7. http://cordis.europa.eu/ist/telearn/index.html http://cordis.europa.eu/ist/digicult/index.html
				eContentplus (2005-8) http://www.cordis.lu/ist/directorate_e/telearn/econtentplus.htm
				Culture 2007 programme (2007-2013) Proposal for a decision of the European Parliament and of the Council establishing the Culture 2007 programme (2007-2013). July 2004. http://europa.eu.int/comm/dgs/education_culture/newprog/com1_en.pdf
				Funded by the European Social Fund (ESF), EQUAL formed part of the European Union strategy to create more and better jobs and to make sure that no one is denied access to these jobs. Its agenda encompasses three interlocking issues: social inclusion, Lifelong Learning and employment. A separate theme which addressed the needs of asylum seekers. http://europa.eu.int/comm/employment_social/equal/index_en.html
	Resources			
				PLOTEUS (Portal on Learning Opportunities throughout Europe) http://europa.eu.int/ploteus/portal/about.jsp
				The Learning Citizen

				http://www.learningcitizen.net/
				CALIMERA Guideline on Learning (Formal and Informal) http://www.calimera.org/Lists/Guidelines/Forms/DispForm.aspx?ID=90
		Citizenship		
				Making citizenship Work: fostering European culture and diversity through programmes for Youth, Culture, Audiovisual and Civic Participation http://europa.eu.int/comm/dgs/education_culture/comcitizen_en.pdf Citizenship call 2007 – 2013: Http://ec.europa.eu/dgs/education_culture/activecitizenship/citizens_de.html
		Social policy		
				Community Action Programme to Combat Social Exclusion, 2002-2006 http://www.europa.eu.int/comm/employment_social/soc-prot/soc-incl/ex_prog_en.htm
				NAPs/incl: National Action Plans on Social Inclusion 2004 http://ec.europa.eu/employment_social/news/2001/jun/napsincl2001_en.html
				the eInclusion programme http://www.cordis.lu/ist/so/einclusion/home.html
				European Disability Forum http://www.edf-feph.org/
				European Social Fund (ESF) EQUAL programme
			Ressources	
				CALIMERA Guideline on Social Inclusion http://www.calimera.org/Lists/Guidelines/Forms/DispForm.aspx?ID=93
		Cultural policy		
				Papers from European Museum Forum: www.europeanmuseumforum.org
				ICOM (the International Council of Museums). Museums and Cultural Diversity: Policy Statement, 1997 http://icom.museum/diversity.html
				The Universal Declaration on Cultural Diversity, UNESCO, 2001 http://portal.unesco.org/culture/en/ev.php-URL_ID=2450&URL_DO=DO_TOPIC&URL_SECTION=201.html
				Cultural diversity: common heritage, plural identities, Unesco, 2002 http://unesdoc.unesco.org/images/0012/001271/127161e.pdf
				Florida, Richard and Tinagli, Irene: Europe in the Creative Age. Demos, 2004. http://www.demos.co.uk/catalogue/creativeeurope_page370.aspx
				Reding pledges "innovation, inclusion and creativity" in information society http://www.euractiv.com/Article?tcmuri=tcm:29-130372-16&type=News
				"The Community shall contribute to the flowering of the cultures of the member states, while respecting their national and regional diversity and at the same time bringing the common cultural heritage to the fore" (article 151

				of the Treaty establishing the European Union) http://europa.eu.int/eur-lex/en/treaties/selected/livre234.html
				Activities of the European Union: Culture http://europa.eu.int/pol/cult/index_en.htm
				Council of Europe: Cultural policy and action http://www.coe.int/T/E/Cultural_Co-operation/culture/
				European Culture and Society in the Digital Age http://europa.eu.int/information_society/soccul/index_en.htm
			Resources	
				Europe and Culture portal http://europa.eu.int/comm/culture//index_en.htm
				CALIMERA Guideline on Cultural Identity and Cohesion http://www.calimera.org/Lists/Guidelines/Forms/DispForm.aspx?ID=87
				CALIMERA Policy Toolkit http://www.calimera.org/tool-kit/default.htm
		Regional Policy (Local/ regional development)		
			Resources	
				CALIMERA Guideline on Social and Economic Development http://www.calimera.org/Lists/Guidelines/Forms/DispForm.aspx?ID=75
	Policy measures			
		Case studies		
				Museums as places of Lifelong Learning. EU Learning Partnership, Grundtvig 2:Germany, Hungary, Italy and the Netherlands. 2004-5 http://www.ibc.regione.emilia-romagna.it/pdf/llml.pdf
	Legislation			

3 Applied learning: theory and practice				
	Non-formal and informal learning			
		Learning outcomes		
				Research Centre for Museums and Galleries: What did you learn at the museum today? MLA, 2004. ISBN 190374346X. http://www.mla.gov.uk/documents/id1185exec.doc
		Accreditation of non-formal /informal learning		
				Educa, Switzerland http://www.educa.ch/dyn/14.asp
				UK Guidance Accreditation Board Provides a kitemarking system to cover all kinds of guidance services in the UK www.support4learning.org.uk/community/quality_standards.cfm
				European Computer Driving Licence http://www.ecdl.com/
				The Euroedult Curriculum Framework Provides information and guidance to organisations and institutions seeking to develop and deliver programmes of learning that lead to certification within the Euroedult Curriculum Framework http://www.euroedult.feefi.pt/pt/web2/fulltext_current.htm A qualification in cultural mediation is proposed within the framework. http://www.euroedult.feefi.pt/pt/web2/doc/book5.doc
	Key competencies			
				The key competencies in a knowledge-based economy: a first step towards selection, definition and description. March 2002. http://www.cede.it/ri2003/moe/sito/docCD/Altri%20documenti%20Commissione%20Europea/key%20competencies_27_03_02_en.doc
	Social constructivism			
				Constructivism is a set of assumptions about the nature of human learning that guide constructivist learning theories and

				teaching methods of education. Constructivism values developmentally appropriate teacher-supported learning that is initiated and directed by the student. http://en.wikipedia.org/wiki/Constructivism_(learning_theory)
	Collaborative learning			
	e-Learning			
		Mobile learning		
				Attewell, Jill. Mobile technologies and learning A technology update and m-learning project summary http://www.lsda.org.uk/files/pdf/041923RS.pdf
		Games-based learning		
				De Freitas, Sara. Learning in Immersive Worlds: a review of game based learning (JISC) http://www.jisc.ac.uk/media/documents/programmes/elearning_innovation/gaming%20report_v3.3.pdf
		Interactive TV		Atwere, Daniel and Bates, Peter: Interactive TV: a learning platform with potential. Learning and Skills Development Agency, 2003. ISBN 1853388351. http://www.lsda.org.uk/files/PDF/1443.pdf Bates, Peter: t-learning Study: a study into TV-based interactive learning to the home. Final Report. pjb Associates, 2003. http://www.pjb.co.uk/t-learning/contents.htm .
				Alexander, Brian Web 2.0: a new wave of innovation for teaching and learning http://www.educause.edu/ir/library/pdf/ERM0621.pdf
				Miller, Paul. Web 2.0: Building the New Library Paul Miller explores some of the recent buzz around the concept of 'Web 2.0' and asks what it means for libraries and related organisations. http://www.ariadne.ac.uk/issue45/miller/

4 Good practice, barriers and problems				
	Projects and services			
		The DILLMULI exhibition		
				<p>Provides access to descriptions of good practice projects selected for the DILMULLI exhibition as part of this Grundtvig dissemination programme including: MUSEAEM (Museum and Adult Education are more); EUROEDULT (European Cultural Mediator); PULMAN; Inspiring Learning for All; Encourage LLL; Colours, Museums Keyworkers; Itinerari Mediterranei per l' Educazione; MIMEX; Photographie, citoyenneté et éducation des adultes; Citizenship and Adult Education; Publicco; Towards A Real and True European Integration: The Cultural Heritage Applied to Adult Education; Interlab 1 and 2; and Collect and Share.</p> <p>http://www.dillmuli.feek.pt/hibition.htm</p>
		Other innovative projects and services		
				<p>MEMORY European History – European Identity http://www.eaea.org/doc/Memory.pdf</p>
				<p>The Public and the Library http://www.eaea.org/doc/Public_Library.pdf Museums, Keyworkers and Lifelong Learning http://www.eaea.org/doc/Museums.pdf</p>
				<p>LearnEast: Public Libraries Supporting Employment http://www.learneast.com/ Public Libraries and the EQUAL Agenda: public libraries, social inclusion and Lifelong Learning in the United Kingdom, Italy and France. Final Report [by] Rob Davies and David Fuegi, MDR Partners. (Italian case study by Pier Giacomo Sola and Alessandra Tagliavini, Amitié). August 2004. http://www.learneast.com/transnational/documents/EQUALcomparativestudy-finalsept.04.pdf</p>
				Abside

				<p>Project within the framework of the EQUAL Programme, launched by the European Union to facilitate the inclusion of disadvantaged people. The project aims to test how new models based on training services offered by libraries can support activities targeting discrimination and exclusion problems. The project targets both librarians and end-users. http://www.amitie.it/; http://www.britishcouncil.org/tisa_abside.ppt</p>
				<p>COINE (Cultural Objects in Networked Environments) Funded by the EU, this project aimed to develop a piece of software that will allow anybody to tell their own heritage stories digitally, publish their own exhibitions on the Internet, or prepare a story to be shared with others. http://fp.armitt.plus.com/coine_project.htm</p>
				<p>Nederlands Platform Ouderen en Europa (Netherlands Platform for Older People in Europe) Personal memories of older people, together with photos, objects, documents and film are thematically scanned and filed and made accessible with the aid of multimedia on CD-Rom and the Internet. Uses commanet technology. http://www.seniorweb.nl/npoe/projecttooneng.asp?ProjectID=16</p>
				<p>Old Varna Project Co-operative project involving Varna Regional Library, Varna State Archive, Varna Regional Museum and VASSAN Media for creating a historical chronicle of Varna available on the web site of the Regional Library. http://www.libvar.bg</p>
				<p>BRICKS - Building Resources for Integrated Cultural Knowledge Services Funded under IST FP6, this set out to create the organisational and technological basis for a shared European Digital Memory (EDM). EDM is conceived as an open, networked system to integrate distributed collections of multimedia resources in museums, libraries and archives. http://cordis.europa.eu/ist/digicult/bricks.htm</p>
				<p>EPOCH A Network of Excellence funded under IST FP6 including about a hundred European cultural institutions joining their efforts to improve the quality and effectiveness of the use of Information and Communication Technology for Cultural Heritage http://www.epoch-net.org/.</p>

				<p>PRESTOSPACE This project, funded IST FP6, set out to provide technical solutions and integrated systems for digital preservation of all types of audiovisual collections http://www.prestospace.org/</p>
				<p>m-learning This EU IST FP5 project was set up to develop and test mobile communications systems for the education of young adults, specifically those most at risk of social exclusion. The aim of the project is to investigate how the technologies popular with these young people might be used to engage them in learning activities, start to change their attitudes to learning and thereby contribute to improving their skills, opportunities and lives. http://www.m-learning.org/index.shtml</p>
				<p>It is possible to get the international certification ECDL (European Computer Driving Licence) in the Educational Centres of the Libraries in Karlovy Vary and Plzeň. http://www.knihovna.kvary.cz http://www.svkpl.cz/</p>
				<p>Cambridgeshire Libraries - Ely Learning Centre Courses Ely Learning Centre is accredited by the British Computer Society to offer ECDL, and by the OCR Examinations Board (University of Cambridge Local Examinations Syndicate) to offer New CLAIT and CLAIT Plus, and is one of relatively few public library services in the UK offering learning leading to a qualification. http://www.camcnty.gov.uk/library/learning/ely/courses.htm</p>
				<p>Dublin City Public Libraries are carrying out a Research and development project (November 2004 - October 2005) aimed at developing a blueprint for assisting the delivery of eGovernment Services via Irish public libraries. http://www.iol.ie/dublincitylibrary/projects_egovernment.htm</p>
				<p>Iperbole, Bologna Civic Network uses the Internet to develop teledemocracy, transparency in administration, the right to information, interaction with citizens and participation in decision-making. Libraries act as access points to Iperpole. http://www.comune.bologna.it/</p>
				<p>LifeSteps Public libraries initiative which provides the general public</p>

				<p>with instructions for using the Internet to achieve particular life goals, e.g. shopping, travelling, preparing for a driving test, planning for retirement, etc. Backed up by support from library staff and the availability of public-access Internet PCs in every library, the project aims to encourage the day to day use of the Internet and overcome the digital divide.</p> <p>http://www.lifesteps.ie/</p>
				<p>Ikonka project (Icon Project)</p> <p>The aim of this Ministry of Science and Information project is to open Public Internet Access Points in local libraries and community centres across Poland, especially in small towns and villages. The project is specifically targeted at alleviating problems created by the digital divide through the provision of free Internet access and computer training.</p> <p>http://www.informatyzacja.gov.pl/en/projekty.html</p>
				<p>Essex County Council Libraries run a mobile service to travellers which visits six sites on a weekly basis. As well as providing books, videos, DVDs and information, the travellers are able to use laptops. Gypsies and travellers are also encouraged to use the Internet access in static libraries. Essex Libraries also works closely with Cyber Pilots, a website for all Gypsy, Traveller, Show and Fairground children.</p> <p>http://www.cilip.org.uk/aboutcilip/medalsandawards/LibrariesChangeLives/lclawinrep04.htm</p>
				<p>The Museums Libraries and Archives Agency (UK) has produced toolkits for cultural heritage institutions which can be used as starting points for ensuring that access and inclusion principles are embedded in the work of the institution:</p> <p>Social Inclusion Toolkit http://www.mla.gov.uk/documents/socialinc_tk.doc</p> <p>Access for all Toolkit http://www.mla.gov.uk/documents/access_mla_tk.pdf</p>
				<p>Dundee project "Learning Together Through Reminiscence" which created a website and published a book based on the memories of times past recorded by local people. Many people received computer training as part of the project, and a link was made with local schoolchildren to develop an inter-generational learning experience.</p>

				http://www.dundecity.gov.uk/gates/
		Guidelines and manuals		
			Social	
				PULMAN Digital Guidelines Manuals http://www.pulmanweb.org/DGMs/DGMs.htm
				CALIMERA Guidelines http://www.calimera.org/Lists/Guidelines/Forms/default.aspx
	Target groups			
		Gender		
		People with disabilities		
				CALIMERA Guideline on Accessibility for Disable People http://www.calimera.org/Lists/Guidelines/Forms/DispForm.aspx?ID=83
			Blind people	
				Stollwerk-Chocolate-Museum, Köln Offers guided visits for blind people that focuses on the haptic and normal life factor so that it's a tour for all the senses: touch – smell – hear – taste. They also offer tours for handicapped people focusing on the taste and smell of chocolate. http://www.schokoladenmuseum.de/index2.html
			Deaf people	
				Taubenschlag: A special portal for deaf people. This service provides internet sites of museums and cities, which offer guided tours for deaf people. http://www.taubenschlag.de/kultur/museum/ Stiftung saarländischer Kulturbesitz, Saarbrücken Tours for blind people „Touch-Tours“ with selected sculptures Tours for deaf people that are supported by a „communicating system“ an interpreter for sign language. There are also pedagogical offers for handicapped people and it is possible to experience practical artwork in an atelier after the tour. http://www.saarlandmuseum.de/
				CILIP (UK) Library and Information Services for Deaf and Hearing

				<p>Impaired People</p> <p>http://www.cilip.org.uk/professionalguidance/equalopportunities/briefings/hearing.htm</p>
			Mentally ill people	<p>Handicapped people will be shown to objects that are most simple and easy to understand. The focus is laid on objects that show animals.</p> <p>http://www.rpmuseum.de/de/museumspaedagogik/behinderte/rpm_behinderte_content.html</p>
			People with other physical handicaps	
				<p>The handicapped with limitation of motion</p> <p>This group of people can enjoy exhibitions in a way other visitors do; they do not need any special treatment other than unimpeded passage, visibility of objects and accessible interactive installation. A searchable database contains useful information for handicapped people, providing them with the names of such museums, which totally or at least partly guarantee that the conditions are appropriate to welcome handicapped people as well:</p> <p>http://www.museum.hu/handicap/index_en.asp</p>
			Older people	
				<p>CILIP (UK)</p> <p>Library and Information Services for Older People</p> <p>http://www.cilip.org.uk/professionalguidance/equalopportunities/briefings/olderpeople.htm</p>
	Partnerships and networking			
		National level and overview		
				<p>Museums, Libraries and Archives Council (MLA), UK</p> <p>This is the national development agency working for and on behalf of museums, libraries and archives and advising government on policy and priorities for the sector. It is represented at regional level by nine Regional Agencies (RAs), one in each English region.</p> <p>http://www.mla.gov.uk/</p>
				<p>Norwegian Archive, Library and Museum Authority (ABM-Utvikling).</p> <p>Established January 1, 2003, this institution is the result of a merger between the Norwegian Directorate for Public Libraries, the Norwegian Museum Authority, and the</p>

				National Office for Research Documentation, Academic and Special Libraries. Joint development in the Archive, Library and Museum sectors, in addition to sector specific challenges, are priorities. http://www.abm-utvikling.no/
				CALIMERA Guideline on Co-operation and Partnerships http://www.calimera.org/Lists/Guidelines/Forms/DispForm.aspx?ID=86
	Resources and infrastructure			
		Spatial issues		
		Equipment and IT		
				Bill and Melinda Gates Foundation The Foundation's Global Libraries initiative forms partnerships with select developing countries to provide no-cost public access to information technology. In Europe, grants have been made to date in Latvia and Lithuania. http://www.gatesfoundation.org/GlobalDevelopment/GlobalLibraries/
	Outreach			
	Valorisation			
	Performance and evaluation			
				CALIMERA Guideline on performance and evaluation http://www.calimera.org/Lists/Guidelines/Forms/DispForm.aspx?ID=95
		Impact assessment		
				Inspiring Learning for All http://www.mla.gov.uk/action/learnacc/00insplearn.asp Learning Impact Research Project (LIRP) Research Commissioned by the Museums, Libraries and Archives Council to develop a scheme for finding evidence of the outcomes and impact of learning in museums, archives and libraries. http://www.mla.gov.uk/action/learnacc/lirp.asp
	Project sustainability			

5 Staffing				
	Recruitment and training			
				CALIMERA Guideline on Staffing http://www.calimera.org/Lists/Guidelines/Forms/DispForm.aspx?ID=96
				International Federation of Library Associations (IFLA) Roles of libraries in Lifelong Learning and education for library staff; examples of good practice http://www.ifla.org/VII/s8/proj/Good-practice.pdf
	Certification			
				A qualification in cultural mediation is proposed within the framework. http://www.euroedult.feefi.pt/pt/web2/doc/book5.doc
	Working with volunteers			
				Howlett, Steven et al. Volunteering in Museums, Libraries and Archives 2005. Institute for Volunteering Research http://www.mla.gov.uk/resources/assets/V/volunteer_survey_2006_9500.pdf

6 Funding			
	European funding programmes		
			<p>Lifelong Learning Programme The new Life Long Learning Programme supports learning opportunities from childhood to old age in every single life situation. It has a budget of € 7000 millions for the period 2007-2013, and is the successor to the current Socrates, Leonardo da Vinci and eLearning programmes. It incorporates the Grundtvig programme for adults, teachers and related institutions/ organisations active in the field of adult education. Grants and subsidies will be awarded to projects and activities that foster interchange, promote bilateral and multilateral partnerships, foster trans-national mobility of individuals and promote quality in education and training systems throughout Europe. http://eacea.ec.europa.eu/static/en/llp/index_en.htm</p>
			<p>Culture 2007 The general objective of the programme shall be to enhance the cultural area common to Europeans through the development of cultural cooperation between the creators, cultural players and cultural institutions of the countries taking part in the programme, with a view to encouraging the emergence of European citizenship. http://ec.europa.eu/culture/eac/culture2007/cult_en.html</p>
			<p>eContentplus The 4-year programme (2005–08), proposed by the European Commission, will have a budget of € 149 million to tackle organisational barriers and promote take up of leading-edge technical solutions to improve accessibility and usability of digital material in a multilingual environment. It addresses specific market areas where development has been slow: geographic content, educational content and digital libraries (cultural, scientific and scholarly content). Also supports EU-wide co-ordination of collections in libraries, museums and archives and the preservation of digital collections so as to ensure availability of cultural, scholarly and scientific assets http://ec.europa.eu/information_society/activities/econtentplus/index_en.htm</p>

				<p>Digital Libraries and Technology Enhanced Learning (ICT FP7)</p> <p>In today's society, individuals and organisations are, on one hand, confronted with an ever growing load of information and content and, on the other, with increasing demands for knowledge and skills. To cope with this, we need to link content, knowledge and learning, making content and knowledge more accessible, interactive and usable over time by humans and machines alike. In the first ICT Work Programme under FP7, which defines the research priorities for 2007-2008, technology-enhanced learning research is part of Challenge 4, 'Digital Libraries and Content'. The first objective under Challenge 4 is 'Digital libraries and technology-enhanced learning'. http://cordis.europa.eu/fp7/ict/programme/challenge4_en.html</p>
				<p>Interreg III</p> <p>Interreg III is a Community initiative which aims to stimulate interregional cooperation in the EU between 2000-06. It is financed under the European Regional Development Fund (ERDF) This new phase of the Interreg initiative is designed to strengthen economic and social cohesion throughout the EU, by fostering the balanced development of the continent through cross-border, transnational and interregional cooperation. http://ec.europa.eu/regional_policy/interreg3/</p>
				<p>e-Participation</p> <p>A Preparatory Action to promote the development and use of ICT in the legislative decision-making processes, in parliamentary and government environments. http://ec.europa.eu/information_society/activities/egovernment_research/eparticipation/index_en.htm</p>
				<p>Structural Funds</p> <p>These allow the EU to grant financial assistance to resolve structural economic and social problems. They include: the European Regional Development Funds (ERDF), whose principal objective is to promote economic and social cohesion within the European Union through the reduction of imbalances between regions or social groups; the European Social Fund (ESF), the main financial instrument allowing the Union to realise the strategic objectives of its employment policy; http://ec.europa.eu/regional_policy/funds/prord/sf_en.htm</p>

				<p>EEA Financial Mechanism</p> <p>This is open to the ten new EU members and to Greece, Portugal and Spain. The Norwegian Financial Mechanism is aimed at the ten new EU member states Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia. In total, the financial mechanisms will make available 1.17 billion euros over the five-year period 2004-2009, supporting projects in a wide range of priority sectors such as protection of the environment, conservation of the European cultural heritage, health and childcare and development of human resources as well as academic research.</p> <p>http://www.forskningsradet.no/servlet/Satellite?c=Page&cid=1138954338762&pagename=ForskningsradetEngelsk%2FPage%2FStandardSidema</p>
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7 Dissemination and advocacy				
	Dissemination strategies			
		Good practice examples		Collect & Share A new Europe-wide network extending cultural access. In particular it promotes exciting lifelong-learning opportunities for visitors to museums and galleries by gathering and sharing good practice. http://www.collectandshare.eu.com/
	Dissemination of DILLMULI outcomes			
		Exhibition		Ssshooooout http://www.dillmuli.feek.pte.hu/exibithion.htm
		Website		http://www.dillmuli.feek.pte.hu/index.htm

8 Future Agenda				
	Issues and challenges			

Glossary

References and further reading

Useful Web sites

Annex K: Initial evaluation of the toolkit

These are the notes of the expert group meeting to review the initial structure of the DILLMULI toolkit, held in London on June 18th 2007.

A Participants

- Zuzana Bauerova (MKCR, Czech Republic)
- Rob Davies (MDR, UK)
- Kate Fernie (MLA, UK)
- Breda Karun (National Library of Slovenia)
- Anne-Marie Schmidt (Aarhus Public Libraries, Denmark)
- Jutta Thinesse-Demel (Volkshochschule, Dachau, Germany)

B General

- General agreement with broad objectives of toolkit
- General agreement that no other resource like it available at present in area of CH and Lifelong Learning
- Should target policy makers as well as practitioners
- Discussion whether one page introductory sessions should be longer, the same or shorter: consensus that they should be the same or shorter to ensure readability on the web
- Longer descriptions, guidelines compiled by DILLMULI should be included as individual resources within the toolkit
- Need for an introductory section on the objectives of the toolkit and how it works
- Section 1) 'CH .in the era of learning' should not be a section of the toolkit. Current resources in that section should be moved to other sections. The section's introductory text should be used in writing the overall introduction to the toolkit.
- Future Agenda section 8) to be reformulated as DILLMULI Recommendations

C Navigation and structure

- Current website DILLMULI is not yet effective in displaying the toolkit
- The toolkit resource sections should either be rendered in html or as a set of pdfs,
- The 4 sub-menus in the current draft should be collapsed into one or at most two hierarchies
- Resources in section 2) Policy and 4) Good Practice.... need reorganising probably in an International- Europe- National- regional sequence
- Reorganise section 6) funding under EC and other funding units – this may improve match with policy section

D Suggestions for additional content

General

- More focus on regional development priorities
- More non-UK resources needed

Applied learning theories

- Add more resources

Good practice, barriers and problems

- JODI awards for good practice in access
- Project Management Survival kit
- Peoples' Network (UK) – especially with ref to ECDL training
- Check whether all EU projects (e.g. BRICKS, relevant)
- Declaration of intergovernmental conference in Riga
- Check sensitivity of wording in headings around accessibility/ handicapped/disabilities/mentally ill etc
- Find resources illustrating sustainability 'from project to service' (e.g. Peoples' Network, UK)
- Add a new guideline on sustainability (Jutta)
- Unspoken Truths, Ireland (Jutta)
- Better source for impact assessment work from Inspiring Learning for All (Kate)

Staffing

- Statistics of pay in the museum sector are available on a CH site (Zsuzsana)
- Resources on volunteers in museums: Dutch museums, Europe for citizens, cross border partnerships using volunteers, Interreg project (Zsuzsana)
- Distinguishing tangible and intangible CH (Zsuzsana)
- Training the trainers (Jutta)

Funding

- Add CIP programme
- Add illustrative structural funds programmes (i.e. hospitable to learning, skills development etc referring to cultural sector)

E Suggestions for future agenda/recommendations

- Improve networking with other stakeholder institutions in the learning sector
- Strategies needed
- Libraries need to develop as key institutions for learning sector
- Emphasise value of museums and libraries in collaborative learning
- Museums should become part of the community and a common space, shift needed beyond a curatorial approach
- Museums should reflect history as a learning process
- Museums and art galleries need to deploy technology more effectively

- Better valorisation and outreach needed
- Project structures and phasing should be improved – better preparation, better implementation, better outcomes (which should be properly measured with time allowed beyond implementation)

F Non-toolkit issues

- Better explanation needed of criteria and procedures for selecting DILLMULI projects
- Wording for each project needs to describe better how selected projects met these criteria
- Web site needs reorganising, better clearer messages on home page, rationalisation of information, less scrolling, take off 'sections of text from the grant agreement'
- Web site appearance needs to be improved (font, colours etc)
- DILLMULI film of exhibition should be downloadable from the site

Annex L: The revised structure for the toolkit

This shows the revised structure of the toolkit in November 2007, prior to the final meeting of the project team. Some additional minor amendments have been made to the toolkit since this iteration of the toolkit structure.

1 Policies	
International	
	UNESCO, 1997. Hamburg Declaration on Adult Learning http://portal.unesco.org/education/en/ev.php-URL_ID=12994&URL_DO=DO_TOPIC&URL_SECTION=201.html
	The Universal Declaration on Cultural Diversity, UNESCO, 2001 http://portal.unesco.org/culture/en/ev.php-URL_ID=2450&URL_DO=DO_TOPIC&URL_SECTION=201.html
	Cultural diversity: common heritage, plural identities, Unesco, 2002 http://unesdoc.unesco.org/images/0012/001271/127161e.pdf
	UNESCO Public Library Manifesto http://www.unesco.org/webworld/libraries/manifestos/libraman.html
	UNESCO Museums, libraries and cultural heritage: democratising culture, creating knowledge and building bridges One of A series of booklets documenting workshops held at the Fifth International Conference on Adult Education, Hamburg, 1997 http://www.unesco.org/education/uie/confintea/pdf/7b.pdf
	ICOM (the International Council of Museums): Museums and Cultural Diversity: Policy Statement. 1997 http://icom.museum/diversity.html
	ICOM. Museums and Cultural Diversity: Policy Statement, 1997 http://icom.museum/diversity.html
	ICOM Code of Ethics for Museums http://icom.museophile.org/ethics_rev_engl.html

	<p>IFLA (International Federation of Library Associations) The Role of Libraries in Lifelong Learning Final report of the IFLA project under the Section for Public Libraries, 2004 http://www.ifla.org/VII/s8/proj/Lifelong-LearningReport.pdf</p>
European	<p>Lisbon Agenda/e-Europe http://www.e-europestandards.org/</p>
	<p>European Commission Memorandum on Lifelong Learning 2000 http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf</p>
	<p>European Commission. Making a European Area of Lifelong Learning a Reality, 2001 http://europa.eu.int/comm/education/policies/lll/life/communication/com_en.pdf</p>
	<p>Council of Ministers. Resolution on Lifelong Learning, 2002 http://europa.eu.int/eur-lex/pri/en/oj/dat/2002/c_163/c_16320020709en00010003.pdf</p>
	<p>European Union. An integrated action programme in Lifelong Learning, 2004 http://europa.eu.int/comm/dgs/education_culture/newprog/index_en.html</p>
	<p>The Learning Citizen EC sponsored initiative with the specific objective of facilitating and enhancing Lifelong Learning for all members of society. http://www.learningcitizen.net/</p>
	<p>A Programme for the Effective Integration of Information and Communication Technologies (ICT) in Education and Training Systems in Europe (2004 - 2006) http://elearningeuropa.info/doc.php?lng=l&id=4552&doclng=1</p>
	<p>Education and training 2010: diverse systems, shared goals. http://europa.eu.int/comm/education/policies/2010/et_2010_en.html</p>
	<p>The European e-Skills Forum: e-Skills for Europe: towards 2010 and beyond. Synthesis Report, September 2004. http://europa.eu.int/comm/enterprise/ict/policy/doc/e-skills-forum-2004-09-fsr.pdf</p>
	<p>EU communication. Adult learning: It is never too late to learn http://ec.europa.eu/education/policies/lll/adultcom_en.html</p>
	<p>Adult Education trends and issues. EAEA, 2006 http://www.eaea.org/index.php?k=10263</p>

	<p>The Learning Citizen http://www.learningcitizen.net/</p>
	<p>Making citizenship Work: fostering European culture and diversity through programmes for Youth, Culture, Audiovisual and Civic Participation http://europa.eu.int/comm/dgs/education_culture/comcitizen_en.pdf Citizenship call 2007 - 2013: Http://ec.europa.eu/dgs/education_culture/activecitizenship/citizens_de.html</p>
	<p>Community Action Programme to Combat Social Exclusion, 2002-2006 http://www.europa.eu.int/comm/employment_social/soc-prot/soc-incl/ex_prog_en.htm</p>
	<p>National Action Plans on Social Inclusion 2004 http://ec.europa.eu/employment_social/news/2001/jun/napsincl2001_en.html</p>
	<p>Riga Ministerial declaration on e-inclusion. ICT for an inclusive Society. Riga, Latvia. 11 - 13 June 2006. The different dimensions of this theme include focuses upon: e-Accessibility; Ageing; Competences, in relation to Education & training /Skills and Employment; Socio-Cultural e-Inclusion; Geographical e-Inclusion, in relation to EU Regions and Regional policy - Cohesion and structural funds; and Inclusive e-Government. http://ec.europa.eu/information_society/activities/einclusion/docs/brochures/riga_dec.pdf http://ec.europa.eu/information_society/activities/einclusion/index_en.htm</p>
	<p>European Disability Forum http://www.edf-feph.org/</p>
	<p>Papers from European Museum Forum: www.europeanmuseumforum.org</p>
	<p>Florida, Richard and Tinagli, Irene: Europe in the Creative Age. Demos, 2004. http://www.demos.co.uk/catalogue/creativeeurope_page370.aspx</p>
	<p>Reding pledges "innovation, inclusion and creativity" in information society http://www.euractiv.com/Article?tcmuri=tcm:29-130372-16&type=News</p>
	<p>"The Community shall contribute to the flowering of the cultures of the member states, while respecting their national and regional diversity and at the same time bringing the common cultural heritage to the fore" (article 151 of the Treaty establishing the European Union) http://europa.eu.int/eur-lex/en/treaties/selected/livre234.html</p>
	<p>Activities of the European Union: Culture http://europa.eu.int/pol/cult/index_en.htm</p>

		Council of Europe: Cultural policy and action http://www.coe.int/T/E/Cultural_Co-operation/culture/
		European Culture and Society in the Digital Age http://europa.eu.int/information_society/soccul/index_en.htm
		Europe and Culture portal http://europa.eu.int/comm/culture//index_en.htm
		i2010: Digital Libraries Initiative The Digital Libraries Initiative is a flagship project of the Commission's overall strategy to boost the digital economy. Digital libraries are organised collections of digital content made available to the public. http://ec.europa.eu/information_society/activities/digital_libraries/what_is_dli/index_en.htm
		Compendium of Cultural Policies and Trends in Europe An expanding Europe-wide information and monitoring system on cultural policy measures, instruments, debates and cultural trends. A joint venture between the Council of Europe and the ERICarts Institute realised with a community of practice of independent cultural policy researchers, NGOs and national governments. http://www.culturalpolicies.net/web/index.php
		CALIMERA Policy Toolkit http://www.calimera.org/tool-kit/default.htm
		The role of culture in preventing and reducing poverty and social exclusion http://ec.europa.eu/employment_social/social_inclusion/docs/studyculture_leaflet_en.pdf
		Raising educational standards in schools and beyond: the contribution from cultural services. Local Government Association, November 2003. http://www.renewal.net/Documents/RNET/Research/Raisingeducationalstandards.pdf
		Anderson, David, 1997 report 'A common Wealth Museums as places of Lifelong Learning Grundtvig 2 Learning Partnership, 2004/5
	National	
		Museums, Libraries and Archives Council (MLA), UK This is the national development agency working for and on behalf of museums, libraries and archives and advising government on policy and priorities for the sector. It is represented at regional level by nine Regional Agencies (RAs), one in each English region. http://www.mla.gov.uk/

		<p>Norwegian Archive, Library and Museum Authority (ABM-Utvikling). Established January 1, 2003, this institution is the result of a merger between the Norwegian Directorate for Public Libraries, the Norwegian Museum Authority, and the National Office for Research Documentation, Academic and Special Libraries. Joint development in the Archive, Library and Museum sectors, in addition to sector specific challenges, are priorities. http://www.abm-utvikling.no/</p>
	Regional/local	
		<p>Museums as places of Lifelong Learning. EU Learning Partnership, Grundtvig 2: Germany, Hungary, Italy and the Netherlands. 2004-5 http://www.ibr.regione.emilia-romagna.it/pdf/llml.pdf</p>
		<p>Birmingham Museums and Art Gallery Lifelong Learning Strategy - UK BMAG sees Lifelong Learning as a core function which is not restricted to any one section but underlies every element of the service. http://www.bmag.org.uk/pdf/LifelongLearningStrategy.pdf</p>

2 Applied learning: theory and practice

	Learning theories	
		<p>Learning theories Briefly describes 12 different theories on how people learn: constructivism, behaviourism, Piaget's developmental theory, neuroscience, brain-based learning, learning styles, multiple intelligences, right brain/left brain thinking, communities of practice, control theory, observational learning, Vygotsky and social cognition http://www.funderstanding.com/about_learning.cfm</p>
		<p>Constructivism A set of assumptions about the nature of human learning that guide constructivist learning theories and teaching methods of education. Constructivism values developmentally appropriate teacher-supported learning that is initiated and directed by the student. http://en.wikipedia.org/wiki/Constructivism_(learning_theory)</p>
	Non-formal and informal learning	
		<p>The Research Network on New Approaches to Lifelong Learning Livingstone, D.W. Adults' informal learning: definitions, findings, gaps and future research (NALL Working Paper # 21-2001) http://www.oise.utoronto.ca/depts/sese/csew/nall/res/21adultsifnormallearning.htm</p>
		<p>Futurelab Towards new learning networks (Opening Education), 2006 http://www.futurelab.org.uk/resources/documents/opening_education/Learning_Networks_report.pdf</p>
		<p>Sarnen, Steiner: Near to experiential learning: Using exhibits, museums, shows, brandlands and tourist destinations. http://www.steinersarnen.ch/</p>
	Learning outcomes	

	<p>Inspiring Learning for All - UK The Measure Learning Toolkit provides a method for using what people say about their learning experiences in museums, archives and libraries to provide evidence of impact, identifies what is unique about museums, archives and libraries and enables their value to be demonstrated and provides other impact assessment related approaches. http://www.inspiringlearningforall.gov.uk/measuring_learning/default.aspx</p>
	<p>Learning Impact Research Project (LIRP) Research Commissioned by the Museums, Libraries and Archives Council to develop a scheme for finding evidence of the outcomes and impact of learning in museums, archives and libraries. http://www.mla.gov.uk/action/learnacc/lirp.asp</p>
	<p>Research Centre for Museums and Galleries: What did you learn at the museum today? MLA, 2004. ISBN 190374346X. http://www.mla.gov.uk/documents/id1185exec.doc</p>
	<p>Museumspädagogik in neuer Sicht. Erwachsenenbildung im Museum: 2 Bde. (Taschenbuch) http://www.amazon.de/Museumsp%C3%A4dagogik-neuer-Sicht-Erwachsenenbildung-Museum/dp/3871169404</p>
Accreditation	
	<p>Educa, Switzerland http://www.educa.ch/dyn/14.asp</p>
	<p>UK Guidance Accreditation Board Provides a kitemarking system to cover all kinds of guidance services in the UK www.support4learning.org.uk/community/quality_standards.cfm</p>
	<p>European Computer Driving Licence http://www.ecdl.com/</p>
	<p>The Euroedult Curriculum Framework Provides information and guidance to organisations and institutions seeking to develop and deliver programmes of learning that lead to certification within the Euroedult Curriculum Framework http://www.euroedult.feefi.pt.hu/web2/fulltext_current.htm</p> <p>A qualification in cultural mediation is proposed within the framework. http://www.euroedult.feefi.pt.hu/web2/doc/book5.doc</p>
Competencies and skills	

	<p>The key competencies in a knowledge-based economy: a first step towards selection, definition and description. March 2002. http://www.cede.it/ri2003/moe/sito/docCD/Altri%20documenti%20Commissione%20Europea/key%20competencies_27_03_02_en.doc</p>
	<p>Mapping the Territory - UK The links between museums, archives and libraries, and adult basic skills; report http://www.literacytrust.org.uk/mapping/index.html</p>
ICT	
	<p>Futurelab Report Literature Review in Informal Learning with Technology Outside School http://www.futurelab.org.uk/resources/documents/lit_reviews/Informal_Learning_Review.pdf</p>
	<p>Attewell, Jill. Mobile technologies and learning A technology update and m-learning project summary http://www.lsd.org.uk/files/pdf/041923RS.pdf</p>
	<p>De Freitas, Sara. Learning in Immersive Worlds: a review of game based learning (JISC) http://www.jisc.ac.uk/media/documents/programmes/elearning_innovation/gaming%20report_v3.3.pdf</p>
	<p>European Schoolnet The use of ICT, games and mobile technology in the New Member States. Report of the eMapps.com project http://insight.eun.org/ww/en/pub/insight/policy/policy_briefings/emappsbrief.htm</p>
	<p>Atwere, Daniel and Bates, Peter: Interactive TV: a learning platform with potential. Learning and Skills Development Agency, 2003. ISBN 1853388351. http://www.lsd.org.uk/files/PDF/1443.pdf</p> <p>Bates, Peter: t-learning Study: a study into TV-based interactive learning to the home. Final Report. pjb Associates, 2003. http://www.pjb.co.uk/t-learning/contents.htm</p>

		Alexander, Brian Web 2.0: a new wave of innovation for teaching and learning http://www.educause.edu/ir/library/pdf/ERM0621.pdf
		Miller, Paul. Web 2.0: Building the New Library Paul Miller explores some of the recent buzz around the concept of 'Web 2.0' and asks what it means for libraries and related organisations. http://www.ariadne.ac.uk/issue45/miller/

3 Good practice, barriers and problems

International	
	<p>Bill and Melinda Gates Foundation The Access to Learning Award is given annually to recognize the innovative efforts of libraries or similar organizations outside the United States in providing no-cost public access to computers and the Internet. Previous winners have included Helsinki City Library (2000) and Aarhus Public Libraries in Denmark (2004). http://www.gatesfoundation.org/GlobalDevelopment/GlobalLibraries/AccessLearningAward/</p>
	<p>Bill and Melinda Gates Foundation. Global Libraries Programme The Foundation's Global Libraries initiative forms partnerships with select developing countries to provide no-cost public access to information technology. In Europe, grants have been made to date in Latvia and Lithuania. http://www.gatesfoundation.org/GlobalDevelopment/GlobalLibraries/</p>
European	
	<p>CALIMERA Guidelines These Guidelines were compiled by the CALIMERA Co-ordination Action, funded under the European Commission's Information Society Technologies (IST) Sixth Framework Programme (FP6) and translated into over 30 languages. Their aim is to provide policy makers and professionals working in cultural institutions at the local level (in particular, public libraries, museums and archives) with a concise and relevant summary of the state of the art in deploying innovative services, especially those using new technologies. There are 23 separate Guidelines, structured as three main groups covering: Social, Management and Technical issue respectively. A Summary of each Guideline is also available in addition to the full version. Guidelines of specific relevance to this toolkit include those on Learning: Formal and Informal), Social and Economic Development, Cultural Identity and Cohesion, Accessibility for Disabled People, Co-operation and Partnerships, Performance and Evaluation. http://www.calimera.org/Lists/Guidelines/Forms/default.aspx The Guidelines follow on from those produced by the PULMAN Thematic Network under IST FP5, which were published in 2002/03 and translated into 26 languages. PULMAN Digital Guidelines Manuals http://www.pulmanweb.org/DGMs/DGMs.htm</p>

		<p>The DILLMULI exhibition of selected projects Provides access to descriptions of good practice projects selected for the DILMULLI exhibition as part of this Grundtvig dissemination programme including: MUSEAEM (Museum and Adult Education are more); EUROEDULT (European Cultural Mediator); PULMAN; Inspiring Learning for All; Encourage LLL; Colours, Museums Keyworkers; Itinerari Mediterranei per l`Educazione; MIMEX; Photographie, citoyenneté et éducation des adultes; Citizenship and Adult Education; Publicco; Towards A Real and True European Integration: The Cultural Heritage Applied to Adult Education; Interlab 1 and 2; and Collect and Share. http://www.dillmulifeek.pt.hu/exibithion.htm</p>
		<p>Public Libraries in the Learning Society Guidelines on Open Learning Centres in Public Libraries in Europe http://www.diba.es/biblioteques/documentspdf/pulls_directrius_angles.pdf</p>
		<p>The European Library A portal which searches the content of European national libraries. First time visitors can now view The European Library User Guide in 12 languages; English but also Danish, Dutch French, German, Greek, Hungarian, Icelandic, Norwegian, Portuguese, Spanish and Swedish http://www.theeuropeanlibrary.org/portal/index.html</p>
		<p>MICHAEL The multilingual MICHAEL service provides access to digital collections from museums, archives, libraries and other cultural institutions from across France, Italy and the United Kingdom, in support of user interests of all kinds, such as art and archaeology, family history or planning holidays, the Romans or modern History. http://www.michael-culture.org/en/home</p>
		<p>PLOTEUS (Portal on Learning Opportunities throughout Europe) Established in order to respond to the conclusions of the Lisbon and Stockholm European Councils (March 2000 and March 2001), which invited the European Commission and Member States to create a Europe-wide service providing information on jobs and learning opportunities http://europa.eu.int/ploteus/portal/about.jsp</p>
		<p>MEMORY European History - European Identity http://www.eaea.org/doc/Memory.pdf</p>
		<p>European Adult Education Association The Public and the Library http://www.eaea.org/doc/Public_Library.pdf</p> <p>Museums, Keyworkers and Lifelong Learning http://www.eaea.org/doc/Museums.pdf</p>

		<p>BRICKS - Building Resources for Integrated Cultural Knowledge Services Funded under IST FP6, this set out to create the organisational and technological basis for a shared European Digital Memory (EDM). EDM is conceived as an open, networked system to integrate distributed collections of multimedia resources in museums, libraries and archives. http://cordis.europa.eu/ist/digicult/bricks.htm</p>
		<p>EPOCH A Network of Excellence funded under IST FP6 including about a hundred European cultural institutions joining their efforts to improve the quality and effectiveness of the use of Information and Communication Technology for Cultural Heritage http://www.epoch-net.org/.</p>
		<p>PRESTOSPACE This project, funded IST FP6, set out to provide technical solutions and integrated systems for digital preservation of all types of audiovisual collections http://www.prestospace.org/</p>
		<p>m-learning This EU IST FP5 project was set up to develop and test mobile communications systems for the education of young adults, specifically those most at risk of social exclusion. The aim of the project is to investigate how the technologies popular with these young people might be used to engage them in learning activities, start to change their attitudes to learning and thereby contribute to improving their skills, opportunities and lives. http://www.m-learning.org/index.shtml</p>
		<p>MUSTEL - Technology-enhanced learning (TEL) in museums Research on TEL design in museums has been studied in 4 different countries as part of this EU IST FP6 project. http://www.noe-kaleidoscope.org/group/mustel/</p>
		<p>LIGHT Operation Funded under Interreg IIC, LIGHT demonstrated how effective co-operation and partnerships between local and regional Cultural Heritage institutions (in Denmark, Greece, Hungary, Italy and Portugal) can benefit regional development priorities in the social and economic spheres, illustrating the potential role of public libraries by establishing regional platforms for cooperation and knowledge sharing and development of ICT-based pilot applications. http://www.light-culture.net/</p>
		<p>Centropa: Jewish witness to a European century www.centropa.org</p>

	<p>LearnEast: Public Libraries Supporting Employment Public Libraries and the EQUAL Agenda: public libraries, social inclusion and Lifelong Learning in the United Kingdom, Italy and France. Final Report [by] Rob Davies and David Fuegi, MDR Partners. (Italian case study by Pier Giacomo Sola and Alessandra Tagliavini, Amitié). August 2004. http://www.learn-east.com/transnational/documents/EQUALcomparativestudy-finalsept.04.pdf</p>
	<p>SMEC A European Cooperation project, funded by the Socrates programme of the European Union, carried out by a group of institutions in Italy, Belgium, France, Germany, Hungary and Spain. The main aim of the project is to encourage the use of the museum as an educational resource for the teaching and learning of science in primary schools, and to contribute to the training of teachers for the development of competence and expertise in using museums. http://www.museoscienza.org/smec/</p>
	<p>A Survival Kit for European Project Management Advice for Coordinators of Centralised Socrates Projects http://www.socrates.at/download/survivalkit/Survival_Kit.doc</p>
National	
	<p>Jewish Museum in Prague - Czech Republic www.jewishmuseum.cz</p>
	<p>LifeSteps - Ireland Public libraries initiative which provides the general public with instructions for using the Internet to achieve particular life goals, e.g. shopping, travelling, preparing for a driving test, planning for retirement, etc. Backed up by support from library staff and the availability of public-access Internet PCs in every library, the project aims to encourage the day to day use of the Internet and overcome the digital divide. http://www.lifesteps.ie/</p>
	<p>Ikonka project (Icon Project) - Poland The aim of this Ministry of Science and Information project is to open Public Internet Access Points in local libraries and community centres across Poland, especially in small towns and villages. The project is specifically targeted at alleviating problems created by the digital divide through the provision of free Internet access and computer training. http://www.informatyzacja.gov.pl/en/projekty.html</p>

	<p>The Museums Libraries and Archives Agency - UK MLA produced toolkits for cultural heritage institutions which can be used as starting points for ensuring that access and inclusion principles are embedded in the work of the institution: Social Inclusion Toolkit http://www.mla.gov.uk/documents/socialinc_tk.doc Access for all Toolkit http://www.mla.gov.uk/documents/access_mla_tk.pdf</p>
	<p>Museumslupe - Switzerland 60 Swiss Museums offer selected stories for children to enable them to raise questions, interest and knowledge in advance of a visit http://museumslupe.ch/</p>
	<p>Kuverum - Switzerland Bringing people into contact through culture. http://kuverum.ch/</p>
	<p>Museumspass - Switzerland Annual ticket for individuals or families giving free access to more than 420 museums all over Switzerland http://www.museumspass.ch/</p>
	<p>The Peoples' Network - UK This site helps everyone to make the most of the online world: to enquire, discover and read online for free 24/7 from anywhere with access to the web. Libraries across England are working together to bring you these valued and trusted services from one website. http://www.peoplesnetwork.gov.uk/</p>
Regional/local	
	<p>Abside - Italy Project within the framework of the EQUAL Programme, launched by the European Union to facilitate the inclusion of disadvantaged people. The project aims to test how new models based on training services offered by libraries can support activities targeting discrimination and exclusion problems. The project targets both librarians and end-users. http://www.amitie.it/ http://www.britishcouncil.org/tisa_abside.ppt</p>

		<p>Nederlands Platform Ouderen en Europa (Netherlands Platform for Older People in Europe) Personal memories of older people, together with photos, objects, documents and film are thematically scanned and filed and made accessible with the aid of multimedia on CD-Rom and the Internet. Uses commanet technology. http://www.seniorweb.nl/npoe/projectentooneng.asp?ProjectID=16</p>
		<p>Old Varna Project - Bulgaria Co-operative project involving Varna Regional Library, Varna State Archive, Varna Regional Museum and VASSAN Media for creating a historical chronicle of Varna available on the web site of the Regional Library. http://www.libvar.bg</p>
		<p>ECDL - Czech Republic It is possible to get the international certification ECDL (European Computer Driving Licence) in the Educational Centres of the Libraries in Karlovy Vary and Plzeň. http://www.knihovna.kvary.cz http://www.svkpl.cz/</p>
		<p>Ely Learning Centre Courses - UK Ely Learning Centre is accredited by the British Computer Society to offer ECDL, and by the OCR Examinations Board (University of Cambridge Local Examinations Syndicate) to offer New CLAIT and CLAIT Plus, and is one of relatively few public library services in the UK offering learning leading to a qualification. http://www.camcnty.gov.uk/library/learning/ely/courses.htm</p>
		<p>Dublin City Public Libraries - Ireland Dublin carried out a Research and Development project (November 2004 - October 2005) aimed at developing a blueprint for assisting the delivery of eGovernment Services via Irish public libraries. http://www.iol.ie/dublincitylibrary/projects_egovernment.htm</p>
		<p>Iperbole - Italy Bologna Civic Network uses the Internet to develop teledemocracy, transparency in administration, the right to information, interaction with citizens and participation in decision-making. Libraries act as access points to Iperpole. http://www.comune.bologna.it/</p>
		<p>Museums with education departments - Switzerland</p> <p>House of Art of Aargau canton http://www.ag.ch/kunsthau/de/pub/museumspaedagogik.php</p> <p>KULTURAMA - Museum of the human being, an interdisciplinary museum for learning: http://www.kulturama.ch/museumspaedagogik.htm</p>

		<p>The Raetian Museum - cultural historical collection of Grisons canton http://www.raetischesmuseum.gr.ch/de/node/14</p> <p>Museum of Natural History, Olten http://www.naturmuseum-olten.ch/06_museumspaedagogik/museumspaedagogikNeu.html</p>
		<p>Winterthur - Switzerland The city of Winterthur provides a rather centralised approach of education for museums http://www.kultur.winterthur.ch/default.asp?Sprache=D&Thema=0&Rubrik=0&Gruppe=7&Seite=0</p>
		<p>Essex County Council Libraries - UK Essex runs a mobile service to travellers which visits six sites on a weekly basis. As well as providing books, videos, DVDs and information, the travellers are able to use laptops. Gypsies and travellers are also encouraged to use the Internet access in static libraries. Essex Libraries also works closely with Cyber Pilots, a website for all Gypsy, Traveller, Show and Fairground children. http://www.cilip.org.uk/aboutcilip/medalsandawards/LibrariesChangeLives/lclawinrep04.htm</p>
		<p>Dundee - Scotland, UK “Learning Together Through Reminiscence” project created a website and published a book based on the memories of times past recorded by local people. Many people received computer training as part of the project, and a link was made with local schoolchildren to develop an inter-generational learning experience. http://www.dundeecity.gov.uk/gates/</p>
		<p>ECDL at Hillingdon Library - UK Seven e-learning modules follow the European Computer Driving Licence syllabus, so you can complete all seven and pass all seven online tests to gain the ECDL qualification which is internationally recognised. ECDL Advanced is also available for Word Processing, Spreadsheets, Databases and Presentations. Any of the modules may be taken individually to receive an ECDL Advanced certificate or, if all are completed, an additional ECDL Expert certificate. Similar services are offered by many public libraries within Peoples’ Network. http://libraries.hillingdongrid.org/learning/ecdlqual.php</p>
	Special target groups	
		<p>The handicapped with limitation of motion This group of people can enjoy exhibitions in the way other visitors do; they do not need any special treatment other than unimpeded passage, visibility of objects and accessible interactive installation. A searchable database contains useful information for handicapped people, providing them with the names of such museums, which totally or at least partly guarantee that the conditions are appropriate to welcome handicapped people as well: http://www.museum.hu/handicap/index_en.asp</p>

		<p>Stollwerk-Chocolate-Museum, Köln, Germany Offers guided visits for blind people that focuses on the haptic and normal life factor so that it's a tour for all the senses: touch - smell - hear - taste. They also offer tours for handicapped people focusing on the taste and smell of chocolate. http://www.schokoladenmuseum.de/index2.html</p>
		<p>Taubenschlag: A special portal for deaf people. This service provides internet sites of museums and cities, which offer guided tours for deaf people. http://www.taubenschlag.de/kultur/museum/ Stiftung saarländischer Kulturbesitz, Saarbrücken Tours for blind people „Touch-Tours“ with selected sculptures Tours for deaf people that are supported by a „communicating system“ an interpreter for sign language. There are also pedagogical offers for handicapped people and it is possible to experience practical artwork in an atelier after the tour. http://www.saarlandmuseum.de/</p>
		<p>CILIP (UK) Library and Information Services for Deaf and Hearing Impaired People http://www.cilip.org.uk/professionalguidance/equalopportunities/briefings/hearing.htm</p>
		<p>CILIP (UK) Library and Information Services for Older People http://www.cilip.org.uk/professionalguidance/equalopportunities/briefings/olderpeople.htm</p>
		<p>Jodi Awards - UK The awards previously recognised excellence in museum, library and archive website accessibility. They have now been widened to include any project that uses technology to provide access to collections and learning for disabled people, e.g. websites, interactive objects, audio-guides, PDAs and virtual reality shows. http://www.mla.gov.uk/website/policy/Diversity/Web_Accessibility</p>

4 Staffing

Recruitment and training	
	<p>CALIMERA Guideline on Staffing http://www.calimera.org/Lists/Guidelines/Forms/DispForm.aspx?ID=96</p>
	<p>International Federation of Library Associations (IFLA) Roles of libraries in Lifelong Learning and education for library staff; examples of good practice http://www.ifla.org/VII/s8/proj/Good-practice.pdf</p>
	<p>EGMUS: European Museum Statistics http://www.digital-sepia.de/egmusqua/</p>
	<p>Keyworkers and Lifelong Learning Report Reports on an investigation undertaken in six European countries on the theme of adults' involvement in the cultural life of their communities. A particular focus was placed on the role of keyworker and how such individuals can provide a link between museums and communities. <i>Gathers information from museums on the nature and extent of provision for adult learning and the degree to which keyworkers had a part to play. Fewer than half of the museums surveyed (47 %) had someone with any responsibility for education, and although nearly 90 % made some provisions for adult learners, only 15 % made an attempt to reach under-represented groups within their communities. About 50 % of museums made use of key workers, the great majority of them volunteers.</i> http://www.springerlink.com/content/x4kv4733x7572l7q/</p>
Certification	
	<p>A qualification in cultural mediation is proposed within the Euroedult framework. http://www.euroedult.feefi.pte.hu/web2/doc/book5.doc</p>
Volunteers	
	<p>Howlett, Steven et al. Volunteering in Museums, Libraries and Archives 2005. Institute for Volunteering Research http://www.mla.gov.uk/resources/assets/V/volunteer_survey_2006_9500.pdf</p>
	<p>Volunteers in the heritage sector: a neglected audience? http://www.informaworld.com/smpp/content-content=a714857850-db=all Published in: International Journal of Heritage Studies, Volume 9, Issue 4 December 2003 , pages 341 - 355</p>

		2007 European Museum Forum Workshop Volunteers in cultural heritage and museums: promoting active citizenship http://www.ibr.regione.emilia-romagna.it/approf/bertien.doc
		European Adult Education Association (EAEA) MOVE - Mutual recognition of skills and competences learned through volunteering - towards a European debate (project). http://www.eaea.org/index.php?k=4821&%20projekti_id=3379
		Volunteer Project Dobrovolníci pro evropské kulturní dědictví http://www.wolontariat.net.pl/kulturerbe/cz-kult-pl.htm
		Training Community Volunteers for Museum Education www.eric.ed.gov/

5 Funding programmes

	EACEA	
		<p>Education, Audiovisual & Culture Executive Agency (EACEA) The Education, Audiovisual and Culture Agency Executive Agency (EACEA) is responsible for the management of certain parts of the EU's programmes in the fields of education, culture and audiovisual. Fully operational from the 1st of January 2006, the Executive Agency operates under supervision from its two parent Directorates-General: DG Education and Culture (EAC) and DG Information Society and Media (INFOS). http://eacea.ec.europa.eu/index.htm</p>
		<p>Lifelong Learning Programme The new Life Long Learning Programme supports learning opportunities from childhood to old age in every single life situation. It has a budget of € 7000 millions for the period 2007-2013, and is the successor to the current Socrates, Leonardo da Vinci and eLearning programmes. It incorporates the Grundtvig programme for adults, teachers and related institutions/ organisations active in the field of adult education. Grants and subsidies will be awarded to projects and activities that foster interchange, promote bilateral and multilateral partnerships, foster trans-national mobility of individuals and promote quality in education and training systems throughout Europe. http://eacea.ec.europa.eu/static/en/llp/index_en.htm</p>
		<p>Culture 2007 The general objective of the programme shall be to enhance the cultural area common to Europeans through the development of cultural cooperation between the creators, cultural players and cultural institutions of the countries taking part in the programme, with a view to encouraging the emergence of European citizenship. http://ec.europa.eu/culture/eac/culture2007/cult_en.html</p>
		<p>Europe for Citizens programme The aim of this programme is to bring Europe closer to its citizens and to enable them to participate fully in the European construction. Through this programme, citizens have the opportunity to be involved in transnational exchanges and cooperation activities, contributing to developing a sense of belonging to common European ideals and encouraging the process of European integration. http://eacea.ec.europa.eu/citizenship/index_en.htm</p>
		<p>MEDIA The MEDIA 2007 Programme comprises a series of support measures for the European audiovisual industry including training professionals http://europa.eu.int/comm/avpolicy/media/index_en.html</p>

	CIP	
		<p>Competitiveness and Innovation Framework Programme (CIP)</p> <p>The CIP Framework Programme (different from the EU R&D Framework Programmes) is a response to the objectives of the renewed Lisbon strategy. Running from 2007 to 2013, it has a budget of approximately EUR 3.6 billion. One of its three components is the "ICT Policy Support Programme". This specific programme will build on the aims of the previous e-TEN, Modinis and e-Content programmes and will support the aims of the new integrated strategy i2010 - European Information Society 2010. It will stimulate the new converging markets for electronic networks, media content and digital technologies. It will test solutions to the bottlenecks that delay wide European deployment of electronic services. It will also support the modernisation of public sector services that will raise productivity and improve services.</p> <p>http://ec.europa.eu/information_society/activities/einclusion/impl/index_en.htm</p>
		<p>eContentPlus</p> <p>The 4-year programme (2005-08), proposed by the European Commission, will have a budget of € 149 million to tackle organisational barriers and promote take up of leading-edge technical solutions to improve accessibility and usability of digital material in a multilingual environment. It addresses specific market areas where development has been slow: geographic content, educational content and digital libraries (cultural, scientific and scholarly content). Also supports EU-wide co-ordination of collections in libraries, museums and archives and the preservation of digital collections so as to ensure availability of cultural, scholarly and scientific assets</p> <p>http://ec.europa.eu/information_society/activities/econtentplus/index_en.htm</p>
	FP7	
		<p>The Seventh Framework Programme (FP7) bundles all research-related EU initiatives together under a common roof playing a crucial role in reaching the goals of growth, competitiveness and employment for regional convergence and competitiveness. It is also a key pillar for the European Research Area (ERA).</p> <p>http://cordis.europa.eu/fp7/home_en.html</p>

		<p>Digital Libraries and Technology Enhanced Learning (ICT FP7) In today's society, individuals and organisations are, on one hand, confronted with an ever growing load of information and content and, on the other, with increasing demands for knowledge and skills. To cope with this, we need to link content, knowledge and learning, making content and knowledge more accessible, interactive and usable over time by humans and machines alike. In the first ICT Work Programme under FP7, which defines the research priorities for 2007-2008, technology-enhanced learning research is part of Challenge 4, 'Digital Libraries and Content'. The first objective under Challenge 4 is 'Digital libraries and technology-enhanced learning'.</p> <p>http://cordis.europa.eu/fp7/ict/programme/challenge4_en.html</p> <p><u>For previous research, see also:</u></p> <p>Preservation and enhancement of Cultural Heritage / DigiCULT (IST FP6) http://www.cordis.lu/ist/directorate_e/digicult/programme.htm</p> <p>IST Cultural Heritage and Technology-Enhanced Learning programmes, FP5-7. http://cordis.europa.eu/ist/telearn/index.html http://cordis.europa.eu/ist/digicult/index.html</p>
	e-Participation	
		<p>e-Participation A Preparatory Action has been established to promote the development and use of ICT in the legislative decision-making processes, in parliamentary and government environments</p> <p>http://ec.europa.eu/information_society/activities/egovernment_research/eparticipation/index_en.htm</p>
	Structural and cohesion funds	

		<p>Cohesion Policy More growth and jobs for all regions and cities of the European Union is the message at the heart of cohesion policy and its instruments between 2007 and 2013. During that period, the investment the EU through cohesion instruments will be worth € 308 billion (in 2004 prices) to support regional growth agendas and to stimulate job creation: the European Regional Development Fund (ERDF), the European Social Fund (ESF) and the Cohesion Fund are the main mechanisms. Based on the principle of shared management between the Union and the Member States and regions, the regulation sets out a renewed programming process, based on Community Strategic Guidelines for Cohesion and their follow-up. adaptability of workers and enterprises, enhancing access to employment and participation in the labour market, reinforcing social inclusion by combating discrimination http://ec.europa.eu/regional_policy/sources/docoffic/official/regulation/newregl0713_en.htm All Member States have sent national strategic reference frameworks (NSRFs) to the European Commission detailing their priorities for the use of EU funds in the overall context of convergence. In many cases human resource development strategies involving the development of competencies have a high priority. The detailed management of programmes which receive support from the Structural Funds is the responsibility of the Member States. For every programme, they designate a managing authority (at national, regional or other level) which will provide information to potential beneficiaries, select the projects and generally monitor implementation. http://www.ec.europa.eu/regional_policy/manage/authority/authority_en.cfm?pay=CZ Country factsheets are available at http://www.ec.europa.eu/regional_policy/atlas2007/fiche_index_en.htm Regional development programmes for 2000-6 may be searched at http://www.ec.europa.eu/regional_policy/country/prordn/index_en.cfm?gv_pay=SI&gv_reg=ALL&gv_obj=ALL&gv_the=ALL</p>
		<p>Interreg INTERREG III (2000-6) was designed to strengthen economic and social cohesion in the EU by promoting cross-border (strand A), trans-national (strand B) and interregional (strand C) co-operation. The INTERREG IIIC successor programme “INTERREG IVC” (programme title to be decided) will run from 2007 till 2013. The current model consisting of four programme zones will be replaced with one Europe-wide programme with a single management structure. “INTERREG IVC” will have a clear focus on regional development policies in the areas of innovation, knowledge economy, environment and risk prevention. Different types of interregional cooperation projects and networks will be funded. http://www.interreg3c.net/sixcms/list.php?page=home_en</p>
		<p>EQUAL Funded by the European Social Fund (ESF), EQUAL formed part of the European Union strategy to create more and better jobs and to make sure that no one is denied access to these jobs. Its agenda encompasses three interlocking issues: social inclusion, Lifelong Learning and employment. A separate theme which addressed the needs of asylum seekers. http://europa.eu.int/comm/employment_social/equal/index_en.html</p>
	EEA Countries	

EEA Financial Mechanism

This is open to the ten 'new' EU members and to Greece, Portugal and Spain. The Norwegian Financial Mechanism is aimed at the ten new EU member states Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia. In total, the financial mechanisms will make available 1.17 billion euros over the five-year period 2004-2009, supporting projects in a wide range of priority sectors such as protection of the environment, conservation of the European cultural heritage, health and childcare and development of human resources as well as academic research.

<http://www.forskingsradet.no/servlet/Satellite?c=Page&cid=1138954338762&pagename=ForskingsradetEngelsk%2FPage%2FStandardSidemal>

6 Dissemination and advocacy

	Strategies	
		<p>Advocacy in action Provides detail about constructing and putting into action an effective ‘five Ws’ (Why, Who, What, When, How) http://www.mla.gov.uk/webdav/harmonise?Page/@id=73&Document/d_root/@id=4332&Session/@id=D_oAvt8CmLF3R5mRiUrU3s</p>
	Good practice examples	<p>Collect & Share A new Europe-wide network extending cultural access. In particular it provides opportunities for visitors to museums and galleries by gathering and sharing information. http://www.collectandshare.eu.com/</p>
		<p>Europe through the eyes of museums Promotional brochure setting out the benefits of museums, including Li Network of European Museum Organisations (NEMO) http://www.museoliitto.fi/doc/museums-europe.pdf</p>
		<p>Essential topics for advocacy campaigns There are certain subjects that are guaranteed to ‘hit the spot’ with G groups. MLA produced briefing sheets which give the top-line evidence agenda items, with links to sources of further information. http://www.mla.gov.uk/webdav/harmonise?Page/@id=73&Document/d_root/@id=4332&Session/@id=D_oAvt8CmLF3R5mRiUrU3s</p> <p>Includes the role of public libraries in supporting formal and informal e http://www.mla.gov.uk/resources/assets//L/Libraries_and_learning_9</p>
		<p>The Campaign for Learning through Museums and Galleries A think tank for the cultural sector which exists to encourage fresh thinking and change people’s lives. http://www.clmg.org.uk/</p>
		<p>The eLearning Group for Museums, Libraries and Archives - UK An informal, rapidly growing group through which those interested in p ideas, help and inspiration. There are currently around 550 people subs http://www.elearninggroup.org.uk/</p>
	DILLMULI	
		<p>Ssshooooouut Exhibition http://www.dillmuli.feek.pte.hu/exibithion.htm</p>
		<p>DILLMULI website http://www.dillmuli.feek.pte.hu/index.htm</p>