Zpráva o analýze požadavků a průzkumu

Di-XL
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EU Lifelong Learning Programme, KA4 project

**Dissemination and Exploitation via Libraries –
for Success and
Sustainability of LLP Results**

Needs Analysis and Research REPORT

TABLE OF CONTENTS

INTRODUCTION

The Di-XL project objective is to develop an effective and sustainable model of dissemination and exploitation of LLP results via libraries.

The Needs Analysis and Research (NAR) stage was carried out to reach the following aims of Di-XL project:

1) to identify barriers for insufficient cooperation between libraries and organizations active in LLP in dissemination and exploitation of results;
2) to identify possibilities of cooperation between libraries and lifelong learning institutions in partner countries and factors which ensure sustainability of cooperation;
3) to identify organizations (target groups, stakeholders) which can form partnerships "Libraries Plus Lifelong Learning Institutions" in partner countries;
4) to identify possibilities of dissemination and exploitation through libraries (specific mechanisms, procedures, arrangements);
5) to identify the skills of library staff to support and implement dissemination.

NAR was carried out 11/2012 – 05/2013 and this Report is based on the National reports prepared and submitted by Partners representing different countries (Greece, Serbia, Czech Republic, Latvia and Lithuania).

EXPLANATIONS

Lifelong learning: a process of gaining knowledge and skills that continues throughout a person's life.

Lifelong learning projects: international, national, local, regional projects for ensuring above mentioned process.

Lifelong learning programme: The *Lifelong Learning Programme 2007–2013* (previously referred to as the "Integrated action programme in the field of lifelong learning" or the "Integrated programme") is the European Union programme for education and training.

Lifelong learning organizations / sector representatives: organizations – lifelong learning project partners and coordinators with experience in project implementation, dissemination and exploitation; lifelong learning centres and education institutions.
(Lifelong learning organizations represent different types of projects thematically and from different sub-programmes: Leonardo da Vinci, Grundtvig, KA1, KA2 and others.)

Libraries:
Organized collections of information resources (books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, Blu-ray Discs, e-books, audiobooks, databases, and other formats) kept and organized for people to read or borrow. They provide physical or digital access to material, and may be a physical building or room, or a virtual space, or both.
Types of libraries vary in audience, and scope and depth of collections.

Dissemination: a planned process of providing information on the quality, relevance and effectiveness of the results of programmes and initiatives to key actors. It occurs as and when the results of programmes and initiatives become available. This activity happens at both project and programme level, and involves the active participation of intermediary 'relay' bodies.

Exploitation consists of 'mainstreaming' and 'multiplication'. 'Mainstreaming' is the planned process of transferring the successful results of programmes and initiatives to appropriate decision-makers in regulated local, regional, national or European systems. Multiplication is the planned process of convincing individual end users to adopt and/or apply the results of programmes and initiatives. Again, this can happen at both project and programme level.

RESEARCH METHODOLOGY AND TOOLS

During the first phase of the project (11/2012-12/2012) NAR preliminary tasks have been achieved: setting up timeframe of research and creation of partnerships, discussions of proposed methodology and tools, development of NAR methodology and tools taking into account partners' proposals.

NAR tasks include:
1) to interview the stakeholders;
2) to question the stakeholders, library staff, general public etc.;
3) to prepare contact list of possible cooperation partners;
4) to prepare national report;
5) to prepare NAR summary report.

NAR is to be realized blending two approaches – quantitative and qualitative.

Quantitative approach – questionnaire.

All partners involved in NAR with the help of questionnaire got general overview what do people think libraries are and what is their role in lifelong learning. In order to get the first impressions of the audience (mostly users of libraries and lifelong learning services) the questions were set as impersonal as possible. The explanations were given only to very general things, e.g., definition of lifelong learning and what we understand as lifelong learning projects. Questionnaire was translated to all partner languages, sample is available electronically at
https://docs.google.com/spreadsheet/viewform?fromEmail=true&formkey=dHV5X3dSMzFoa3ZPX0V4bzV5cmI0Z2c6MQ (or annex A).

When analyzing questionnaire data quantitative approach was used.

Not mandatory questions (Q5, Q8) were designed for people willing to share more ideas and are suspected not to give a lot of responses. So did Q6, Q7 (questions for LL professionals and policy makers only).

To be able to analyze the percentage of responses at least 100 filled questionnaires per country were welcomed. To achieve the goal it was recommended to place the link to online questionnaire in the web pages of participating libraries and education organizations.

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Qualitative approach – partially structured interviews

A set of open questions applicable according to the specifics of each country were prepared in cooperation of all involved partners. The questions were grouped in 4 blocks: to answer the basic questions *Why does the problem exist?, How to cooperate?, How to disseminate and exploit?* and *What skills are needed?* (Full list of questions – Annex B).

There were no mandatory questions – interviewers could choose from each block to get the essence answer to each of 4 basic questions.

Suggested number of interviews was discussed and agreed at the 1st Meeting:
        10 interviewees per country;
        proportion between parties (4 libraries, 2 policy makers, 4 lifelong learning professionals).

Partners representing one country were free to agree the number of interviews to undertake. However it was recommended that one respondent group was interviewed by one partner – this could give the more monolith view on the group in represented country.

SUMMARY REPORT

I Statistic information

A Questionnaire

● In all countries (except Greece) questionnaire was spread only electronically;

● Mostly questionnaire was displayed on the libraries' web pages and the hyperlink to the electronic questionnaire was placed in other portals or blogs of the field and sent via e-mail or social networks;

● Common number of responses received: 830 (Latvia - 102; Czech Republic - 107; Serbia - 209; Lithuania - 325; Greece - 87).

Summary of responses to Question No. 1 (who the respondents are)

Lifelong learning professional	72
Official in ministry, parliament and/or municipality	18
Library professional	396
User of lifelong learning services (study courses, education programs etc.)	117
User of library services	193
None of above mentioned	34

B Interviews

During Needs Analyses and Research stage of the Di-XL project 7 project partners interviewed 53 stakeholders:

● Number of interviews per country: Latvia – 10, Greece – 14, Czech Republic- 12, Serbia – 7, Lithuania – 10.

● Number by sectors stakeholders represent: libraries – 27, lifelong learning institutions – 16, policy makers – 10.

Institutions interviewees represent:

LIBRARIES

1	Gulbene Library	LV
2	Madona Region Library	LV
3	Kuldīga Main Library	LV
4	Scientific Library of Riga Technical University	LV
5	Municipal Library of Rethimnon	EL
6	Vikelaia Library of Heraklion	EL
7	Library of Kozani	EL
8	Municipal Library of Piraeus	EL
9	Library of National Bank of Greece	EL
10	Library of the Evgenides Foundation	EL
11	Library of the TEI of Epirus	EL
12	Library of the Open University of Patra	EL
13	VŠB-Technical University of Ostrava - Central Library	CZ
14	Moravian-Silesian Research Library in Ostrava	CZ
15	Moravian Library	CZ
16	Municipal Library Třinec	CZ
17	Municipal Library Prague	CZ
18	Association of Library and Information Professionals of the Czech Republic	CZ
19	North Bohemian Research Library	CZ
20	National Library of the Czech Republic	CZ
21	Kaunas County Public Library (KCPL)	LT
22	Vilnius County Adomas Mickevicius Public Library	LT

23	Kaunas municipal Vincas Kudirka public library	LT
24	Novi Sad City Library	RS
25	National Library of Serbia	RS
26	Čačak Public Library	RS
27	University Library "Svetozar Marković"	RS

POLICY MAKERS

1	National Centre for Education	LV
2	Valsts izglītības attistības aģentūra (National Agency)	LV
3	IKY (Greek National Agency for LLP programme)	EL
4	Municipality of Piraeus (Lifelong Learning Unit)	EL
5	Ministry of Education, Youth and Sports	CZ
6	Čehijas Republikas Kultūras ministrija	CZ
7	Lietuvas Republikas Seims	LT
8	Vilnius university Faculty of Communication, Institute of Library and Information Sciences	LT
9	Ministry of Culture of Republic of Lithuania	LT
10	Directorate for Digital Agenda - Ministry of Foreign and Internal Trade and Telecommunications	RS

LIFELONG LEARNING INSTITUTIONS

1	Alius Lingua	LV
2	In Tra	LV
3	Latvian Chamber of Commerce and Industry	LV
4	Latvian Adult Education Association	LV
5	TEI of Thessaloniki	EL

6	PROMEA	EL
7	CrystalClearSoft	EL
8	IDEC	EL
9	Sedukon o.p.s.	CZ
10	Tempo Training & Consulting	CZ
11	Information Technology Training Center	LT
12	E-learning Technology Centre	LT
13	National Association of Folk High schools in Lithuania	LT
14	Kaunas Women employment information centre	LT
15	INternet klub	RS
16	Kragujevac University, Center for Lifelong Learning	RS

II Identification of reasons (barriers) for insufficient involvement of libraries in dissemination and exploitation of results / Does and why does the problem exist?

A Questionnaire data:

Question No 1: I am...? (830 answers)

Lifelong learning professional	72	9%
Official in ministry, parliament and/or municipality	18	2%
Library professional	396	48%
User of lifelong learning services (study courses, education programs etc.)	117	14%
User of library services	193	23%
None of above mentioned	34	4%

- Lifelong learning professional (72)
- Official in ministry, parliament and/or municipality (18)
- Library professional (396)
- User of lifelong learning services (study courses, education programs etc.) (117)
- User of library services (193)
- None of above mentioned (34)
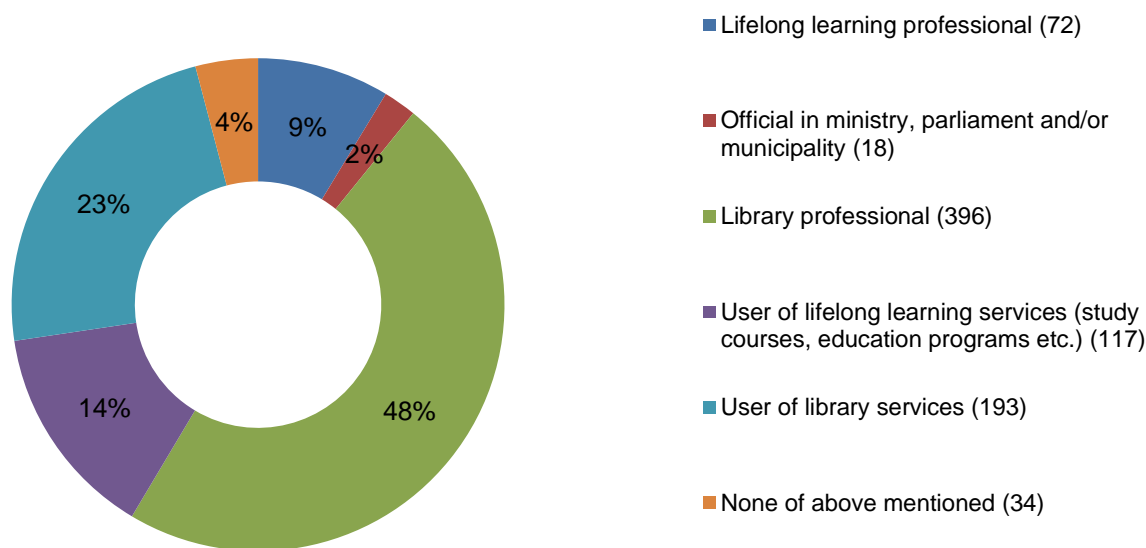
The biggest part of respondents represent library field.
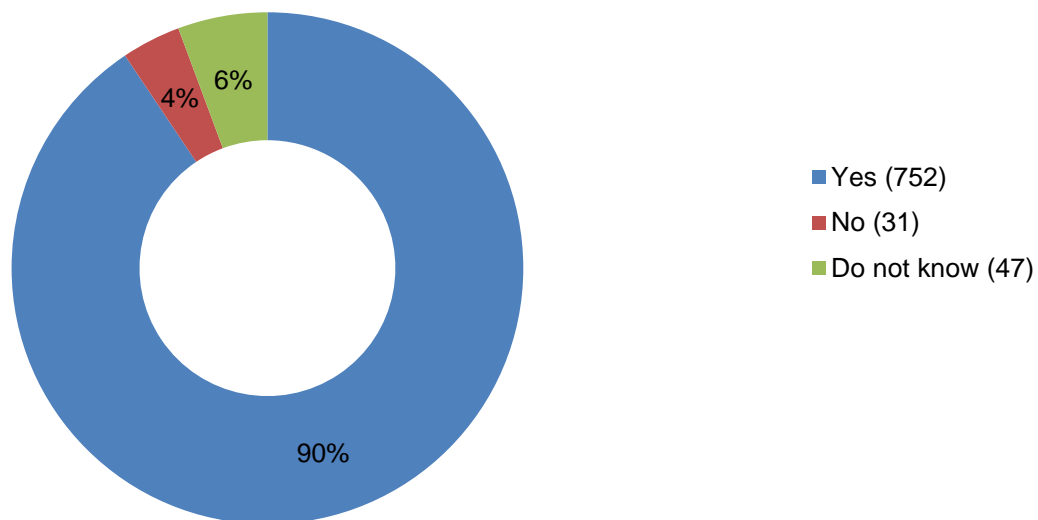Number of responses and the most popular response in partner countries:

- Latvia - 102; 37 respondents are library professionals;
- Czech Republic - 107; 38 respondents are library professionals;
- Serbia - 209; 113 respondents are users of library services;
- Lithuania - 325; 233 respondents are library professionals;
- Greece - 87; 45 respondents are users of lifelong learning services.

Question No 2: By your opinion, is library the part of lifelong learning? (830 answers)

The highest level of positive responses was reached in Serbia (206 from 209 respondents see libraries as part of lifelong learning system).
Interesting tendency has been found in Greece: respondents who do not see libraries as part of lifelong learning, were mainly librarians of municipal libraries (many of whom have explained that "there is another sector in the municipality which is responsible for the implementation of lifelong learning policies").

| Yes	752	90%
No	31	4%
Do not know	47	6%

4% 6% 90%

■ Yes (752)
■ No (31)
■ Do not know (47)

Question No 3: Have you seen any information about lifelong learning projects and their results in library space and library websites? (807 answers)

Although this was the mandatory question the number of responses is smaler than in previous two questions (-23 responses from Greece where questionnaires were spread in paper format / as electronic documents).

The number of respondents who have and/or ho have not noticed information about LLP and its results in library space (physical and / or virtual) is almost equal. It means that although libraries are part of lifelong learning and take part in lifelong learning activities, librarians not always spread information about that.

Yes	282	35%
No	247	31%
Partly: if the library implements lifelong learning project	140	17%
Partly: if the library organizes education courses	103	13%
I do not visit libraries - neither physically nor virtually	35	4%

- Yes
- No
- Partly: if the library implements lifelong learning project (140)
- Partly: if the library organizes education courses (193)
- I do not visit libraries - neither physically nor virtually (35)
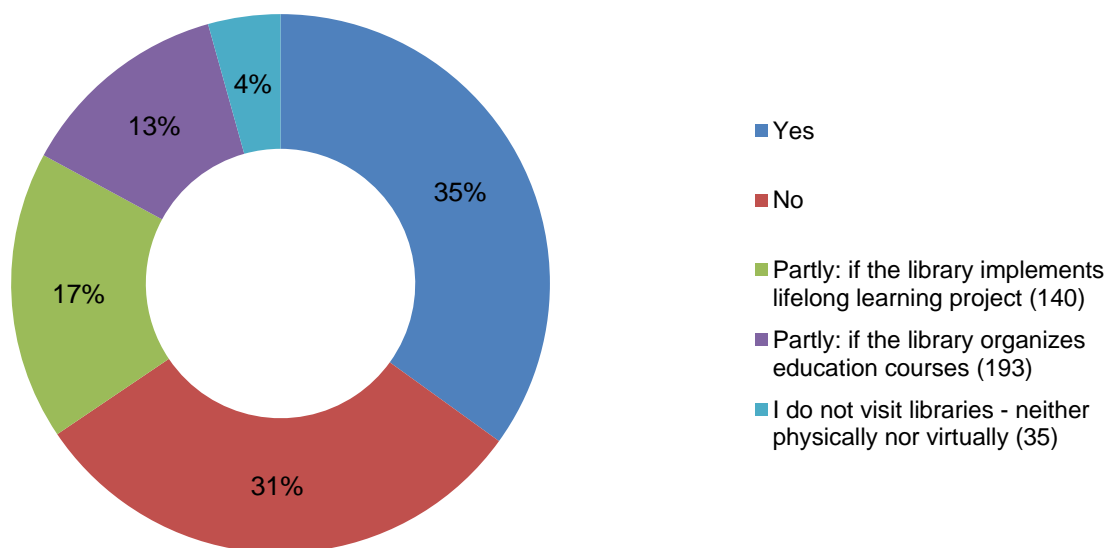
Number of responses and the most popular response in partner countries:

● Latvia - 102; 30 respondents have seen information about lifelong learning projects and their results;
● Czech Republic - 107; 41 respondent has not seen information about lifelong learning projects and their results;
● Serbia - 209; 92 respondents have not seen information about lifelong learning projects and their results;
● Lithuania - 325; 168 respondents have seen information about lifelong learning projects and their results;
● Greece - 64; 36 respondents have not seen information about lifelong learning projects and their results;

B Interview outcomes:

Interviewed organizations for promoting mostly use web pages of the organization or of the projects, social media, blogs, newsletters, mailing lists, leaflets and posters that are distributed inside and outside the library, public events, local media (newspapers, magazines, radio, TV stations). Libraries often use their professional networks (eg., librarian associations, lists of public libraries at the area and in all country) and practice to communicate with local stakeholders (municipality, education organizations, NGOs, etc.). Libraries often organize joint exhibitions, conferences or publications where their project results are disseminated.

Depending on the character of the organization some activities are promoted / disseminated in international data bases (ADAM, European Shared Treasure data base).

The quantitative approach is most commonly used for evaluation of the dissemination activities and the target groups for the dissemination. The qualitative approach is preferred when considering blogs and target actions (e.g. speech in a conference),

Libraries consider themselves as powerful potential partners for dissemination; they clearly identify their role as part of lifelong learning process.

Most of the interviewed libraries in the partner countries indicated that they practice the cooperation with other libraries in dissemination of the results of their projects (if they implement some).

In the most part of interviews lifelong learning organizations acknowledge that they either have not had the idea about cooperation with the libraries in dissemination activities or this cooperation has been

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very limited. Cases when lifelong learning organizations cooperate with the libraries on a regular base are met more rarely however interviewees in this research have mentioned some examples.

Interviewed policy makers in Latvia, Lithuania, Czech Republic, indicated that they cooperate with libraries in information dissemination. Policy makers have not cooperated with libraries in Greece and Serbia.

C Summarizing part:

Libraries are very experienced and have a great potential for dissemination. Lifelong learning organizations rarely use libraries for dissemination of LLP results - they have not imagined such possibility, but, when questioned, consider that such cooperation would be successful.

Mostly libraries disseminate information about LLP if they implement lifelong learning projects or organize education courses. Methods of dissemination and used information channels are different for finished projects and for ongoing projects. During the project libraries disseminate information by leaflets or other printed materials, web sites, social networks, newsletters, electronic conferences, video conferences or regular conferences, also by telephone. After the project is finished libraries promote the results through printed publications, articles in media, annual reports. The common factor for choosing communication channels is the target group.

Although lifelong learning organizations would welcome cooperation with libraries, they are not informed about library services and functions and cannot see particular forms of cooperation on the dissemination of results through libraries.

Does the problem exist?
Yes: there is a gap between libraries and lifelong learning institutions and their possible cooperation in dissemination could be enhanced.

Why does the problem exist?
● Libraries and lifelong learning organisations do not know much about each other and are not informed what they can offer to each other;
● Although libraries form significant part of lifelong learning dissemination of it is not their priority;
● Not always libraries choose right methods and / or information channels for informing about their activities in lifelong learning processes (as half of respondents have not seen such an information in library space (physical and / or virtual);
● Cooperation between libraries and lifelong learning organisations is periodical (in separate projects), it is not realized on a regular basis;

III Identification of possibilities of cooperation between libraries and lifelong learning institutions in partner countries and factors which ensure sustainability of cooperation / How to cooperate?

A Questionnaire data:

Question No 4: Would you like to receive more information about lifelong learning projects and opportunities when visiting library physically or virtually? (830 answers)

More than a half of respondents (538) agree that providing information about LLP and opportunities is one of the library functions. The same time number of respondents (86) who already receive information about LLP and opportunities shows, that problem exist. It also means there is huge potential for libraries to extend their information services.

|		
Yes - this is one of the library functions to provide that kind of information	538	65%
Yes, I already receive this kind of information/services and I am interested to get more of them	86	10%
Maybe	165	20%
No, I am searching for different kind of information at the library	41	5%
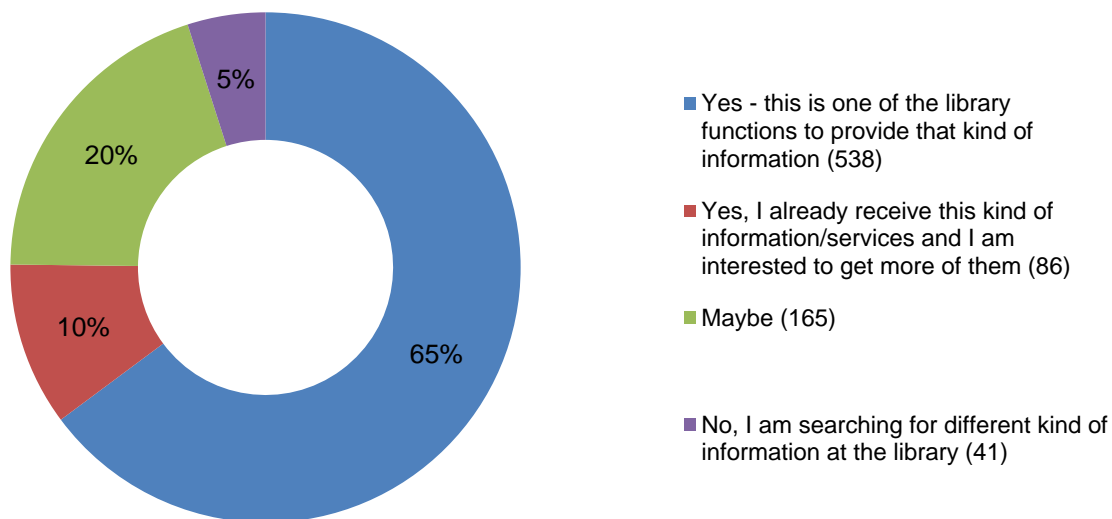
Number of responses and the most popular response in partner countries:

● Latvia - 102; 52 respondents think that providing information about LLP and opportunities is one of the library functions;

● Czech Republic - 107; 60 respondent think that providing information about LLP and opportunities is one of the library functions;

● Serbia - 209; 156 respondents think that providing information about LLP and opportunities is one of the library functions;

● Lithuania - 325; 211 respondents think that providing information about LLP and opportunities is one of the library functions;

● Greece - 87; 59 respondents think that providing information about LLP and opportunities is one of the library functions;

Question No 6: Have you/your organization had cooperation with libraries in order to promote any projects, products (services), opportunities? (546 answers)

Although this was the question for lifelong learning professionals and officals in ministry, parliament an/or municipality (90 respondents), number of responses received shows that librarians and users of library and lifelong learning services also answered on question No 6.

Yes, libraries are good partners in spreading information	185	34%
Yes, but not very often	108	20%
No	253	46%
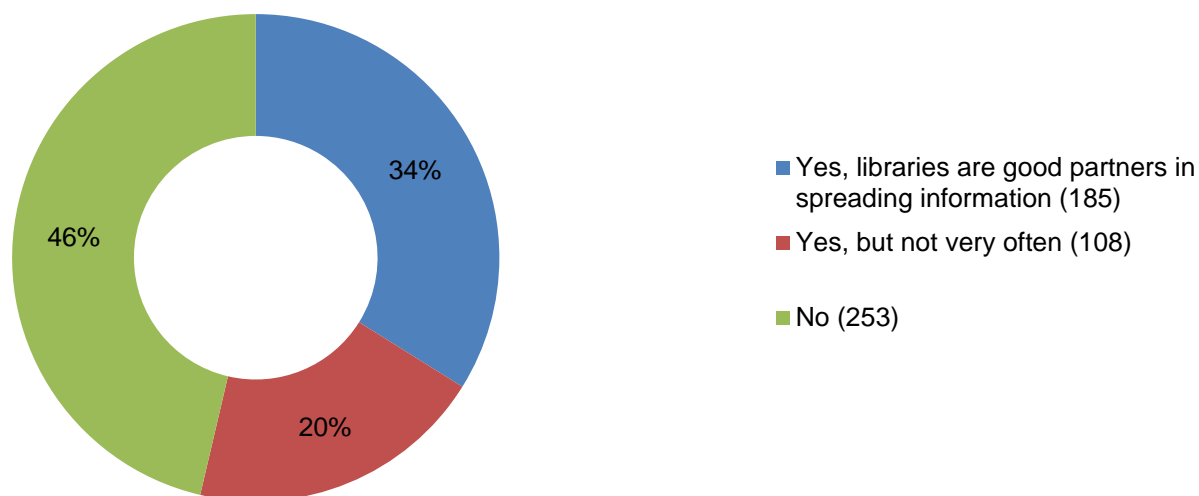
Almost half of respondents who answered (46%) admit that they/their organizations had not cooperated with libraries in order to promote any projects, products (services), opportunities. This shows that there is huge potential for development of concept cooperation between LLP organizations and libraries. Only in Lithuania positive replies prevailed.

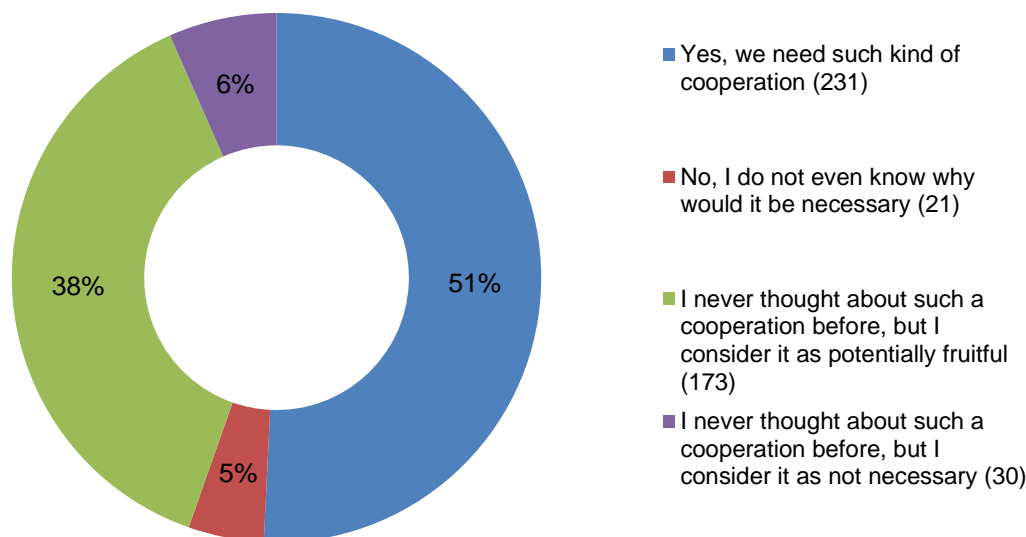Number of responses and the most popular response in partner countries:
● Latvia - 82; 37 respondents have not cooperated with libraries in order to promote any projects, products (services), opportunities;
● Czech Republic - 87; 52 respondent have not cooperated with libraries in order to promote any projects, products (services), opportunities;
● Serbia - 142; 77 respondents have not cooperated with libraries in order to promote any projects, products (services), opportunities;
● Lithuania - 223; 93 respondents have cooperated with libraries in order to promote projects, products (services), opportunities and agree that libraries are good partners in spreading information;
● Greece - 12; 5 respondents have not cooperated with libraries in order to promote any projects, products (services), opportunities;

Question No 7: Is your organization interested in cooperation with libraries in order to promote lifelong learning projects, products (services), opportunities? (455 answers)

Although this was the question for lifelong learning professionals and officials in ministry, parliament and/or municipality (90 respondents), number of responses received shows that librarians and users of library and lifelong learning services also answered on question No 7.

It is important to point out 2 tendencies. 89% of respondents consider cooperation between LLP organizations and libraries as necessary and potentially fruitful. At the same time 44% of respondents have never thought about such cooperation.

Yes, we need such kind of cooperation	231	51%
No, I do not even know why would it be necessary	21	5%
I never thought about such a cooperation before, but I consider it as potentially fruitful	173	38%
I never thought about such a cooperation before, but I consider it as not necessary	30	6%

The most popular response in partner countries:
● Latvia - 80; 39 respondents admit that their organization need cooperation with libraries in order to promote projects, products (services), opportunities;
● Czech Republic - 81; 34 respondents have never thought about such a cooperation before, but consider it as potentially fruitful;
● Serbia - 111; 52 respondents admit that their organization need cooperation with libraries in order to promote projects, products (services), opportunities;

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● Lithuania - 167; 101 respondents admit that their organization need cooperation with libraries in order to promote projects, products (services), opportunities;
● Greece - 16; 8 respondents admit that their organization need cooperation with libraries in order to promote projects, products (services), opportunities;

B Interview outcomes:

Generally, libraries should be better informed and have a wider awareness of lifelong learning organizations' activities. And on the contrary – lifelong learning organizations should be better introduced to the mission and main activities of libraries – during last decades the role of libraries in information and knowledge society have significantly changed.

Libraries in Czech Republic and Serbia propose to create a unified central portal listing all activities, or starting up joint educational programmes for employees of lifelong learning organizations and libraries.

To cooperate more closely with lifelong learning organizations, libraries would need to be better informed. Library representatives mentioned that they would welcome if lifelong learning organization representatives would organize educative course / workshop / seminar to introduce library professionals to the specific themes or projects as well as with information sources. Library representatives expressed also willingness to participate in the events organized by lifelong learning institutions and contribute to the contents representing informal education and information literacy part of the lifelong learning.

Both – libraries and lifelong learning professionals ensure each other to be more open minded and do not hesitate to offer cooperation. Although libraries stress that they are willing to participate in cooperation but this process needs at least two parts.

Most responses show that libraries understand their role as cornerstones of lifelong learning and that supporting lifelong learning is one of their main tasks. Sometimes if libraries feel underrated in this area, they do not consider it their highest priority. It would be motivating for them if their importance in this area were more appreciated by policy makers and lifelong learning professionals.

Mentioned preferable forms of possible cooperation between libraries and lifelong learning organizations are: joint exhibitions, conferences or publications, use of library infrastructure for seminars and lectures, exchange of experiences and best practices etc.

Two partner countries (Czech Republic and Serbia) suggest to create a central portal listing all current projects / lectors / services to make cooperation more effective.

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C Summarizing part / Recommendations for cooperation:

The respondents name a number of factors that could enhance possible cooperation:

● willingness to cooperate;
● mutual understanding of mission, goals, methods and other aspects of each other;
● both sides (libraries and lifelong learning organizations) clearly should see benefits from such cooperation;
● libraries can provide their services to lifelong learning organizations (purchase books concerning lifelong learning);
● libraries can offer courses of the lifelong learning organizations to their users and provide lifelong learning course participants with bonus services;
● appreciation of the role of libraries in lifelong learning by policy makers;
● support (incl. technical and financial) from local and national government;
● libraries being not just a disseminator of lifelong learning results but also becoming partners in lifelong learning projects;

The respondents name numerous possible forms of cooperation:

● connecting educational activities to the funds and services of the library;
● joined educational plan;
● expansion of the portfolio of library services and addressing wider range of users;
● creation of unified web portal for all organizations active in lifelong learning (including libraries);
● libraries like a space for presentations of the projects, discussions, seminars related with LLP programs;
● libraries and lifelong learning institutions have to be involved in the policy making;
● librarians have to perform like consultants;
● organization of joint exhibitions, conferences, seminars etc.;
● joint publications;
● use of library infrastructure for lifelong learning seminars and lectures;
● round table discussions for exchange of experiences and best practices

IV Identification of possibilities of dissemination and exploitation through libraries (specific mechanisms, procedures, arrangements) / How to disseminate?

A Questionnaire data:

Question No 5: How and where should libraries provide/place information about lifelong learning projects, opportunities, services?

The using different virtual places and electronic tools of libraries is the most popular answer for the ways of dissemination. To reach the best result it must be combined with leaflets, posters, placards and other materials in physical open spaces of libraries. Also libraries should actively participate in lifelong learning and librarians should become consultants: disseminate lifelong learning information during events of libraries, consult their users about lifelong learning activities. And of course books about lifelong learning and lifelong learning project results have to be included in collections of libraries and displayed in catalogues.

Lot of respondents highlighted that forms of dissemination depend on target group and specificities of results of each project. There is no one single or right way of dissemination which is equally good for all the projects. Methods should be combined. Mostly respondents suggested more than one way how to provide information about lifelong learning programme and projects.

Different kind of information in the virtual places of libraries (web pages, blogs, portals, social networks, e-mail etc.), including:	398
social networks	*68*
mailing via e-mail	*96*
Information in the physical open spaces of libraries (posters, leaflets, placards etc.)	201
Organization of special events in libraries (courses, presentations, discussions, seminars, exhibitions) / distributing information during libraries events	113
Books about lifelong learning and LLP project results have to be included in collections of libraries, catalogues; special catalogues for lifelong learning	63
Librarians should be involved in the lifelong learning activities and become lifelong learning consultants	22

Lifelong Learning Programme

Information in mass media (TV, radio, newspapers); advertising	20
Separate information centres with all types and forms of lifelong learning information	9
Realization of lifelong learning programme projects in libraries	7
Cooperation with different organizations	3
Other	15
I do not know	8

B Interview outcomes:

Different dissemination tools could be used by librarians: organizing events, using exhibition space, presentations, but also allowing library users to test the lifelong learning services (interactive lifelong learning workshops at the library). The variety of given examples given show that book collections are not the only possibility to spread information via libraries. However talking about lifelong learning project books in library collections there is one crucial aspect: lifelong learning professionals should be informed about the requirement to provide their books with the ISBN.

The libraries and lifelong institutions have to be actively involved in the policy making in order to extend the public accessibility to information and to widen information services. They have to collaborate with the ministries, municipalities and social partners actively. This cooperation would help to make appropriate decisions responding the needs of the society and ensuring the implementation of variety of useful programs for citizens.

Most libraries mention traditional tools of dissemination:
● inserting of books featuring lifelong learning project results into collections of libraries;
● display of project leaflets and newsletters in library physical and virtual space;
● presentations of project results during library events.

The personal information from employees – library professionals – is mentioned as well stressing that often librarian's personality is the crucial feature that attracts and involves the library user.

C Summarizing part / Recommendations on how to disseminate:

Forms of dissemination depend on target group and specificities of results of each project. There is no one single or right way of dissemination which is equally good for all the projects; methods should be combined:

● information about lifelong learning projects both – in virtual (e-mail newsletters, articles about lifelong learning projects in websites, posts in social networks) and physical (leaflets, posters, brochures) library space;
● books featuring lifelong learning project results into collection of library (lifelong learning professionals should be informed about the requirement to provide their books with the ISBN code);
● librarians like lifelong learning consultants;
● presentations of project results in library events;
● making lifelong learning activities part of the regular library activities;
● lifelong learning information centres;
● lifelong learning events in libraries (seminars, conferences etc.);
● lifelong learning organizations should provide training of library staff to ensure the quality of disseminated information;
● allowing library users to test the services (interactive lifelong learning workshops at the library);
● two partner countries (Czech Republic and Serbia) suggest to create a central portal listing all current projects / lectors / services to make cooperation more effective;
● libraries becoming partners in lifelong learning projects.

V Identification of the skills of library staff to support and implement dissemination / What skills are needed?

A Interview outcomes:

Among skills libraries have to develop library professionals mention PR competencies and a good communication strategy model for a sustainable information channel. However the biggest part of the libraries also stated that they do not need any special skills but are open for receiving relevant information to be able to transfer it to their users.

Other libraries state that employees should mainly be properly motivated, able to communicate with all kinds of users, have general education and need to keep learning, be open to new trends and know their environment very well. Also, library staff should have addition training in project managing, statistical data processing, PR, marketing, team work, basic knowledge in psychology, andragogy and civil rights.

Lithuanian libraries point out that the training of librarians would be very useful: public relations skills and knowledge are necessary, including advocacy skills, collaboration skills, organization of events, disseminating information by using innovative methods and channels.

Moreover, all libraries have a clear organizational structure, responsible for two main functions 1) collecting information and 2) providing this information for clients. Therefore two main issues have to be discussed in the Model of cooperation lifelong institutions with libraries:

1)   How to include the lifelong learning project products into the libraries catalogues, funds or databases.
2)   The best formats for training / informing librarians for dissemination and exploitation of LLP project results.

Lot of respondents pointed out that libraries do not have enough information about lifelong learning projects and activities realized by lifelong learning organizations. Special seminars or workshops are proposed to be organized for the training of the library staff to inform them about lifelong learning programme / project issues and help to better develop communicative skills.

B Summarizing part / Recommendations on development of needed skills:

Interviewed library representatives stated following skills and competencies necessary for dissemination of lifelong learning project results:

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- PR and marketing competencies and good communication strategy;
- ability to communicate with all kinds of users;
- general education and willingness to participate in continuing education themselves;
- project managment, event organization and team work skills;
- openness to new trends and innovations;
- statistical data processing skills;
- basic knowledge in psychology, andragogy and civil rights;
- advocacy, collaboration skills;
- basic and advanced information on lifelong learning programme / project issues.

VI Identification of organizations (target groups, stakeholders) which can form partnerships "Libraries Plus Lifelong Learning Institutions" in partner countries / Whom to cooperate with?

Latvia

Lifelong learning organization/-s	Library/-ies
Baltic Bright	National Library of Latvia
Alius Lingua	Gulbene Library
	Madona Region Library

Greece

Lifelong learning organization/-s	Library/-ies
Action Synergy	Municipal Library of Piraeus
	Library of Evgenides Foundation
	Municipal Library of Rethimnon

Czech Republic

Lifelong learning organization/-s	Library/-ies
Národní klastr informačního vzdělávání (NAKLIV) / National Cluster of Information Education	Municipal Library of Prague
Department for LLP of the Institute of Chemical Technology, Prague	National Library
	Municipal Library Třinec
	Moravian Library
Tempo Training & Consulting	Central Library of VŠB-Technical University of Ostrava
Sedukon o.p.s.	Moravian-Silesian Research Library in Ostrava

Lithuania

Lifelong learning organization/-s	Library/-ies
Social Innovation Fund	Kaunas County Public Library (KCPL)
	Vilnius County Adomas Mickevicius Public Library

	Vilnius university Faculty of Communication; Institute of Library and Information Sciences
	Kaunas municipal Vincas Kudirka public library
	Lithuanian Municipal Public Library Association

Serbia

Lifelong learning organization/-s	Library/-ies
Kragujevac University, Center for Lifelong Learning	National Library of Serbia
INternet klub	Novi Sad City Library
Belgrade Open School	Čačak Public Library
	University Library "Svetozar Marković", Belgrade

VII List of cooperation partners, stakeholders

Latvia
- Ministry of Culture
- Ministry of Education and Science
- National Agency
- Latvian Adult Education Association
- Education association IFORTUM
- The University of Latvia
- Latvian Librarians' Association
- National Centre of Education
- Madona Regional Library
- Gulbene Library
- Scientific Library of Riga Technical University
- Kuldīga Main Library
- SIA Alius Lingua
- SIA In Tra

Greece
- Municipal Library of Rethimnon
- Vikelaia Library of Heraklion
- Library of Kozani
- Municipal Library of Piraeus
- Library of National Bank of Greece
- Library of the Evgenides Foundation
- Library of the TEI of Epirus
- TEI of Thessaloniki
- PROMEA
- CrystalClearSoft
- IDEC
- IKY (Greek National Agency for LLP programme)
- Municiplaity of Piraeus (Lifelong Learning Unit)

Czech Republic
- Regional Library Vysočina, Havlíčkův Brod
- Municipal library Třinec
- Jiří Mahen Library in Brno
- Municipal Library Sedlčany
- National Medical Library Prague

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- Moravian Library
- Municipal library Prague
- Library of the Archaeological Institute
- Municipal library Louny
- North Bohemian Research Library
- National Library of the Czech Republic
- Husova library, Říčany
- Ministry of Education, Youth and Sports Czech Republic
- Association of Library and Information Professionals of the Czech Republic.
- Ministry of Culture Czech republic
- Municipal District Authority Prague 6
- Information studies and library science dept., Philosophical faculty, Masaryk University, Brno
- Personnel management and adult education dept., Philosophical faculty, Charles University, Prague
- National information education cluster (Národní klastr informačního vzdělávání - NAKLIV)
- Tempo Training & Consulting
- Central Library of VŠB – Technical University of Ostrava
- Moravian - Silesian Research Library in Ostrava

Lithuania
- The Ministry of the Social Security and Labour
- Vilnius university Faculty of Communication Institute of Library and Information Sciences
- Lithuanian Municipal Public Library Association
- Vilnius County Adomas Mickevicius Public Library
- Kaunas County Public Library (Kcpl)
- Kaunas Municipal Vincas Kudirka Public Library
- Panevezys Public Library
- Siauliai Municipal Public Library, Ginkunai Branch
- Ukmerge Municipal Vladas Slaitas Public Library
- Plunge Municipal Public Library
- Rokiskis Juozas Keliuotis Public Library
- Silutes Municipality F. Bajoraitis Public Library
- Akmene Municipal Public Library
- Lithuanian Agricultural Library
- Kaunas Branch of Technical Library
- Library of the Secondary School Lazdynai in Vilnius
- Library of Baisiogala Gymnasium of Radviliskis District
- Library of The Secondary School "Aukuras" in Kelme

- e-Learning Technology Centre
- Globalios Idėjos
- Vilnius Magnus University
- VŠĮ "Sėkmingas Sprendimas"
- Kaunas Women Employment Information Centre
- Utenos "Ievos Namai"
- Kaunas Women's Society
- Womens' Information Centre
- Jurbarkas Women Employment Information Centre
- The Municipality of Vilkaviškis

Serbia
- National Library of Serbia
- Novi Sad City Library
- Čačak Public Library
- University Library "Svetozar Marković"
- Directorate for Digital Agenda - Ministry of Foreign and Internal Trade and Telecommunications
- Ministry of Culture and Media. Sector for Cultural Heritage Protection
- INternet klub
- Kragujevac University, Center for Lifelong Learning
- Belgrade Open School
- University of Belgrade, Faculty of Philosophy, Andragogy Department
- Public Library "Vuk Karadžić"
- Faculty of Philology
- National Library of Serbia
- Belgrade Chamber of Commerce
- Public Library "Ilija M. Petrović"
- Centre for culture Kladovo
- Biblioteka grada Beograda
- Matica Srpska Library
- Public Library
- Sombor Public Library
- INEP institute
- Public Library "Dimitrije Tucovic"
- Museum of Contemporary Arts
- FON

CONCLUSIONS

- The cooperation between lifelong learning institutions and libraries in dissemination activities is insufficient.

- In most cases both – lifelong learning organizations and libraries are not mutually familiar and do not completely understand each other's nature.

- Lifelong learning organizations have not imagined that libraries could be the partners in dissemination.

- In order to enhance cooperation and dissemination activities in cooperation concrete steps have been identified and should be used developing Cooperation Model.

- Libraries and Lifelong learning organizations should be introduced to each other in details. This could be done organizing educative and guided visits to libraries, and common round table discussions of both parties.

- The issues of mutual benefits of the possible cooperation should be discussed.

- Policy makers should be involved in planning and coordinating cooperation between different players in lifelong learning.

ANNEX A. Questionaire

[Your organization] in cooperation with libraries and lifelong learning institutions in several European countries is doing research on several lifelong learning topics. We would appriciate if you completed the form and submitted it online. NB: Lifelong learning: a process of gaining knowledge and skills that continues throughout a person's life. Lifelong learning projects: international, national, local, regional projects for ensuring above mentioned process. Please select 1 answer to each question. Thank you!
* Required

1. I am: *If more than one answer is possible, select the one that suits you more than others

- ○ Lifelong learning professional
- ○ Offical in ministry, parliament an/or municipality
- ○ Library professional
- ○ User of lifelong learning services (study courses, education programs etc.)
- ○ User of library services
- ○ None of above mentioned

2. By your opinion, is library the part of lifelong learning? *

- ○ Yes
- ○ No
- ○ Do not know

3. Have you seen any information about lifelong learning projects and their results in library space and library websites? *

- ○ Yes
- ○ No
- ○ Partly: if the library implements lifelong learning project
- ○ Partly: if the library organizes education courses
- ○ I do not visit libraries - neither phisically nor virtually/

4. Would you like to receive more information about lifelong learning projects and opportunities when visiting library physically or virtually? *

- ○ Yes - this is one of the library functions to provide that kind of information
- ○ Yes, I already receive this kind of information/services and I am interested to get more of them
- ○ Maybe
- ○ No, I am searching for different kind of information at the library

5. How and where should libraries provide/place information about lifelong learning projects, opportunities, services?E. g. books featuring lifelong learning project results into collections of libraries, project leaflets and newsletters displayed in phisical and virtual space of library, presentations featuring project results organized in library events, other:

6. Have you/your organization had cooperation with libraries in order to promote any projects, products (services), opportunities?Question for lifelong learning professionals and policy makers only

- ○ Yes, libraries are good partners in spreading information

- ○ Yes, but not very often

- ○ No

7. Is your organization interested in cooperation with libraries in order to promote lifelong learning projects, products (services), opportunities?Question for lifelong learning professionals and policy makers only

- ○ Yes, we need such kind of cooperation

- ○ No, I do not even know why would it be necessary

- ○ I never thought about such a cooperation before, but I consider it as potentially fruitful

- ○ I never thought about such a cooperation before, but I consider it as not necessary

8. If you feel like cooperating in next phases of research, please, leave your contact information:Not mandatory

Submit

Annex B. Interview questions

1. What are the main dissemination channels your organization has used / uses for promoting (Lifelong Learning) projects:
-during project implementation;
-after the project ends?
(Lifelong learning organizations; Libraries who implement projects)

2. What are the main dissemination channels your organization has used / uses for promoting Lifelong learning and its activities in European level and in your country / municipality?
(Policy makers)

3. How do you choose dissemination channels and evaluate dissemination results: qualitative or quantitative approach (thematic link / number of dissemination units)? Which approach do you prefer?
(All)

4. Have you cooperated with [other] libraries in dissemination activities? Why?
(All)

5. If the previous answer is "yes", please comment how have you cooperated and how did you value this cooperation?
(All)

6. What would be needed for closer cooperation among libraries and Lifelong Learning orgainzations/policy makers? What are the hindering factors for such cooperation so far?
(All)

7. Please comment what in your opinion a library can do in order to disseminate LLP project results and what it cannot do! (Please mention
limitations that could help to design a methodology that would be realistic and effective).
(Libraries)

8. Would your library have an interst for the dissemination of Lifelong Learning projects of a specific type or for a specific theme (based on the profile of the visitors etc.)?
(Libraries)

9. Have you cooperated with LL organizations in dissemination activities?
(Policy makers, libraries)

10. Please mention 3 indicators of qualitative cooperation for dissemination activities!
(Policy makers, Lifelong learning organizations and Libraries with projects)

11. What could be the benefit if your library cooperated with LL organizations and LL policy makers? (Information stream for library staff, library users, communication with stakeholders, policy makers, other)?
(Libraries)

12. What could be the benefit if your organization cooperated with libraries? (Information stream, communication between users of library and lifelong learning services, communication with stakeholders, policy makers, other)?
(Policy makers, Lifelong learning organizations)

13. What would be the ideal forms of dissemination via libraries:
- **insert of books featuring lifelong learning project results into collections of libraries;**
- **display of project leaflets and newsletters in library phisical and virtual space;**
- **presentations featuring project results in library events;**
- **other, please, specify.**

(All)
The sample answers are given to vary possible answers and to show that book collections are not the only possibility to spread information via libraries.

14. How do you think the staff of your organization could be involved in dissemination? Should they have some additional or specific skills?
(Libraries)