

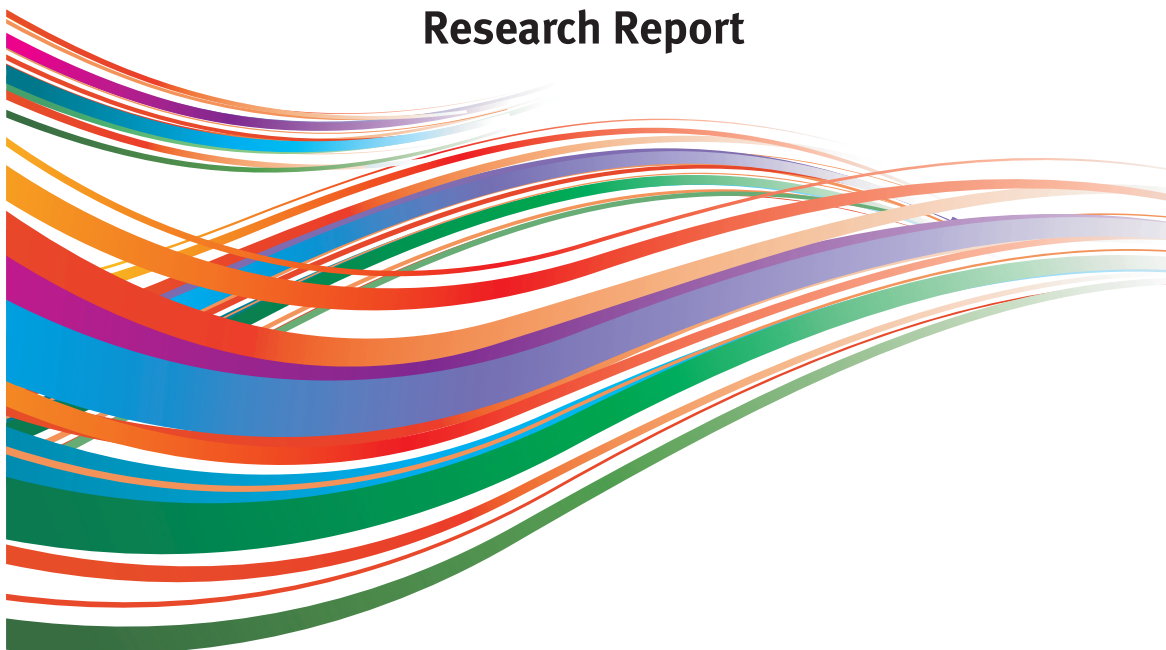


CONNECTION

Cultural OrgaNizationNs
as LEarning and CommunicaTion
EnvirONments

**“Adult Education in Cultural Institutions in
Romania, Bulgaria, Italy, Lithuania and Turkey”**

Research Report



Education and Culture DG
Lifelong Learning Programme



CONNECTION

Adult education in cultural institutions in Bulgaria, Italy, Lithuania, Romania and Turkey

Research report

Project number:
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I. Research context

CONNECTION – Cultural Organisations as Communication and Learning Environments is a project financed in the framework of the programme Lifelong Learning – Grundtvig sub-programme.

CONNECTION project aims to promote learning as social constructivism and to improve the capacity of cultural institutions to be active players in adult education field, to forge new relations with and within the community and to contribute to the social cohesion and cultural dialogue.

Objectives:

1. To provide cultural institutions with concrete tools for their transformation into dynamic and flexible structures.
2. To contribute to the implementation of adult education methods and practices in cultural institutions.
3. To involve adult educators, cultural workers and cultural managers in the design, testing and development of project's outputs, so as to make sure their needs are taken into consideration and addressed throughout the project.
4. To promote learning as social constructivism within cultural institutions.
5. To stimulate/raise the interest of cultural institutions to introduce and develop adult education methods as part of their activities.

The main activities of the project include research activities, design and testing of educational materials destined to cultural professionals, cultural managers and trainers from the field of adult education. They were conceived and conducted as to involve and to support the employees and institutions from adult education field, especially the ones developing non formal and informal educational programmes and activities.

The project partners have diverse institutional profiles: the Centre for Professional Training in Culture is a public institution under the authority of the Romanian Ministry of Culture, Religious Affairs and National Heritage, the Bulgarian partner (Integra Association) is a NGO in the field of education, training and qualification, European Pole of Knowledge is a network of schools, associations and institutions Italy-wide, the Lithuanian partner (Institute of Mobile Technologies for Education and Culture) is a private not-for profit institution offering guidance in advanced



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technologies, while Menderes Town National Education Directorate is a public institution from the province of Izmir, responsible with a large range of educational activities.

Research approach

This Analysis Report presents the findings of the “Research on Adult Education Practices in Cultural Institutions” phase of the CONNECTION project in 5 countries: Bulgaria, Lithuania, Italy, Romania and Turkey. It provides an overall image of adult education practices developed by cultural organisations, with the aim to support the development of two training curricula for cultural professionals involved in educational activities and managers of cultural institutions, representing an important part of project results. The study contributes to a conceptual framework that enhances understanding of the European development of life long learning process, focusing on education taking place within cultural institutions.

The professional development and the improvement of the quality of teachers, trainers and adult educators has been recognised as a priority at European level, as one of the main factors influencing the quality of provision in the adult learning sector¹. A variety of studies and researches have been carried out so far, many of them supported by the European Commission². The research undertaken in the framework of CONNECTION project complements the studies carried out so far, by focusing on a particular category of adult education providers – museums, libraries, cultural and educational centers – and on the needs for skills and competencies development of professionals from these institutions.

The research had two main lines, one focused on the organizational context of cultural institutions and on the types of educational activities and methods used by them, in the perspective of evaluating their potential to place learning at the core of their mission, based on a social constructivism approach of learning and adult education. The second one aimed to assess the training needs of two categories of personnel – cultural professionals and cultural managers – in the areas of adult education methods and organizational development.

¹ *Communication from the Commission, Action Plan on Adult Learning – It is always a good time to learn*, http://ec.europa.eu/education/policies/adult/com558_en.pdf

² http://ec.europa.eu/education/more-information/moreinformation139_en.htm



As a research strategy, project partners have chosen to have first a brief overview of the legislative and institutional context of cultural institutions from their own countries/regions, followed by two questionnaires addressed to cultural professionals and cultural managers which were sent by post and email. The material below presents the data gathered through these methods: type of educational programmes developed by cultural institutions, resources used in the process, target groups of these programmes, perception the two groups participating in the research have on adult education and its relation with cultural institutions, their training needs and interest for professional development. The application areas and the return rate for questionnaires varied between the 5 countries participating in the project and this aspect needs consideration from the readers of this report.

In the last phase of research a series of case studies were elaborated, based on the organizational analysis approach. This in-depth analysis had a strong piloting character, as cultural institutions from participating countries haven't been confronted before with this type of organizational approach. The results are presented in the second part of the report.

In the end, all these efforts and information will constitute both a contribution towards the development of standards for adult learning professionals, as one of the milestones defined by the European Commission in the Action Plan on Adult Learning³, and to the European and national policies and programmes for life long learning; and an encouragement and promotion of skills and competencies development for cultural professionals and managers.

Bulgaria

In Bulgaria the research included public museums, public libraries and "chitalishte", the typical Bulgarian community centers, all institutions affiliated to the Ministry of Culture. The legislative and institutional framework of these institutions varies widely on the issue of educational activities and programmes. In the field of museums, educational activities are subject matter of particular museum interior regulations, there is no obligation for cultural managers to introduce educational programmes. The Ministry has expressed its interest to increase this dimension of museums activities, in its *National programme for the development of museums*, covering the period 2006 – 2009. Still, the target public

³ http://ec.europa.eu/education/policies/adult/com558_en.pdf



according to this programme seems to be children, not adults. Public libraries in Bulgaria are in a particular situation, as they lack specific legislation regulating their activities and even juridical person (according to data from January 2008). The *chitalishte* are defined as institutions aiming to respond to population demands concerning improvement of cultural life, preservation and promotion of customs and traditions, extent people's knowledge and they organise a broad range of activities. The possibilities for continuous vocational training of professionals from museums are rather limited, especially in what regards skills and competencies for developing adult education programmes. The structures providing continuous training to librarians are oriented mainly to development of competencies in the field of information technology and management of information. A better situation is found in the area of *chitalishte*, where a National Capacity Building Programme was launched as part of a project with external finance sources. This programme includes development of management skills and capacities within the *chitalishte*, as in the domains of community development and adult learning.

More information about Bulgarian cultural institutions can be found online:

For museums:

<http://mc.government.bg/page.php?p=58&s=67&sp=68&t=0&z=0>

For libraries: <http://www.svubit.org/index.php>

http://www.lib.bg/konferencii/nk2007/prezentacii/project_zakon.pdf

<http://www.lib.bg/eng/ecpob.htm> (English version available)

For chitalishte: http://www.chitalishte.bg/chitalishta_project.php (English version available)

http://212.122.186.185/reg/images/content/311/chitalishta_07.pdf

Italy

In Italy the research focused on museums from Veneto region (with a total of 355 museums – private and public owned), as at national level the main public museums are dependent of the Ministry of Cultural Goods and Activities, while local museums are supported by local municipalities. Museums in Italy continue to keep their focus on collection preservation, but also tendencies and interest to changes are manifest. Training of museum professionals is secured by high education structures, but the managerial aspects of museums are neglected. The current situation of cultural institutions, characterized by lack of competencies in management and adult education, lead to the situation that the most interesting examples of services for adult education to be found not in the



field of museums and libraries, but as provided by voluntary and social organisations.

Lithuania

Cultural institutions in Lithuania are submitted to the *Law of Cultural Centres*, where educational activities are stipulated as mandatory to cultural centres. Development of qualifications and training preparation for professionals from the fields of museums, libraries and cultural centres represents a priority for the Ministry of Culture. There are national level programmes undergoing the period 2007 -2015 - 2020 aiming modernization of libraries and museums, but these programmes are focused mainly on development of infrastructure and facilities. Responsible for the cultural professionals' development and in-training service is the governmental administration, through the Lithuanian Cultural Administrators Training Centre. This is the main source for continuous vocational training for cultural professionals and managers, with a large range of programmes. Still, training in the field of adult education there is a lack of provision and this can be seen also in the fact that although majority of museums, libraries and cultural centres are developing educational programmes, these are oriented mainly to children.

<http://www.lkdte.tik.lt/>

Romania

The functioning of public libraries, museums and cultural centres (*așezăminte culturale*) is regulated by the Ministry of Culture, Religious Affairs and National Heritage. Cultural centers are defined as public institutions with the double aim to preserve and promote traditional culture and to provide services in field of lifelong education (permanent education according to the Romanian terminology). Cultural centers have a variety of forms and as providers of vocational training are also submitted to the laws and regulations from the field of professional training. Some forms of permanent education are specified in the legislation and are directly linked with the needs of the communities underserved by these institutions. In the Libraries law specifications are made on the obligation for library's personnel to receive continuous vocational training in a variety of fields, including permanent education. One of the main roles of the museums, as defined by the national



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legislation, is to use and promote the museum' patrimony in the purposes of education, recreation and knowledge; no further specifications are given on the forms on the form these actions should embrace. It is mandatory, according to the regulations on the management of cultural institutions, that cultural managers and also professionals from these institutions to pursue training programmes for their professional development. The main training provider for the cultural sector is the Center for Professional Training in Culture, institution under the authority of the Ministry of Culture, but cultural operators can also use training services provided by other training and adult education providers, associations and organisms from the field of culture and education.

www.cultura.ro

www.cultura-net.ro

Turkey

Libraries and museums in Turkey are affiliated to the Ministry of Culture and Tourism, in a centralized system, while public education centres (Halk Eğitim Merkezleri) are under the Ministry of Education. There are no regulations in the field of museums touching on the subject of educational activities, while cultural and educational activities are included in regulations for libraries, but not as mandatory. Training provision is very scarce for museum personnel, while some training opportunities are offered by the Turkish Libraries Association. Other possibilities for trainings are offered by universities, while the Ministry of Education organises the training for professionals of the public education centres. Training opportunities for cultural professionals on adult education work and methods is very limited. The research in Turkey focused on Izmir region.



II. Data gathered and used in the research

1. Geographical area and organizational scope of the research

The two instruments used in the research (questionnaire for cultural professionals and questionnaire for cultural managers) were applied in Bulgaria, Italy, Lithuania, Romania and Turkey at regional, national or sectorial level, to museums, libraries and cultural centres. The questionnaires constitute annexes to this report and can be consulted at the end of this document.

2. Period when the questionnaires were applied:

The questionnaires were applied in the five countries during the months of March and April 2008. The questionnaires were sent by post, e-mail or handed directly where it was possible.

3. Number of institutions that have been addressed in the research:

In Romania the questionnaires were sent to a number of 413 organisations (museums, libraries and cultural centres), in Bulgaria to 47 organisations (museums and libraries), in Italy to 89 museums, in Lithuania to 89 organisations and in Turkey to 6 organisations from the region of Izmir. In total 644 organisations from the five countries were addressed in the research.

4. Number of questionnaires completed - total:

The total number of questionnaires completed is 426, where 211 represented questionnaires completed by cultural professionals and 215 questionnaires completed by cultural managers.

5. Number of non-valid answers (if any):

Questions with non-valid answers were treated differently and for each question specifications are included in the report sections.

6. Number of questionnaires completed – from cultural professionals:

The total number of questionnaires completed by cultural professionals from the five countries is 215, where 168 were women and 46 were men. The respondents were cultural professionals' employees from 158 organisations, where 148 were public institutions and five were private organisations. The institutions typology is as follows: 67 museums (44%), 47 libraries (31%), 31 cultural and educational centres (20%) and 8 organisations of another type (5%).



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Distribution of respondents on countries participating in the project: 44% of respondents were from Romania, 25% from Turkey, 15% from Bulgaria, 10% from Lithuania and 6% from Italy.

7. Number of questionnaires completed – from cultural managers:

The total number of questionnaires completed by cultural managers from the 5 countries is 211, where 108 were women, 102 were men and 1 person gender couldn't be identified. The respondents were cultural managers from 191 organisations, where 183 were public institutions and 8 were private organisations. The institutions typology is as follows: 64 museums (33,5%), 51 libraries (27%), 68 cultural and educational centres (35,5%) and 8 organisations of another type (4%).

Distribution on countries participating in the project: 56% of respondents were from Romania, 16% from Lithuania, 13,33% from Bulgaria, 11,33% from Turkey and 3,33% from Italy.



III. Questionnaire for cultural professionals – results and conclusions

A1. The presence of educational activities in cultural institutions

Presence of educational programmes and activities within cultural organizations, planning at organizational level and frequency

There is a large majority of positive answers concerning the **presence of educational programmes and activities in the cultural organizations** participating in the survey: 81,4% from the total of respondents. Although, the response rate varies by country: from 100% in Bulgaria and Italy, 95,8% in Romania, to more moderate response rates in Lithuania – 76,2% and Turkey – 42,6%. Cumulated with the percents of respondents who are not organizing educational programmes and activities, but expressed their interest in doing it in the future – 15,3% from the total, 23,8% in Lithuania and 46,3% in Turkey, the conclusion is that the interest for this area is very high, almost unanimous across the professionals from the 5 countries. 3,2% of respondents declared they are not doing educational programmes or activities and did not express interest for the field.

From the total of respondents who gave a positive answer regarding the presence of educational programmes and activities inside their organizations, 71,4% have their **activities based on an annual plan**, while 20% have as base a multi-annual plan. There are specificities from country to country: in Romania and Bulgaria the annual plan constitutes the case for 77% of respondents, respectively 75% (over the average), while in Italy is the case for 53,8% of respondents. The situation of a multi-annual plan gathered 0 answers in Lithuania, 15,6% in Bulgaria, 20,8% in Romania, 26% in Turkey and 38,4% in Italy.

18,9% of total number of respondents declared **local tradition as the base for the educational programmes and activities**: 31,2% in Lithuania, 21,7% in Turkey, 19,8% in Romania, 15,3% in Italy and 9,3% in Bulgaria.

Educational programmes and activities are organized permanently by 46,9% of respondents, by 23,4% on weekly base, by 24% on monthly base and by 17,1% once in three months. 38,9% of respondents organize educational programmes for specific holidays and events and 32,6% mentioned other situations, when educational programmes are organized on request.



	%	RO	BG	IT	LT	TR	Total
Q3. In your activity plan, what is the frequency of the educational programmes you develop? (You can choose more than one answer)	Permanent	56,04	37,50	23,08	25,00	52,17	46,86
	Weekly	38,46	3,13	38,46	0,00	0,00	23,43
	Monthly	27,47	9,38	30,77	25,00	26,09	24,00
	One for every three months	16,48	21,88	15,38	25,00	8,70	17,14
	For specific holidays	49,45	53,13	7,69	18,75	8,70	38,86
	Other. Please specify	52,75	15,63	7,69	18,75	0,00	32,57

Categories of public

Regarding the categories of public that cultural organizations involve in their educational programmes/activities, all group ages constitute target-groups for cultural institutions, but **children and teenagers are predominant**: 74,3% of respondents declare they work with children between 7 and 14 years old, 69,7% are working with teenagers from 14 to 18 years old, 61,1% with youngsters between 18 and 26 years old. Children under age of 6 represent target groups for 30,3% of respondents. Adult persons (27 to 60 years old) constitute target groups for 51,4% of respondents, while senior people represent a group for 30,9% of respondents.

From the perspective of socio-economic categories, **high-school and college students** constitute the target group for 74,9% from respondents, which is consistent with the percentages gathered by age groups, 45,1% of respondents develop educational programmes for people who are employed, 34,86% for people who are unemployed and 32% for retired people.

Regarding **groups of people with special needs or in specific contexts**, 13,1% of respondents are working with convicted people, 25,7% with people with physical and mental disabilities and 20% with people with socio-economic disadvantages.

49,1% of respondents consider their educational programmes are relevant for all age groups, while 4% mentioned other groups they are working with.

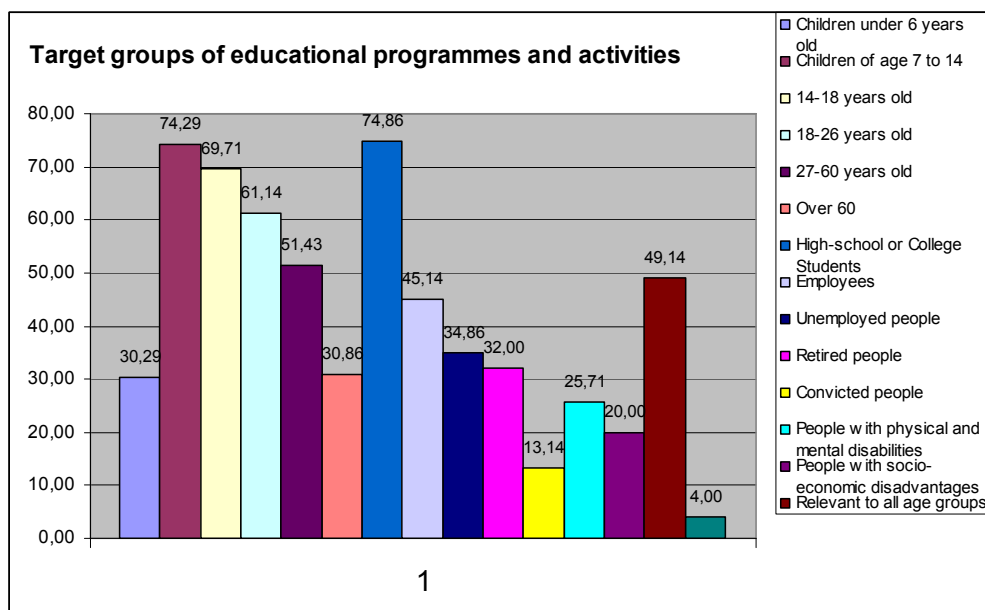


Fig.1 Presence of different categories of public as target group of educational programmes and activities - data from the 5 countries

Tendencies per country:

- **Romania:** predominant groups: children (84,6%), teenagers (84,6%) and young people (68,1%); adult people – 56% and senior people – 41,76%; high-school or college students – 93,4%, employees – 62,6%, unemployed – 55% and retired persons – 39,6%; convicted people – 20,9%, people with physical and mental disabilities – 37,36%, people with socio-economic disadvantages – 27,5%. Tendencies: programmes for all categories and for all age groups, with predominance on children and young persons; experience in working with marginalized categories.

- **Bulgaria:** predominant groups: children (90,6%), teenagers (90,6%) and young people (56,25%); adult people – 25% and senior people – 0%; high-school or college students – 81,25%, employees – 25%, unemployed – 6,25% and retired persons – 0%; convicted people – 0%, people with physical and mental disabilities – 12,5%, people with socio-economic disadvantages – 6,25%. ; Tendencies: Programmes oriented to children and teenagers, relatively low presence of programmes for adults, limited experience in working with people with disabilities or in disadvantaged situations.

- **Italy:** predominant groups: adult people – 53,85% and senior people – 46%; children (30,7%), teenagers (15,4%) and young adults (38, 5%); high-school or college students – 30,8%, employees – 15,4%, unemployed – 7,7% and retired persons – 53,85%; convicted people – 7,7%, people with physical and mental disabilities – 23%, people with



socio-economic disadvantages – 23%; Tendencies: programmes for all age groups, with predominance on senior persons.

- **Lithuania:** predominant groups: children from 7 to 14 years (56,25%) and young adults (37,5%), adult people – 31,25%, senior people – 12,5%, teenagers from 14 to 18 years – 0%; high-school or college students – 31,25%, employees – 18,75%, unemployed – 6,25% and retired persons – 12,5%; convicted people – 0%, people with physical and mental disabilities – 12,5%, people with socio-economic disadvantages – 6,25%. Tendencies: Programmes for children and young adults, relatively low presence of programmes for adults, limited experience in working with people with disabilities or in disadvantaged situations.

- **Turkey:** predominant groups: adult people (82,6%), young adults (69,6%) and teenagers (60,9%); children – 47,8% and senior people – 34,8%; high-school or college students – 47,83%, employees – 39,13%, unemployed – 30,43% and retired persons – 47,83%; convicted people – 13%, people with physical and mental disabilities – 8,7%, people with socio-economic disadvantages – 17,4%. Tendencies: Programmes for all categories and for all age groups, with predominance on adults and young adults; experience in working with marginalized categories.

Types of programmes, methods that are used

The respondents mentioned they use **different forms and types of educational programmes**: 60,6% conferences, 53,7% seminars, 45,7% practical workshops, 44% educational demonstrations, 35,4% educational games, 20,6% are using role playing and theatre, 28% develop accredited courses, 43,4% information services, 8,6% internet forums, 2,9% blogs, 32,6% voluntary activities and 16,6% organize other type of programmes.

Educational methods used are: 74,9% discussions, 41,7% games, 59,4% demonstrations, 22,3% role playing, 27,4% exercise, 70,9% lecture, 56,6% practical workshops and 6,9% use other methods.

Materials and resources used in the educational programmes: 74,9% from respondents are using computers in their educational programmes, 64,6% are using video projector and 13,1% educational software; materials for practical workshops are used by 46,9% of respondents, work paper (for individual or group assignments) are used by 46,3%, flipchart paper (additional visual materials) are used by 44% and flipchart is used by 21,1% of respondents. 10,8% of respondents are using other materials in their work.

Majority of programmes are taking places in the spaces belonging to the organization – 76% and 10,3% in other spaces; 50,3% are indoor activities and 42,3% are outdoor activities.

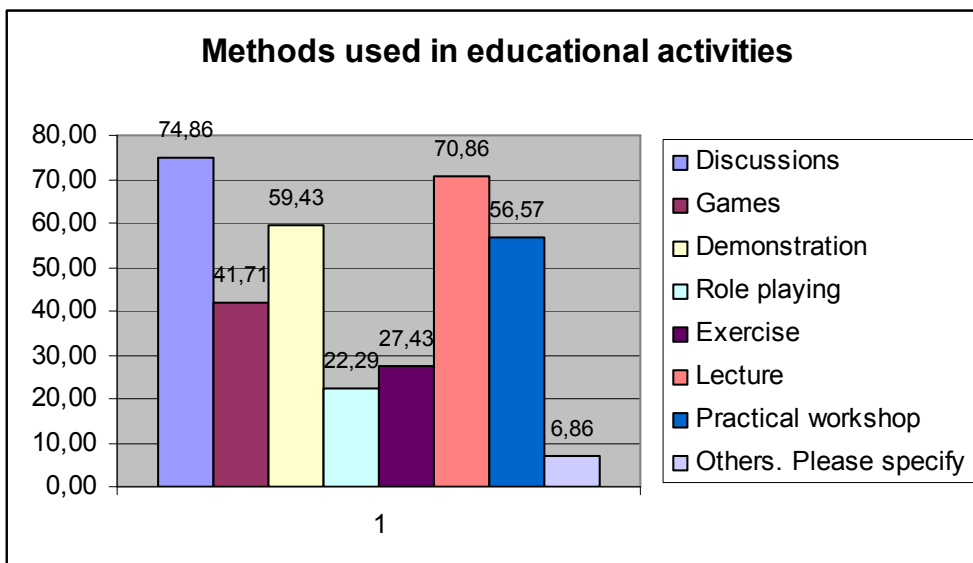


Fig. 2 methods used by the cultural professionals from the 5 countries in the educational programmes and activities

Tendencies and specificities at the level of five countries:

- In **Romania** more than 50% of respondents are using the following types of programmes: **conferences – 67%, seminars – 59,3%, information services – 59,4% and practical workshop – 56%**. Most used methods: discussions – 92,3%, lectures – 71,4%, practical workshops – 62,64% and demonstrations – 61,5%. Most used materials: computer – 74,7%, video projector – 71,4%, flipchart paper – 60,4% and 89% of activities are taking place in organization's spaces.

- In **Bulgaria** more than 50% of respondents are using the following types of programmes: **educational demonstrations – 71,9%, seminars – 65,6%, conferences – 62,5%, and practical workshop – 50%**. Most used methods: lectures – 84,4%, demonstrations – 81,25%, discussions – 62,5%, practical workshops – 53,1%. Most used materials: computer - 81,25%, materials for practical workshops - 68,75% and video projector – 59,4%; all respondents organize educational activities in their own spaces.

- In **Italy**: **conferences – 69,2%, voluntary activities – 53,8% and practical workshops – 38,5%**. Most used methods: lectures – 100%, discussions – 53,85% and games – 46,1%. Most used materials: video projector – 84,6%, computer – 69,2%.

- In **Lithuania**: **educational demonstrations – 43,75%, educational games – 43,75%, practical workshops – 37,5%**. Most used methods: practical workshops – 87,5%, discussions – 56,25%, lectures, games and



demonstrations – 50%. Most used materials: computer – 50%, video projector – 50%, materials for practical workshops – 50%.

- In **Turkey**: **conferences – 56,5%, seminars – 47,8%, educational demonstrations – 39,1%, accredited courses – 30,4% and voluntary activities – 30,5%**. Most used methods: discussions – 47,8%, demonstrations – 47,8%, and lectures – 47,8%. Most used materials: computer – 65,22%, flipchart paper – 47,8% and video projector – 43,5%.

Factors taken into consideration by cultural professionals in organizing educational programmes

The respondents were required to give points from 1 to 6 to a list of 6 factors influencing educational programmes, and to rate in this way their importance.

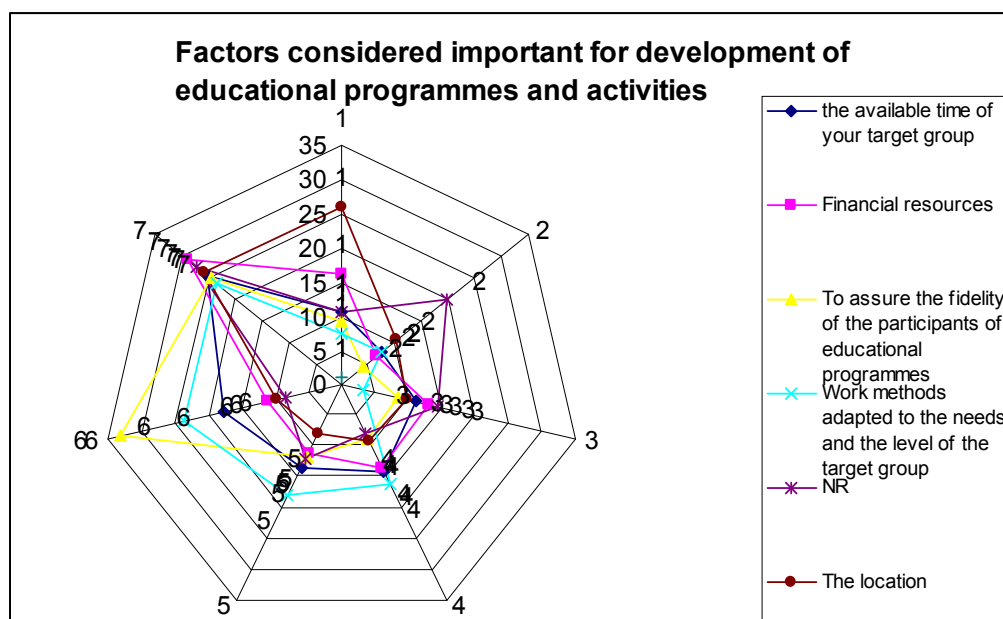


Fig.3 Factors taken into consideration for development of educational programmes. They were rated from 1 to 6 (1=less important, 6=highly important)

The **importance of the available time of the target group** is considered of high importance by 31% of respondents (rated as 5 by 13% and as 6 by 18%), of moderate importance by 25% of respondents (rated as 3 by 11% and as 4 by 14%) and of low importance by 18% of respondents (rated as 1 by 11% and as 2 by 7%). 25% of respondents didn't expressed any opinion on this factor.

Financial resources are considered of high importance by 22% of respondents (rated as 5 by 11% and as 6 by 11%), of moderate importance by 26,5% of respondents (rated as 3 by 13% and as 4 by 13,5%) and of low importance by 22,8% of respondents (rated as 1 by



16,3% and as 2 by 6,5%). 29% of respondents didn't expressed any opinion on this factor.

To assure the fidelity of the participants of educational programmes is considered of high importance by 44,65% of respondents (rated as 5 by 11,65% and as 6 by 33%), of moderate importance by 17,2% of respondents (rated as 3 by 8,4% and as 4 by 8,8%) and of low importance by 13,5% of respondents (rated as 1 by 9,3% and as 2 by 4,2%). 25% of respondents didn't expressed any opinion on this factor.

To adapt the methods to the needs and level of target group is considered of high importance by 41,8% of respondents (rated as 5 by 18,1% and as 6 by 23,7%), of moderate importance by 19,5% of respondents (rated as 3 by 3,2% and as 4 by 16,3%) and of low importance by 14,8% of respondents (rated as 1 by 7,4% and as 2 by 7,4%). 24% of respondents didn't expressed any opinion on this factor.

The available equipment is considered of high importance by 20,4% of respondents (rated as 5 by 12,1% and as 6 by 8,4%), of moderate importance by 22,3% of respondents (rated as 3 by 14,4% and as 4 by 7,9%) and of low importance by 30,2% of respondents (rated as 1 by 10,7% and as 2 by 19,5%). 27,4% of respondents didn't expressed any opinion on this factor.

The location is considered of high importance by 17,7% of respondents (rated as 5 by 7,9% and as 6 by 9,7%), of moderate importance by 19% of respondents (rated as 3 by 9,7% and as 4 by 9,3%) and of low importance by 36% of respondents (rated as 1 by 26% and as 2 by 10%). 26% of respondents didn't expressed any opinion on this factor.

B1. The perception of cultural professionals on educational activities

Respondents expressed in proportion of 86% the opinion that **educational programmes have the potential to diversify the public of cultural institution and attract different audiences**, while 8,8% expressed the opposite idea.

Regarding the **target groups respondents would be interested to work with in the future**, 27,7% of respondents would work with children under age of 6 years old, 50,7% would work with children between 7 and 14 years old, 53,5% with teenagers from 14 to 18 years old, **59,5% with young adults between 18 and 26 years old, 55,8% with adult persons (27 to 60 years old), 29,3% with senior people over 60 years.**

55% of respondents would work with high-school and college students, 47% of respondents would develop educational programmes for people



who are employed, 42,8% with people who are unemployed and 38,6% with retired people.

16,7% of respondents expressed their interest to work in the future with convicted people, 29,8% with people with physical and mental disabilities and 36,3% with people with socio-economic disadvantages.

13,5% of respondents consider to develop in the future educational programmes relevant for all age groups, while 30,7% mentioned they would work with other groups.

Comparing the responses from question 12 (target groups you would like to work in the future) with responses from question 4 (target groups you work with presently), **the interest decreases for the following target groups:**

- Children under the age of 6 years (-6,6%), children between 7 and 14 years (-23,6%), teenagers between 14 and 18 years (-16,2%), young adults between 18 and 26 years (-1,6%), seniors over 60 years (-1,5%), and high school and college students (-19%);

and increases for the following target groups:

- Adult people from 26 to 60 years old (+4,4%), employed people (+1,8%), unemployed people (+7,9%), retired people (+6,6%), convicted people (+4,5%), people with physical and mental disabilities (+4%), people with social and economic disabilities (+16,3%) and all age groups (+9,5%).

The differences between present and future options are relatively small. The direction of the oscillation moves from the groups predominant presently (children and teenagers already in educational structures) to adult persons and people in conditions of marginalization and/or with disabilities.

Cultural professionals were asked to define their **perspective/approach on adult education** and to choose between several options.

57% of respondents consider adults need to be told several points of view, 50,2% consider that in educational process adults should be invited to make use of their life experience, 49,8% that adults need to have the possibility to experiment in the learning process, 47,4% that adults should be encouraged to discover themselves, 46,5% that adults need information oriented to solving problems, 42,8% that in the educational process needs to be taken into consideration aspects like gender, age, education background, religion, ethnicity, social status, 31,2% consider that adults need to be given information ordered from simple to complex, 24,2% consider that adults should be left to discover themselves the answer to problems, 21,9% consider that adults learn better if we give them the right answer to the question, 20,5% consider that adults learn



better if we tell them what to learn and 0,5% opted for another perspective.

One characteristic resulting from this data is that cultural professionals do not embrace only one educational approach, but base their work on several perspectives on what adult learning is and/or should be.

Analyzing the responses from the perspective of 4 educational theories, we come to the following conclusions:

- **Constructivism** is the most popular approach between respondents (adults need to be told more points of view – 57,7% and adults should be invited to make use of their life experience – 50,2%);
- **Social constructivism approach** is embraced by almost half of respondents (adults should be given the possibility to experiment – 49,8%, should receive information oriented to solving problems – 46,5% and in the learning process we need to take into consideration the gender, age, educational background, religion, ethnicity and/or social status of the learners – 42,8%);
- **Discovery learning approach** in adult learning gathered 47,4% answers for the principle to encourage adults to discover by themselves during the learning process and 24,2% for the principle to let adults to find themselves the answers to problems;
- **Instructive-didactic approach** is embraced in a less extent by respondents: 31,2% - adults should be offered information ordered from simple to complex, 21,9% for adults should be offered the right answer to the question and 20,5% for adults should be told what to learn.

Tendencies per county:

- In **Romania** answers for the category of social constructivism approach were chosen by more than 50% of respondents and answers for constructivism approach were chosen by more than 40% of respondents;
- In **Bulgaria** more than 40% of respondents chose answers from the categories of constructivism or social constructivism;
- In **Italy** more than 50% of respondents chose answers from the category of constructivism approach and more than 35% chose answers from the category of social constructivism approach;
- In **Lithuania** more than 35% of respondents chose answers from the category of discovery learning;
- In **Turkey** more than 35% of respondents chose answers from the categories of discovery learning approach and social constructivism approach, while more than 40% chose answers from the category of constructivism approach.



C1. The interest of cultural professionals for personal development and training

Development of cultural professionals in the field of education - present

Regarding their professional development in the field of education, **73,7% of respondents declared they participate in trainings and courses in the field of education**, 57,7% participate in seminars of national and international level, 80,5% consult specialized publications, 81,7% share and learn from the experiences of their colleagues, while 9,7% are using other methods.

- In **Romania** more than 50% of respondents are using multiple ways for their professional development: 89% consult specialized publications, 82,4% participate in trainings and courses, 79% share and learn from the experiences of their colleagues, 65,9% participate in national and/or international seminars.

- In **Bulgaria** more than 50% of respondents are using multiple ways for their professional development: 84,4% consult specialized publications, 81,25% share and learn from the experiences of their colleagues, 65,6% participate in national/international seminars and 62,5% participate in trainings/courses in the field of education.

- In **Italy** 84,6% of respondents consult specialized publications, 76,9% share and learn from the experiences of their colleagues; less than 50% of respondents use trainings and seminars for their professional development – 46,1% participate in trainings and courses and 46,1% participate in national/international seminars.

- In **Lithuania** 100% of respondents declare to share experiences and learn from their colleagues, 81,25% participate in trainings and courses in the field of education, 37,50% participate in national/ international seminars and 18,75% consult specialized publications.

- In **Turkey** 82,61% of respondents share experiences and learn from their colleagues, 82,62% consult specialized publications, 65,22% participate in trainings and courses in the field of education and 34,78% participate in national/international seminars.

Development of cultural professionals in the field of education – interests and possible options

The respondents were required to express their interest on the areas/subjects they would be interested to be trained in the future.

The subject **“ways and methods to develop educational programmes”** was a subject/area appreciated of high importance by **40,9% of respondents** (rated as 5 by 17,7% and as 6 by 23,25%), of



moderate importance by 25,5% of respondents (rated as 3 by 10,7% and as 4 by 14,9%) and of low importance by 20,9% of respondents (rated as 1 by 9,3% and as 2 by 11,6%). 12,1% of respondents didn't expressed any opinion on this subject.

The subject **“Active learning methods”** was considered of high importance by 27,9% of respondents (rated as 5 by 11,2% and rated as 6 by 16,7%), of moderate importance by 29,7% of respondents (rated as 3 by 14,4% and rated as 4 by 15,3%) and as low importance by 21,9% of respondents (rated as 1 by 6,5% and rated as 2 by 15,4%). 20% of respondents didn't expressed any opinion on this subject.

The subject **“Communication and work with adults”** was considered of high importance by 33,9% of respondents (rated as 5 by 18,1% and rated as 6 by 15,8%), of moderate importance by 27,9% of respondents (rated as 3 by 14,9% and rated as 4 by 13%) and as low importance by 20% of respondents (rated as 1 by 10,2% and rated as 2 by 9,8%). 18,1% of respondents didn't expressed any opinion on this subject.

The subject **“Research of educational needs of adults”** was considered of high importance by 36,3% of respondents (rated as 5 by 17,7% and rated as 6 by 18,6%), of moderate importance by 28,8% of respondents (rated as 3 by 14,4% and rated as 4 by 14,4%) and as low importance by 14,8% of respondents (rated as 1 by 7,4% and rated as 2 by 7,4%). 19,5% of respondents didn't expressed any opinion on this subject.

The subject **“Promotion of educational programmes”** was considered of high importance by 39,7% of respondents (rated as 5 by 15,3% and rated as 6 by 23,7%), of moderate importance by 20,9% of respondents (rated as 3 by 7,9% and rated as 4 by 13%) and as low importance by 24% of respondents (rated as 1 by 7% and rated as 2 by 17%). 15,8% of respondents didn't expressed any opinion on this subject.

More than 50% of respondents considered of medium or high importance (rate of 4, 5 or 6) the following training areas: ways and methods to develop educational programmes (55,8% in total), promotion of educational programmes (52% in total) and research of educational needs of adults (50,7% in total).

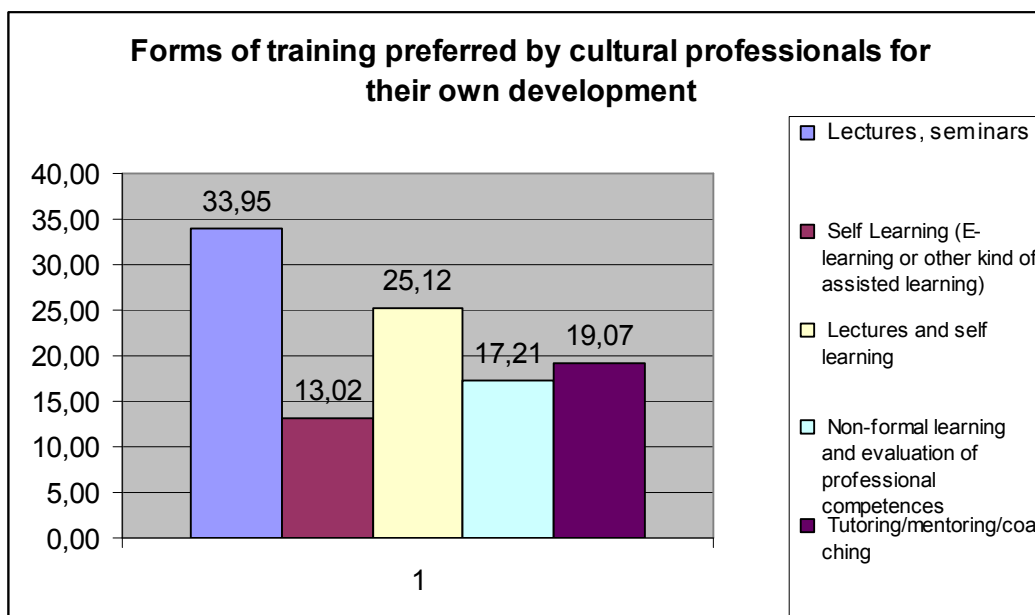


Fig. 4 Professional development of the respondents – forms of training

Regarding **the form of the training**, 33,95% of respondents expressed their preference for lectures and seminars, 13% for self learning (including e-learning or other kind of assisted learning), 25% for a combined form of lectures and self learning, 17,2% for non-formal learning followed by evaluation of professional competences and 19% for programmes of tutoring/mentoring/coaching.

- Respondents from **Romania** directed their preferences in proportion of 32,63% for lectures and self learning, of 26,32% for tutoring/mentoring/coaching, of 21% for lectures and seminars, of 19% for self learning and of 13,7% for non-formal learning and evaluation of professional competences.

- In **Bulgaria** 53% of respondents opted for lectures and seminars, 31,25% for non-formal learning and evaluation of professional competences, 15,63% for lectures and self learning, 9,38% for self learning and 9,38% for tutoring/mentoring/coaching.

- In **Italy** 46,15% of respondents opted for lectures and self learning, 38,46% for lectures and seminars, 23% for self learning, 15,4% for non-formal learning and 9,38% for tutoring/mentoring/coaching.

- In **Lithuania** 52,38% of respondents expressed their option for lectures and seminars, 28,6% for lectures and self learning, 14,3% for non-formal learning, 7,7% for tutoring/mentoring/coaching; no respondents expressed option for self learning.



- In **Turkey** 37% of respondents opted for lectures and seminars, 18,52% for tutoring/mentoring/coaching, 16,7% for non-formal learning, 11,1% for non-formal learning and 7,4% for self learning.

The **preferred duration of the training** is of 10 days for 30% of respondents, of 5 days for 27,4%, of 3 days for 15,8%, of 2 days for 7% of respondents and of 1 day for 2,3% of respondents. 10% of respondents opted for another duration of the training, between 1 month and 1 year.

Tendencies: respondents from Romania have the largest availability for a training program with a length of 10 days: 43,1%, respondents from Bulgaria directed their option in proportion of 46,9% for a training duration of 3 days, respondents from Italy for a training duration of 5 days – 46,15%, respondents from Lithuania have as first option a training duration of 5 days, while respondents from Turkey have as first option a training program of 10 days.

Conclusions and observations on data gathered from cultural professionals:

- There's a large base of experience in organizing educational programmes and activities in cultural institutions, as declared by the respondents; also, there's a high rate of interest between the persons who are not organizing educational programmes and activities, only 3% of respondents are not interested in organising educational programmes.
- Educational programmes have as base an annual plan in most cases and have a high frequency as permanent, weekly and monthly activities.
- Educational programmes are targeting most often children and teenagers, but also there is a certain experience in working with adults and marginalized groups.
- Predominance of formal programmes, like conferences and seminars and traditional methods, like lectures and discussions; very low presence of activities internet-based or based on interactivity with the computer. Materials used in the educational process correspond to the type of programmes and kind of methods that are used (computer and video projector for lectures and conferences).
- Educational activities are taking place mainly in the organization's own spaces.
- Factors considered of high importance by cultural professionals who act as educators – to assure the fidelity of the participants to educational



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programmes by 44,65% and to adapt the methods of the needs and level of target group by 41,8%.

- Factors considered of low importance – the available equipment by 30,2% and the location by 36%.
- Educational programmes are perceived as a possible way of diversifying the public of cultural organizations.
- Regarding target groups of educational programmes, the differences between present and future options are relatively small. The direction of the oscillation moves from the groups predominant presently (children and teenagers already in educational structures) to adult persons and people in conditions of marginalization and/or with disabilities.
- Educational approaches based on constructivism and social constructivism are accepted by more than 50%, and by more 40% of respondents.
- More than 50% of respondents are using multiple ways for their own professional development, but participation in trainings remains the most used one;
- Areas of professional development appreciated as necessary: development of educational programmes, promotion of educational programmes and research of adults educational needs.
- Active learning and communication with adults are considered of lower importance.
- The form of training preferred would be mixing lectures, seminars with assisted learning and tutoring.
- The recommended duration of a training session for cultural professional would be of 5 days, in the perspective of mediating the different options, time and resources availability.



IV. Questionnaire for cultural managers – results and conclusions

A2. The presence of educational activities in cultural institutions – cultural managers (questions from 1 to 6):

Presence of educational programmes and activities within cultural organizations, planning at organizational level and frequency

There is a **large majority of positive answers from cultural managers concerning the presence of educational programmes and activities** in the cultural organizations participating in the survey: 91,9% from the total of respondents, with small variations by country: from 96,6% in Romania, to 96,4% in Bulgaria, to 85,7% in Italy, 84,9% in Lithuania and 75% in Turkey. Cumulated with the percents of respondents who are not organizing educational programmes and activities, but expressed their interest in doing it in the future – 5,7% from the total, the conclusion is that **the interest for this area is very high, almost unanimous across the cultural managers from the 5 countries**. 1,9% of respondents declared they are not doing educational programmes or activities and did not express interest for the field.

Cultural managers participating in the survey were asked to declare what is standing at the base of the institutions' educational programmes. 61,5% of respondents declared that **educational programmes constitute an initiative of the organization**, 14,6% that programmes are organized at the request of the public, it constitutes a legal obligation for 18,5% of respondents and are part of a distinct financial contract or a project financed by a third part for 5,4% of respondents.

It needs to be mentioned that a significant percentage of respondents gave erroneous answers to question no.3, by marking more than one answer: 41 respondents in Romania, 3 in Bulgaria, 1 in Italy, 16 in Lithuania, 3 in Turkey and 64 from the total of 194 (positive answers of question no. 1). The percentages refer to 130 valid answers to question no.3

From the total of respondents who were positive about the presence of educational programmes and activities inside their organizations, **72,7% have their activities based on an annual plan**, while 16,8% have as



base an multi-annual plan, 8,7% base their educational activities on local tradition and 1,9% on other situation.

- In **Romania** 74% of cultural managers that responded to questionnaire declared to have educational activities as an initiative of the organisation, while almost 20% declared to have them as a legal obligation.

- The situation in **Bulgaria** is similar – 64% declare to have educational activities as an initiative, 20% based on their legal obligation and 12% as a response to public's request.

- In **Italy** reasons for having educational activities are distributed between initiative of the organisation – 64% and the opportunity offered as part of project financed by a third part.

- Data from **Lithuania** are distributed in similar proportions between initiative of the organisation - 33%, legal obligations – 25% and request of the public – 25%, while 17% are developing educational activities as part of a financial contract with a third party.

- 57% of cultural managers from **Turkey** are declaring to make educational activities at the request of the public, while equal percentages of 14% are distributed between legal obligations, projects financed by a third party and institution's initiative.

Educational programmes and activities are **organized permanently by 45,9% of respondents**, on weekly base by 22,2%, on monthly base by 25,8%, once in three months by 19%, for specific holidays and events by 51,6% of respondents, and 37,1% organize educational programmes based on other situations.

Trends per country:

- **Romania**: 52,2% as permanent activity, 56,%% for specific holiday, 55,65% in other situation (on request and/or in collaboration with other organizations);

- **Bulgaria**: 81,5% for specific holidays, 37% permanent and 22,2% once in every 3 months;

- **Italy**: 50% as permanent activity, 50% as weekly activity and 50% for specific holidays;

- **Lithuania**: 35,7% for specific holidays, 28,6% once in every 3 months;

- **Turkey**: 61,1% permanently, 27,8% monthly.

Types of programmes

The respondents mentioned the use of **different forms and types of educational programmes**: 62,9% round tables, 65,5% conferences, 57,7% seminars, 51% practical workshops, 48,4% educational demonstrations, 46,4% educational games, 29,9% are using role playing and theatre, 32,5% develop accredited courses, 51% information services, 7,7% internet forums, 1% blogs, 34% voluntary activities and



16% organize other type of programmes. The types of educational programmes most encountered as per country:

- In **Romania** educational programmes take more often the form of round tables – 76,5%, conferences – 63,5% and information services – 60%.
- In **Bulgaria** 89% of respondents declare to organize conferences, 81,5% seminars and 70% round tables and information services.
- In **Italy** conferences are the most popular forms of programmes – 83%, followed by seminars and practical workshops – 67%.
- Respondents from **Lithuania** declared to organize educational demonstrations – 54%, practical workshops – 50% and seminars – 46%.
- In **Turkey** conferences are used by 100% of respondents, followed by seminars – 94% and accredited courses – 67%.

Categories of public

Regarding the categories of public that cultural organizations involve in their educational programmes/activities, all group ages constitute target-groups for cultural institutions, but respondents from the category of cultural managers pointed also to **children and teenagers as predominant group**: 28,9% of respondents declared they organize educational programmes for children 6 years old, 77,3% of respondents declare they have programmes for children between 7 and 14 years old, 73,2% for teenagers from 14 to 18 years old, 66,5% for young adults between 18 and 26 years old, 61,3% for adult persons (27 to 60 years old), while senior people (over 60) represent a target group for 34%.

From the perspective of socio-economic categories, high-school and college students constitute the target group for 80,4% from respondents, 58,25% of respondents develop educational programmes for people who are employed, 38,1% for people who are unemployed and 36% for retired people.

Regarding groups of people with special needs or in specific contexts, 14,4% of respondents are working with convicted people, 30,4% with people with physical and mental disabilities and 19,6% with people with socio-economic disadvantages.

54,1% of respondents consider their educational programmes are relevant for all age groups, while 2,6% mentioned other groups they are working with.

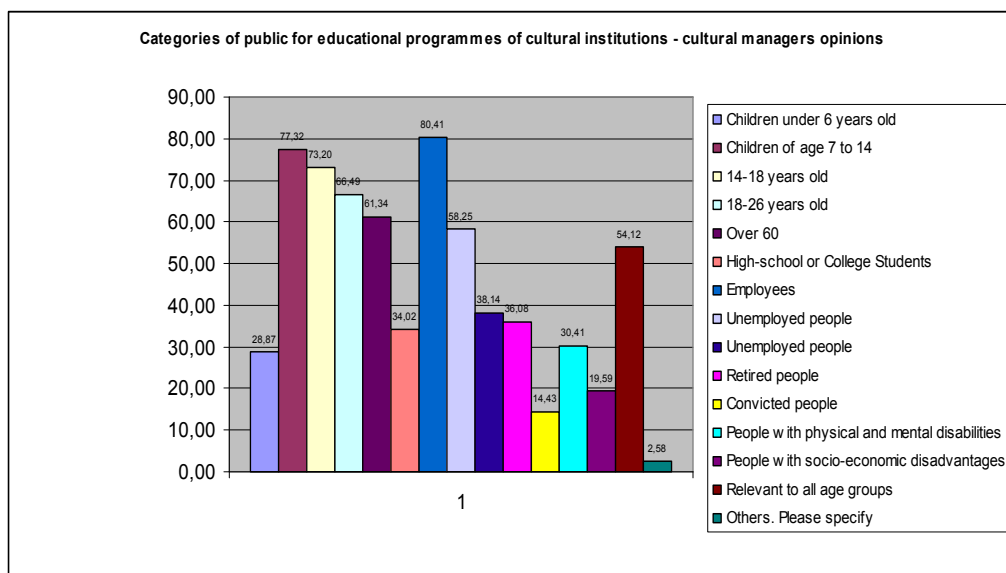


Fig. 5 Categories of public for educational programmes of cultural institutions according to cultural managers

Distribution of answers per country:

- **Romania:** children 7 to 15 years old - 80,9%, teenagers 14-18 years old - 87,8%, young adults - 69,6%, **adult people – 61,7% and senior people – 39,1%**; high-school or college students – 97,4%, employees – 68,7%, unemployed – 49,6% and retired persons – 44,35%; convicted people – 16,5%, people with physical and mental disabilities – 25,2%, people with socio-economic disadvantages – 7,8%.

- **Bulgaria:** children 7 to 15 years old - 88,9%, teenagers 14-18 years old - 88,9%, young adults – 48,1%, **adult people – 33,3% and senior people – 7,4%**; high-school or college students – 88,9%, employees – 29,6%, unemployed – 7,4% and retired persons – 7,4%; convicted people – 3,7%, people with physical and mental disabilities – 25,9%, people with socio-economic disadvantages – 22,2%.

- **Italy:** children 7 to 15 years old - 66,7%, teenagers 14-18 years old - 50%, young adults - 66,7%, **adult people – 83,3% and senior people – 33,3%**; high-school or college students – 83,3%, employees – 33,3%, unemployed – 33,3% and retired persons – 33,3%; convicted people – 0%, people with physical and mental disabilities – 66,7%, people with socio-economic disadvantages – 66,7%.

- **Lithuania:** children 7 to 15 years old - 75%, teenagers 14-18 years old – 3,6%, young adults - 60,7%, **adult people – 64,3% and senior people – 17,9%**; high-school or college students – 25%, employees – 39,3%, unemployed – 3,6% and retired persons – 14,3%; convicted people – 3,6%, people with physical and mental disabilities – 28,6%, people with socio-economic disadvantages – 28,6%.

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- **Turkey:** children 7 to 15 years old - 44,4%, teenagers 14-18 years old - 72,2%, young adults – 83,3%, **adult people – 88,9% and senior people – 66,7%**; high-school or college students – 44,4%, employees – 72,2%, unemployed – 66,7% and retired persons – 61,1%; convicted people – 38,9%, people with physical and mental disabilities – 61,1%, people with socio-economic disadvantages – 61,1%.

B2. Perception of cultural managers on educational activities

The question if educational programmes can diversify the public of cultural institutions and attract more audience received a **positive answer from 90% of respondents** and a negative one from 10%. The percentages refer to a total of valid answers of 207. The percentages keep the same proportion in distribution of answers per country, except in Italy where have been registered 57% of positive answers and 43% of negative answers.

Regarding **the target groups respondents would be interested to work with in the future**, 29,7% of respondents would work with children under age of 6 years old, 63,5% would work with children between 7 and 14 years old, 56,4% with teenagers from 14 to 18 years old, 64% with young adults between 18 and 26 years old, 63,5% with adult persons (27 to 60 years old), 38,4% with senior people over 60 years.

64,9% of respondents would work with high-school and college students, 55% of respondents would develop educational programmes for people who are employed, 44,5% with people who are unemployed and 43% with retired people.

18% of respondents expressed their interest to work in the future with convicted people, 38,7% with people with physical and mental disabilities and 38,7% with people with socio-economic disadvantages.

41,7% of respondents consider to develop in the future educational programmes relevant for all age groups, while 3,8% mentioned they would work with other groups.

Comparing the responses from question 14 (target groups you would like to work in the future) with responses from question 6 (target groups you work with presently), **the interest decreases** for the following target groups:

- Children between 7 and 14 years (-13,8%), teenagers between 14 and 18 years (-16,8%), high school and college students (-15,8%), employed persons (-3,8%), and for all age groups (-12,4%).

and increases for the following target groups:



- Unemployed people (+6,4%), retired people (+7%), convicted people (+3,6%), people with physical and mental disabilities (+8,5%), people with social and economic disabilities (+19,3%) and other groups (+1,2%).

For other categories of public included in survey, variations were smaller than 5%.

Asked about **the perspective a cultural organization should bring to the public**, cultural managers equally chose the 2 options: 50% for the principle that a cultural institution should offer to its public the right and coherent perspective on cultural or natural heritage and 50% for the principle that it should offer to its public multiple perspectives and interpretations over the objects and information that have cultural meanings. The percentages refer to a total number of valid answers of 205. The proportions remain sensitively the same when the answers are distributed on countries, except for Italy where 83,3% of respondents chose to offer to the public multiple perspectives and interpretations.

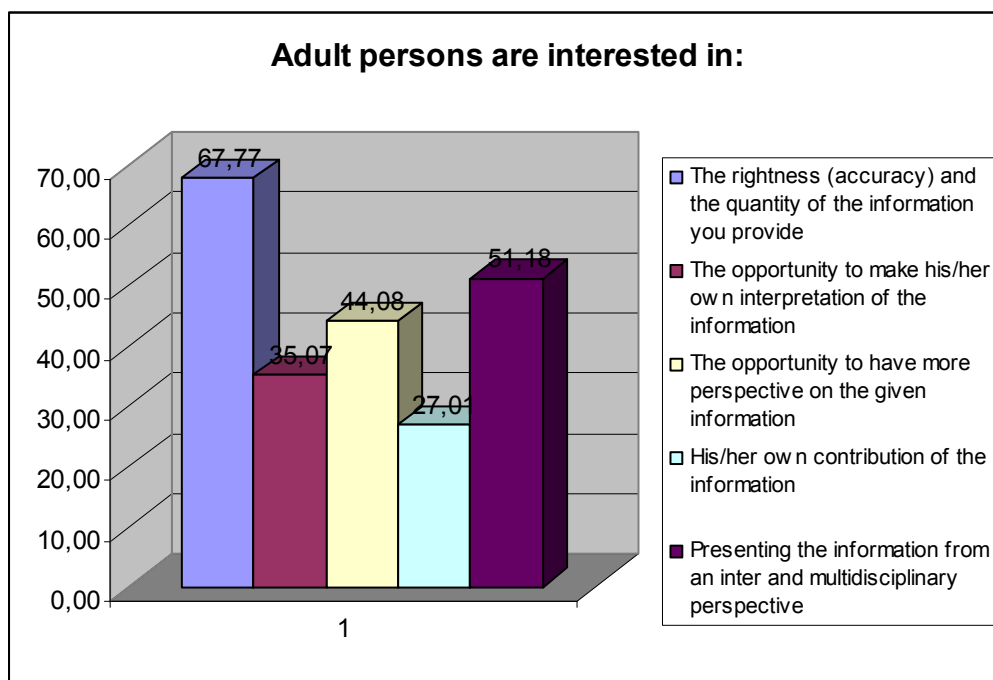


Fig. 6 The educational approach of cultural institutions in relation with adult persons

Cultural managers were asked to express their **perspective on adult education approaches**:

67,8% consider that adults are interested in the rightness (accuracy) and the quantity of information provided, 51,2% that adults are interested to have the information presented from an inter and multidisciplinary perspective, 44% that adults are interested in the opportunity to have



more perspectives on the given information, 35% that adults are interested in the opportunity to make his/her interpretation on the information and 27% that adults are interested to bring her/his contribution to the information. Distribution of responses per country indicates also the predominance of the pedagogical approach:

- **Romanian** respondents have rated as aspects that adults are interested in the rightness and quantity of information – 71,4% and to present the information from an inter and multidisciplinary perspective – 65,6%;
- respondents from **Bulgaria** have chosen the rightness and quantity of information – 63% and the opportunity to have more perspectives on the given information – 59,3%;
- respondents from **Italy** rated the opportunity to have more perspectives on the given information – 71,4% and to present the information from an inter and multidisciplinary perspective – 71,4%;
- 63,6% of respondents from **Lithuania** and 70,8% of respondents from **Turkey** chose the rightness and quantity of information and 62,5% of respondents from Turkey have rated the possibility of an adult person to bring his/her own contribution on the information.

C2. The interest of cultural managers for their personal development and training

Cultural managers were asked to express interest for their personal development and learning areas. 72,5% of respondents would be interested in training in the area of cultural marketing, 65,4% in the area of educational programmes and development of audiences, 44,6% in the area of management of change, 31,3% in the area of management of human resources, 28,4% in the area of leadership and 3,8% in other subjects.

- the area of **cultural marketing** is of interest for more than 50% of respondents from each country;
- the area of **educational programmes and development of audience** is of interest for more than 60% of respondents in 4 countries (Romania, Bulgaria, Lithuania and Turkey);
- the area of **management of change** is of interest for more than 40% of respondents in 4 countries (Romania, Italy, Lithuania and Turkey);

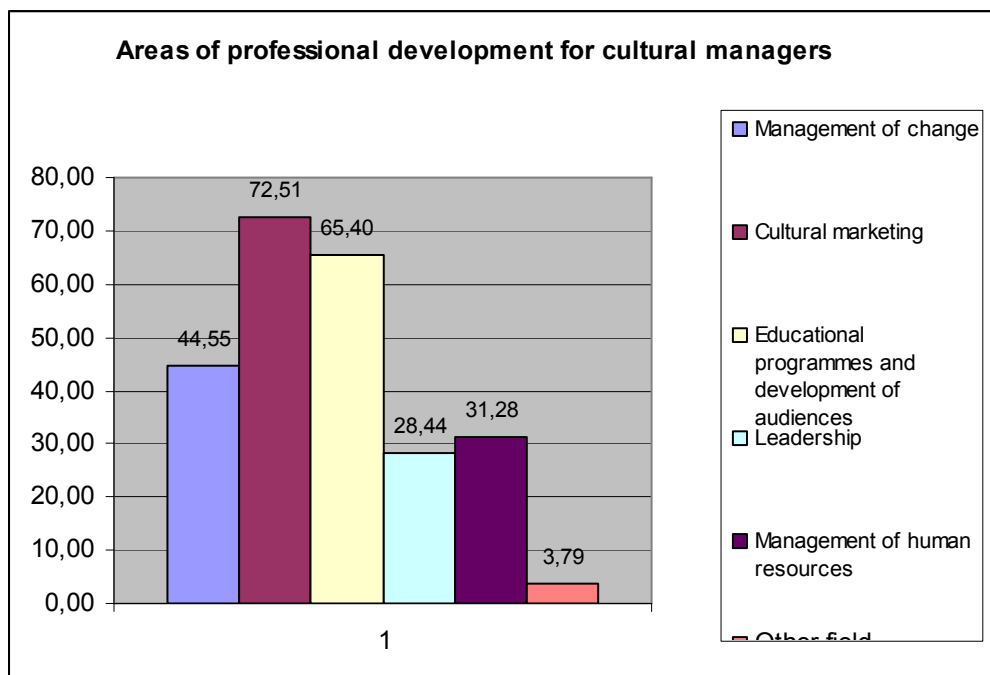


Fig. 7 The interest of cultural managers for their professional development

The training programme should have the form of lectures and seminars in the opinion of 31,3% of respondents, of self learning (including e-learning and other kind of assisted learning) for 14,6% of respondents, lectures and self learning for 24,9% of respondents, non-formal learning and evaluation of competencies for 15,1% of respondents and of tutoring/coaching/mentoring in the opinion of 13,5% of respondents. The percentages refer to a number of 186 valid answers to question no. 19.

- The most preferred form of training by respondents from **Romania** is the combination of lectures and self learning – 30,6%, followed by 21,6% who would prefer lectures and seminars and 19,8% self learning (including e-learning and other forms of assisted learning);
- Preferences of respondents from **Bulgaria** are equally distributed between lectures and seminar – 40% and non-formal learning followed by evaluation of competencies – 40%;
- In **Italy** 50% would prefer a training under the form of lectures combined with self learning, and 33,3% would prefer self learning;
- 72% of respondents from **Lithuania** would prefer lectures and seminars, while 20% would prefer lectures combined with self learning;
- 34,7% of respondents from **Turkey** would prefer lectures and seminars, 26% would opt for self learning and evaluation of competencies and 21,7% for tutoring/coaching/mentoring.



The **duration of a training programme for cultural managers** should be of 5 days, consider 28,2% of respondents, of 3 days – 24,4%, of 10 days – 24,8%, other duration – 13,4%, of 2 days – 7,2% and of 1 day – 1,4%. The percentages refer to a number of 209 valid answers to question no. 20.

- In **Romania** cultural managers would prefer training programmes of 5 days – 35,6%, 10 days – 37,3% or other (generally marked as more than 10 days) – 14,4%;
- In **Bulgaria** cultural managers would prefer training programmes of 3 days – 57,7% or 5 days – 23%;
- In **Italy** 71,4% of respondents chose a duration of 3 days and there were 0 answers for duration of 5 or 10 days;
- In **Lithuania** preferences go to duration of 2 days – 27,3% and 3 days – 39,4%;
- In **Turkey** 20,8% of respondents chose a duration of 3 days, 29,2% chose a duration of 5 days and 37,5% for other duration.

D. Internal organisation and allocation of resources for educational activities

The organizational form and human resources allocated

10,4% of respondents declared in their organization exist a specialized department for educational programmes, 29% declared this is the task of several departments, 54% that they have one or more employees who have educational programmes as task and 5,8% are using programmes developed by other organizations.

The percentages are based on the number of 172 valid answers to question no.7

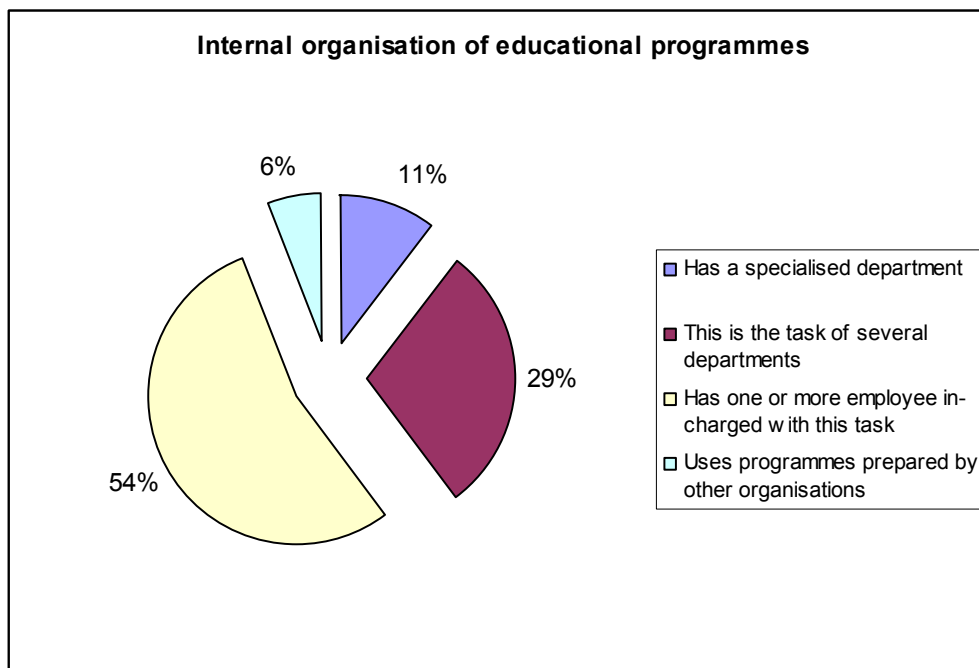


Fig. 8 Allocation of resources for development of educational programmes within cultural organisations

15% of respondents declare to have only one person inside the organization in-charged to develop and organize educational programmes, 19,7% have 2 persons, 51,8 have 3 or more than 3 persons and 13,5% don't have anybody in-charged with educational programmes.

The persons developing and organizing educational programmes are in 93,2% of cases employees, in 3% of cases non-permanent staff or contractual staff and in 3% volunteers.

For question no.9 were the percentages are based on the number of valid answers to this question – a total of 162.

72,1% from cultural managers declared about the persons in-charged with educational programmes in their organizations that they have a background in the educational field, 23,7% that they don't have a background in the educational field and 4,1% that they don't know the situation.

E. The perception of cultural managers regarding internal organisation and their interest for training of the employees

On the question what would assure a better quality of educational programmes, opinions on the internal organization of a cultural institution



are equally distributed: 49% of respondents consider the organization should have a specialized department in-charge with educational programmes, while 51% consider the task should be shared and several departments should have the task of realizing educational programmes. The same distribution goes for the distribution of responses per country. The percentages refer to a total number of 206 valid answers to question no.11.

90,5% of respondents consider that its necessary for their employees to follow training programmes in pedagogy or adult education, for better educational programmes realized by the organization; 9,5% of respondents don't consider it necessary. The percentages refer to a total number of 208 valid answers to question no.12. The answers to this question should be correlated with data from question 10, where 72,1% of respondents declared their employees already have a background in the educational field.

The **areas where their employees should develop new competencies** are considered to be the development of educational programmes for adults – by 77,25% of respondents, research of educational needs of adults – by 55%, communication and work with adults by 48,8%, active learning – 34,6% and other areas by 5,21%.

- The subject area development of educational programmes for adults is considered necessary by more than 70% of respondents from all countries;

- In Romania and Bulgaria more than 50% respondents consider necessary the areas of **research of educational needs of adults and of communication and work with adults;**

- In Italy and Turkey more than 55% of respondents consider necessary for the development of cultural professionals the area of **active learning;**

- In Turkey 79,2% consider necessary the area of **research on educational needs of adults** and 66,7% the area of **communication and work with adults.**

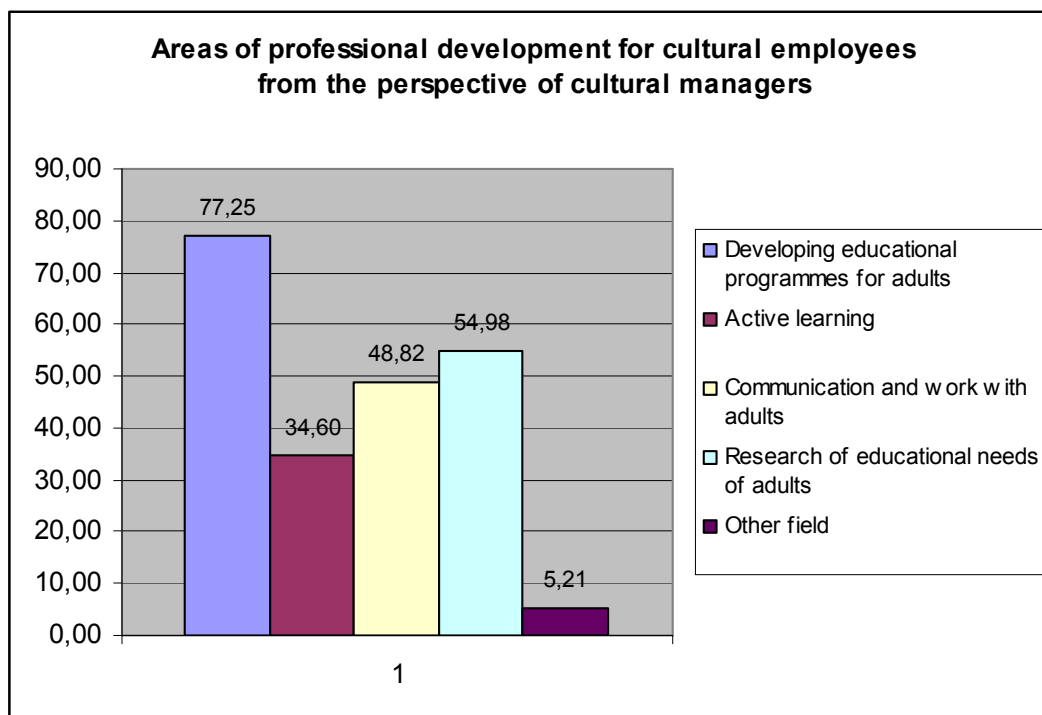


Fig. 9 Professional development of cultural professionals from the perspective of cultural managers

Conclusions and observations on the data collected from cultural managers:

- the presence of educational programmes in cultural organizations from the 5 countries is very high, according to cultural managers;
- educational programmes are developed as an initiative of the organization and with its own resources, and to a low extent are considered a legal obligation and are based on contracts with third parties;
- educational programmes are based on an annual plan of activities and have a high frequency as permanent, weekly or monthly activities;
- there is a strong connection of educational programmes with specific events and holidays (51,6%) and with other situations (37,1%) pointing to relations of collaboration with other organizations from the community and to specific requests from the public;
- most often the programmes take the form of round tables, conferences, seminars and information services (in over 50% of cases); modern forms like educational demonstrations, educational games, role playing and theatre, accredited courses and voluntary activities are used to a lesser extent (between 30% and 50%); activities via the internet are largely not used (less than 10%);



- predominant target groups: children from 7 to 14, teenagers from 14 to 18, young adults from 18 to 26; adult persons and seniors over 60 also have significant rates given by cultural managers;
- as socio-economic category, high school and college students constitutes most often the target group of educational programmes;
- regarding the group of people with special needs or in difficult contexts, 30% or less of the respondents declared they work with convicted people, persons with mental or physical disabilities and with persons with socio-economic disadvantages;
- The opinion that educational programmes can diversify the public of cultural organization is largely embraced;
- the variations regarding the target groups cultural managers would be interested to approach in the future as compared to the present are relatively small; decreasing tendencies are visible concerning the categories of children and teenagers, high-school and college students; an increasing interest is visible regarding educational work with people with social and economic disadvantages (+19,3) and persons with physical and mental disabilities (+8,5%);
- cultural managers expressed in equal proportion commitment to a traditional approach of learning in cultural institutions (50% embraced the principle that a cultural institution should offer to its public the right and coherent perspective on cultural or natural heritage) and to a more contemporary approach (50% embraced the principle that it should offer to its public multiple perspectives and interpretations over the objects and information that have cultural meanings).
- in compliance with these principles, 67,8% of cultural managers consider that adults are interested in the rightness (accuracy) and the quantity of information provided, but also in proportion of that 51,2% that adults are interested to have the information presented from an inter and multidisciplinary perspective;
- interpretation and contribution of adult person to information and cultural content are considered of interest to a lesser extent, there is a tendency of a pedagogical/traditional approach of adults learning;
- the training areas/subjects of interest for cultural managers professional development are cultural marketing, educational programmes and development of audiences for more than 50%, and management of change for 44,6% of respondents;
- the preferences for the form of the training are distributed between lectures, seminars and lectures plus self learning; non-formal learning, tutoring/coaching/mentoring and self learning gathered each between 10% and 15%;
- the duration of the training should from 3 to 5 days;



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- regarding the internal organization, only 10,4% of respondents declare to have a specialized department for educational programmes and 49% consider it should have a specialized department, in order to have better programmes; 51% consider this should be a task shared between several departments;
- more than half are using one or several persons to develop and implement educational programmes; the persons developing and implementing educational programmes are in most cases employees of the organizations;
- more than half of respondents declare to have 3 or more persons in-charge with educational programmes in their organizations;
- more than 70% of respondents declare that employees in-charged with educational programmes have a background in education;
- a large majority consider training as a necessity for their employees; 77,25% of respondents consider their employees should develop new competences in the area of development of educational programmes for adults, 55% in the area of research of educational needs of adults, and 48,8% communication and work with adults by;
- active learning is taken into consideration to a lesser extent, which is consistent with the traditional-pedagogical approach of adult leaning preferred by a large part of cultural managers participating in the survey.



v. Organizational analysis - case studies from Romania, Bulgaria, Lithuania, Italy and Turkey

Context and methodology

This material presents a series of case studies elaborated on the basis of the research conducted within CONNECTION project. The research took place within cultural institutions from Bulgaria, Lithuania, Italy, Romania and Turkey and aimed at identifying any possible patterns or models of success/failure in the educational mission of cultural organizations and generally to provide a picture on the organizational structure and operation of cultural organizations. One criterion used for the selection of cultural organizations included in the research was their own willingness to participate, taking into consideration that the research process was entirely new to them, while organizational analysis techniques were largely unknown and/or misunderstood.

The analysis was aimed at identifying specific ways and approaches that cultural organizations are using in order to strengthen their educational dimension, particularly in relation to their adult public, the challenges faced by the cultural organization in this process and possible examples of good practice on organizational development. The analysis took into consideration the structure of the organization (subordination relationships, if any, size in terms of staff and annual budget, history, management structure, staff structure and internal regulations), the understanding of the organization's educational mission by its employees, the planning, development and internal communication process of educational programs.

The organizational analysis followed a three-step methodology: after contacting several cultural organizations from each country, the research started in those organizations showing an interest in and openness to getting involved in the process. The initial invitation was addressed to a range of organizations comprising museums, libraries and cultural and adult education centers of an average size, as reported to the number of their employees, and under the condition of not being in a major crisis situation. In a first stage, information about the organization was gathered from internal and external sources. Following the analysis of the information, a self-filled-in questionnaire was elaborated and distributed



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to all employees of that organization, their answers were gathered, summarized and analyzed. In the last phase, a number of interviews were conducted with the organization's employees, chosen at random.

The case studies presented below constitute a summary of the data and conclusions obtained as part of the organizational analysis conducted in 10 cultural institutions (four museums, four libraries, one cultural center and one voluntary-based organization). Three of these organizations were medium to large, with a number of employees of more than 60 persons. Most of the organizations presented below were small to medium, with a number of employees ranging from 25 to 35 persons. All organizations were at least 20 years old, some of them having even more than 50 years of history behind. As already mentioned, the selection of organizations was influenced by their willingness to subscribe to the process. Any attempt at drawing conclusions and identifying specific features from these cases should take these aspects into consideration.

The structure of the presentations provides information about the general characteristics of the organizations in terms of their legal subordination, history and structure, followed by a series of facts and conclusions regarding the way in which the educational mission of the organization was understood, defined and implemented. These conclusions were based on data collected through questionnaires and interviews of the employees of cultural organizations under analysis. The authors of the report acknowledge the incompleteness of the information in certain cases, caused by the difficulty in accessing the necessary data. At the same time, this lack in information can be considered symptomatic for the difficulties faced during this stage of the research and for the **strong resistance manifested toward the process of analysis**, even in cases where the desire to collaborate was openly stated. From this perspective, project partners and members of the research team in particular underline once more the piloting character of this approach in the cultural sector and express their hope that this endeavour will be further continued and developed.

Without claiming to present any generally valid model, each of the cases can be considered as a concrete example of a cultural organization more or less successful in developing adult education as part of its activities, with an emphasis on those elements/characteristics contributing to the current state of affairs. A **possible key** for reading and interpreting all these different experiences would have to put into relation the organization's degree of success as an adult education provider to **the degree of awareness present within it** about the responsibility the

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organization holds before this category of public; **the presence or the absence of a clearly structured system** for the identification of the public's needs and for the evaluation of the programs' success, as it was the case more than often; the vertical and horizontal **operation of the internal communication system**; and last but not least, the balance between the existence of a **clear managerial vision and strategy** on adult education and the degree of **individual initiative at the executive level** present in the organization. At the same time, the 10 study cases represent as many starting points for an exercise of developing alternate case scenarios and projecting (other) possible organizational solutions. In this respect, readers are recommended to go through the following material at the same time with the **Organizational development guide** elaborated and published in the second part of CONNECTION project.



Study case 1 – a municipal public museum – Bulgaria

Organization's general description

1. Organization's characteristics

Organization type: municipal public museum, public body, under the methodological supervision of Ministry of Culture, and under the financial and administrative supervision of the Municipality.

Annual Budget: no data available.

N° of employees: 26

2. Historical data

It was established in 1972, as a successor of the local folklore humor and the merry carnival traditions of the town. The museum collects humor and satire in cartoons, photographs, paintings and sculpture from all over the world; hosts international humor events, and encourages both young and reputed artists to create humorous works; to exhibit, promote and sell humorous art; to publish albums and collections of visual and verbal humor; to offer educational programs for small and "grown-up" children; to maintain lively contacts and a beneficial cooperation with similar institutes in the world. Due to the economical crisis of the country during the period between 1994 and 1999, the organization became unable to organize and support one of its major events dedicated to cinematography.

3. Data on the structure

A. Organizational diagram

Vertical structure: There is one Board of Directors composed of the general manager and the managers of the organization's six departments. The departments are: Fine arts, exhibitions and art collections, Guided tours, tourist marketing, publicity, Public relations and events, international contacts, Ethnology and literature, Information services, computer database, documentation and archives, Finances and book-keeping, Administrative matters, maintenance and technical facilities.

Horizontal structure: The departments within the organization do not have a formal connection between them.

Types of activities undertaken by the organization: exhibitions, concerts, public lectures, anniversary events, conferences, book launches, publishing books, book fairs, round tables, seminars, colloquies, debates, educational programs for adults, information services (for the community) and activities involving voluntary people.



B. Job descriptions

Job descriptions are developed for groups of jobs/positions and not for each and every one of the 26 job positions. These groups are department heads, guides, analytic specialists, and special workers.

C. Spatial distribution of staff members

All the employees share the same building.

D. Personnel structure

Each department comprises 3 to 4 employees, including the department's manager.

E. Recruiting system

The staff is hired at the organization level.

F. Rules and regulations

There is no information on the rules and regulations which may be applicable to the organization, except for the Financial Management and Control System (FMCS). Thus, as the organization works under the methodological supervision of the Ministry of Culture, it is possible to say that there is a system established at the national level for all the museums.

G. Financial structure

The financial sources are: the local (municipality) budget, museum's own revenues, donations.

An internal survey was conducted through questionnaires and interviews. The cross-analysis of questionnaires and interviews indicates the following results:

- a) The organization's staff gave the same relevance to all the activities organized by the organization. Thus, it seems that most employees appreciate the activities dedicated to children as slightly significant amongst the others.
- b) All types and categories of public have the same importance for the organization. On the other hand, there are no special activities dedicated to very special groups of public like convicted persons.
- c) The beneficiaries' interests and expectations are recognized on the basis of needs' identification, realized within the process of developing new activities or programs.



d) The information system within the organization is a combination between formal and informal approaches. Internal meetings and information technology (mail, online discussions, videoconferences, intranet, etc) are used. According to employees' opinions, due to the fact that the number of staff is not very high, meetings are periodically organized, involving all personnel.

e) The sources of information about the beneficiaries' needs and expectations are various: the staff's personal observations, observations also from discussions with colleagues, from beneficiaries' reactions, from the managers, from mass media.

f) Most employees are aware about the existence of an annual plan of activities.

g) The organization's staff is interested in attending training programs, the same interest being proven by the managerial level too. Usually, employees attend training programs according to their own needs, upon a request to the manager.

General conclusion of the survey:

- the organization is very well aware of its unique character in Bulgaria.
- the organization uses very successfully the connection with an NGO especially established to support its mission and activities.
- the organization seems to be a mixture between an NGO (self governance) and a public body (subject to national level rules).

The abovementioned characteristics of the organization made it quite independent in relation to external, public factors. The organization's staff makes efforts to obtain donations and other private financial support for its activities and projects.

Adult education does not represent a priority for the organization, such programs being more incidental than a priority. Furthermore, apparently due to the main topic of the organization activity (humor), the educational programs aim mainly at young target groups. What is very important is the way in which the organization is trying to adapt itself and its activities to the public and the way in which the organization draws the attention of the mass media to its programs. Nevertheless, the analyzed organization can be a model of long-term development in a collaborative manner during the decision-making processes on new project or ideas.

Partner organization conducting the research: INTEGRA Association (Bulgaria).



Study case 2 – a regional public library – Bulgaria

1. Organization's characteristics

Organization type: regional public library, public body, under the methodological supervision of the Ministry of Culture, and under the financial and administrative supervision of the Region.

Annual Budget: Euro 163 500 for 2008.

N° of employees: 27.

2. Historical data

The library can be considered to be established in 1845 as a public library, enriched in 1861 after an individual donation in order to fulfill its duties as public library. After a series of changes in its status, since 2006 it became a regional library.

3. Data on the structure

A. Organizational diagram

Vertical structure: There is Board of Directors composed of the general manager and the managers of the 4 main departments. There are 4 main departments, each comprising from 2 to 6 sub-departments: Funds and Catalogues department (Periodicals, Acquisition and Funds Registration, Processing and Catalogues, Funds Preservation and Secondary Selection), Services for the Public department (Borrowing, Children, Social and Philological Sciences reading room, Natural, Mathematical and Applied Sciences reading room, Art, Local History), Automated Information Resources and Internet department, Administrative matters department (Accountancy, Maintenance and technical facilities). Also, the organization comprises a territorial branch without permanent staff.

Horizontal structure: The departments within the organization do not have a formal connection between them.

Types of activities undertaken by the organization: borrowing books to individual readers, activities for children, maintenance of reading rooms and development of the library's catalogues, IT and administration.

B. Job descriptions are characterized by:

- division of functions, activities, type of work; profiled professional duties; explanation of the subordination and coordination of the directions, departments and sections;
- in the case of certain job positions and activities, solutions for personnel replacement are specified;



- part of each job description consists in assistance and consultations in
1) searching for and processing information, and 2) using new
information technologies.

C. Spatial distribution of members

Personnel are distributed in two different buildings and, according to a
precise schedule, use another remote facility in another city.

D. Personnel structure

The staff is distributed as follows: funds and catalogues department - 6
persons, services for the public department - 14 persons, automated
information resources and internet direction - one person, administrative
matters department - six persons.

E. Recruiting system

There is no information available on the recruiting system in place.

F. Rules and regulations

There are several sets of regulations in place: Interior Regulations,
Organizational System Document, Financial Management and Control
System (FMCS), job descriptions, rules to settle the monthly payment, a
map of the working place

G. Financial structure

The financial sources are: the main part is from the government, other
sources are the municipality, projects, and donations.

An internal survey was conducted through questionnaires and interviews.
The cross-analysis of questionnaires and interviews indicates the
following results:

- a) It was not possible to gather information about the importance of the
organization's activities from the employees' perspective.
- b) The persons who answered questionnaires and interviews do not
provide any information at all about the beneficiaries' categories.
Incidental information gathered suggests children to be one of the main
categories of beneficiaries (for instance, the existence of a sub-
department dedicated to them).
- c) The beneficiaries' interests and expectations are identified from the
staff's personal observations, people's reactions and discussions with
colleagues.
- d) According to the information gathered from the organization staff, the
information system within the organization is perceived to be less
satisfactory. There is no unanimity among the employees whether they



are constantly informed on the educational activities in the library. Some claim to be constantly informed but only for the activities within the department. Others claim to be constantly informed about the activities of their colleagues from other departments. Another third part claims to be informed only from time to time although these people are working in the services for the public, in the reading rooms. One possible explanation might be the fact that the staff does not work in the same place.

e) The sources of information about the beneficiaries' needs and expectations are various: the staff's individual observations, and also from discussions with their colleagues, from beneficiaries' reactions and less from the manager. There is no formal system created in order to gather such information.

f) Information about the existence of an annual plan of activities seems to be circulated unevenly, some categories of staff being informed about the organization's plan, others - about their own sub-department plan, while others were not informed at all.

g) The organization's staff seems interested in attending training programs; however, their interest does not match the same interest from the managerial level. On the other hand, the general manager declared that the personnel needed to be trained. Another very important idea is that a significant part of staff declared that they use to train themselves by means of reading books and/or by discussions with their colleagues. Usually, the personnel attend training programs in response to managers' requests.

General conclusion of the survey:

- the organization is much formalized in terms of its structure; however, there is no coherence between the structure and its culture (staff from some sub-departments appear to be "discriminated").
- the managerial level is interested in developing international programs/projects; however, at the same time, information from the management seems to be circulated less frequently.
- the organization, through some of its employees, is aware of its new role in the community, especially from the point of view of new technologies.

The declared increasing number of beneficiaries is a consequence of individual projects, approved by the management, and it is not a result of long or medium-term planning.



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Adult education does not represent a priority for the organization, such programs being more incidental than a priority. Furthermore, apparently the educational programs aim mainly at young target groups.

Partner organization conducting the research: INTEGRA Association (Bulgaria).

Study case 3 – a regional public museum - Bulgaria

1. Organization's characteristics

Organization type: regional public museum, public body, under the methodological supervision of the Ministry of Culture, and under the financial and administrative supervision of the Municipality.

Annual Budget: no data.

N° of employees: no data.

Notice: At the time of the survey, the organization is going through a reconstruction process.

2. Historical data

The museum was established in 1907 as an archaeological society. Since 1953, the museum became a regional museum.

3. Data on the structure

A. Organizational diagram

Vertical structure: The museum is divided into the following departments: prehistory, ancient archaeology, medieval archaeology, 15th-19th centuries, modern history, contemporary history, folklore, numismatics, public relations, library, administrative issues and maintenance, and restoration and preservation.

Horizontal structure: The departments within the organization do not have a formal connection among them.

Fields of activities: The museum is structured following a typological division of the cultural heritage.

B. Job descriptions in place contain tasks related to educational activities.

C. Spatial distribution of members

The entire staff shares the same building.



D. Personnel structure

No data about the distribution of staff by departments were gathered.

E. Recruiting system

There is no information available about the recruiting system in place.

F. Rules and Regulations

There are several sets of regulations in place: Interior Regulations, Organizational System Document, Financial Management and Control System (FMCS), job descriptions.

G. Financial structure

The financial sources are: the main part is from the municipality; other sources are represented by its own revenues.

An internal survey was conducted through questionnaires and interviews. The cross-analysis of questionnaires and interviews indicates the following results:

- a) It was not possible to reach information about the importance of the organization's different activities from the perspective of employees.
- b) The persons answering questionnaires and interviews do not provide any information at all about the categories of beneficiaries. The gathered incidental information suggests children to be one of the main categories of beneficiaries.
- c) Beneficiaries' interests and expectations are identified from the personal observations of the staff, people's reactions and discussions with colleagues.
- d) According to the information gathered from the organization's staff, the information system within the organization is perceived to be less satisfactory. There is no unanimity among the employees whether they are constantly informed on the educational activities in the museum. The main sources of information are the internal meetings and the director of the institution; however, information is also gathered through discussions with colleagues and using information technologies.
- e) The sources of information about the beneficiaries' needs and expectations are mainly informal. It seems that there are no procedures for gathering and processing information about the visitors' interests and behavior. Museum workers are not obligated to provide such information to the managers.
- f) All the museum workers claim to be informed on the annual plans of the institution and of their department and also that they are constantly



informed on the educational activities organized by their colleagues from other departments. Workers from different departments participate in the planning, preparation and implementation of educational activities and also in the monitoring of the results. Which department will be more involved depends on the nature of the activities; however, the public relations department is a leading side. Part of these activities is published in local newspapers on questions of current interest and on the occasion of anniversary events.

g) There are museum workers with background in the field of pedagogy. Some claim that they are willing to implement this knowledge in their work, which means that there is a potential that is not appropriately used. Others, though having such a background, claim to have a need to improve their knowledge, skills and their “imagination”, which means that there is an interest of employees to further develop their competencies.

General conclusion of the survey:

- the organization is much formalized in terms of its structure; however, it is important to notice the museum’s reorganization.

- there is a potential for the development of new activities, especially with regard to adult education.

Adult education does not represent a priority for the organization, such programs being more incidental than a priority. Furthermore, apparently, the educational programs aim mainly at young target groups.

Partner organization conducting the research: INTEGRA Association (Bulgaria).

Study case 4 – a second regional public library - Bulgaria

1. Organization’s characteristics

Organization type: regional public library, public body, under the methodological supervision of the Ministry of Culture, and under the financial and administrative supervision of the Municipality.

Annual Budget: no data.

N° of employees: 34

2. Historical data

The library was established as a State library by a government decree in 1955. After the new administrative reconstruction of the country, the



library became a regional library and acquired new functions and responsibilities in 1958. The library received the statute of a Universal scientific library in 1987.

3. Data on the structure

A. Organizational diagram

Vertical structure: The library is led by a director supported by one Board of Directors (the director together with the departments' managers). The library is divided into the following departments and sub-departments: services for the public (2 reading rooms, foreign languages center, arts, 2 free access halls), children, coordination and expert consultant, supplying, funds, catalogues, reference-bibliographical and informative (reprography, regional studies) and accountant's office.

Horizontal structure: According to the library's organizational chart, the main departments are interconnected.

Fields of activities: The library's structure is created in such a way as to keep a good level of coherence with its main fields of interest. According to this approach, there is a large department addressing general services for the public and another one addressing children's needs.

B. Job descriptions are developed for each working place; also there are individual job descriptions for each and every employee. The development and implementation of educational activities is in the job description.

C. Spatial distribution of members

The entire staff shares the same building.

D. Personnel structure

No data on the distribution of staff by departments were gathered.

E. Recruiting system

There is no information available on the recruiting system in place.

F. Rules and regulations

There are several sets of regulations in place: Interior Regulations, Organizational System Document, Financial Management and Control System (FMCS), job descriptions, rules to settle the monthly payment, a map of the working place, ordinances.

G. Financial structure



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Budget expenses are formed on the basis of planned own revenues and of the planned subsidy from the municipality budget. The library receives additional money from the republic budget through the budget of the Ministry of Culture, from its partnership in various projects of the EC, sponsors and donors.

An internal survey was conducted through questionnaires and interviews. The cross-analysis of questionnaires and interviews indicates the following results:

- a) The activities implemented by the organization and appreciated to be the most important from an educational point of view: public lectures, anniversary events, conferences, book launches, book publishing, book fairs, round tables, seminars, colloquies, debates, educational games for children, contests for children, educational programs for adult persons, certified training programs, information services (for community).
- b) The services offered by the organization are relevant to all age groups. At the same time, from a socio-economic point of view, the main categories of beneficiaries seem to be high school or college students, employed and unemployed persons, retired people, people with physical and mental disabilities, people with socio-economic disadvantages. On the other hand, according to staff's opinions, more than half of these beneficiaries are individuals older than 18 years. This information does not match very well the organization's structure, which comprises one main department dedicated to children.
- c) The way in which beneficiaries' interests and expectations are identified remains unclear, as the manager is the person who proposes new programs and activities, which proposals are discussed and approved by the Board of Directors.
- d) According to the information gathered from the organization's staff, the information system within the organization is perceived to be very good. Information flows are both horizontal and vertical. A system of internal meetings is in place. The evaluation process of activities includes disseminating questionnaires, discussions with the participants in activities, and the interest of the public being directed towards the forthcoming events, the media cover.
- e) The sources of information about the beneficiaries' needs and expectations are mainly informal, through direct discussions with the beneficiaries.
- f) All of the library workers declared to be informed on the annual plans of the institution and of their department, and also that they are constantly informed on the educational activities organized by their colleagues from



other departments. Workers from different departments participate in the planning, preparation and implementation of educational activities and also in the monitoring of results. Which department will be more involved depends on the activities.

g) Employees consider themselves prepared to work with adults. This is part of their current tasks, and some of them attended training programs. Staff's participation in training programs is usually a consequence of a manager's decision/initiative. The implemented educational activities are mainly training in new technologies and Internet, and how to work with electronic databases of the library.

General conclusion of the survey:

- the organization proves to be very well connected to the beneficiaries needs as some educational activities are organized upon a request coming from the visitors such as exhibitions, public lectures, anniversary events, round tables etc.
- there is a potential for the development of new activities, especially with regard to adult education, about half of the beneficiaries being persons older than 18 years.
- the organization is able to develop and implement annual and multi-annual programs, which enable it to be involved in many transnational projects.

Even if half of the beneficiaries are young adults and adults, adult education seems not to represent a priority for organization, such programs being implemented outside a long-term vision. On the other hand, the organization can be considered a good example for its managerial approach that uses a participative management. This kind of approach allows the organization to develop and gather a better national and international visibility.

Partner organization conducting the research: INTEGRA Association (Bulgaria).



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Study case 5 – A private organization, voluntary based - Italy

1. Organization's characteristics

Organization type: Social voluntary service, private organization, voluntary-based.

Annual Budget: year 2006 about Euro 200,000; year 2007 - Euro 150,000.

N° of voluntary employees in one provincial office: 30.

2. Historical data

It was established in 1989 at national and regional levels. Since its very beginning, the organization constantly developed and grew. The organization's declared mission is to combat any form of social exclusion, to improve the quality of life, to spread culture and solidarity so that every age could be valued and every person's life project could become a resource for oneself and for others. The organization works at spreading and receiving help, meeting others, enriching one's own abilities, contributing to the growth of one's own community. At the national level, the organization counts 250,000 enrolments, 60,000 voluntary workers in 1,200 centers. In the Veneto region, the organization has increased from 17,000 enrolments in 1996 to about 29,000 in 2000 and to 40,500 today. At a local (provincial) level, in Verona it grew from 1560 in 1996, to 3850 in 2000 and to 4200 today.

3. Data on the structure

A. The organizational diagram:

Vertical structure: The following bodies exist at a national level: The National Assembly of Delegates; The National Steering Committee, the National Presidency, the National Security Commission, the National College of Mayors, the National College of Inspectors. At a Regional level, there is a Steering Committee to elect a Regional President. At a Provincial level, there is a Steering Committee, which elects a Provincial President. Each department elects a President, which, in turn, appoints a presidency team.

Horizontal structure: The organization is based mainly on voluntary membership. Its members are organized in 14 clubs at a regional level. The social promotion branch is organized in 17 sections of a non-formal university for senior citizens, 6 clubs and a tourism sector.

Fields of activities:



- One branch provides solidarity help telephone service, giving information, psychological help and companionship, voluntary home and territorial service to people (solidarity help);
- One branch provides a help service to assist with shopping, delivery of meals at home, purchase and delivery of drugs and provides transport for senior citizens, people who are not self-sufficient, disabled or dependent (help service);
- One branch provides health education, supervision on the social-health services, regular pressure and hearing check-ups, nursing, drug and food advice, light gymnastics and accompanied walks (health education);
- One branch provides humanitarian aid, long distance adoption, welcoming projects, and education on cohabitation for foreign citizens (humanitarian aid);
- One branch is organized as a university for senior citizens students, providing cultural and artistic production laboratories, shows, conferences, courses and creative participation in the cultural life (university);
- One branch provides tourist and cultural tours, guided tours, health services and holidays, itineraries to promote the beautiful scenic and artistic sights of Verona and its province (tourism);
- One branch with activities in the field of safeguard and retrieval of the environmental and cultural heritage, retrieval of ancient arts and skills, quality of life (environment);
- One branch provides the qualification of public services together with the local organizations, new services to improve the condition of life of the elderly and of the weaker people, protection of the artistic and archaeological heritage (museum).

The organization's values are developed on the basis of the main characteristic of the organization as a "project association" aimed at increasing people's value and their relations, and it is inspired by principles of social equity and respect for differences, protection of rights, development of opportunities and public property.

Its core values are:

1. Develop, with particular reference to the elderly and intergenerational relationships, volunteering, activities of social promotion, adult education, and international solidarity.
2. Improve the quality of life and people relationships.
3. Defend and develop people's learning and active abilities.



4. Orientate people's ability to solidarity and improvement and growth of interpersonal relationships.

5. Build on the territory, in synergy with public institutions, infrastructures and networks of associations and support services for family responsibilities and proximity.

6. Promote active citizenship in the form of responsible participation towards the local community, protection, and enhancement, extension of the common cultural and environmental heritage, protection and development of everyone's rights.

7. Strengthen and renew local communities in terms of a real, open, general solidarity.

B. Job description (Local/provincial level).

In the provincial headquarters of Verona, at the opening of each year's work, there are meetings to distribute tasks among volunteers (distributed between different branches), but without rigidity and with the possibility of change, because all the staff is voluntary. Meetings are held for each sector intervention, coordinated by the President of each compartment.

C. Spatial distribution of members

The approximately 30 people working in the provincial headquarters are spread in 5 rooms. In the province of Verona, there are 17 clubs that have their own work-facilities (the others are hosted by schools, municipal offices, parishes).

D. Personnel structure

In the Verona headquarters, branches work with different numbers of staff: solidarity help - 10 persons; university – 7 persons; museum – 5 persons; help service – 10 persons.

The volunteer staff gives their availability for 1 or 2 days a week. Senior citizens are helped throughout the week by a young Civil Service volunteer.

E. Recruiting system

There is no official recruitment system, as everything is on a voluntary basis. Recruitment is based on personal relationships and word of mouth.

F. Rules and regulations

The organization follows the characteristics and rules of voluntary associations in Italy and is linked to CSV (Center for Volunteer Service in the province of Verona), which organizes various kinds of compulsory training courses for volunteers every year. For all sectors, there is the



organization's charter of values that can be seen in paragraph 3 of this report.

G. Financial structure

Most financial resources come from membership subscriptions and subsidies from public funds (especially Public administration).

An internal survey was conducted through questionnaires and interviews. The survey was mainly focused on the university branch and partially on the solidarity help branch in order to achieve a better compliance with the CONNECTION project.

During the survey, 20 questionnaires (self-applied) were distributed and received, and seven persons were interviewed. Respondents were from solidarity help (five persons) and university branches (15 persons). The cross-analysis of questionnaires and interviews indicates the following results:

a) The branch staff is aware of the significance of educational activities for adults among its other activities. Thus, according to the answers to the questionnaires, the most important activities comprise training programs and according to the interview answers, the most important activities are other educational activities but trainings. Both survey approaches show a common understanding of the branch's staff on the educational topics offered to the public; however, according to the answers to the questionnaires, the distribution of topics is different from the distribution declared during the interviews. In this respect, 90% of the questionnaires indicate training programs to be very important, the same programs being placed on the third place according to the interviews. Nevertheless, both approaches show that assistance to senior citizens has the highest educational value in the branch analyzed. From this point of view, it seems that the branch is seen by its voluntary-employees to be the same as the “parent” organization, even if its specific aim is to provide education/training and not assistance to senior citizens.

In contrast with the opinions about educational activities, most of the questioned persons (both by self-applied questionnaires and by interviews) answered that they are involved in developing the cultural activities of the organization (branch). A possible explanation for this situation might be the fact that many of the volunteers involved in the organization's activities are teachers or retired teachers for which visits to cultural objectives, for instance, are educational activities.



b) The persons questioned are very aware of the organization's target group, all persons indicating senior citizens to be the main group which benefit from the organization's services. Also, the branch's staff named other groups among the beneficiaries of the organization's services. Such groups are those having different types of disabilities. The high level of awareness related to the target group may be explained by the very specific of the entire organization: dedicated to senior citizens and working with senior citizens.

c) The majority of permanent staff is not officially informed on the public's interests and expectations, informational flows being informal, by direct contact between staff and beneficiaries and among staff members. At the same time, staff is informed on the beneficiaries' expectations especially in direct connection with their own work, the staff's level of interest in other activities of the organization/branch being very low.

d) The information flows within the organization/branch are mainly of the top-down type, the manager providing information to departments or personnel, according to their specific. The communication between different departments of the organization/branch is very poor. For internal communication purposes, meetings, internal memoranda or e-mail messages are used. One possible explanation for this kind of situation can be the fact that volunteers are, mostly, former professionals, with a strong specialization background. Another possible explanation might be the very characteristic of the organization, which is one more informal than formal, within which the information is circulated mainly in a free manner, outside official channels.

e) The source of information about beneficiaries' needs and expectations is mostly the beneficiaries themselves. The information is circulated to the upper levels of the hierarchy, where the plans for the next year are created. Those plans are then communicated to the voluntary staff. The information level of the voluntary staff seems to be higher on this topic than those on the general topics related to the overall organization. In this respect, the fact that all the questioned individuals provide positive answers must be mentioned. A potential explanation can be the fact the volunteer staff is closer to the specific of the branch in which they work than it is to other branches or activities.

f) The voluntary staff was involved in training programs mainly upon the manager's initiative. What is to be noted is that this opinion is different from the opinion expressed during interviews, where the interviewed persons said that the volunteer staff does not need training as they are former teachers with all the necessary qualifications and competences.



General conclusion of the survey:

- there are differences between the answers obtained through self-applied questionnaires and the answers obtained during face-to-face interviews;
- the organization has a very strong connection with its beneficiaries, some of them being temporary staff in different moments;
- the organization has a formal structure due to legal requirements and it needs to be a part of the social system;
- the organization is quite an “informal” one, this characteristic making its entire function more “informal” than “official”.

The above-mentioned characteristics of the organization give to it a development approach strongly connected with the current situation of its environment, without a clear image of the distant future. Nevertheless, this kind of organization, well connected with its beneficiaries, can serve as a good example of how to be in contact with one's beneficiaries and users.

From the point of view of adult education, the entity analyzed is a branch of a larger organization dedicated to help senior citizens. The aim of the branch is to offer educational services to its members and, on a large scale, to any senior citizen. Education is seen in a very large sense, mainly non-formal and informal. The activities of the branch are appreciated by its beneficiaries as having a strong educational content. The success of these activities is determined by the organization's capacity to know and satisfy the needs of its beneficiaries. Those needs are known by the organization using a strong, direct and personal contact with the beneficiaries. For this reason, the number of volunteers who became members of the organization is increasing.

Partner organization conducting the research: European Pole of Knowledge (Italy).

Study case 6 – A county public library - Romania

1. Organization's characteristics

Organization type: county public library, public body, under the financial and administrative supervision of the County Council.

Annual Budget: Euro 260,300 in 2007.

N° of employees: 65 (in 2008).



2. Historical data

The library was established in 1861 as a branch of a private organization. Since 1949, it became a public body.

3. Data on the structure

A. Organizational diagram

Vertical structure: The library is managed by a director, under the supervision of the Board of Administration formed of members of the County Council. The director is helped by the vice-director and the chief accountant.

The organization comprises the following departments and sub-departments: financial compartment, secretariat, administrative compartment (printing and binding office, the fire brigade, the security brigade, cleaning and logistic assistance), informatics and digitization of library collections (informatics/electronic catalogue, Internet access room for the public and digital library, special collections, bibliography), relations with the public (section for children, music section, section for adults, with two depots and two reading rooms, section for periodicals, with a depot and reading room, a methodical compartment and four local branches).

The methodical compartment has a special role in the institution, as it is concerned with the professional development of the library personnel, is in charge with the methodological coordination of local public libraries existing in the county (public libraries existing in other cities and villages from the region) and also with the audience research and development.

Horizontal structure: Departments and sub-departments have no formal connection between them, except for a connection through their managers/coordinators.

Fields of activity: Except for the support departments/sub-departments, the organizational structure indicates the significance of different target groups and different main activities.

B. Job descriptions

A number of 13 job descriptions were available for persons and positions from the administrative department (financial and support compartments) and for the librarians from the department for relations with the public. The job descriptions didn't follow the same format, being difficult to compare from this perspective. However, it can be concluded that the job descriptions were coherent with the library's functional structure. Educational programs are not specified as such in any job description.

C. Spatial distribution of members



Library staff shares the two buildings of the organization.

D. Personnel structure

No data on the precise distribution of staff by departments were gathered.

E. Recruiting system

There is no recruiting system and no person in charge with personnel management.

F. Rules and regulations

The library has an Internal Regulation, describing the main tasks of each department. There are no other procedures to define specifications for the department's activities, ways of implementing them and results achievement. The institution guides its activities according to the specific legislation in the field of libraries and to the pre-existing knowledge of older employees.

G. Financial structure

No information on the financial structure and revenue sources was provided. It is known that the County Council is the main financer of the institution. All library services are provided for free.

An internal survey was conducted through questionnaires and interviews. 60 from the total of 65 employees of the library had answered to questionnaires, distributed as follows among the three main library departments: 25 respondents from the department of relations with the public; 13 respondents from the department for informatics and digitization of library collections; 22 respondents from the administrative department. During the interview stage, 22 persons were questioned, as follows: five persons from the Department for informatics and digitization of library collections (one department head); five persons from the Administrative department (one department head); 11 persons from the Department for relations with the public (one section head); one executive director.

The cross-analysis of questionnaires and interviews indicates the following results:

a) The answers about the activities implemented by the organization revealed the following activities: exhibitions, auditions, public readings, conferences, book launches, book fairs, educational games for children and children contests. Library's activities less known by employees are



educational programs for adults, voluntary-based activities, Internet blogs and forums, mobile library (those activities are the newest among the library's activities).

b) Awareness of target groups

The large majority of employees consider that the library activities are addressed to all categories of age groups from seven years old to over 60 years old and to all socio-professional categories. Also, a large part of the respondents considers that the library activities are also meant for those persons who have a physical, mental, social and/or economical disability or disadvantage.

c) The beneficiaries' interests and expectations are identified without a formal evaluation system.

d) Most of the staff describes the internal information system as "good" to "very good". The differences between answers depend mainly on those departments where the staff works. The employees from the department for relations with the public and from the administrative department are the most satisfied with the circulation of information within the organization.

e) The sources of information about beneficiaries' needs and expectations are: discussions with colleagues, the public's reactions, the staff's own observations, from mass-media and the information coming from the management and the methodological department. The most used sources of information are: discussions with colleagues and individual communication with the direct manager. Less used sources of information are: internal meetings, internal memoranda and Internet-based tools and channels.

f) The majority of library workers declared that they were informed about the annual plan of the organization. The development of new activities is a result of a mixed approach, top-down and bottom-up. Some proposals are initiated by the manager; other activities are proposed by the executive staff and approved by the manager.

g) Employees consider themselves as prepared to work with all types of beneficiaries. Due to the fact that a large number of employees are very young or are hired within library for a period under three years, only few of the employees went through a training program during the last three years.

General conclusion of the survey:

- At the time of the survey, the organization was facing some challenges: the director was relatively newly appointed, the staff went through a



period of high volatility, the library just started to use a brand new building along with an old one.

- The library is still strongly connected with the activities dedicated to children, even if there are some tendencies to a more diversified educational and cultural offer.

- Within the organization, the staff's opinions on adult education and dedicated activities are divided: one group wishes to develop new activities, another group is indifferent, and the third group is more reluctant to changes.

There are certain aspects which may be used as a good example: the top management is strongly committed to implement a wide change of the organization in order to make it more adequate in the near future, including by means of developing and implementing adult education activities. On the other hand, the managerial vision about the organization's future is neither well communicated within the organization, nor accepted by its employees. Apparently, a management plan for the organization's future development is missing or is still unclear for the staff.

Partner organization conducting the research: CPPC (Romania).

Study case 7 – A county public museum - Romania

1. Organization's characteristics

Organization type: county public museum of a national significance, public body, under the financial and administrative supervision of the County Council.

Annual Budget: Euro 2,225,000 in 2007.

N° of employees: 215 persons, 25 of which are managers (in 2008).

2. Historical data

The beginning of the museum may be found as early as 1862 as a branch of a private organization. The self-governing structure was established in 1905. From 1950 to 1990, the museum was unified with another institution, keeping, however, a limited independence during that time. The museum became again a self-governing organization since 1990. It has been a public body since 1949.



3. Data on the structure

A. Organizational diagram

Vertical structure: At the managerial level, there is one Board of Administration composed of the museum's general manager, two representatives of the County Council and one secretary. Along with the general manager, there is one executive manager, three other managers and one chief-accountant. In addition to these top-level managers, there are another 20 middle and line managers.

The organization comprises the following main departments: 4 museum-type departments, 4 support departments (Accountancy, Juridical, Audit and Administrative) and 4 specialized departments (Regional Preservation, Marketing, Information Center and a Film Studio). Each main department comprises several sub-departments.

Horizontal structure: Departments and sub-departments have no formal connection among them, except for the connection through their managers/coordinators.

Structure of the field of interest: Except for support departments/sub-departments, the organizational structure maintains different approaches: the historical development of the organization, the heritage owned by each department, the museum specific functions.

B. Job descriptions

During the research, no job descriptions were provided, even if the interviewed staff declared that there are such descriptions.

C. Spatial distribution of members

The organization's staff shares 7 different buildings, 3 of such buildings being 15 km away from the main headquarters (which is outside the city).

D. Personnel structure

The four museum-type departments have a different number of employees (50, 18, 8 and 8), support departments comprise a differentiated number of staff according to the significance of their activity (administrative – 35, financial – 10, HR/juridical – 2, audit – 1), while specialized departments have different numbers of employees due to their significance for a museum which owns a large number of cultural goods made of wood, and a wide open-space exhibition: (marketing – 11, the film studio – 15, information and documentation – 9, preservation and restoration – 42).

E. Recruiting system

There is no human resources policy and no motivational policies.



F. Rules and Regulations

There are only two documents stating how the organization is structured and what its functions are: the regulations for the museum's organization and operation and the regulations for employees' internal conduct. The institution guides its activities according to the specific legislation in the field of museums.

G. Financial structure

Financial sources: the County Council, the Ministry of Culture and the Administration of the National Cultural Fund and the revenues generated by the organization's own activities.

An internal survey was conducted through questionnaires and interviews. 123 from the total of 215 employees of the museum answered to questionnaires. During the interview stage, 29 persons were questioned, distributed in such a way as to statistically cover all departments.

The cross-analysis of questionnaires and interviews indicates the following results:

a) The answers on the activities implemented by the organization revealed the following activities: exhibitions, festivals and fairs. The least important activities seem to be educational programs for adults and internet-based activities.

b) Awareness of target groups

The large majority of employees consider that library activities are addressed to all the categories of age groups from 7 years old to over 60 years. From a socio-economical point of view, the main target groups are pupils/students and retired people.

c) The beneficiaries' interests and expectations are identified without a formal evaluation system.

d) There are no programs of internal communication. The information system within the organization is inconsistently described by staff, many of them declaring that they are informed by their direct managers or by their colleagues.

e) The sources of information on the beneficiaries' needs and expectations are: discussions with colleagues, the public's reactions, the staff's own observations, from mass-media and the information gathered through the "Visitor's book".

f) The majority of museum workers declared in questionnaires that they were informed of the annual plan of the organization. On the other hand, many employees declared during the interviews that they are more informed of the programs of their own departments.



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g) Employees do not consider themselves as prepared to work with all types of beneficiaries. A significant number of employees are not trained to work in order to develop and implement educational activities for adults or are not interested in it as their daily activities do not imply direct interaction with the public.

General conclusion of the survey:

- The organization is highly concentrated on a single-person; the general manager seems to be focal point of all the organization's activities and initiatives.
- The organization seems to be reduced only to two departments (the biggest museum-type department and marketing).
- The organization is successful, recording an increased level of activities and revenues year after year.
- The organization is an informal "tradition-based" organization, which is able to function without instituting strong formal rules.

There are some aspects that may be used as a good example: the organization's staff is very well concentrated on what might be called an "activity-based management" (focus on good results for each daily activity). On the other hand, the management's vision about the organization's future is not very well acknowledged at the executive level, the staff relying their actions on the opinion that the "manager knows better".

Partner organization conducting the research: CPPC (Romania).

Study case 8 – A city public library - Turkey

1. Organization's characteristics

Organization type: city public library, public body, under the supervision of the Directorate of Culture and Tourism.

Annual Budget: 2006 - approximately 250,000, Euro; 2007 - approximately 300,000 Euro.

N° of employees: 22.

2. Historical data

The library was established in 1775 and, in its history of more than two centuries, registered a lot of changes, both at the subordination and authority levels and at the level of the actual building hosting the



institution. The organization has been in the present headquarters since 1973. All the Library's financial needs are covered by the central government. Local government financially supports the library in the development of collections and other issues. The Library has a comprehensive section for children, a book lending service, a research hall, a cultural activities hall and a section for visually impaired people. Braille books and audio books from this section are lent to visually impaired persons. The Library's collection can be accessed via the Internet since 1998. The Library has four branches that are spread around the city. The organization, together with another 44 small public libraries, provides specific services to a population of 4,000,000 persons.

3. Data on the structure

A. Organizational diagram

Vertical structure: The organizational structure is similar to the structures of other public libraries. All public libraries are under the supervision of the General Directorate of Libraries and Publications, which is a part of Ministry of Culture and Tourism. The organization studied works under the direct supervision of the Directorate of Culture and Tourism, which is a local administrative structure.

There is one manager and two deputy managers. The departments are: Department of Information Technology (internet Services), Accounting and Stock Accounting Department, Ancillary Services and the Department for Visually Impaired Persons are linked to the Deputy Manager of Financial and Administrative Affairs. Children's Department, Mobile Library, Adult Readers' Department, Compilation Department and Periodicals Department are linked to the Deputy Manager of Technical Affairs and Cultural Activities. Four branch libraries are also linked to the Deputy Manager of Technical Affairs and Cultural Activities.

Horizontal structure: The departments within the organization do not have a formal connection

Fields of activity: book lending and reading, exhibitions, mobile library, public lectures, information services, book services, Internet services, auditions, publishing, conferences and training programs.

B. Job description

There are job descriptions which are not personalized for each employee, but follow a general structure, similar for all public libraries, according to the department and position of each employee within the organization.

C. Spatial distribution of members



The library has two adjacent buildings and employees have their desktops in those two buildings. People from one department are to be found in one place.

D. Personnel structure

22 staff, three of which being at the managerial level. The distribution of staff by departments and tasks is: Secretary - two, Reading Services - one, Lending Services - two, Children's department - two, Mobile library - one, Section for visually impaired persons - three, Accounting - one, Stock accounting - two, Internet section - one, Clerks - four.

E. Recruiting system

The staff is employed at the central level, there is no local choice on recruiting systems.

F. Rules and regulations

Some of the rules and regulations that employees need to comply with are to be found in the 'Public Library Regulation', 'Public and Children's Library Regulation', 'Regulation on Educational and Cultural Activities in Libraries'. Other than these general regulations, there are also internal documents stipulating rules for each department/task.

G. Financial structure

The financial needs are covered by the national budget and by the local budget.

An internal survey was conducted through questionnaires and interviews. 22 questionnaires (self-applied) were distributed during the survey; 17 of such questionnaires were received fully filled-in. During the next stage, interviews were concentrated on a representative panel of staff. The cross-analysis of questionnaires and interviews indicates the following results:

a) The library personnel are aware mainly about exhibitions and mobile library activities. One of the less known activities of the library is the provision of certified training. On the other hand, a good level of awareness matches the in-service training services. There can be a couple of explanations: either the training activities offered to external beneficiaries are not deemed to be in line with the very specific of a public library, or the personnel highly appreciate the training programs dedicated to them and may ignore the trainings activities with an external orientation.

b) The library staff recognizes three main categories of beneficiaries: 18-26 years old, children of age 7 to 14, 27-60 years old and employed



persons. Nevertheless, the answers offered by the library staff are consistent with the national level researches and recognize all categories of beneficiaries, differences between them being very small. The quality of this opinion is very good, especially considering the fact that many employees do not have library studies but they are coming from other types of organizations.

c) A slight majority of staff claims to have very good knowledge on the beneficiaries' interests and expectations. On the other hand, these expectations are known on the basis of "public reactions" and "own personal observations". This kind of situation might be explained by the fact that the library system is well regulated from a central/governmental level and the library activities must be in line firstly with regulations and then with public specific requirements.

d) The information flow within the organization is a top-down formal model. Employees are usually informed by means of 'written internal memoranda' and 'in internal meetings'. As for the information connected with the beneficiaries' opinions about the library services, it is circulated without the support of an informational system, in a rather informal way, through discussions. The situation reflects at a small scale the characteristics of the public libraries system, which is strong formalized and top-down based.

e) The source of information about the beneficiaries' needs and expectations is mostly represented by the beneficiaries themselves, the most used/known source of information being "the people's reactions". The other important source of information is the staff's "own observations". Gathered information is shared with the rest of the staff during informal meetings. On the other hand, the information about beneficiaries is to be provided mainly by the hierarchical supervisors of the executive staff, signaling a lack of internal rules regarding the content of communications between departments. As far as the organization does not address the needs of a specific target group and the types of activities implemented are imposed from the central level, it is very possible that the interest in knowing the public expectations is very low.

f) Most staff is aware of the existence of an annual plan of activities. On the other hand, the annual plan is known only in very broad terms, mainly as a document communicated from the central level (central level meaning also the manager). A possible explanation can be a characteristic of the library system, which has a high degree of centralization.



g) The library staff is interested in attending training programs, the same interest being proven by the managerial level too. The library offers training programs both for librarians from other libraries (according to the appointments made by the other organizations) and for other individuals. Also, training programs are available for the library's own employees within the library. As training programs do not represent one of the library's main activities, the fact that these training programs and their success are directly connected with the top management willingness to realize them is to be noted.

General conclusion of the survey:

- There are differences between the answers obtained through self-applied questionnaires and the answers obtained during face-to-face interviews.
- The organization is strongly connected with its mission as a public library. The connection with its public is more a consequence of its mission and characteristics.
- The organization has a high degree of formalization both on internal and external level, due to the characteristics of the public library system in Turkey.
- Due to the very characteristics of the public library system, the information on beneficiaries' needs and expectations is gathered mainly using informal sources.

The above-mentioned characteristics of the organization give it a development approach characteristic to centralized administrative systems. The present and future development of the organization is part of a decision made at the central level. The limits and advantages that may characterize this kind of approach are translated at an organizational level. Thus, due to the influence directly exerted by the organization's manager, especially on human resources matters, training programs are deemed useful and are promoted by the manager.

Adult education does not represent a priority for the organization, such programs being more incidental than a priority. Thus, as a result of the support from the managerial level, there are activities dedicated to offer training programs both for the organization's staff and for its external beneficiaries. The fact that unusual training programs as NeuroLinguistic Programming are offered must be mentioned. Also, the organization offers library-specific programs to beneficiaries appointed from other libraries. However, the following issue remains unclear: on which basis are adult education programs developed and offered, the data gathered



suggesting that such programs are included among other library-specific activities as a consequence of the system of which the library is part.

Partner organization conducting the research: Menderes (Turkey).

Study case 9 – A regional public museum - Bulgaria

1. Organization's characteristics

Organization type: regional public museum, public body, under the methodological supervision of the Ministry of Culture, and under the financial and administrative supervision of the Municipality.

Annual Budget: no data.

N° of employees: no data.

2. Historical data

The museum was established between 1980 and 1983, replacing a former Muslim religious school.

3. Data on the structure

A. Organizational diagram

Vertical structure: The museum is led by a director supported by one Board of Directors (due to the lack of communication with the organization and its staff, this information is only an assumption based on the typical structure of a public cultural organization from Bulgaria). The museum is divided into the following departments: Archaeology, Ethnography, Nature, Art Gallery.

Horizontal structure: No data.

Fields of activity: The structure of the museum is created on the basis of the typology of owned heritage.

B. There are job descriptions; however no information was provided on their content.

C. Spatial distribution of members

No data.

D. Personnel structure

No data on the distribution of staff by departments were gathered.

E. Recruiting system



There is no information available about the recruiting system in place.

F. Rules and regulations

No information was provided.

G. Financial structure

Only one source of financial resources was declared, namely the subsidies from the municipality budget.

An internal survey was conducted through questionnaires and interviews. The cross-analysis of questionnaires and interviews indicates the following results:

- a) The answers about the activities implemented by the organization revealed the following activities: presentation of the cultural heritage to the public, using as a main method lectures and reconstruction of performances of some of the traditional celebrations in the folk calendar. Organization of exhibitions of paintings, conferences, round tables, seminars forms also part of the experience of the employees.
- b) It was not possible to acquire any relevant information.
- c) The beneficiaries' interests and expectations are identified by means of the staff's own observations.
- d) The information system within the organization is "poor" to "satisfactory", even if the research within the project faced many difficulties.
- e) The sources of information about beneficiaries' needs and expectations consist mainly in the staff's own observations.
- f) Museum workers declared that they were not informed on the annual plan of the organization, even if they state that the educational activities are organized on the basis of an annual plan.
- g) Employees consider themselves prepared to work with all types of beneficiaries. On the other hand, the main paths used for their training are self-learning and attendance to different seminars.

General conclusion of the survey:

- The organization is one of the less transparent organizations analyzed during the research.
- The organization is very dependent on the public subsidies to finance its own activities.

The organization owns a very rich cultural heritage (just like many other regional public museums); however, it seems to be disconnected from its public. Its internal environment is not very adequate to the development



of future adult education activities. The organization can be used as a negative example of approaching the relations between cultural organizations and the public.

Partner organization conducting the research: INTEGRA Association (Bulgaria).

Study case 10 – A public municipal cultural center - Lithuania

1. Organization's characteristics

Organization type: A public municipal cultural center, a public body under the subordination of the regional administration.

Dimension: Annual Budget: year 2008 approximately Euro 485,000.

N° of employees: 63.

2. Historical data

The organization was established in 1976.

3. Data on the structure

A. The organizational diagram:

Vertical structure: Besides the central location, the institution has a total of 16 units situated in villages from the region. 63 represent the total number of employees of the institution, including those from local branches or units.

Horizontal structure: the organization is not divided into departments.

Structure of the field of interest: the organization is not divided into departments.

B. Job description

No data available

C. Spatial distribution of members

Employees are distributed between the central location and units from villages.

D. Personnel structure

The organization's staff is divided into two categories: the support staff, who is involved in activities such as maintenance, cleaning or other



unspecialized activities and the specialized staff, comprising mainly cultural-related staff.

E- Recruiting system

No data available.

F-Rules and regulations

No data available.

G- Financial structure

The main source of income – state funds, special state programs and various other funds, some funds from sponsors. No detailed information on the weight that each of these sources is holding in the total budget.

The cross-analysis of questionnaires and interviews with employees indicates the following results:

A) The organization's staff has a common knowledge on the organization's activities. The most known activities are concerts, anniversary events and various other unspecified events. Also, the activities with a significant educational content are anniversary events and concerts. Those activities are multiplied by educational programs for adults and educational activities for children and youth; however, the programs dedicated to adults are less present than the other programs. The most common activities for adults are the chorus, local theatres, arts' therapy, and workshops on creative improvisations.

b) The persons questioned prove to have a fair level of knowledge on the target groups of the organization. The well-known target group is that of 7 to 14 years old. At the same time, most staff recognizes that the organization's activities are relevant for all age groups. There is no special distinction between adult and youth audiences; however, most activities are dedicated to a younger age audience. With respect to the adult public as a target of educational programs, as a rule, cultural workers choose the audience relevant to the topic they provide: the dance group manager works with youths, the local theatre – with adults, the chorus – with adults, etc.

c) The majority of staff claims to be well informed of the public's interests and expectations. The main sources of information on this topic are: staff's own personal observations, discussions with colleagues and public's reactions. Informational flows are mainly informal, as there are no official requests for collecting data about the public's interests and expectations. The majority of staff declares that they are requested to provide such information to the management.



d) The information flows within the organization are mainly of a top-down type, the manager offering/asking information to/from the staff. Communication is mainly verbal. Less pointed out by the survey's participants are written communication and internet-based communication. Meetings represent another method used for internal communication.

e) The most common way to get information about the public's expectations is represented by discussions between colleagues and staff's personal observation or public's reactions. There is no formal system for programs evaluation and on how to acquire information about the public's needs and expectations; however, evaluation is still conducted in a non-formal manner, based on discussions among colleagues and consultancies with appropriate field experts. On the other hand, only a quarter of the staff declares to be informed about the educational activities implemented by the organization.

f) Almost all the staff of the center was involved in professional training during the last three years. Employees declare to be interested in their professional development and engage themselves in this kind of processes by individual documentation and attendance to seminars and workshops.

General conclusion of the survey:

- the organization on the whole and its staff feel less comfortable with activities intending to find out information about the organizational system and conduct;
- it is difficult to say on which basis are the organization's activities developed and implemented, as either a structured informational system or a clear central-level programmatic system are missing. The cultural center's employees are developing their own strategies for educational activities and programs, in direct relation to the topic of their work. The institution lacks a common strategy for educational programs dedicated to adults.
- although the organization's website presents a formal structure by means of departments, the survey does not allow to identify which are those departments and the connection between them and the organization's activities.
- the managerial approach is focused on encouraging employees to develop their professional skills and on ensuring proper conditions for work and activities' implementation, like physical space, equipment and materials. Concerning the educational approach of the institution, there is



no defined strategy. Cultural workers are encouraged to build relations with the community, to work in teams and attend seminars and local meetings.

Partner organization conducting the research: IMOTEC (Lithuania).



Annex 1 - Questionnaire for the manager/director of cultural organisations

Identification information:

- A. Organisation name:.....
- B. Type of organisation:
- ☐ state
- ☐ private
- C. For state organisation:
- ☐ national
- ☐ county
- ☐ local
- D. Gender
- ☐ Male
- ☐ Female
- E. Age
- F. Profession:
- G. Manager experience (years) :
- H. Address:
- I. E-mail:

1. Does your organisation develop educational programmes/activities?
- ☐ Yes
- ☐ No, but is interested in developing educational programmes
- ☐ No

If 'No, but is interested in developing educational programmes', please go to question number 11.

If 'Yes', please continue with the following questions:

2. What kind of educational programmes does your organisation develop?
(You can choose more than one answer)
- ☐ Round tables
- ☐ Conferences
- ☐ Seminars
- ☐ Practical Workshops



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- ☐ Educational demonstrations (traditional handcraft, painting and so on)
 - ☐ Educational games
 - ☐ Role playing and theatre
 - ☐ Accredited courses
 - ☐ Information services
 - ☐ Internet forums
 - ☐ Blogs
 - ☐ Voluntary activities
 - ☐ Others. Please specify.....
3. Educational programmes are: (please choose the answer that suit you best)
- ☐ A legal obligation
 - ☐ as part of a distinct financial contract / of a project financed by a third part
 - ☐ at people's request
 - ☐ as an initiative of your organisation
 - ☐ Other reason. Please specify_____
4. The educational activities are developed as: (please choose the answer that suit you best)
- ☐ An annual plan
 - ☐ A more than one year plan
 - ☐ Local tradition
 - ☐ Other. Please specify_____
5. In your activity plan, what is the frequency of the educational programmes you develop? (You can choose more than one answer)
- ☐ Permanent
 - ☐ Weekly
 - ☐ Monthly
 - ☐ One for every three months
 - ☐ For specific holidays
 - ☐ Other. Please specify_____
6. For what categories of target groups are the educational programmes developed? (you can choose more than one answer)
- A.



- ☐ Children under 6 years old
- ☐ Children of age 7 to 14
- ☐ 14-18 years old
- ☐ 18-26 years old
- ☐ 27-60 years old
- ☐ Over 60

B.

- ☐ High-school or College Students
- ☐ Employees
- ☐ Unemployed people
- ☐ Retired people
- ☐ Convicted people
- ☐ People with physical and mental disabilities or socio-economic disadvantages

C.

- ☐ Relevant to all age groups
- ☐ Others. Please specify.....

7. To develop educational programmes your organisation: (please choose the answer that suit you best)

- ☐ Has a specialised department
- ☐ This is the task of several departments
- ☐ Has one or more employee in-charged with this task
- ☐ Uses programmes prepared by other organisations

8. How many people have as job description to develop and implement educational programmes? (please choose the answer that suit you best)

- ☐ 1
- ☐ 2
- ☐ 3 or more. Please specify _____ .
- ☐ None

9. The people who develop and implement educational programmes are: (please choose the answer that suit you best)

- ☐ Employees
- ☐ People paid on other types of contracts than a permanent one
- ☐ Volunteers



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10. People that develop educational programmes in your organisation have a background in the educational field (they have received specialized training in pedagogy and/or in adult education): (please choose one answer)
- ☐ Yes
- ☐ No
- ☐ I don't know
11. Do you think that for better educational programmes your organisation:
- ☐ Should have a specialised department
- ☐ More departments working together and share these kind of activities
12. Do you think that for better educational programmes it is necessary that your employees take training programmes in pedagogy and/or in adult education:
- ☐ Yes
- ☐ No
13. Do you think that educational programmes could diversify your public and would attract more audience, targeting other groups than those you have already worked with?
- ☐ Yes
- ☐ No
14. With what target groups would you like to work with in the future? (you can choose more than one answer)
- A.
- ☐ Children under 6 years old
- ☐ Children of age 7 to 14
- ☐ 14-18 years old
- ☐ 18-26 years old
- ☐ 27-60 years old
- ☐ Over 60
- B.
- ☐ High-school or college Students
- ☐ Employees
- ☐ Unemployed people
- ☐ Retired people

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- ☐ Convicted people
- ☐ People with physical or/and mental disabilities or socio-economic disadvantages

C.

- ☐ Others. Please specify.....

15. Through its activities and programmes your organisation intend to:
(please choose one answer)
- ☐ Offer to its public the right and coherent perspective on cultural or natural heritage
 - ☐ Offer to its public multiple perspectives and interpretations over the objects and information that have cultural meanings
16. Do you think that adults are interested in: (you can choose more than one answer)
- ☐ The rightness (accuracy) and the quantity of the information you provide
 - ☐ The opportunity to make his/her own interpretation of the information
 - ☐ The opportunity to have more perspective on the given information
 - ☐ His/her own contribution of the information
 - ☐ Presenting the information from an inter and multidisciplinary perspective
17. Your employees need to develop new competences (abilities) in the field of: (you can choose more than one answer)
- ☐ Developing educational programmes for adults
 - ☐ Active learning
 - ☐ Communication and work with adults
 - ☐ Research of educational needs of adults
 - ☐ Other field. Please specify_____
18. Would you be interested in training programmes in the field of: (you can choose more than one answer)
- ☐ Management of the Change
 - ☐ Cultural Marketing
 - ☐ Educational programmes and developing of audiences
 - ☐ Leadership
 - ☐ Management of Human Resources



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☐ Other field. Please specify_____

19. In your opinion, this type of training programme should be organised under the form of (please choose one answer):

- ☐ Lectures, seminars
- ☐ Self Learning (E-learning or other kind of assisted learning)
- ☐ Lectures and self learning
- ☐ Non-formal learning and evaluation of professional competences
- ☐ Tutoring/mentoring/coaching

20. How long this course should be in your opinion? (please choose one answer)

- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ 5 days
- ☐ 10 days
- ☐ Other. Please specify_____



Annex 2 - Questionnaire for the education specialist from cultural organisations

Identification information:

- A. Organisation name:.....
- B. Type of organisation:
- ☐ state
- ☐ private
- C. For state organisation:
- ☐ national
- ☐ county
- ☐ local
- D. Gender
- ☐ Male
- ☐ Female
- E. Age
- F. Profession:
- G. Educational programmes experience
(years):.....
- H. Address:
- I. E-mail:

1. Does your organisation develop educational programmes/activities?

- ☐ Yes
- ☐ No, but is interested in developing educational programmes
- ☐ No

If 'No, but is interested in developing educational programmes', please go to question number 11.

If 'Yes', please continue with the following questions:

2. The educational activities are developed as: (please choose the answer that suit you best)

- ☐ An annual plan
- ☐ Several years plan
- ☐ Local tradition
- ☐ Other. Please specify _____



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3. In your activity plan, what is the frequency of the educational programmes you develop? (You can choose more than one answer)

- ☐ Permanent
- ☐ Weekly
- ☐ Monthly
- ☐ One for every three months
- ☐ For specific holidays
- ☐ Other. Please specify _____

4. For what categories of target groups are the educational programmes developed?

A.

- ☐ Children under 6 years old
- ☐ Children of age 7 to 14
- ☐ 14-18 years old
- ☐ 18-26 years old
- ☐ 27-60 years old
- ☐ Over 60

B.

- ☐ High-school or college Students
- ☐ Employees
- ☐ Unemployed people
- ☐ Retired people
- ☐ Convicted people
- ☐ People with physical or/and mental disabilities
- ☐ People with economical or social disadvantages

C.

- ☐ Relevant to all age groups
- ☐ Others. Please specify.....

5. What kind of educational programmes do you implement?

- ☐ Round tables
- ☐ Conferences
- ☐ Seminars
- ☐ Practical Workshops



- ☐ Educational demonstrations (traditional handcraft, painting and so on)
- ☐ Educational games
- ☐ Role playing and theatre
- ☐ Accredited courses
- ☐ Information services
- ☐ Internet forums
- ☐ Blogs
- ☐ Voluntary activities
- ☐ Others. Please specify.....

6. What kind of educational methods do you use?

- ☐ Discussions
- ☐ Games
- ☐ Demonstration
- ☐ Role playing
- ☐ Exercise
- ☐ Lecture
- ☐ Practical workshop
- ☐ Others. Please specify _____ .

7. What kind of items do you use for educational programmes?

- ☐ Computer
- ☐ Educational Soft
- ☐ Video projector
- ☐ Flipchart
- ☐ Flipchart paper
- ☐ Work paper
- ☐ Materials for practical workshops (ex. Brushes, paint, and so on)
- ☐ Others. Please specify _____ .

8. Where do you have your educational programmes? (You can choose more than one answer)

- ☐ Outdoors
- ☐ Indoors
- ☐ Your organisation spaces/rooms
- ☐ Other places. Please specify _____ .



9. When you create an educational programme you take into consideration:
(Please give rates from 1 to 6, where 1 is less important, 6 is the most important)
- ☐ the available time of your target group
 - ☐ Financial resources
 - ☐ To assure the fidelity of the participants of educational programmes
 - ☐ Work methods adapted to the needs and the level of the target group
 - ☐ The available equipment
 - ☐ The location
10. For your personal professional development in the field of education (you can choose more than one answer):
- ☐ you participate in trainings/courses in the field of education
 - ☐ you participate in national / international seminars / conferences
 - ☐ you consult specialised publications
 - ☐ you share and learn from the experiences of your colleagues
 - ☐ others. Please specify _____
11. Do you think that educational programmes could diversify your public and would attract more audience, targeting other groups than those you have already worked with?
- ☐ Yes
 - ☐ No
 - ☐ Comments.....
12. What kind of public (target groups) would you like to work with in the future? (You can choose more than one answer)
- A.
- ☐ Children under 6 years old
 - ☐ Children of age 7 to 14
 - ☐ 18-26 years old
 - ☐ 27-60 years old
 - ☐ Over 60
- B.
- ☐ High-school or college Students
 - ☐ Employees
 - ☐ Unemployed people



- ☐ Retired people
- ☐ Convicted people
- ☐ People with physical or/and mental disabilities
- ☐ People with economical or social disadvantages
- C.
- ☐ Others. Please specify.....
- ☐ All age groups

13. From your experience in educational activities with adults, adults learn better if we use methods that include elements like (you can tick more than one option):

- ☐ We offer them information on one subject ordered from simple to complex
- ☐ We tell them what to learn
- ☐ We encourage them to discover by themselves
- ☐ We offer them the right answer to the question
- ☐ We tell them more points of view
- ☐ We invite them to make use of their life experience
- ☐ We give them the opportunity to experiment
- ☐ We let them discover by themselves the answers to the problems
- ☐ We give them information orientated to solving problems
- ☐ We take into consideration gender, age, education background, religion, ethnicity, social status
- ☐ other (please list:)

14. It would be very useful for you and/or your colleagues to learn (to get trained) more about: (Please give rates from 1 to 6, where 1 is less important, 6 is the most important).

- ☐ The ways and methods to develop educational programmes
- ☐ Active learning methods
- ☐ Communication and work with adults
- ☐ Research of educational needs of adults
- ☐ Promotion of educational programmes

15. In your opinion, this type of training programme should be organised under the form of (please choose one answer):

- ☐ Lectures, seminars



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- ☐ Self Learning (E-learning or other kind of assisted learning)
- ☐ Lectures and self learning
- ☐ Non-formal learning and evaluation of professional competences
- ☐ Tutoring/mentoring/coaching

16. How long this course should be in your opinion? (please choose one answer)

- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ 5 days
- ☐ 10 days
- ☐ Other. Please specify_____

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