



CONNECTION

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

Research report

Part I

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Project coordinator:

Centrul de Pregătire Profesională în Cultură - Center for Professional Training in Culture (RO)
www.cppc.ro
office@cppc.ro, adina.dragu@cppc.ro
Adina DRAGU, Pîrvu IONICĂ, Camelia POPESCU, Sever SAVA

Partners:

Sdrujenie Integra - Integra Association (BG)
www.integra.bg
a.moyanova@integra.bg
Aneta MOYANOVA, Nikolay MIHAILOV, Valeryia TERZIYSKA

Polo Europeo della Conoscenza / IC Lorenzo - European Pole of Knowledge (IT)
www.europole.org
euro.spe@tin.it
Stefano COBELLO, Mecarelli MARINA

VŠĮ Švietimo ir kultūros mobiliųjų technologijų institutas - Institute of Mobile Technologies for Education and Culture (LT)
www.imotec.lt
vilma@imotec.lt
Vilma BUTKUTE

Menderes İlçe Milli Eğitim Müdürlüğü - Menderes Town National Education Directorate (TR)
www.menderes-meb.gov.tr
Emin_bakay@yahoo.com
M. Emin BAKAY, Güldan KALEM, M. Gökay ÖZERİM

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Content

I. RESEARCH CONTEXT	5
II. DATA GATHERED AND USED IN THE RESEARCH	10
III. QUESTIONNAIRE FOR CULTURAL PROFESSIONALS - CONCLUSIONS.....	11
III. QUESTIONNAIRE FOR CULTURAL MANAGERS – RESULTS AND CONCLUSIONS	21
ANNEX 1 - QUESTIONNAIRE FOR THE MANAGER/DIRECTOR OF CULTURAL ORGANISATIONS	31
ANNEX 2 - QUESTIONNAIRE FOR THE EDUCATION SPECIALIST FROM CULTURAL ORGANISATIONS	35



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 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.

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.

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

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



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 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.lib.bg/konferencii/nk2007/prezentacii/project_zakon.pdf

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

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

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.lkdct.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 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 2 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 5 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 5 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 5 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 5 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%).

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 - 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.

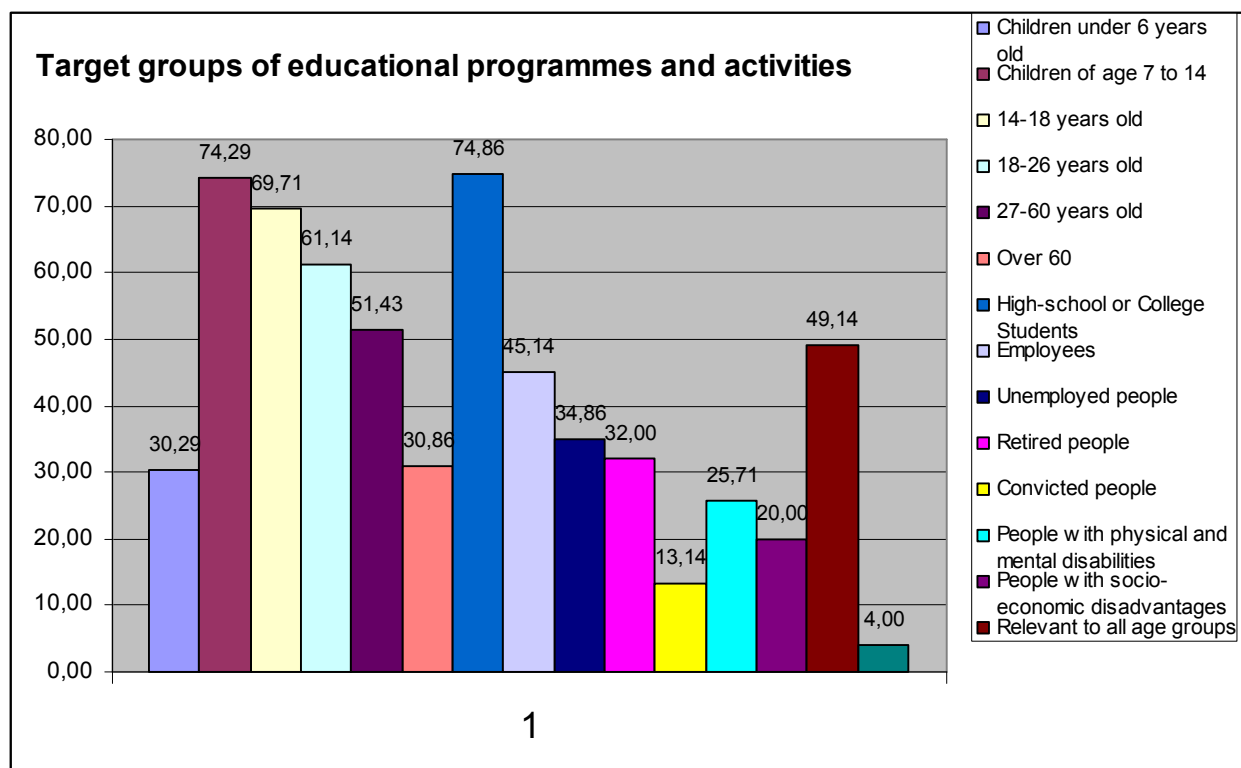


Fig.1 Presence of different categories of public as target group of educational programmes and activities - data from the 5 countries

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.

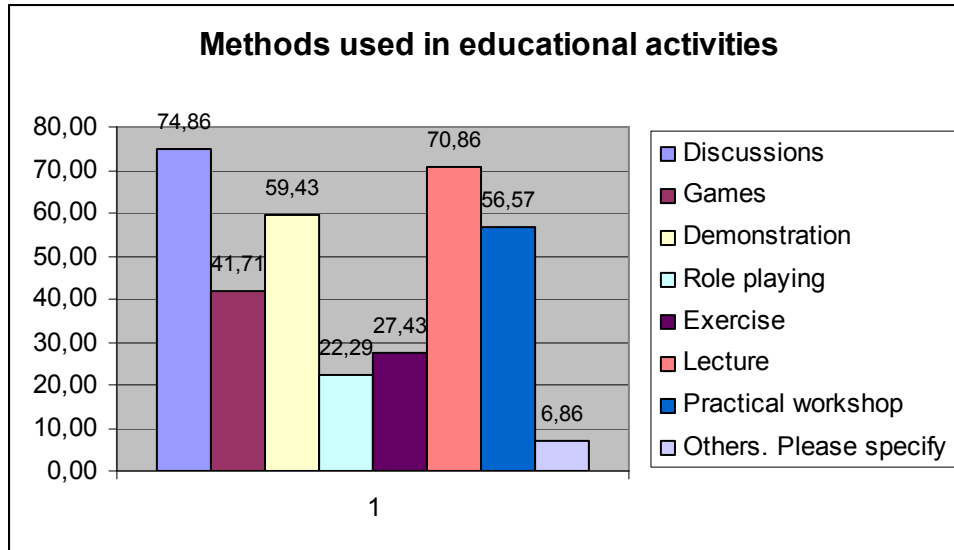


Fig. 2 methods used by the cultural professionals from the 5 countries in the educational programmes and activities

Tendencies and specificities at level of 5 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.

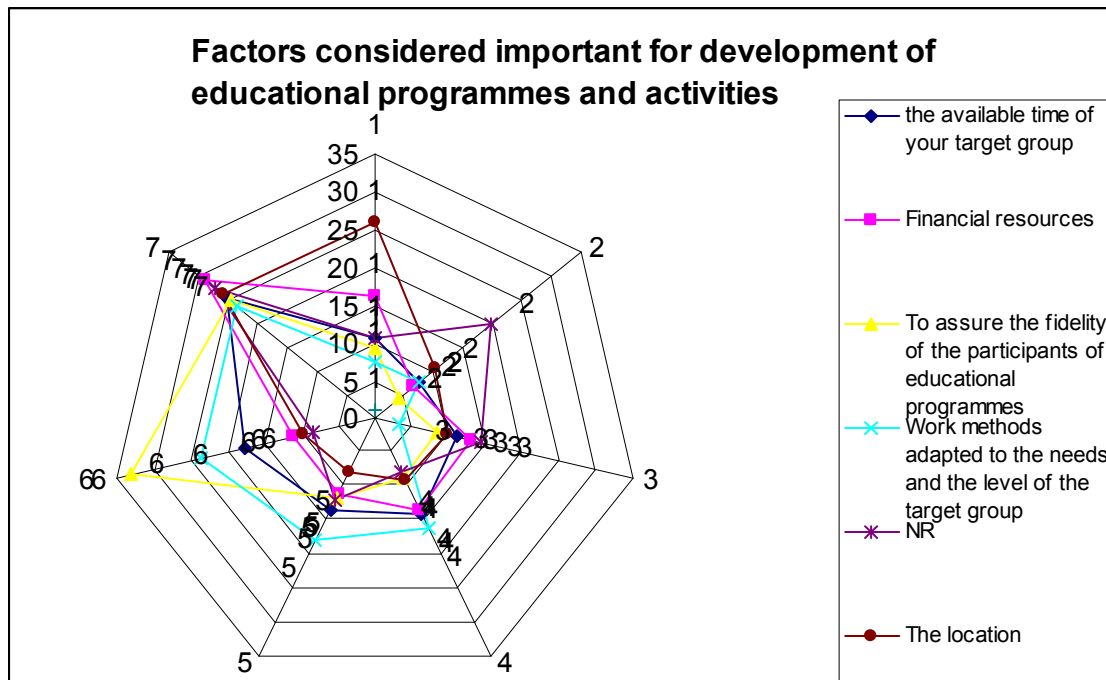


Fig.3 Factors taken into consideration for development of educational programmes. They were rated from 1 to 6 (1=less important, 6=highly important)

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 (questions from 11 to 13):

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** 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.

The tendencies in the 5 countries:

- 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 (questions 10, and from 14 to 16):

Professional 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.

Professional 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).

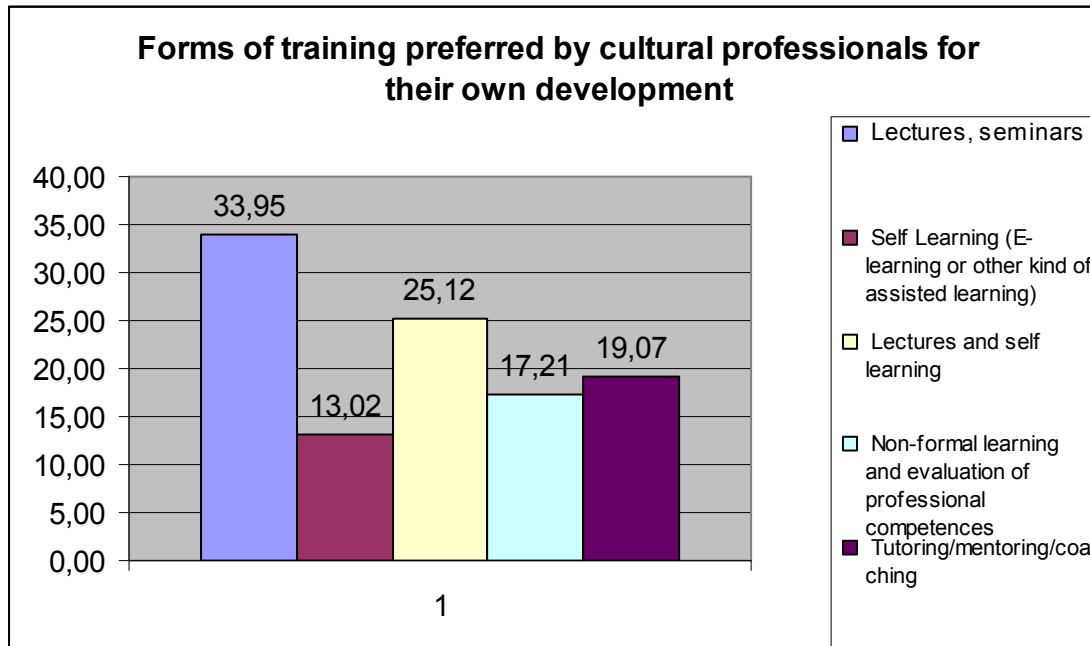


Fig. 4 Professional development of the respondents – forms of training

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 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.



III. 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.
- 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, 56,6% 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.

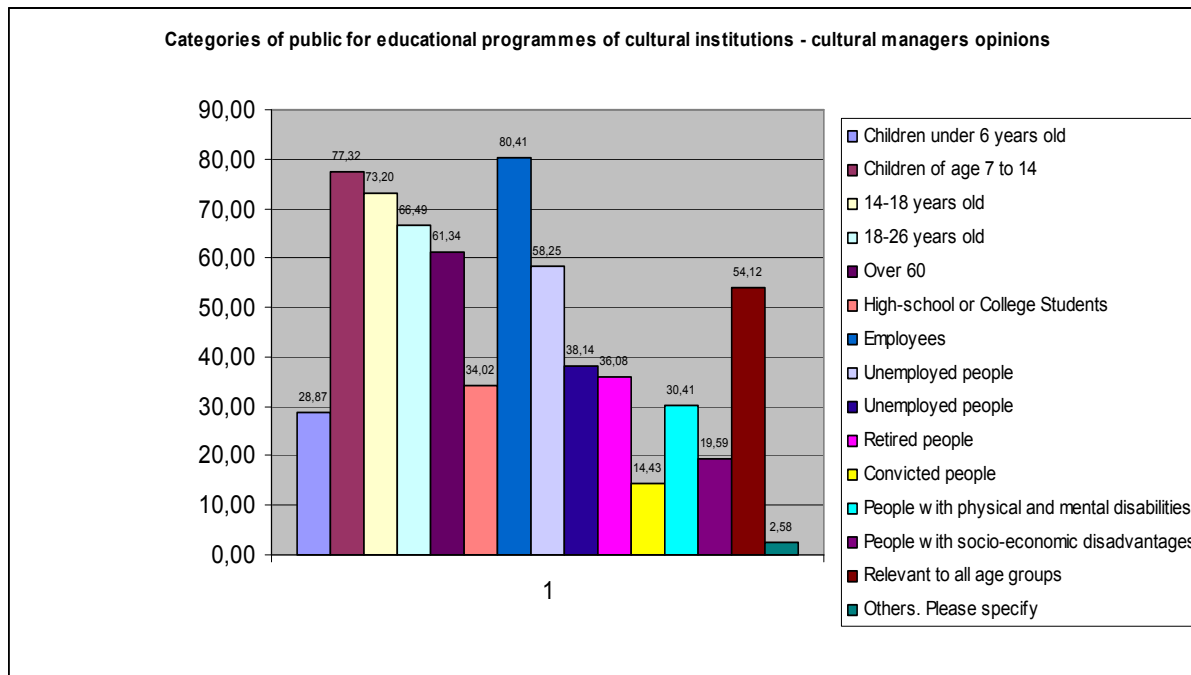


Fig. 5 Categories of public for educational programmes of cultural institutions according to cultural managers

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%.
- **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 (questions from 13 to 16):

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.

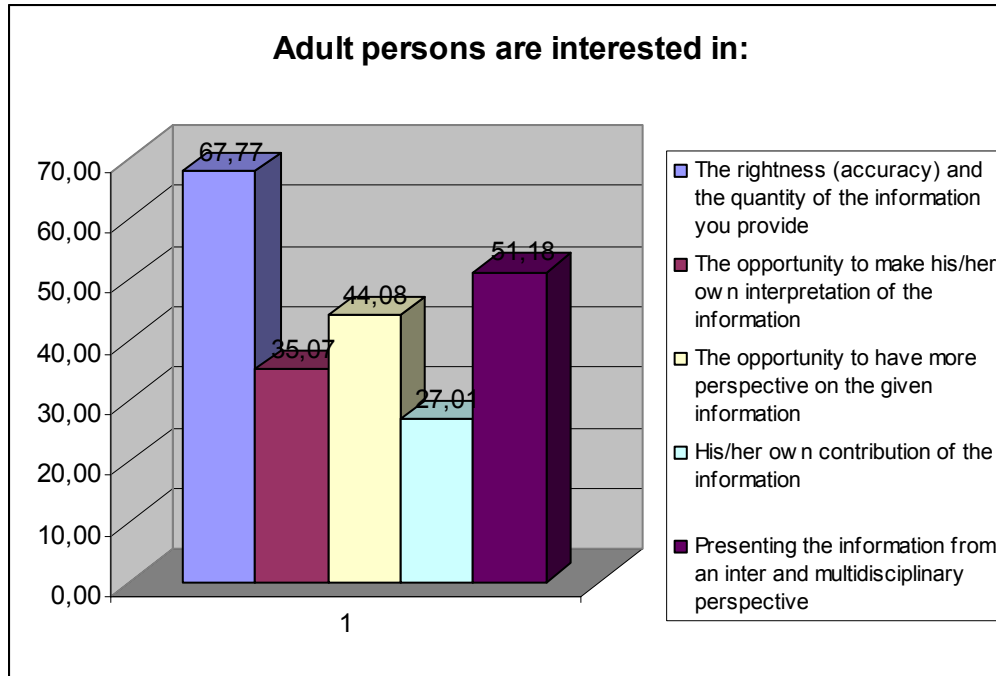


Fig. 6 The educational approach of cultural institutions in relation with adult persons

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 (questions from 18 to 20):

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);

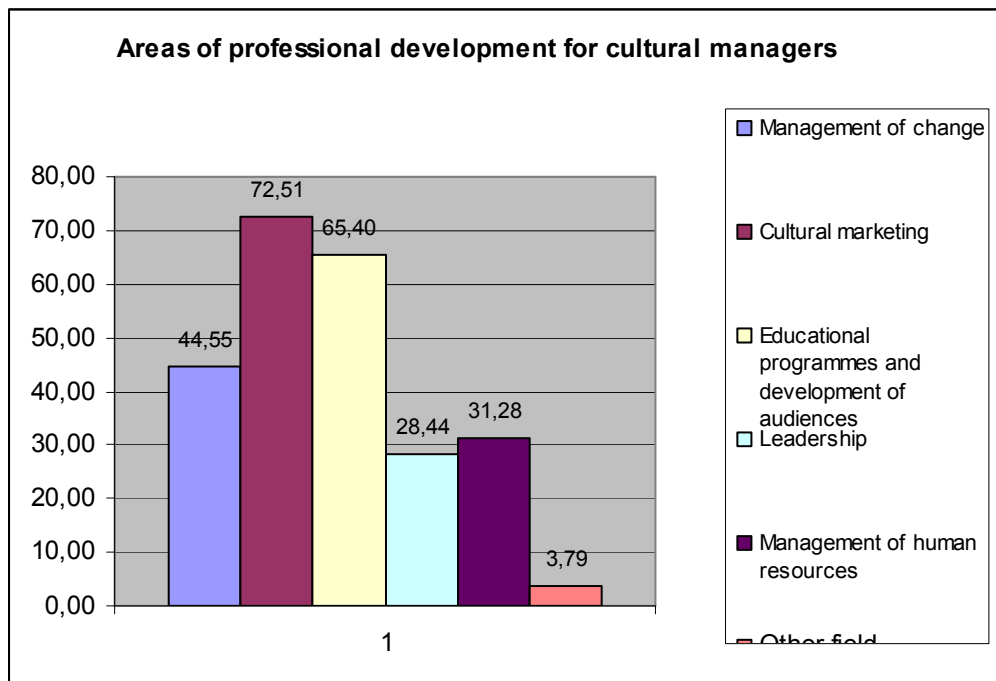


Fig. 7 The interest of cultural managers for their professional development

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 (questions from 7 to 10):

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

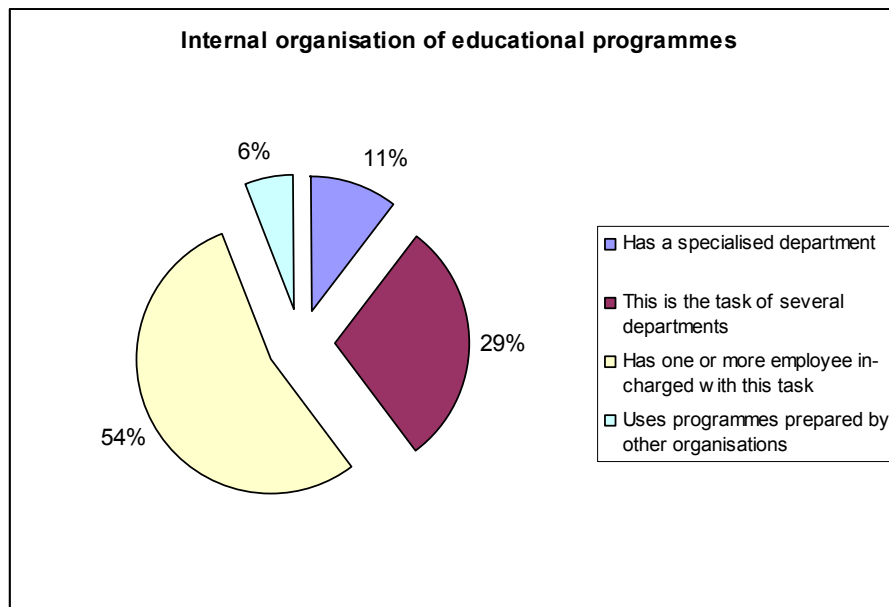


Fig. 8 Allocation of resources for development of educational programmes within cultural organisations



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 (questions 11, 12 and 17):

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.**

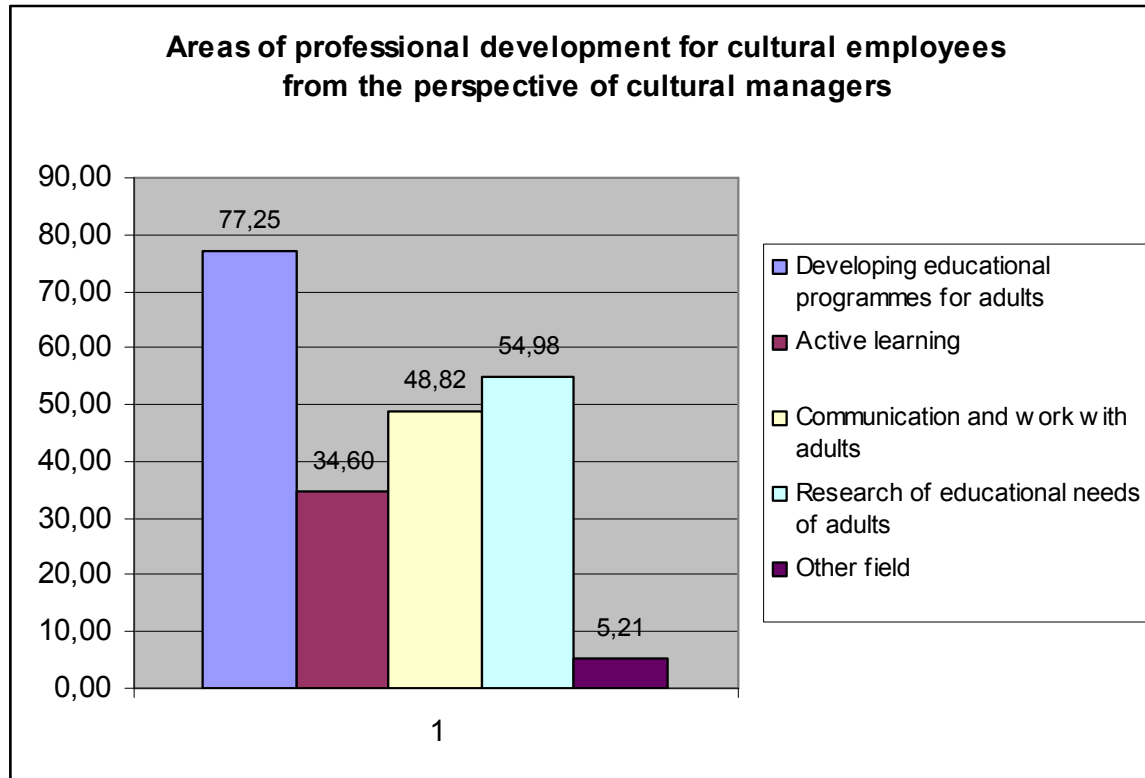


Fig. 9 Professional development of cultural professionals from the perspective of cultural managers

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 context, 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 are relatively small; decreasing tendencies are visible concerning the categories of children and teenagers, high-school and college students; categories of public where there is visible an increasing interest are people with social and economic disadvantages (+19,3) and persons with physical and mental disabilities (+8,5%);
- cultural managers expressed in equal proportion the commitment to a traditional approach of learning in cultural institutions (50% for 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% for the principle that it should offer to its public multiple perspectives and interpretations over the objects and information that have cultural meanings).
- in concordance 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;
- 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.



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
 - 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
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
 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
 - 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 _____
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
 - 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 _____