

REPORT FOR THE SECOND RESEARCH PHASE

1. Partner name: **Integra Association**

2. Period when the questionnaires were applied: **20.03.2008 – 11.04.2008**

3. No. of questionnaires sent / No. institutions that have been addressed in the research: **47**

Museums: sent by post: **22**, send by e-mail: **20**

Libraries: sent by post: **25**, send by e-mail: **21**

4. No. of questionnaires completed - total: **53**

Museums: received by post: **36**, received by e-mail: **0**

Libraries: received by post **14**, received by e-mail: **3**

5. No. of non-valid answers (if any):

Cultural professionals' answers:

All not fully filled personal data

R-5, R-14 more than one answer to no. 2 question

R-13 missed answer to no. 2, 3 questions

R-14 missed answer to no. 5 question

R-12 missed answer to no. 11 question

R-19 missed answer to no. 13 question

R-1, R-5, R-10, R-17b more than one answer to no. 15 question

R-7 more than one answer to no. 16 question

R-8, R-20, R-21 missed answer to no. 16 question

R-23 missed answer to no. 9, 14 questions

R-2, R-3, R-5, R-7, R-10, R-14, R-15, R-16, R-17b, R-17c, R-17d, R-17e, R-21, R-22 incorrect rating to no.9 q

R-1, R-2, R-3, R-4, R-7, R-10, R-14, R-16, R-17b, R-17d, R-18, R-19, R-21 incorrect rating to no.14

Cultural Managers' answers:

All not fully filled personal data

R-5, R-8 R-18 more than one answers to no. 3 question

R-5 more than one answer to no. 4 question

R-13 missed answer to no. 5, 7 questions

R-2, R-3, R-5, R-10, R-15, R-17 did not specify the answer to no. 8 question

R-16 missed answer to no. 13 question

R-5, R-7, R-8, R-19, R-23 more than one answer to no. 19 question

6. No. of questionnaires completed – from cultural professionals: **28**

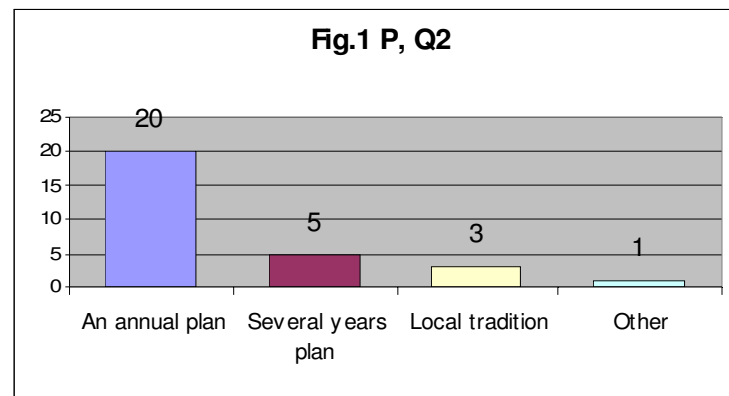
7. No. of questionnaires completed – from cultural managers: **25**

Questions were calculated as percentage from the total amount of respondents even where one or more respondents did not provide an answer. Some questions' results, where only one answer is required per question, compose more than 100% as several of the respondents chose more than one answer or statement. Charts are named as follows: serial number (not the number of the question), 'M' for managers or 'P' for professionals, question to illustrate 'Qn'.

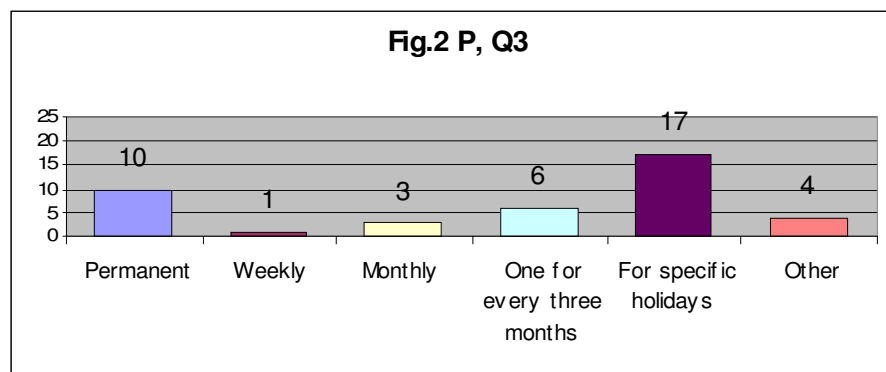
Questionnaires for cultural professionals - conclusions:

A1. The presence of educational activities in cultural institutions (questions from 1 to 9):

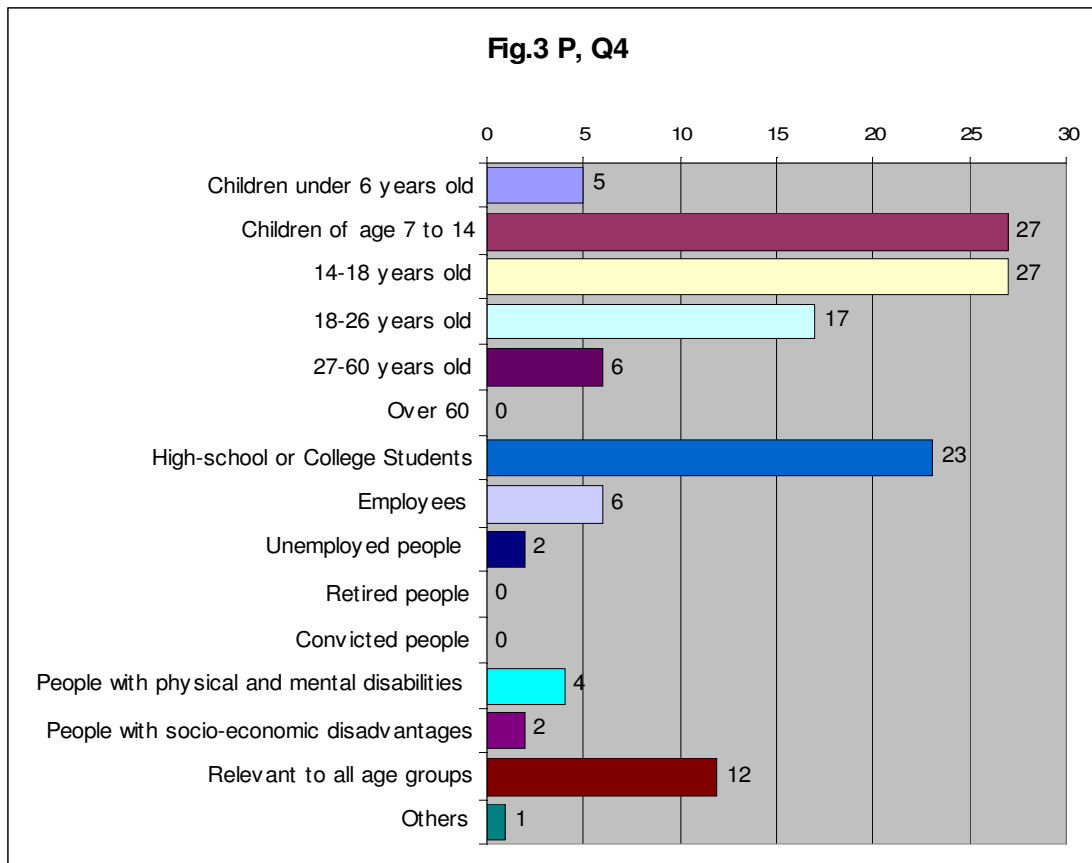
- (Q1) 100% of cultural professionals confirm that their organisations develop educational programmes/activities.
- (Q2) Educational activities are most usually developed as an annual plan (71%). 18% of institutions develop such activities as several years plan. Activities as local tradition are mainly developed in 11% of institutions. “Project activities” is used by one respondent to describe in the most suitable way how educational programmes are developed in his/her organisation. **(Fig.1 P, Q2)**



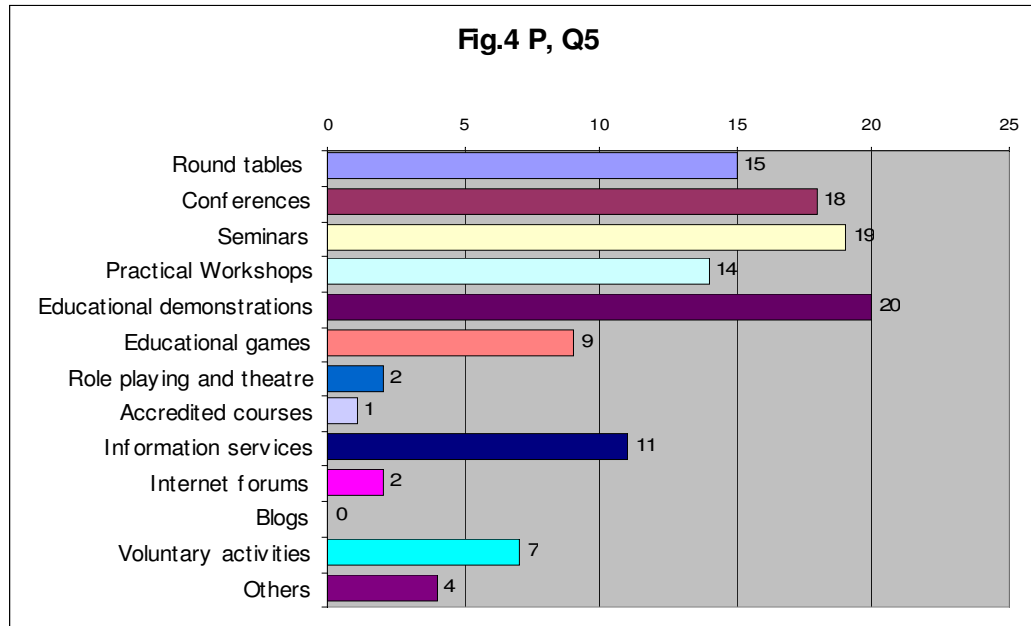
- (Q3) The frequency of developing programmes is defined by 61% as related to specific holidays. 21% chose once per three months, 36% permanent, 11% monthly. In one institution activities are weekly developed. Four institutions added to develop activities by request and therefore in particular cases. **(Fig.2 P, Q3)**



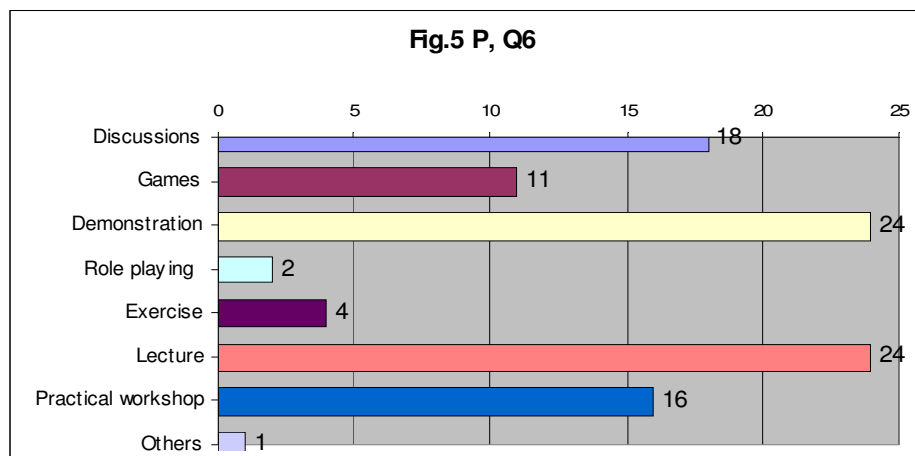
- (Q4) 96% of respondents marked that they work with people at the age 7-14, 14-18, 61% work with the group of 18-26 years old people. Much less is the engagement of the group of 27-60 years old (21%). People over 60 years old are not a defined target group. As to the occupation, 82% of the targeted people are students, 21% are employees. 14% are people with physical and mental disabilities; people with socio-economic disadvantages are of much less interest (7%). Retired people and convicted people are still not defined as a target group. No one of the respondents marked educational activities for those two groups. In general 43% of the respondents stated about activities relevant to all age groups and only one made a comment that educational activities developed by her and her colleagues are relevant to students only. **(Fig.3 P, Q4)**



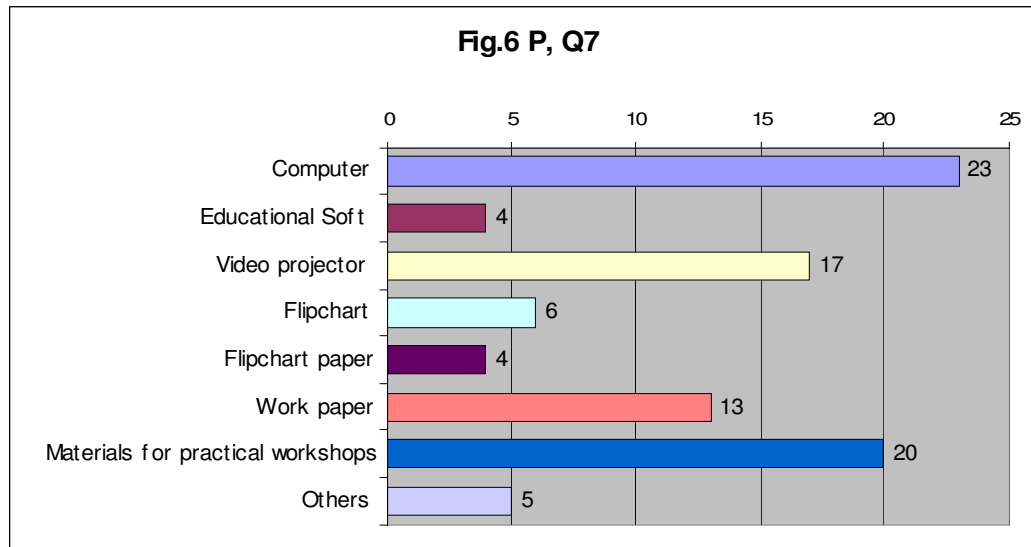
- (Q5) The most popular educational programmes implemented are educational demonstrations (71%). Educational games are implemented in 32% of institutions and role playing/theatre in 7%. Much higher is the implementation of conferences (64%), seminars (68%), round tables (54%) and practical workshops (50%). 39% of institutions provide information services, two institutions administrate a forum and no one has started a blog. In 25% of the institutions voluntary activities are implemented as educational activities. **(Fig.4 P, Q5)**



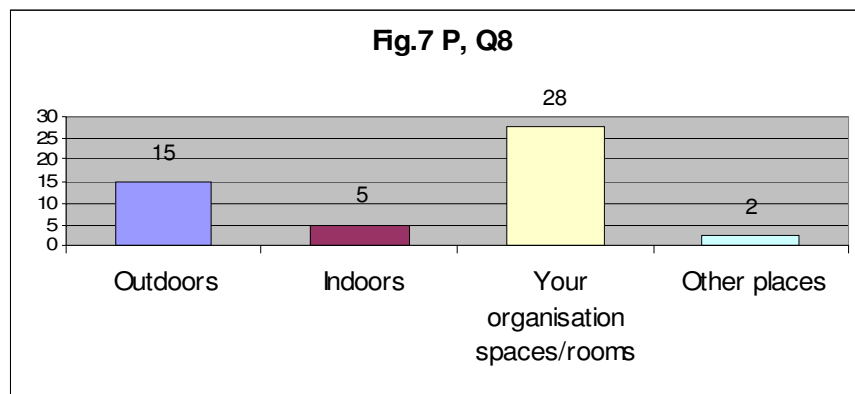
- (Q6) The most popular methods used by cultural professionals are lectures (86%) and demonstrations (86%). Discussions are used by 64% of respondents and practical workshop is appreciated by 57%. Games are used by 39%. Exercises and role playing are not very popular methods. In addition film show is defined as preferred method by one of the respondents **(Fig.5 P, Q6)**



- (Q7) 82% declared to use computers, though only 14% of them use educational software. Video projector is used by 61% of the respondents and some of them added video and audio records as essential items in their work. Materials for practical workshops are used in 71% of institutions. 21% also flipchart and flipchart paper. Museum objects are defined to be used items during educational activities. **(Fig.6 P, Q7)**



- (Q8) All institutions develop educational activities in their space. The second most popular are outdoors educational activities (54%). 18% of institutions develop and implement indoors activities. 7% of institutions added to rent private hall rooms or just to use the halls of other public institutions. **(Fig.7, Q8)**



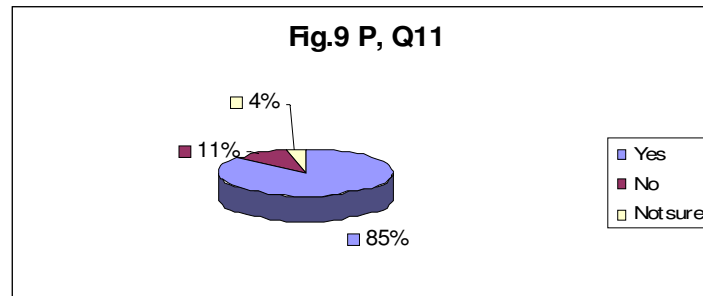
- (Q9) According respondents opinion in creation educational programmes the most important aspects are to adapt work methods to the needs and the level of the target group (5,07 points) and to assure the fidelity of the participants of educational programmes (4,79 points). The less important aspect is the location. These points are calculated as the sum total of the rates divided by the number of respondents (28)

Conclusions:

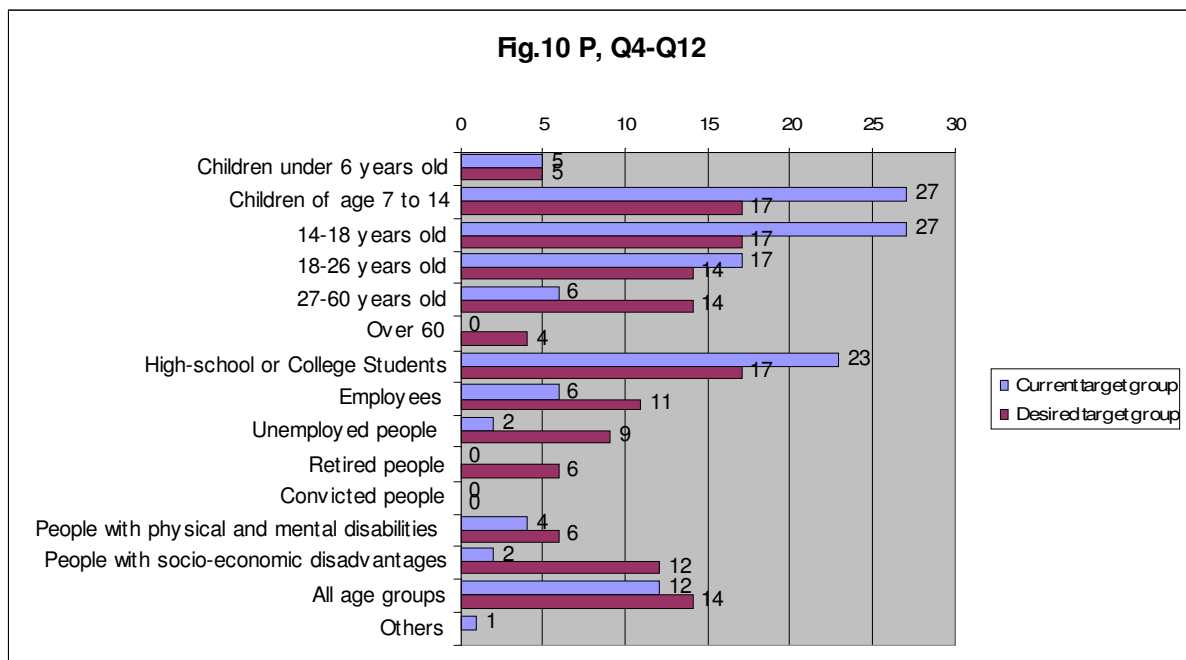
Educational activities are quite popular. All institutions addressed confirmed to develop and implement such activities. There is one respondent that makes a comment at the beginning of the questionnaire that only educational activities are organised and educational programmes are not developed. We have no other indications whether there are any other respondents that answer the questions considering only educational activities. Educational activities most usually are implemented according to an annual plan, mainly for specific holidays. However, almost a half of the respondents answer to organise such activities permanently. It could not be a contradiction if considering those two different answers as related to different educational activities. But we could not be sure that is the case. The biggest target group of educational activities are school and university students, the results are similar looking at both age range and occupation. Adults are still an insignificant target group. The most popular educational activities are demonstrations and practical workshops addressing the public, information services too. Conferences, seminars and round tables are popular too but more or less they target mainly other cultural professionals, a conclusion based not on the questionnaires but on practice. Lectures, demonstrations, discussions, practical workshops are the most popular methods implemented with items as computer, video projector and materials for practical workshops. All institutions develop educational activities in their place, some of them do it outdoors or as guests to other public institutions. When developing educational activities, cultural professionals consider mainly the needs and the level of the target group.

B1. The perception of cultural professionals on educational activities (questions from 11 to 13):

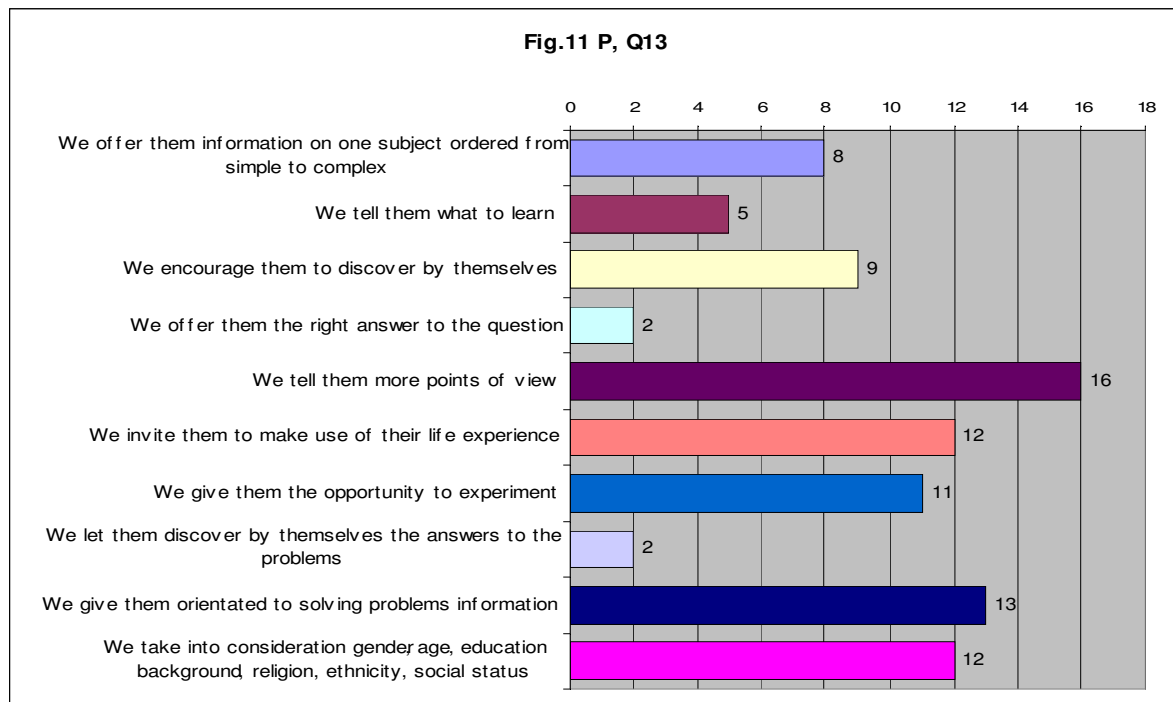
- (Q11) 24 respondents agree and 3 do not agree that educational programmes could diversify public and would attract more audience, targeting other groups than those they have already worked with. One is not sure if that could be fruitful, taking in consideration the quality of work of a particular group consisting of people coming from different groups. **(Fig.9 P, Q11)**



- (Q12) Cultural professionals would like to work with groups they have not been working with by now. That does not refer to convicted people as a desired target group. The group of adults is highly presented – employees (39%), all age groups (50%), 27-60 years old (50%), retired people (21%), people over 60 years old (14%). **(Fig.10 P, Q12)**



- (Q13) Cultural professionals think that adults learn better if they tell them more points of view (57%), give them orientated to solving problems information (46%), invite them to use their life experience (43%). Consideration of gender, age, education, background, social status, ethnicity and religion is also appreciated as a significant factor (43%) (**Fig.11 P, Q13**)

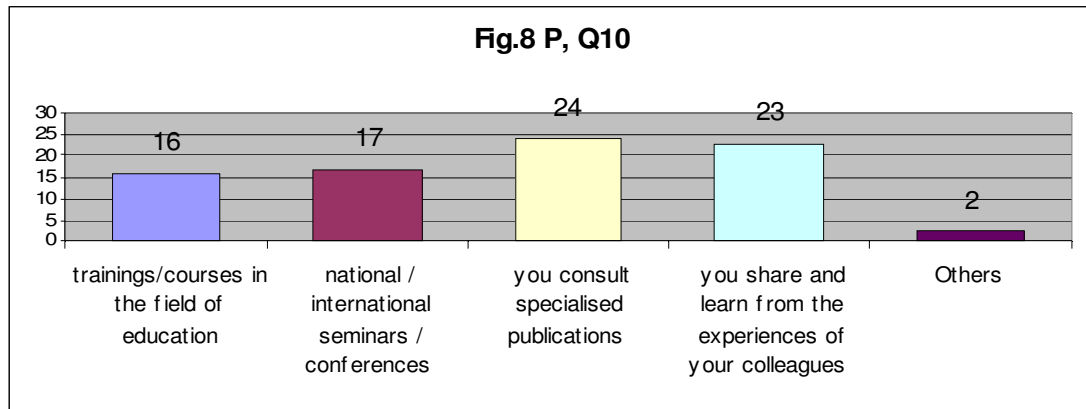


Conclusions:

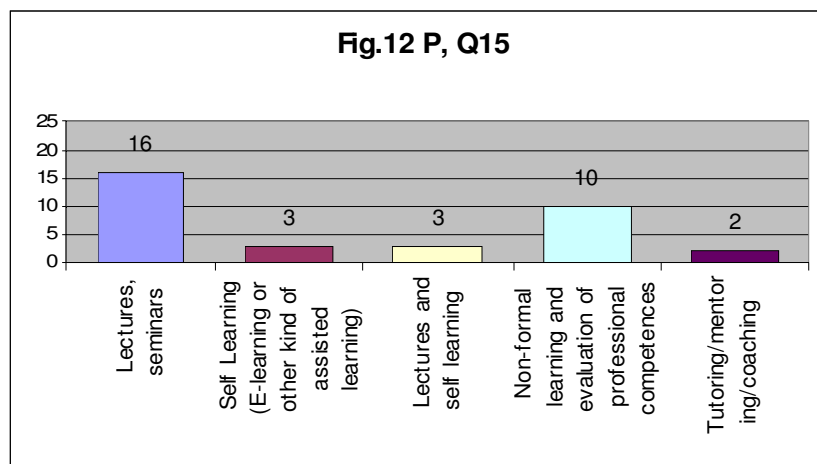
Not all cultural professionals share the opinion that educational activities would diversify their public. There are strong sceptics. Beside the most usual target groups, namely students, the cultural professionals show interest to work with adults, excluding convicted people. The supposed factors that facilitate the process of adult learning are sharing more than one point of view, provision of information that is orientated to problem solving and taking into consideration differences among learners – gender, age, education, background, religion, ethnicity, social status.

C1. The interest of cultural professionals for personal development and training (questions 10, and from 14 to 16):

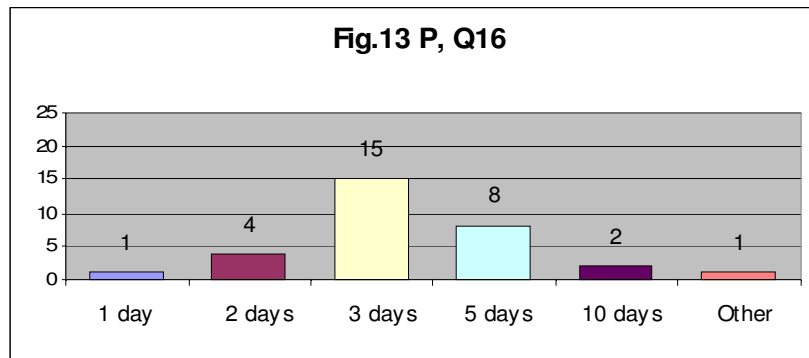
- (Q10) For personal professional development in the field of education respondents consult specialised publications (86%) and learn from the experiences of colleagues (82%). 61% attend seminars and conferences, and 57% participate in training courses. **(Fig.8 P, Q10)**



- (Q14) Cultural professionals think that the most important is the ways and methods to develop educational programmes (4,93 points) and promotion of educational programmes (4,29 points). As less important is considered active learning methods (2,79 points)
- (Q15) There are two big groups of answers, regarding preferences to the design of the training course. The first one is the group of respondents that prefer traditional type of training form – lectures and seminars (57%). The other one is the group of the respondents that prefer non-formal learning (36%). Self-learning and self-learning with lectures included are not so popular preferences. **(Fig. 12 P, Q15)**



- (Q16) Respondents prefer the optimal duration of the training programme to be three days (54%) or five days (29%). The other three options are chosen by insignificant number of respondents.
(Fig. 13 P, Q16)



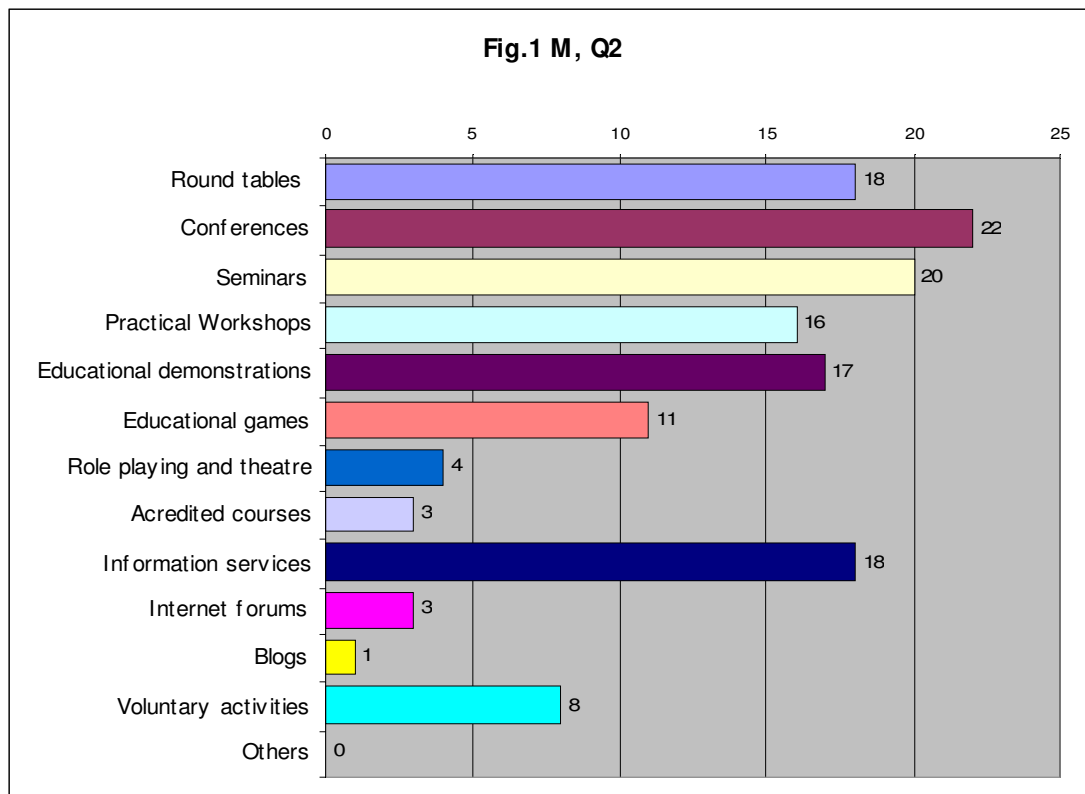
Conclusions:

Cultural professionals mainly refer to specialised publications and learn from the colleagues' experience. As most useful to learn is defined: 1) ways and methods to develop educational programmes and 2) promotion of educational programmes. The most appreciated form for trainings should be lectures or seminars or also non-formal learning. The optimal duration of the training programme for cultural professionals should be three days.

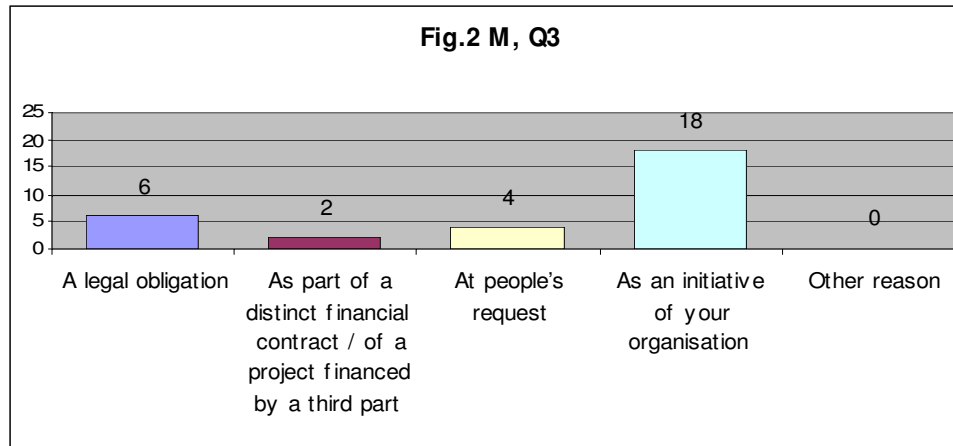
Questionnaires for cultural managers - conclusions:

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

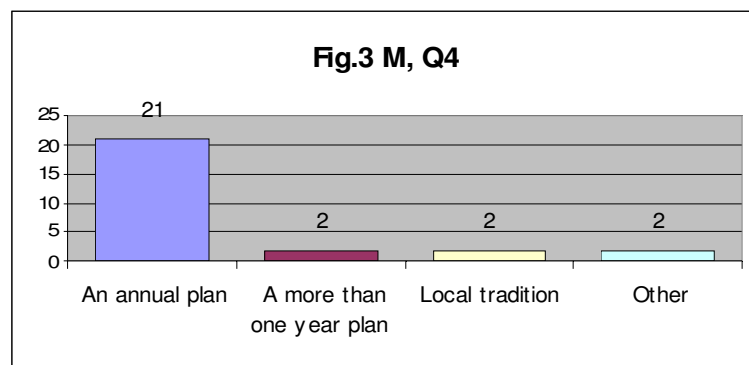
- (Q1) 100% of the respondents confirm to develop educational programmes or/and activities.
- (Q2) The dominant educational activities are conferences (88%), seminars (80%), round tables (72%) and provision of information service (72%), though internet forums (12%) and blogs (4%) are not popular communication channels. In the group of more practical activities the most appreciated are educational demonstrations (68%), practical workshops (64%) and educational games (44%). Institutions that organise accredited courses are insufficient number (12%). Voluntary activities are defined to be used as educational activities in 32% of institutions. **(Fig.1 M, Q2)**



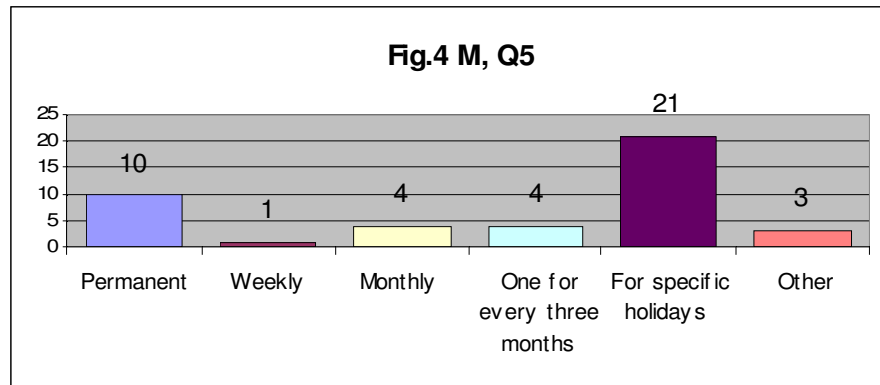
- (Q3) 72% of the respondents prefer to describe their work in the field of educational programmes and activities mainly as an initiative of their organisation. 24% said that they are first and foremost legally obliged. 16% chose people's request to have the leading role. Only 8% of institutions chose a distinct financial contract to suit their work best. **(Fig.2 M, Q3)**



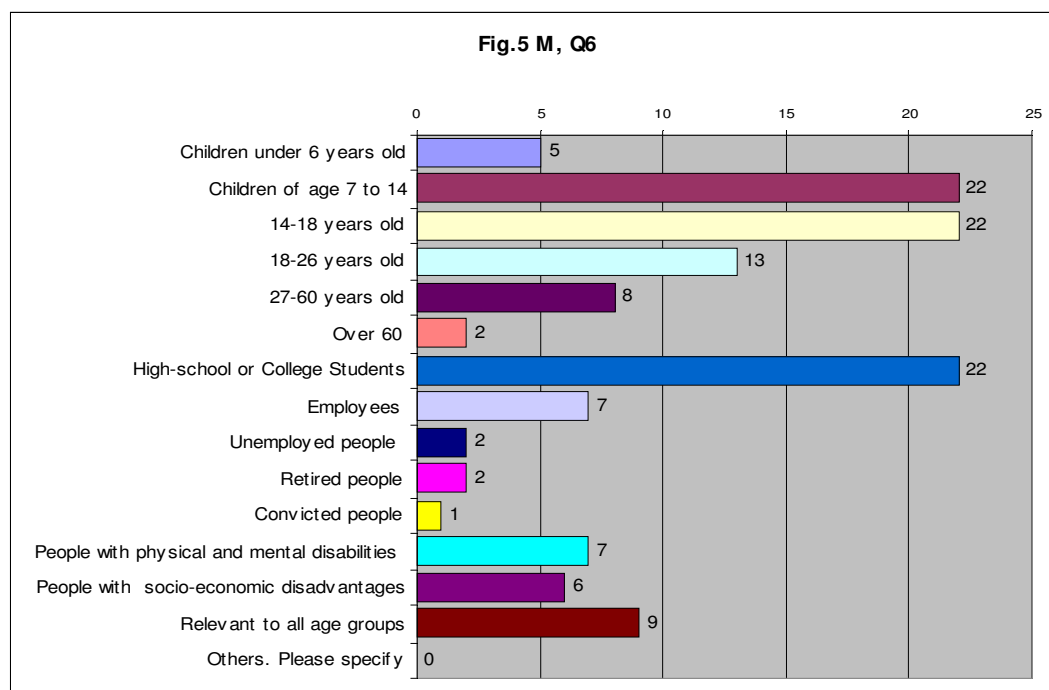
- (Q4) The great number of respondents declares to develop educational activities as annual plan (84%), 8% of the institutions elaborate a more than one year plan and other 8% describe their work as local tradition. One respondent added as a comment that they develop educational activities by request and another one – as project activities. **(Fig.3 M, Q4)**



- (Q5) 84% of the respondents state to develop educational activities as related to the specific holiday. 40% chose permanently, 16% monthly and once for every three months. Only one respondent chose weekly and another three added to develop activities occasionally – seasonally, by request or as project activities (**Fig.4 M, Q5**)



- (Q6) 88% of respondents indicate that they work with people at the age 7-14 and 14-18, 52% work with the group of 18-26 years old people and 32% work with the group of 27-60 years old. Only 8% target people over 60. Students are the dominant target group (88%). Adults are of interest as employees (28%), as disabled people (28%) and as people with disadvantages (24%). Convicted (4%) and retired ones (8%) are not targeted. Only 36% of the respondents indicate that educational activities are relevant to all age groups. (**Fig.5 M, Q6**)

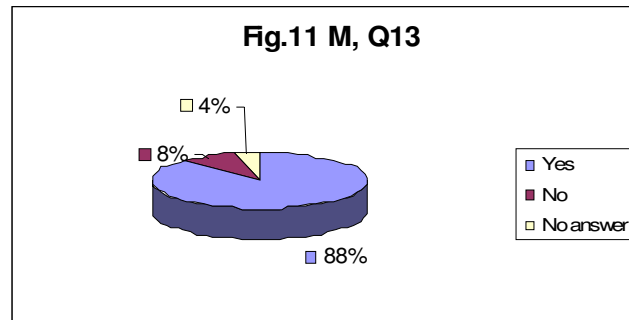


Conclusions:

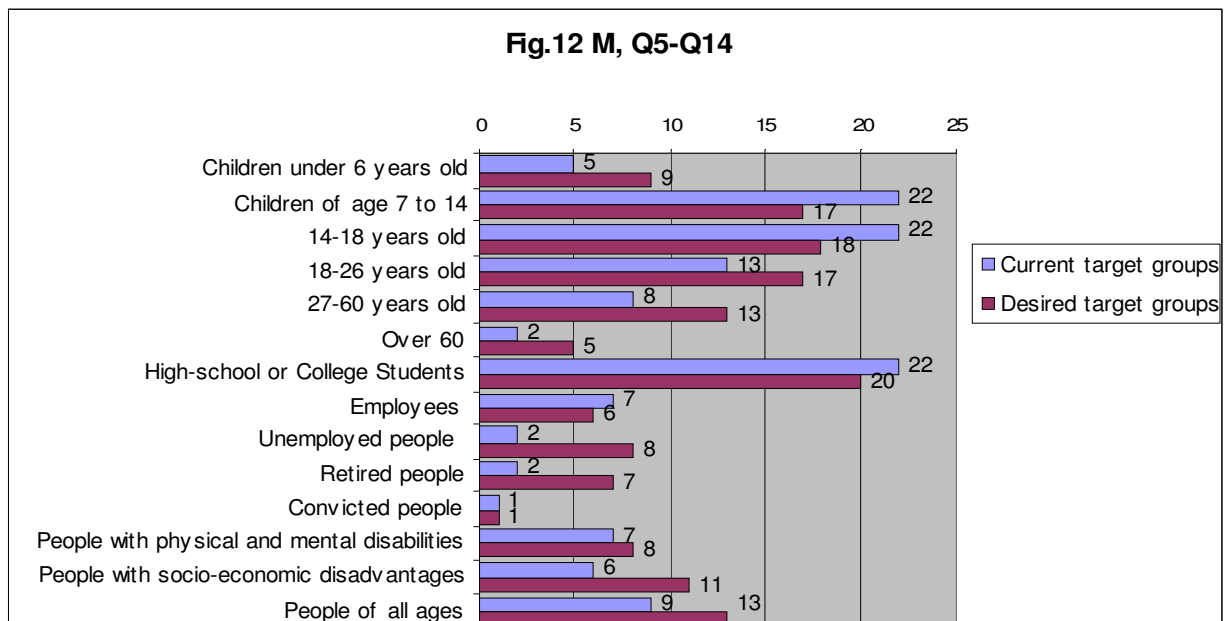
All managers addressed declare that educational programmes or/and activities are developed in their institution. The dominant educational activities are conferences, seminars, round tables and provision of information service. In the group of more practical activities the most appreciated are educational demonstrations, practical workshops and educational games. The majority of the respondents prefer to describe their work in the field of educational programmes and activities mainly as an initiative of their organisation. Only 24% said that they are first and foremost legally obliged. Educational activities are developed as annual plan, mainly in accordance with specific holiday. Students are the dominating target group. Adults are of interest mainly as employees.

B2. The perception of cultural managers on educational activities (questions from 13 to 16):

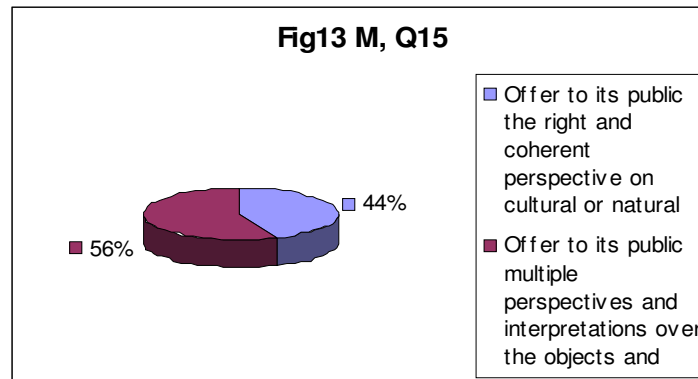
- (Q13) 22 respondents agree that educational programmes would diversify their public and attract more audience. 2 respondents do not agree. One just skipped that question. (Fig.11 M, Q13)



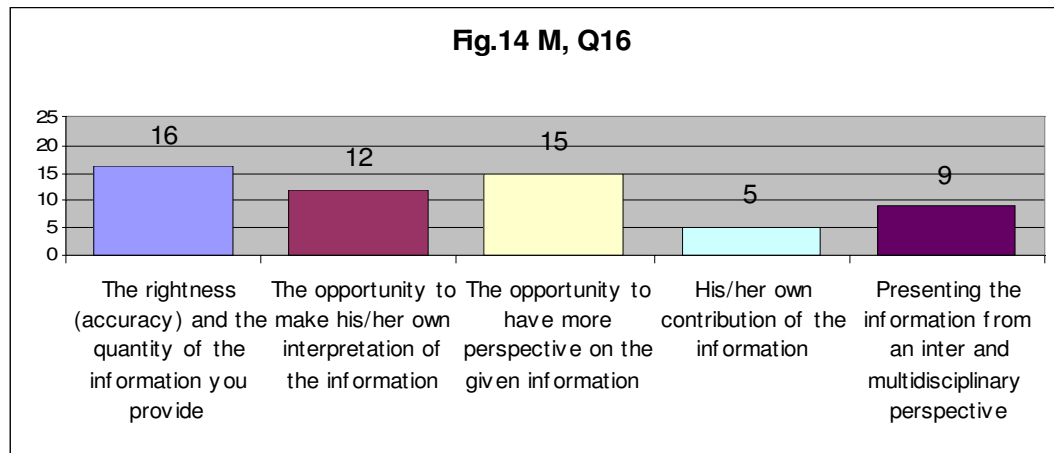
- (Q14) Interpreting the results for desired target groups one should take into consideration that one part of the respondents indicate only those desired groups they haven't been working with and the second part put in the desired target groups also groups they work now with and would like to continue address them. Focusing on adult learners only, 52% of the respondents indicate that they would like to address the group of 27-60 years old, in comparison with only 32% of institutions that now work with that target group. People over 60 years old are of interest three more organisations. Retired people, people with socio-economic disadvantages and unemployed people are most desired in comparison with the current situation. Convicted people are not of interest. (Fig.12 M, Q5-Q14)



- (Q15) Through educational activities developed in the organisation they are managing 44% of the respondents intend to offer to the public the right and coherent perspective on cultural or natural heritage and 56% think that it should offer to its public multiple perspectives and interpretations over the objects and information that have cultural meanings. **(Fig.13 M, Q15)**



- (Q16) There is no agreement on what is of interest to adult public. 64% of the respondents think that it is the rightness and the quantity of the provided information. 60% think that it is the opportunity to have more than one perspective, 48% suppose it to be the opportunity to make an interpretation of their own, 36% consider the multidisciplinary perspective, 20% stress on contribution to the information **(Fig.14 M, Q16)**

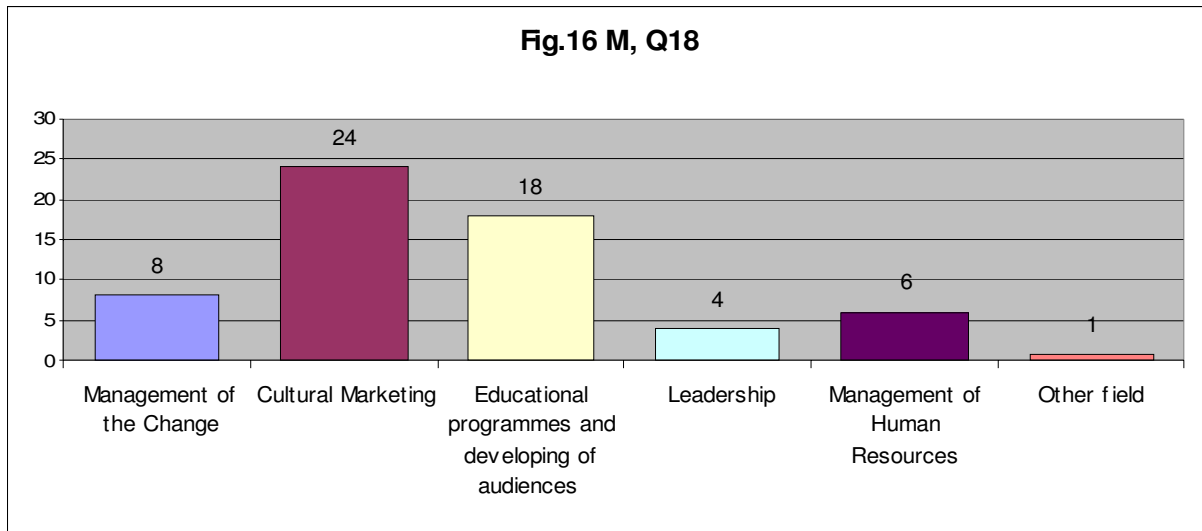


Conclusions:

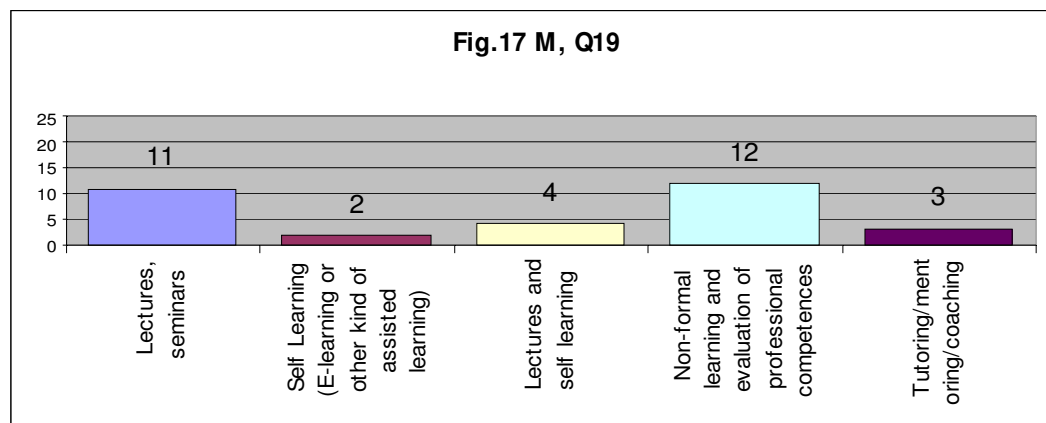
The majority of managers agree that educational programmes would diversify their public and attract more audience. However there are managers that are not convinced. More than a half of the managers indicate that they would like to address the group of 27-60 years old, in comparison with only one third of the institutions that now work with that target group. Retired people, people with socio-economic disadvantages and unemployed people are most desired in comparison with the current situation. Through educational activities managers intend to offer the public multiple perspectives and interpretations over the objects and information that have cultural meanings. There is no agreement on what is of interest to adult public. The majority thinks that it is the rightness and the quantity of the provided information and the opportunity to have more than one perspective.

C2. The interest of cultural managers for their personal development and training (questions from 18 to 20):

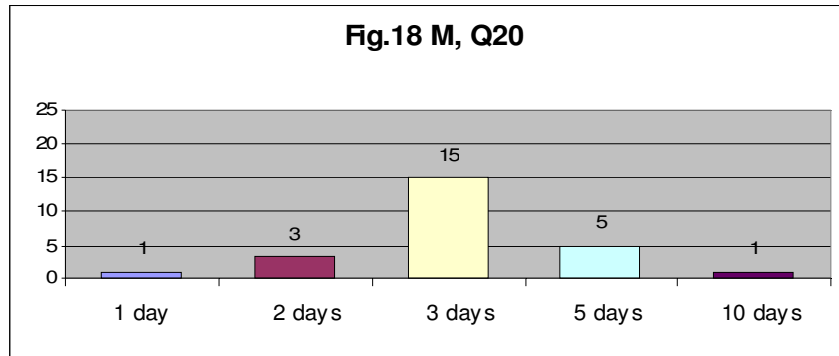
- (Q18) The majority of managers are interested in training in the field of cultural marketing (96%), the second most popular need is in the field of educational programmes and development of public (72%). Management of Change (32%) and Management of Human Resources (24%) is of much less interest. Leadership is not so popular (16%). One of the respondents shows interest in Public relations. **(Fig.16 M, Q18)**



- (Q19) There is not agreement on what should be the most appropriate form under which to organise the training. Non-formal learning is considered to be that one by 48% of the respondents. Another 44% prefer the traditional form – lectures and seminars. 16% think that it should be both lectures and self-learning, not feel confident with self-learning only (8%). 12% suppose that tutoring, mentoring, coaching suits best. **(Fig.17 M, Q19)**



- (Q20) The optimal duration of the training is supposed to be three days (60%). Longer training is preferred by 24% and shorter – by 16%. (**Fig.18 M, Q20**)

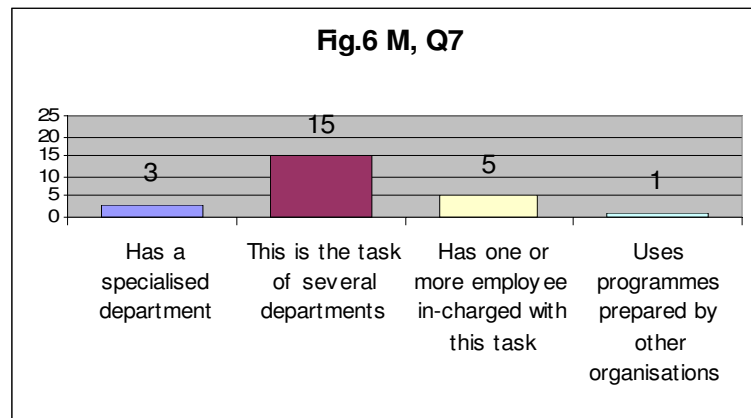


Conclusions:

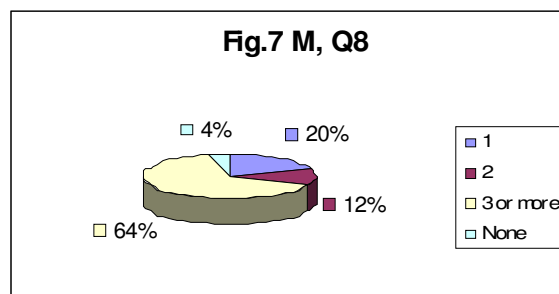
The majority of managers are interested in training in the fields of cultural marketing and also educational programmes and development of public. There is not agreement on what should be the most appropriate form under which to organise the training, whether it should be non-formal learning or the traditional form – lectures and seminars. The optimal duration of the training is supposed to be three days.

D. Internal organisation and allocation of resources for educational activities (questions from 7 to 10):

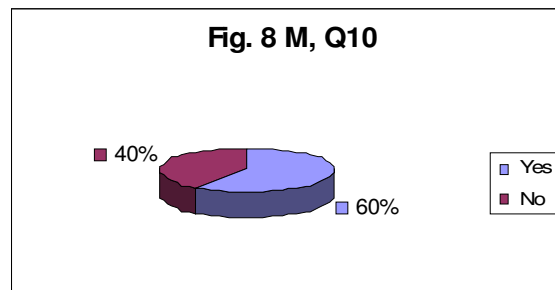
- (Q7) The development of educational programmes is a shared task in 60% of institutions. 20% of the respondents stress on the employees in charged with that task. In 12% of the institution a specialised department is established. Only 4% declare to use programmes prepared by other organisations. (Fig.6 M, Q7)



- (Q8) 16 institutions have 3 or more employees who have in their job description development and implementation of educational activities. 3 institutions have 2 people in charge, 5 institutions have only 1. One respondent answered that there is no employee with such job description. (Fig.7 M, Q8)



- (Q9) 100% of the people who develop and implement educational programmes are employees
- (Q10) 60% of people who develop educational programmes have a background in the educational field. 40% don't have. (Fig.8 M, Q10)

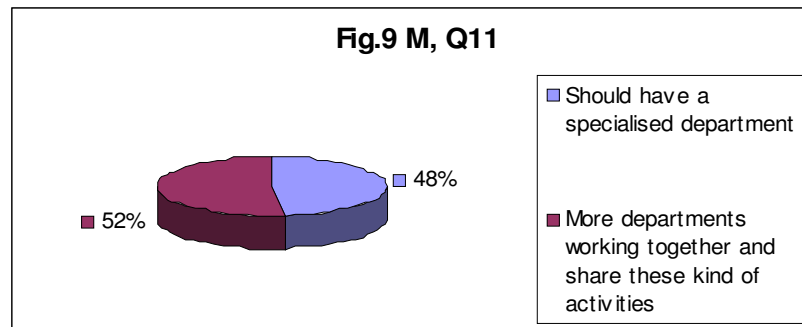


Conclusions:

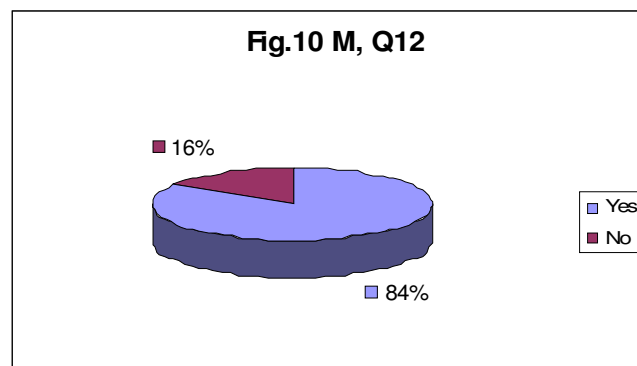
The development of educational programmes is a shared task in more than a half of institutions. Managers that declare to use programmes prepared by other organisations is extremely low, only one of 25. More than a half of institutions have 3 or more employees who have in their job description development and implementation of educational activities. In general, people who develop and implement educational programmes in these institutions are all employees. The number of those employees with educational background and without such a background is almost equal.

E. The perception of cultural managers regarding internal organisation and their interest for training of the employees (questions 11, 12 and 17):

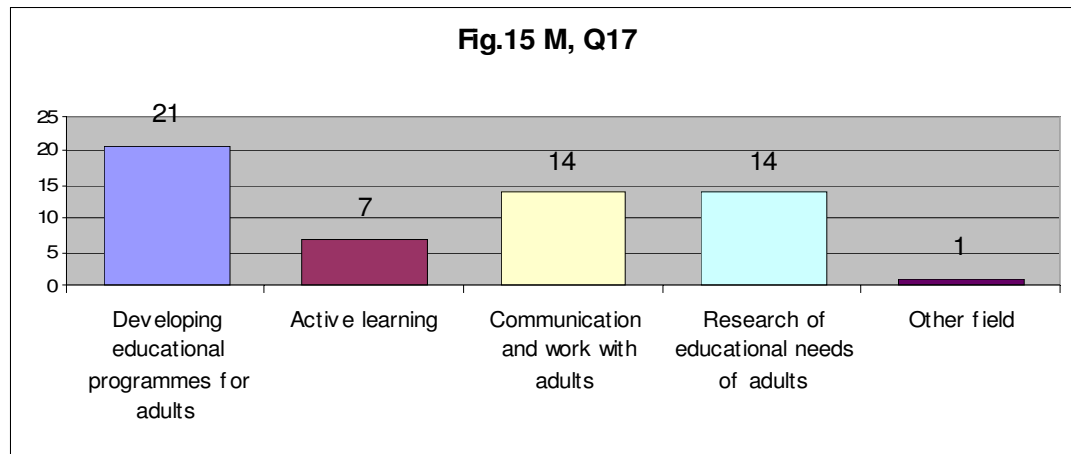
- (Q11) The opinions regarding work structure for better educational programmes in organisation are divided almost equally: 13 respondents think that more departments should work together and share these kinds of activities, 12 respondents think that should have a specialised department. **(Fig.9 M, Q11)**



- (Q12) There is almost an agreement on whether it is necessary to have employees trained in pedagogy and/or adult education for better educational programmes. 21 respondents agree and only 4 think it is not necessary **(Fig.10,Q12)**



- (Q17) 84% of cultural managers think that employees need to develop new competences in the field of developing educational programmes for adults, 56% in the field of research of adults' educational needs and 56% in the field of communication and work with adults. One respondent added the field of educational programmes for students. (Fig.15 M, Q17)



Conclusions:

Managers do not agree on whether a specialised department or more departments would be more suitable for better educational programmes. However, there is almost an agreement on whether it is necessary to have employees trained in pedagogy and/or adult education for better educational programmes. 21 managers think it is necessary. As to their opinion, regarding particular competences of their employees to be developed, the majority indicates the development of educational programmes for adults, the research of adults' educational needs and also communication and work with adults.

**Resume:**

As to the presence of educational activities in cultural institutions both all managers and all cultural professionals confirm to **develop and implement educational programmes and activities**. A respondent's comment insisting on that only educational activities and not programmes are developed makes us wonder whether there are any other respondents that answer the questions considering only educational activities. Educational activities most usually are developed and implemented according to **an annual plan**, mainly regarding **specific holidays** and are defined to be first and foremost **an initiative of their organisation**. The dominant educational activities are **conferences, seminars, round tables and the provision of information services**. In the group of more practical activities the most appreciated are **educational demonstrations and practical workshops**. **Lectures, demonstrations, discussions, practical workshops** are the most popular methods implemented with items such as **computer, video projector and materials for practical workshops**. All institutions develop educational activities in their place, some of them do it outdoors or as guests to other public institutions. The biggest target group of educational activities are **school and university students**, the results are similar looking at both age range and occupation. Adults are still an insignificant target group. When developing educational activities, cultural professionals consider mainly **the needs and the level of the target group**.

As to the perception on educational activities, the majority agree that educational programmes **would diversify their public and attract more audience**. However there are managers and cultural professionals that are not convinced. Both managers and professionals **show interest to work with adults**. Convicted people in both cases are the least desired target group. The supposed factors that facilitate the process of adult learning are **sharing more than one point of view, provision of information that is orientated to problem solving and taking into consideration differences among learners**. Through educational activities managers intend **to offer the public multiple perspectives and interpretations over the objects and information that have cultural meanings**. There is no agreement on what is of interest to adult public. The majority thinks that it is **the rightness and the quantity of the provided information and the opportunity to have more than one perspective**.

As to the interest for personal development, cultural professionals define as most useful to learn ways and methods to **develop educational programmes and promotion of educational programmes**. The majority of managers are interested in training in the fields of **cultural marketing** and also **educational programmes and development of public**. Both managers and cultural professionals prefer **lectures and seminars** or also **non-formal learning** as the most appropriate form. The optimal duration of the training is supposed by both managers and professionals to be **three days**.

As to the internal organisation and allocation of resources for educational activities the **development of educational programmes** is mainly a **shared task**. More than a half of institutions have **3 or more employees** who have in their **job description development and implementation of educational activities**. The number of those employees with educational background and without such a background is almost equal.

- Managers agree that it is **necessary to have employees trained in pedagogy and/or adult education** for better educational programmes, mainly **in the fields of developing educational programmes for adults, researching adults' educational needs and also communication and work with adults**.