



An initiative of the
European Union



Creativity and Innovation

Best practices from EU programmes



Creativity
and Innovation
European Year 2009

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Ján Figel,
*European Commissioner
for Education, Training,
Culture and Youth*

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The financial and economic crisis that came to light late in 2008 is the kind of extreme development that calls for one essential quality when seeking solutions: creativity. We need creativity to find the best answers.

But creativity is not only useful in crisis situations, of course. Creativity and innovative capacity have crucial long-term benefits for the economy, society, enterprises as well as individuals. Innovation and creativity are fundamental pillars for sustainable economic and societal growth.

The year 2009 has been designated as the European Year of Creativity and Innovation, allowing the spotlight to fall on Europe's creativity and innovative capacity. The purpose of the European Year 2009 is to highlight that creativity and innovation are vital not only for Europe's economic prosperity, but also for our social and individual well-being. The Year therefore focuses on creativity in the cultural context - creativity as a human value in its own right - as well as the utilitarian sense, which sees innovation as key to Europe's economic competitiveness.

The Year creates a space where new ideas can develop by bringing together potential stakeholders, from many different environments, such as governments, schools, universities, business, research, the arts, NGOs, etc., and on the European, national, regional and local levels. I dare to hope that in doing so, the Year will stimulate synergy effects which will surprise all of us in a most positive way!

The timing of this European Year is significant: it provides an opportunity to ensure that creativity and innovation receive greater emphasis as the European Union reflects on its strategic orientation for the post-2010 decade. In doing so, we want to build on, strengthen and sharpen the emphasis on the knowledge-based aspects that permeate the 'Lisbon strategy' for more jobs and growth - the EU's over-arching policy framework for the current decade.

The projects featured in this short catalogue show examples of best practice in promoting creativity and innovation. They were selected by a panel of independent experts drawn from the various programmes of the European Commission. I hope that they will help to inspire the reader along the lines of the motto of the Year: "Imagine. Create. Innovate."





An interdisciplinary approach for the rehabilitation of disadvantaged people

'Social return' is a Leonardo project which aims to develop new approaches for the social rehabilitation of disadvantaged people, customised to the needs of the individual in a local setting.

A programme for rehabilitation and social inclusion bringing together a multi-disciplinary team

The term 'disadvantaged' covers various types of people – unemployed people with health problems, the long-term unemployed, immigrants, people in difficult circumstances.

The innovative feature of 'Social return' is its holistic, multi-disciplinary approach which can be adapted to the needs of each individual in his/her daily life.

To achieve this requires cooperation between all services involved in social rehabilitation. Health and social services, psychological welfare, employment agencies, training centres and other specialist agencies worked together at a local level to offer a customised support package based on an overview of the obstacles faced by each individual in the process of rehabilitation. Coordinators oversee each step of the process.

Name of project:
*Social Return
Programme:
Leonardo da Vinci*

**Promoter
Organisation:**
SN Rehabilitation Centre

Address:
*Þórsstíg 4
600 Akureyri*

Country:
Iceland

Name:
Soffía GISLADOTTIR
Tel: +354 545 810
Fax: +354 552 4804
E-mail: soffia.gisladottir@fel.stjr.is

Partner countries:
Iceland, Italy, Latvia, the Netherlands, Finland



Positive results warrant development on a larger scale

Trials of the approach involved 73 people in 5 pilot countries – Slovenia, Iceland, Lithuania, Netherlands, Italy. The final conference showed that 50-75% of people had been successfully

re-integrated. To build on the success of this project based on the knowledge acquired and disseminate it more widely, decision-makers will need to be made aware of this new economic model for social rehabilitation.





New networks to help young people create their own future

Young people with a low level of academic attainment may often suffer from low self-esteem. Cre'actor is a 3-year project aiming to help them gain confidence and play an active role in society by setting up their own businesses. The project's innovative approach has produced some creative outcomes.

New networks to support business start-up

The first phase of the project investigated just how realistic it is for low academic achievers, especially those aged under 26, to set up their own business. Specially commissioned research sought the views of key agents – public authorities, financial organisations and trade unions. The conclusions were cautiously optimistic. Key factors for success were identified, but it was agreed that even if projects failed, the young

people involved would benefit from the training and support offered to them. The research also identified support systems already in place in the 5 partner countries to help business start-up.

The final preparatory stage was to identify organisations in partner countries which could form a network to advise on training methodology and help develop support structures. In all, 304 organisations joined the network – over 60 for each partner country.

A new methodology for training and support

On the basis of the research, partners developed a methodology to guide young people during all stages of the start-up process. In consultation with the network organisations, 10 packages were devised, each offering the most

Name of project:

Cre'Actor: Interactive Network formation firm creation by non-qualified young people

Programme:

Leonardo da Vinci

Promoter

Organisation:

MEDEF - Franche-Comté

Address:

191, rue de Belfort - BP 80969

25022 Besançon

Country:

France

Name:

Valérie BRENOT

Tel: +33 3 81 47 79 14

Fax: +33 3 81 47 79 19

E-mail: formation@medef-franche-comte.com

Partner countries:

France, Spain, Italy, Switzerland, Poland



appropriate support and guidance for each stage of the process. Packages include workshops, simulation software, documents, questionnaires, useful books and websites – and a network of other ‘cre’actors’ to share experiences. Network organisations also offered mentoring to the trainees.

15 young people were recruited to join the project as ‘cre’actors’ – creative actors in building their own future. They succeeded in launching 10 new enterprises, some working together. Testimonies on the website show their enthusiasm for the project and the concepts behind it.

What now...?

All involved in Cre’actor – young people, network organisations and partners – gave feedback about the progress of the project and changes were made to address these comments. So the project has created a whole new methodology which has been user-tested and can now be adapted in other countries across Europe. It has also created new networks, demonstrating models for innovative collaboration between organisations.

À LA CRÉATION D'ENTREPRISES
FAITES-LA FIGURER SUR LE SITE
WWW.CREACTOR.ORG





Bringing mobile learning into mainstream education and training

New ideas and inventions only become innovations when they are adopted and utilised by the market. A number of EC-funded mobile learning projects have prepared the groundwork: it is now time to incorporate mobile learning into mainstream education and training.

New tools for learning

It is not technologies with inherent pedagogical qualities that are successful in distance education, but technologies that are generally available to citizens. Ownership of mobile phones across the world by 2010 is forecast to reach 3 billion and in Europe, almost 100% of people in the 16-24 age group have a mobile device. So PDAs, smartphones and other mobile phones are an essential way of delivering educational content in further and higher education, both to

students on courses and adults in the workplace. In order for this to happen, two key advances are necessary. Mobile messaging needs to be established as a standard administrative tool in education and training institutions and educational content needs to be developed for PDAs and smartphones.

Kick-starting the adoption of mobile learning

The partners in this Leonardo project – Incorporating mobile learning into mainstream education – are well placed to drive this change, bringing together the expertise of distance learning institutions and networks with the know-how of companies producing software for mobile communications.

Name of project:
Incorporating mobile learning into mainstream education
Programme:
Leonardo da Vinci

Promoter Organisation:
LM Ericsson

Address:
*Adelphi Centre,
Upper George's Street, Dun Laoghaire
Dublin*

Country:
Ireland

Name:
Judy NIX
Tel: +353 1 236 2606
Fax: +353 1 236 2555
E-mail: judy.nix@ericsson.com

Partner countries:
Ireland, France, Hungary, Norway



The partners have created a package to kick-start the adoption of mobile learning. A central feature is the 'Mobile learning development guide' – a substantial hands-on, practical manual. It covers the use of mobile devices in educational administration – for instance, the use of SMS to coordinate classes, lectures and other events. The guide also examines the use of SMS and other wireless technologies in teaching and learning. It sets realistic goals for mobile learning which will facilitate its adoption in mainstream education and gives examples of successful initiatives in this area.

Practical models to lead the way forward

In order to demonstrate what can be achieved and offer concrete models on which to base new initiatives, the project has also created two other products. The first is a range of 20 academic course guides, available on a range of mobile devices, which offer students guidance on specific parts of the curriculum that often prove difficult. The second product is ten full modules for mainstream course use, with full evaluation and normal accreditation at the end. The whole package has been promoted at many international conferences and is available online.





Tools for training SMEs in the protection of intellectual property

The Leonardo programme 'MAC-SIIM' (Multi actors cooperation – sustainable SMEs through informal IPR management training) offers a pan-European network of resources about intellectual property rights and the protection of intellectual capital and knowledge developed by businesses.

Intellectual capital an essential element in the growth of companies

For several years, intellectual capital has become a key factor in the development of companies, especially SMEs. This concept covers the human resources in the organisation – employees and others who have contributed their knowledge – as well as intellectual property.

This intellectual capital is made up of the company's ownership of the expertise, experience, technologies, unique processes and individual competencies which create synergies for the organisation and represent the competitive advantage of the company. The ability to benefit from the knowledge of employees is an essential pre-requisite for the success of organisations and this intellectual capital is one of the crucial factors in creating value for the long-term development of the company.

Training tools based on real case-studies through an elearning platform

The MAC-SIIM project aims to raise awareness of the importance of intellectual capital and its

Name of project:
Multi-Actor Cooperation for Sustainable SMEs through Informal IPR Management Training (MAC-SSIIM)

Programme:
Leonardo da Vinci

Promoter Organisation:
Seinäjoki University of Applied Sciences/SCResearch

Address:
*P.O.Box 44
62101 Lapua*

Country:
Finland

Name:
Juha VANSKA
Tel: +358 20 124 5280
Fax: +358 20 124 5281
E-mail: juha.vanska@seamk.fi

Partner countries:
Finland, Poland, Hungary, Portugal, France



protection, to develop training tools for the management of intellectual property in SMEs, to facilitate learning through case studies of good practice and to disseminate this good practice. The project covers varied business cultures by bringing together 17 partners from five countries – Finland, Poland, Hungary, Portugal and France.

The project puts forward five themes: intellectual capital and knowledge management; strategic partnerships and development of commercial

networks in a knowledge-based economy; management of innovation; management of change; protection of expertise.

The training format offered by the project consists of a CD-ROM on the five themes in five languages, two DVDs containing interviews with SMEs and examples of good practice, with video clips sub-titled in the five languages, training seminars, a distance-learning platform and a website offering regular newsletters.





Craft skills enhanced by innovative training methods

Handicraft professions have roots deep in European cultural heritage which it is important to preserve and nurture. But in a competitive commercial environment, craft businesses need to develop innovative creative approaches to product development, production and marketing.

Transforming a traditional sector

Most handicraft businesses are small and based on the expertise and manual skills of the artisan him/herself. Various studies have found that the sector is dominated by traditional approaches and a lack of business skills. The younger generation of craftsmen can be involved in its active development by acquiring new ways of

thinking and new entrepreneurial skills, thus helping to make Europe competitive and dynamic in this sector.

This Leonardo project, e-Craft Idea Tutor, sets out to transform traditional ways of working through an innovative training concept. It aims to train craftsmen to be aware of the potential of the market, not just in their own area or country, but across Europe. It promotes a creative approach to all aspects of the business, helping to develop lateral ways of conceiving new products and new ways of producing them, including the use of collaboration with other businesses. And it aims to build marketing skills based on a knowledge of demand and trends and confidence in the cultural and social value of the craft.

Name of project:
e-Craft Idea Tutor - creative learning environment for craft sector (e-CIT)

Programme:
Leonardo da Vinci

Promoter Organisation:
Western Finland Design Centre Muova

Address:
*Wolffintie 36 A
65200 Vaasam*

Country:
Finland

Name:
Tanja ORAVIITA
Tel: +358 6 3576332
Fax: +358 6 312 8664
E-mail: tanja.oraviita@taik.fi

Partner countries:
Finland, France, Ireland, Portugal, Estonia, Slovenia



Training institutions need new teaching methods and materials

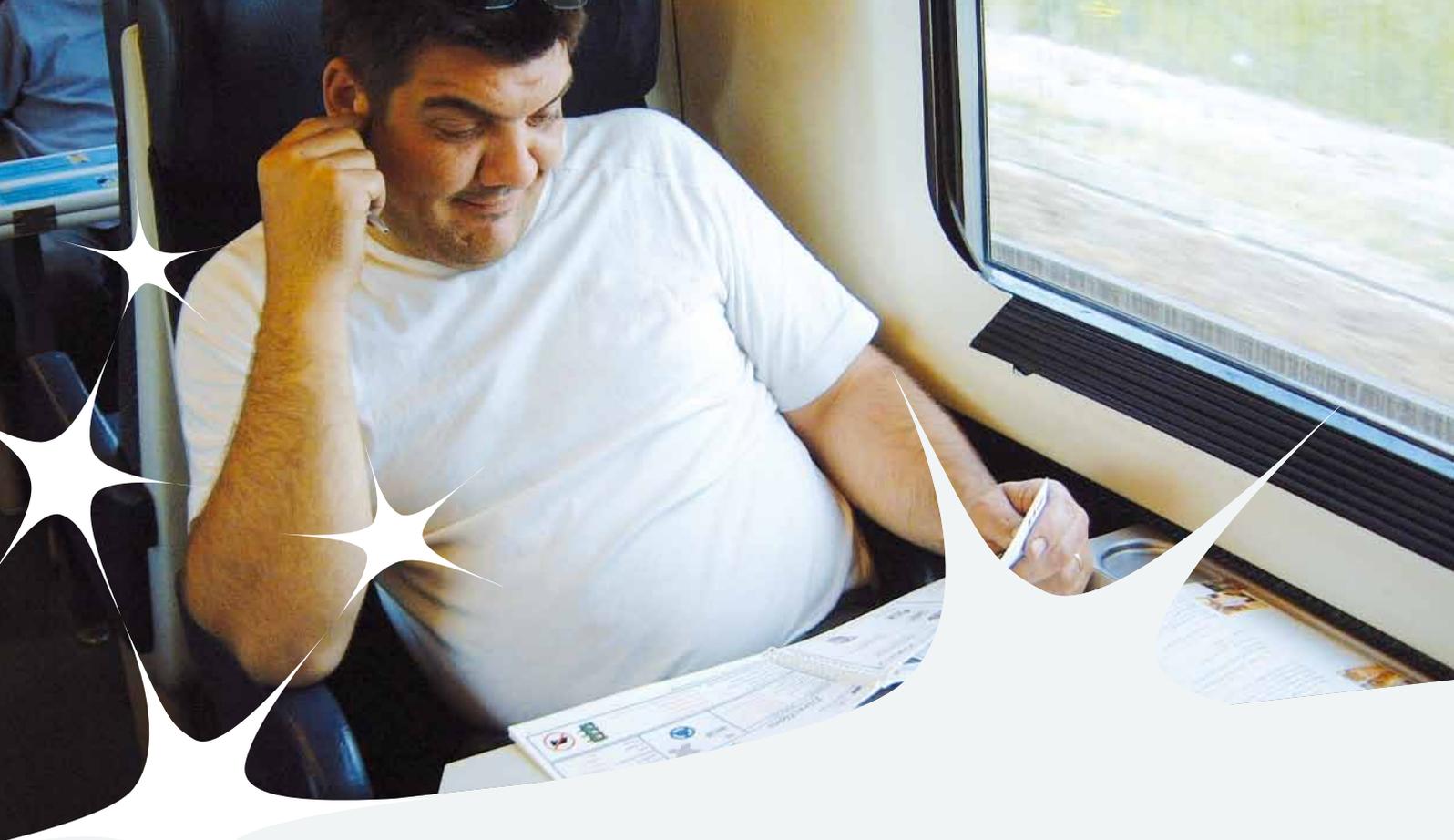
Responding to the Leonardo programme priority of relevant and innovative e-learning content, this project has created an online training environment which is the first of its kind in the sector. Training is based on a constructive pedagogic approach in which students learn by doing things, taking an active role in information gathering and other tasks rather than being presented with set quantities of knowledge and controlled situations. The tasks require a creative approach to problem-solving.

The learning environment takes the form of a game presenting a series of tasks set in a virtual city, Craftopolis. The tasks are centred around nine

aspects of running a craft business and there are three levels of difficulty in terms of the number of aspects dealt with in each task. The game format has proved an important motivational feature.

The modular structure means that the course is flexible and versatile, so it can be adapted for different institutional and training needs across Europe as well as for the specific needs of a class or an individual student. As the content is accessible online, it also offers flexibility to the student, who can catch up on work missed or access training from a distance. The course content is not focused on a specific craft, so is applicable to all – and the concept is transferable to other vocational training fields.





Languages on the move: an award-winning format

International transportation is a sector where the need for languages is clear. But there is a lack of tailor-made training materials, especially for self-study. The award-winning 'Truck Speak' project has produced a popular, user-friendly learning package and the format is now being adapted for other sectors.

A user-led approach to course content and format

This Leonardo project has a clearly focused target: truck drivers and the officials who deal with them – transport and logistics staff, transport police, port authorities. Course content is based on the everyday practical needs of truck drivers and was developed in consultation with drivers in each partner country.

The format of the course was also designed specifically for use on the road. Bi-lingual prompt cards give instant access to key words and phrases; an audio CD enables drivers to listen and repeat whilst working or during their down-time in the cab.

A transcript of the CD with additional exercises has been developed to provide more substantial materials for use in a training environment. A language course based on this has also been created for online use.

The project aims not only to help drivers on a daily need-to-know basis; it can also be used to enhance employability, mobility of employment and personal development.

Name of project:
Truck Speak - Vocational Language Training for Truck Drivers
Programme:
Leonardo da Vinci

Promoter Organisation:
Canterbury Christ Church University

Address:
*Centre for Enterprise and Business development,
Hall Place Enterprise Centre, Harbledown
CT2 9AG Canterbury*

Country:
United Kingdom

Name:
Pam TIPPING
Tel: +44 (0)1227 782655
Fax: +44 (0) 1227 786501
E-mail: pam.tipping@canterbury.ac.uk

Partner countries:
*United Kingdom, France, the Netherlands, Belgium,
Bulgaria, Spain, Poland*



Award-winning formula with wide dissemination potential

The materials, with their user-friendly approach, have proved popular. The prompt cards have been commercialised in a number of partner countries. Eurotunnel has ordered 8000 customised sets of cards and distributed them to truck drivers from across Europe; VDAB (Flemish Public Employment Service) has bought 4500 sets of cards to use as part of their driver training. The audio course has been used in a vocational training context in the Netherlands, Belgium and the UK; the online course is being used in Belgium and a customised version has been produced for a big transport company in the UK. In all, it is estimated that 'Truck Speak'

has helped around 14,000 drivers and transport workers across Europe.

In recognition of its success, the project has been awarded a European Label for innovative language projects and two European Language Awards, one in the Netherlands and one in the UK. The methodology adopted for creating the database of language content will enable the creation of no fewer than 42 language combinations: adding new languages will be a simple process. The template is transferable to other sectors, so partners have since developed language prompt cards for the police and there has been interest from several bodies to create similar packages specifically for their sectors.





Neglected education sector benefits from innovative training programme

Multi-grade primary schools, usually in rural areas, are not a priority in educational planning. This project addresses the needs of teachers in these schools by developing a specialised in-service training programme using ICT and the internet as the delivery platform.

The challenges of multi-grade schools

MUSE (Multi-grade school education) is a Comenius project founded on a solid basis of research in the four partner countries – Greece, Finland, Spain and the UK. A needs analysis was conducted by national teacher training institutions in each country. Although the situation varies, many common features were identified.

Multi-grade schools tend to be in under-served rural areas and are often under-resourced. Teachers may be young, inexperienced and have

rarely received training in teaching mixed-age classes. Yet this is a demanding professional task.

The study confirmed a clear need for in-service training – and also a means of offering continuous support for teachers who may feel under-valued and demotivated. To meet the specific needs of different countries, a training course needs to be modular and flexible.

The MUSE project adopted a ‘user-centred’ approach to the development of the course as it could not deal with details of different national curricula. National training institutions monitored teachers’ training needs on a daily basis. The teachers were expected to act as co-designers of the course by giving regular feedback and the training programme was developed in two stages so that this feedback could be built in to the content.

Name of project:
MUSE (Multigrade School Education)
Programme:
Comenius

Promoter
Organisation:
University of Aegean

Address:
Dimokratias 1
85100 Rodhes

Country:
Greece

Name:
Costas TSOLAKIDIS
Tel: +30 22410 99240
Fax: +30 22410 99244
E-mail: tsolak@aegean.gr

Partner countries:
Greece, Finland, Spain, United Kingdom



ICT and the internet: a powerful delivery platform

An important innovation of the project is the use of the internet as the delivery platform for training - essential, given the isolated, rural location of most schools. As well as offering training in didactic and pedagogic issues, the course offers an introduction to the use of ICT in the classroom and good practice in the use of internet and multimedia applications.

All training materials are available on the MUSE website, which also offers a platform for teachers to seek guidance from trainers in the national institutions and participate in training seminars. An online working space enables teachers to

share work, ideas and experiences with colleagues. The creation of this network of multi-grade teachers also enhanced work on cross-curricular projects, particularly important in multi-grade classes, as teachers could draw on a wide range of different expertise.

Beyond the shorter term aims of improving the quality of teaching in multi-grade schools, the project showed their role in offering lifelong learning opportunities to the local community through their ICT resources. The project also acted as a vector for change, helping to raise the status of the schools in regional and national education agendas by demonstrating the importance of investment in ICT resources as well as training.





Supporting pre-school learning for children of linguistic minority communities

This Comenius project explored the issues around the education of children from linguistic minority communities starting their schooling.

Development of teaching support based on concrete experiences

Based on concrete examples from Estonia and Slovakia, this project also involved partners from Hungary, the Netherlands and Italy. The project created a compendium of training tools comprising various pedagogic materials

and multi-cultural games, as well as a training module for teachers consisting of 12 days of intensive training in all the issues involved.

The materials stress the need for greater inclusion in the classroom of the minority languages and cultures of the children involved. They also stress the need to reinforce links between school, family and community. They favour cultural diversity and offer teaching strategies for second language learning – essential for young children throughout their schooling.

Name of project:
Effective teaching and learning for minority-language children in pre-school
Programme:
Comenius

Promoter Organisation:
International Step by Step Association

Address:
*Keizergracht 62-64
1015-CS*

Country:
The Netherlands

Name:
Liana GHENT
Tel: +36 1 354 3923
Fax: +36 1 354 3925
E-mail: sklaus@issa.nl

Partner countries:
The Netherlands, Hungary, Estonia, Slovakia, Italy



Cultural diversity and integration at the core of pre-school training

This project targets pre-school teachers and the aim is to give them the pedagogic support needed for promoting the integration of these young children who have to learn a second language as well as their minority mother tongue.

This is important for the integration of future generations of migrants in Europe. Awareness of cultural diversity and the necessity of supporting the integration of young children in the learning of a second language is a challenge for those schools receiving such children.





A journal for vocational schools across Europe

Cooperation between education and business is at the centre of the European agenda through forums initiated by the Directorate General for Education and Culture. The importance of supporting these collaborative efforts in various ways, based on institutional or individual initiatives, is very clear.

A network of 22 schools focused on jewellery crafts in 11 European countries

This Comenius project aims to develop forms of collaboration between education and business through which the commercial world becomes an area for multi-disciplinary pedagogy in schools. The learning of the basic skills – reading, writing and communication – are reinforced through shared objectives and transnational activities.

These activities involve a network of 22 schools specialising in the same vocation – jewellery – in 11 European countries. The activities are supported by the collaboration of businesses and professional trainers from the different partner schools involved in the project.

A variety of activities adapted to local needs

The project offers a range of activities including the organisation of a travelling exhibition, the involvement of professionals in course development, reports on European issues, the organisation of a creative competition, of conferences and of research projects.

Name of project:
*Un journal lycéen dans la formation
«école-entreprise» à travers l'Europe*
Programme:
Comenius

**Promoter
Organisation:**
Lycée professionnel Jean Guéhenno

Address:
*rue des sables
18200 Saint-Amand Montrond*

Country:
France

Name:
Jean-Pierre MARCADIER
Tel: +33 2 48 96 67 74
Fax: +33 6 87 05 25 53
E-mail: jp.marcadier@wanadoo.fr

Partner countries:
France, Belgium, Portugal, United Kingdom



A journal for students of jewellery

The project involves an innovative and effective method of dissemination – a school journal, Le Mur (The Wall). With over 140 editions published since its creation, thousands of interviews and reports, activities and study projects across Europe, an editorial team made up each year of 100 students, Le Mur is considered one of the

oldest and most reputable of school journals in France. As an ongoing pedagogic project, Le Mur aims to create a link between vocational study and education in culture and citizenship. Today, Le Mur has become a communication link and a means of expression between jewellery students in the 22 schools of the European network.





School improvement enhanced through European dimension

Schools in inner cities often suffer from social and other disadvantages: the communities living there may, paradoxically, be the poorest and least well served in the city. This project aims to improve schools in such urban areas with new initiatives and new hope for the future.

New curriculum and resources widen horizons for pupils

LEADERS (Leaders in Europe aiming to develop evaluation and review in schools) is a Comenius school development project bringing together 3 primary schools in Ireland, UK and Estonia. It aimed to improve many aspects of school life in terms of facilities and curriculum and generally enhance the life of pupils, parents and the wider community around the school.

The horizons of the pupils were widened by the introduction of new subjects to the curriculum – arts, ICT, environmental awareness. Joint initiatives with local museums, historical sites and businesses also took place. The new resources were shared between the partner schools, thus enriching the amount and diversity of learning materials, giving a new international perspective and enhancing intercultural awareness. This was particularly relevant for the Dublin school, in which 100 children out of the total of 250 were of non-native origin, sometimes asylum seekers: integration and intercultural understanding were an important issue here.

As a result of the project, school facilities were also enhanced: a new holistic centre for parents and the local community in Dublin and a new school for the partner in Estonia.

Name of project:
LEADERS - Leaders in Europe Aiming to Develop, Evaluate and Review their Schools

Programme:
Comenius

Promoter Organisation:
Mater Dei Primary School

Address:
*Basin Lane, James Street
Dublin 8*

Country:
Ireland

Name:
Mary LYNCH
Tel: +353 1 4548461
Fax: +353 1 4548461
E-mail: marycam@indigo.ie / brendaot@eircom.net

Partner countries:
Ireland, United Kingdom, Estonia



Raising school profile helps momentum for improvement

All these activities raised the profile of the schools in their local communities and with local and national education authorities. Local and

national media also covered the project and its achievements, which helped further raise the morale of the schools and boost the momentum to continue improving.





Technologies to help European collaboration between technical schools

This Comenius project is a partnership between technical schools in Belgium, the Czech Republic, Italy, Germany, France, Poland and Norway. Through specific activities, teachers and students learn to understand each other, compare their educational systems and construct an innovative industrial project.

A programmable industrial robot to test and package CDs

The challenge consisted of conceiving and creating a programmable industrial machine to

test the quality of CDs and package them to the required educational and industrial standards.

The system involves the use of cameras and sophisticated technical sensors and students are obliged to use their technical knowledge in the design of the tool. Each college is also required to manufacture part of the tool so that the finished object becomes a truly European creation based on the concrete collaboration of teachers and students in the seven countries.

Name of project:
Innovative technologies
Programme:
Comenius

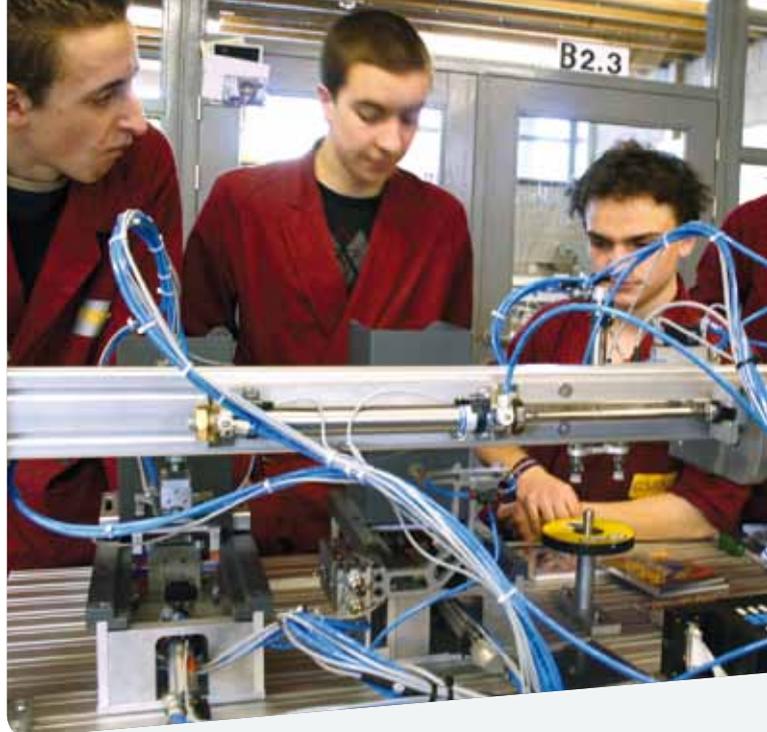
Promoter
Organisation:
Gemeentelijke Secundaire School Munsterbilzen

Address:
Appelboomgaardstraat 2
3740 Munsterbilzen

Country:
Belgium

Name:
Mathieu CLAESEN
Tel: 0032 89 418385
Fax: 0032 89 502246
E-mail: m.claesen@skynet.be

Partner countries:
Belgium, Czech Republic, Italy, Germany, Poland, Norway

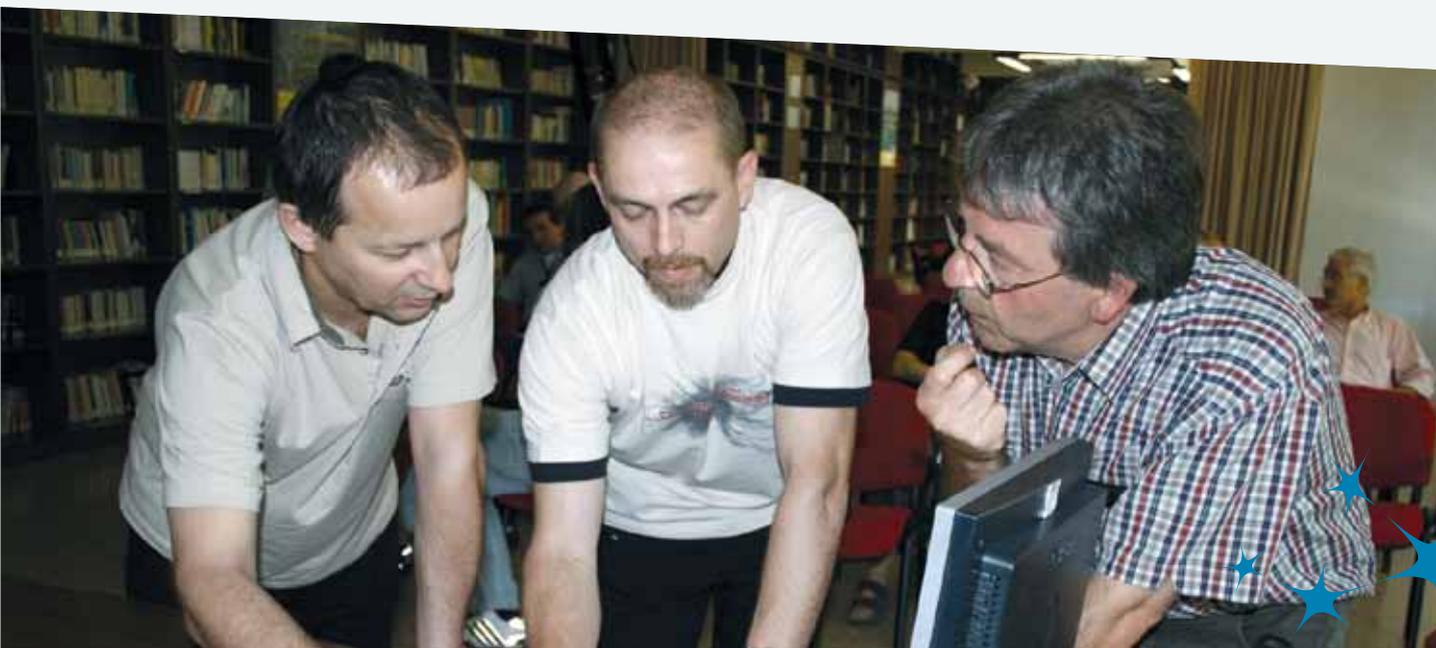


A European collaboration on an industrial project

Through this industrial project the partners were able to learn about their own educational systems. They developed new approaches to collaborative working. The project features an

intercultural dimension because of the different students who contributed to the making of the tool.

International collaboration was strengthened and permitted an exchange of experiences and know-how between the technical colleges.





New Masters programme offers important employment opportunities

The separation between the Humanities and Technology in Higher Education has impeded the development of a content industry for new media. This project aims to produce a new type of professional in an exciting new area.

The potential of communicating Europe's cultural heritage

One of the key factors in the success of an information and knowledge society, as defined in the EU Lisbon strategy, is the development of content. There is a gap between the rapid evolution of technology and the slower pace of content production for the emerging media.

EuroMACHS (European heritage, digital media and the information society) is an Erasmus project which has identified a significant area of potential development - European cultural heritage.

This is an important common factor between EU member states – and also evidence of rich diversity. It offers a vast repository of content: new media can provide many new ways of opening this up, presenting and interpreting it through websites, databases, computer games, DVDs and CD-ROMs, mobile technologies.

To bring the content and new technologies together requires a new type of professional.

A Masters programme that develops a new combination of skills

EuroMACHS has developed a new two-year Masters programme combining the Humanities and technology, traditionally separated in Higher Education. The programme is targeted at graduates who want to develop new skills that will allow them to create, design, plan and

Name of project:
European Heritage, Digital Media and the Information Society: a European Master Programme
Programme:
Erasmus CD

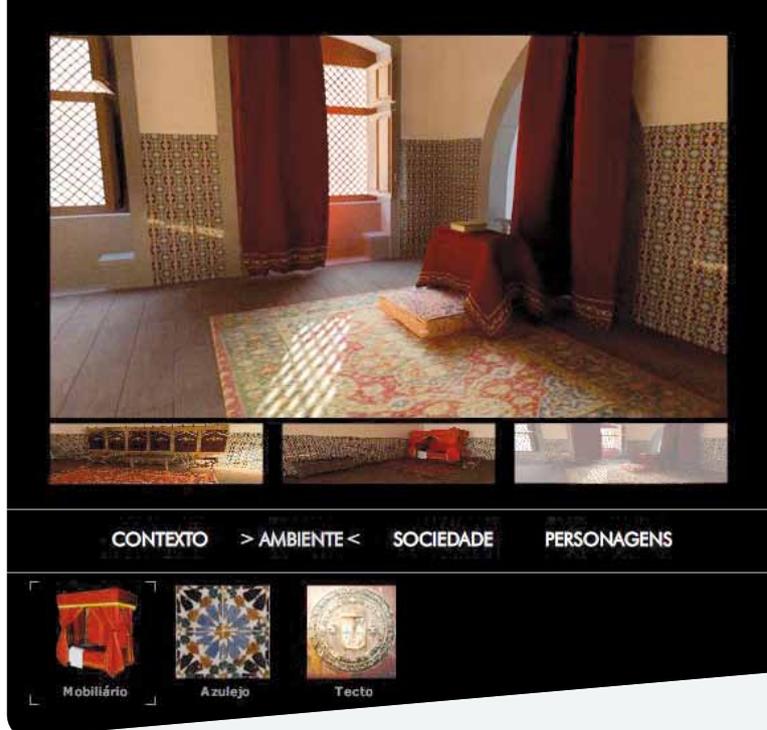
Promoter Organisation:
University of Coimbra

Address:
*IHTI Faculdade de Letras Largo da Porta Férrea
3004-530 Coimbra*

Country:
Portugal

Name:
Joaquim RAMOS DE CARVALHO
Tel: +351 239 859 900
Fax: +351 239 859917
E-mail: joaquim.carvalho@gmail.com

Partner countries:
Portugal, Germany, Finland, Italy



manage complex projects for the multimedia industry, cultural institutions and government agencies. It aims to give students an overview of Europe's history and culture – a sense of local, regional and national diversity while at the same time developing notions of the major European periods that structure our common heritage. The programme offers an overview of the technological possibilities for communication and the specific competencies required for production of new media content. It also develops skills in project management and an awareness of financing, budgeting and marketing.

Mobility a key feature of studies

The Masters programme has been developed by a consortium of European universities with specialist expertise. Hands-on experience is central to the programme and project-based methodologies are used. Mobility is a key feature of the programme: staff travel between universities in the first semester and students study in partner universities in the second. In the third and fourth semester students return to their home university where they apply the skills acquired and develop project and thesis work.





A curriculum for the teaching of innovation

If the European Union wants to achieve the objectives of the Lisbon strategy in terms of growth and employment, it must encourage the emergence of a culture of entrepreneurship and innovation both within businesses and within teaching at higher education institutions of Europe.

A new curriculum tested by 34 students in 8 countries during an intensive 11-day seminar

Innovation is now a pre-requisite for competitiveness in business. Preparing new graduates for this reality is essential. 34 students from countries including Finland,

Austria, Estonia, Romania, Slovenia, Bulgaria, Norway and Serbia took part in an intensive 11-day seminar in July 2007 under the Erasmus programme.

The aim of the seminar was to test and validate curriculums for training in the areas of innovation and entrepreneurship, to work on case studies in the fields of forestry and the environment and to develop training support capable of being reused, transferred and adapted.

This seminar also enabled the nine partner universities to strengthen international collaboration and the intercultural dimension of their work together.

Name of project:
INNO-FOREST: Integrating Innovation and Entrepreneurship Research in Higher Forestry Education
Programme:
Erasmus IP

Promoter Organisation:
Savonia University of Applied Sciences

Address:
P.O. Box 72
74100 Iisalmi

Country:
Finland

Name:
Miika KAJANUS
Tel: +358 44 785 6812
Fax: +358 17 255 6644
E-mail: miika.kajanus@savonia.fi

Partner countries:
Finland, Austria, Bulgaria, Estonia, Hungary, Italy, Lithuania, Norway, Slovenia, Slovakia, Romania, Serbia, Montenegro



An innovative pedagogic approach based on case studies in the field of forestry enterprises

Aimed at students of forestry and the environment, this intensive programme combined the teaching of theory and also involved students in real situations involving innovation. Each student had to prepare a

case study set in a real business in order to analyse and evaluate the innovation strategy of the business.

This enabled the group to experience, develop and disseminate theories, concepts and tools which could form the framework for a training curriculum focused on innovation and targeted at all higher education institutions in Europe.





Improving communication skills to help a mobile workforce

With increasing mobility of workers in Europe, local institutions need employees with new expertise and skills in intercultural communication: some of the clients they have to deal with may not share the same mother tongue or cultural background. SPICES offers an innovative training package to address this problem.

A new approach to issues of intercultural communication

SPICES – Social promotion of intercultural communication expertise and skills – aims to provide both a methodology to assess communication needs and also the materials with which to learn the necessary skills.

The project focuses on any type of institution which has regular dealings with workers from other countries – local councils, hospitals, schools, universities, immigration services, legal centres. The target is trainers in these institutions who will be able to develop expertise and skills amongst other employees who have direct dealings with mobile workers.

The approach is based on a needs analysis of various institutions carried out specially for the project. Written and spoken texts and audio/video recordings of real-life interactions were collected and analysed. From this, a general methodology was developed to understand issues and potential problems.

Name of project:
**SPICES - Social Promotion of Intercultural
Communication Expertise and Skills**
Programme:
Grundtvig

**Promoter
Organisation:**
**Università degli studi di Perugia - dip. Scienze Umane
e della Formazione**

Address:
**via degli Uffici 14
06123 Perugia**

Country:
Italy

Name:
Gabriella Brigitte KLEIN
Tel: +39 075 585 4929
Fax: +39 075 585 4914
E-mail: gabriella.klein@tiscali.it

Partner countries:
**Italy, Germany, Malta, Bulgaria, Slovenia,
Spain**

What does communication
means to us?
in a urge
total confusion
exchanging ideas
possibility to make mistakes
exchanging cultures
expressing & presenting ourselves
exchange feelings & attitudes & values
expression - listening - feedback
negotiation
different level of communication
to be in the world
to survive in the

Tools for trainers

SPICES provides trainers with analytical tools to identify specific communication needs in their institutions. It also offers them a methodology for training employees in small groups, using problem solving, simulations and role play. The project provides an extensive set of materials - books, DVD, online resources - which trainers can use as a model and adapt for their own specific contexts.

Both the methodology and the materials have been developed bearing in mind the research and courses that already exist. Trainers are encouraged to explore existing course materials relevant to their own institutions. In this way, the project avoids duplication and offers new ways of dealing with an increasingly important issue.





The promotion of gender equality for a more democratic society

Gender equality has become a major political priority in European and developing countries. It guarantees a solid foundation for the development of our society and also fosters democracy.

A project aiming to promote European values of gender equality

This Grundtvig project brings together nine partners from seven countries – Lithuania, Austria, Bulgaria, Czech Republic, Finland, Romania and the UK. It aims to promote European values regarding gender equality and

democracy. It is targeted at policy makers, adult education trainers and leaders of NGOs who are in a position to influence and develop policies for equality at local, regional and national level taking into account especially the needs of people suffering from discrimination.

The project will contribute to the enlargement of the European Union by facilitating an exchange of good practice between the countries of the west, which started the move towards equality about 20 years ago, and the countries of the east in which policies of gender equality are still at an early stage of development.

Name of project:
WO-MEN: Gender Equality Creates Democracy
Programme:
Grundtvig

Promoter Organisation:
Social Innovation Fund

Address:
*Savanoriu 1
44255 Kaunas*

Country:
Lithuania

Name:
Liudmila MECAJEVA
Tel: + 370 37 206575
Fax: + 370 37 208331
E-mail: *L.mecajeva@lpf.lt*

Partner countries:
Lithuania, Austria, Bulgaria, Czech Republic, Finland, Romania, United Kingdom



Various outcomes contribute towards gender equality

The main activities aim to stimulate the demand for training in this field and to develop partnerships between civil society organisations and policy-makers at all levels.

The project carried out a comparative analysis of the situation in the seven partner countries. It also produced a guide to good practice for implementing innovative ways of promoting

gender equality. The project also conducted a survey on the quantitative and qualitative indicators associated with gender (in)equality. An analysis of the training needs of decision-makers, leaders of NGOs and adult education institutions was also carried out. This formed the basis of the creation of a training curriculum available on CD ROM which was tested during an international training seminar. The results of the project were presented at an international meeting in 2004 and a final conference in 2006.





New perspectives on the integration of immigrants

In 2008, the European Commission highlighted the importance of intercultural understanding in the Year of Intercultural Dialogue.

For professionals working directly or indirectly with immigrants, intercultural education is essential. They need to develop communication skills and strategies that can be applied across cultures.

Seeing things from the immigrants' perspective

Immigration professionals experience integration in Turkey is a Grundtvig Learning Partnership project. It is targeted at policy-makers, educators, people working in reception centres and other social services – in short, anyone working closely with immigrants, especially in the initial phase of integration.

The project aims to raise awareness of intercultural issues – encouraging professionals to see the importance of looking at the integration process from the immigrants' point of view. In most formal situations during this process, the native-speaker/professional has control, so it is part of his/her responsibility to make a positive effort to understand the immigrants' problems, needs, wishes and cultural/social background.

Understanding through first-hand experience

The project brought together partners from 6 countries to devise a new way of kick-starting the process of changing perspectives. It was decided to create a simulation of some of the experiences undergone by immigrants: partners organised a special induction course in Turkey, with Turkish as the main language for communication.

Name of project:
*Immigration Professional Experience Integration
Programme in Turkey*
Programme:
Grundtvig

**Promoter
Organisation:**
ROC Tilburg

Address:
*Apenijnenweg 4
5022 DV, Tilburg*

Country:
Netherlands

Name:
Noureddine ERRADI
Tel: +31 1 35397266
Fax: +31 1 35397081
E-mail: Noureddine.erradi@chello.be

Partner countries:
*Turkey, the Netherlands, Norway, Finland, Sweden,
Iceland, Italy, Spain*



During this course, the professionals put themselves in the place of their clients to gain first-hand insights into what the integration process feels like from the immigrants' point of view. The course included an admission interview, lessons about Turkish language, culture and social customs and a final test. The course was recorded on video and the reflections of participants collected into a book, available online.

Towards a new methodology

For all participants the experience was a powerful lesson. One of them commented, "You need to

feel the distress of... not knowing what to do, what to say"; another observed, "Now I know that it is not only the attitude but also the methodology that has to be changed."

To extend the process of reflection to a wider group of professionals, results were presented at an international conference which focused on good practice. A European network of practitioners has been established through the project website to further disseminate and stimulate new pedagogical approaches.





Widening horizons with craft studies

Through the discovery of local handicrafts, adults learn new skills, gain new work opportunities and open their horizons to the people and culture of other European countries.

Local traditions and skills in a European context

This Grundtvig project, 'Alternative jobs using creativeness', brings together several strands in an original combination. It promotes awareness of local historical and cultural values by encouraging students to discover handicrafts – origins, techniques and local artisans. It also promotes intercultural understanding by enabling students to compare their own local traditions with those of other European countries, make contact with like-minded people and gain first-hand experience of other cultures. Finally, by

teaching students how to make objects in their chosen field of craft, they will acquire skills which they can use to create new work opportunities.

Learning new skills and sharing knowledge

The project runs over three years. In the first year, learners attending craft classes at an education institution do a research project about their own culture and handicrafts; they visit workshops and studios, interview the artisans and observe the techniques, tools and materials used. This research, in the form of documents, photos, videos and audio, is recorded onto a CD-ROM and put onto the project website and into brochures. In this way, all learners involved in the project from the partner countries can exchange results and compare cultures and different traditions.

Name of project:
Alternative jobs using creativeness
Programme:
Grundtvig

Promoter
Organisation:
CTP Partinico Scuola Secondaria di 1° grado
«G.B.Grassi Privitera»

Address:
Via P.Principe Umberto, 305
90047

Country:
Italy

Name:
Liliana NARO
Tel: +390918902616
Fax: +390918902616
E-mail: pamm10600p@istruzione.it

Partner countries:
Italy, Germany, Lithuania, Spain, Sweden



In the second and third years, learners choose one local workshop or studio and learn under the guidance of a craftsman how to produce their own artefacts, at first using local techniques and materials and later, those from another country as well. Learners show everything they have created at a final exhibition open to families, local authorities, local mass media and the general public.

European dimension brings new opportunities for learners

The international dimension of the project benefits both learners and teachers. As well as exchanging information and research, small groups from each partner institution travel

to one of the other partner institutions in Germany, Hungary, Italy, Lithuania, Spain and Sweden over the course of the project. This direct contact with like-minded people from across Europe gives all involved first-hand experience of other cultures and traditions and enriches the sense of European citizenship. Communication is mostly in English, so a side-benefit of the project is that people learn and practise another language.

It is hoped that contacts between individuals and institutions involved in the project will continue beyond the end of the project and that new opportunities for mobility will arise out of these contacts.





Sharing memory and culture through the arts

'Memento' is a project about artistic creation under the Grundtvig learning partnerships programme. The project celebrates cultural diversity in several places by developing artistic projects which study and explore local customs, the ethnic origins of the inhabitants and then propose various artistic ways of presenting this.

Artistic creation for cultural diversity

Bringing together training institutions from 6 countries, this project raises awareness of cultural diversity in the UK, Belgium, Estonia, Greece, Poland and Spain.

The originality of the project is that it brings together different groups of people – artists, learners of all ages and adult education institutions, including universities of the third age.

Six project meetings were held, one in each partner country, enabling partners to learn more about the ways of working of their colleagues and to visit a number of adult education institutions.

In March 2008, the results of these local projects were presented in an exhibition in Belgium, which displayed artistic creations in textiles, drawings, paintings, sculpture, animated films, graphics, photos and books.

Name of project:

Memento, sharing memories and cultures through arts

Programme:

Grundtvig

Promoter

Organisation:

OVSG, the Education Secretariat of the Cities and Municipalities of the Flemish Community

Address:

*Ravensteingalerij 3 bus 7
1000 Brussels*

Country:

Belgium

Name:

Philippe VANDERSCHAEGHE

Tel: +32 2 506 41 72

Fax: +32 2 502 12 64

E-mail: philippe.vanderschaeghe@ovsg.be

Partner countries:

Belgium, United Kingdom, Estonia, Spain, Poland



Information and communication technologies were essential for the promotion of the project

New pedagogic approaches and the development of new strategies to stimulate the demand for adult learning can also be considered one of the positive results of this project. One of its special features is the involvement of learners from ethnic minority groups in arts, culture and IT.

The exhibition in Belgium also ensured the promotion of the work achieved by the project partners, so that the creative richness was not just limited to the creators themselves. Finally, the use of information and communication technologies and the inclusion of digital media have been encouraged throughout the project and form an essential part of it.





A European Masters degree on the rehabilitation of historic Islamic cities

Historic Islamic cities are an exceptional cultural heritage. They have undergone major changes over the past two centuries and although many of them have survived as authentic cities they still risk losing their economic basis as well as their cultural identity.

A project aiming to promote the identity and cultural heritage of historic Islamic cities

The aim of this TEMPUS project is to promote, through the creation of a European Masters, an awareness of the importance of historic Islamic cities as a source of identity and heritage.

Bringing together universities from Germany, Italy, the Czech Republic, Syria and Jordan, the project aims to develop methodologies and strategies for the rehabilitation of these cities bearing in mind their social and institutional framework and the active participation of local authorities.

A European Masters for a Syrian university involving European students

The Masters 'Rehabilitation of historic Islamic cities', created by Alep University in Syria, was started in September 2007. 16 students enrolled. The project facilitated the setting up of a library of

Name of project:
Rehabilitation of Historic Islamic Cities
Programme:
Tempus

Promoter
Organisation:
Brandenburg University of Technology

Address:
Konrad-Wachsmann Allee 8
03046 Cottbus

Country:
Germany

Name:
Baller INKEN
Tel: +49 355 69 4215
Fax: +49 355 69 4214
E-mail: mandy.karzenburg@tu-cottbus.de

Partner countries:
Germany, Syria, Jordan, Czech Republic



more than 500 books in English. The collaboration resulting from this project led to two study events. The first took place in Salt in Syria with 22 students from Syria, Jordan, Italy, Germany and the Czech Republic. The second took place in Italy with the 16 Syrian students from the Masters programme and 6 German students.

An exhibition was also organised through the project: it showed the historic centres of Alep, Cairo, Tashkent and Algiers in order to reveal the similarities, differences and potential of these Islamic cities.





The Bologna process helps modernisation of universities in Bosnia-Herzegovina in collaboration with business

The Bologna Declaration was the starting point for a process of major reform for higher education institutions in Europe and other countries associated with the process. In this context, cooperation between business and university is important, forming part of the steps taken by business to put into place quality assurance systems, including the evaluation of study programmes and of institutions.

A quality assurance process in the field of business – university collaboration for Bosnia-Herzegovina

Under the TEMPUS programme, the project brings four universities of Bosnia-Herzegovina into partnership with two higher education institutions in Belgium and Poland. This has enabled development of a quality assurance process based on the involvement of industry

Name of project:
*Quality Management Procedure for promoting
University-Enterprise Cooperation*
Programme:
Tempus

**Promoter
Organisation:**
Katholieke Hogeschool Sint-Lieven

Address:
*Gebroeders Desmetstraat 1
9000 Gent*

Country:
Belgium

Name:
Geert DE LEPELEER
Tel: +32/(0)9/265 86 45
Fax: + 32/(0)9/265 86 46
E-mail: euro@kahosl.be

Partner countries:
Belgium, Bosnia and Herzegovina, Poland



and society in the design of programmes and curriculums with university governing bodies. The move contributes to the integration of Bosnia-Herzegovina in the European Union.

Practical action and a transfer of knowledge for the universities of Bosnia-Herzegovina

The universities of Bosnia-Herzegovina received training from the Belgian and Polish universities

in the management of quality assurance and a steering committee was set up to bring together key agents in the universities, businesses and representatives of civil society. A survey of young graduates and of businesses identified areas that needed improvement or change. This formed part of the drive to create effective management structures in the universities of Bosnia-Herzegovina and to offer graduates enhanced employment prospects.





The Holocaust told through music, literature and visual arts

The project 'Hear our Voice' uses the arts to increase awareness and understanding of the Holocaust. Artists worked with more than 700 young people in London, Prague and Nürnberg. The aim was to link their shared past heritage to present experiences of xenophobia and racism by developing an artistic response to a libretto comprising poems, diaries and letters written by children during the Holocaust.

An innovative pedagogic approach bringing together teachers, artists and students

This project funded by the Culture 2000 programme started in Autumn 2005. Teachers were given a specially devised teachers' pack enabling them to teach the Holocaust through music, literature and the visual arts.

Students visited historic sites related to the Holocaust and met survivors who told them their story from a personal perspective. Exhibitions took place in the 3 cities where more than 500 students presented their creative responses, drawing on their own experiences of racism and persecution. Workshops were organised by artists to prepare the structure and content of a musical show to end the project; other students made a film which served as a backdrop to the performance on stage.

The first performance took place in London on 15th July 2006 and was followed by various performances in Prague and Nürnberg: 175 young people had the opportunity and privilege of presenting their show in other countries and so share their cultural heritage and contribute to a better understanding of the Holocaust.

Name of project:

Hear Our Voice

Programme:

Culture

Promoter

Organisation:

Hackney Music Development Trust

Address:

*Technology Learning Centre, 1 Reading Lane
E8 1GQ London*

Country:

United Kingdom

Name:

Tertia SEFTON-GREEN

Tel: +44 20 8820 7410/+44 20 8829 9458

Fax: +44 20 8820 7118

E-mail: tertia.sefton-green@hmdt.org.uk

Partner countries:

United Kingdom, Germany, Czech Republic



Today's young people give their voices to those of the Holocaust

Another aspect of the project's creativity was the production of a high-quality pack of teaching materials (CD, DVD of the musical, documentary, film, books, articles) which enabled the history of the Holocaust to be taught differently, looking at the period from the perspective of students' experiences of xenophobia and racism.

The musical enabled youth of today to give their voices to young people of the Holocaust, thus commemorating events which they had not experienced themselves.

Through this project, the thoughts and words of children of the Holocaust – words full of hope for the future – helped guide the young people involved in this initiative towards openness of mind and friendship.





Using new technology to develop innovative creative possibilities in drama

The development of new theatrical languages and new relationships with the audience is a challenge often discussed in European artistic circles. This Culture 2000 project, ETUDE, has taken the initiative, creating a series of innovative performances using new tools and concepts and disseminating the results to other professionals in the field.

International workshops for experimentation

ETUDE - Electronic theatre in virtual dramatic environments – was a 1-year partnership between media laboratories in the Czech Republic, France, Germany and Slovenia, encouraging the mobility of artists and cultural operators between older and newer EU member states.

Its aim was to stimulate new forms of creativity, widen the range of artistic possibilities and explore new dramatic aspects of electronic theatre by combining real and virtual actors in a multimedia environment.

The performances were developed at a series of international workshops to explore the possibilities of exchange between 'live' interactive and virtual 3D environments. New interfaces and electronic tools enabled partners to experiment with the interaction between virtual actors and between virtual and real ones. The integration of complex story-telling techniques for computer-animated characters was an important innovation. The main focus was on the behavioural and emotional responses of the virtual performers.

Name of project:
«ETUDE» (Electronic Theatre in Virtual Dramatic Environments)

Programme:
Culture

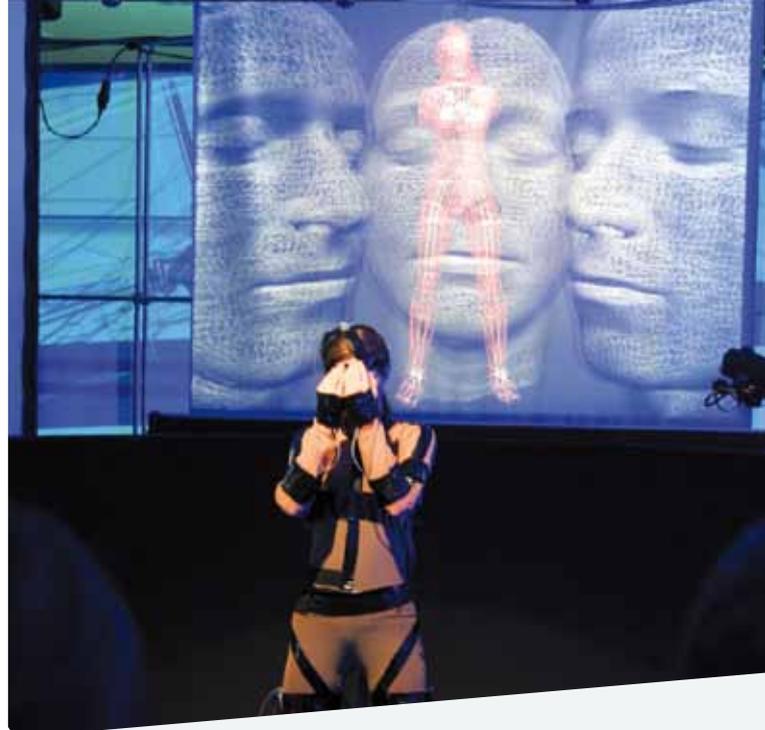
Promoter Organisation:
CIANT

Address:
Imrychova 882
143 00 Prague

Country:
Czech Republic

Name:
Pavel SMETANA
Tel: +420 296330965
Fax: +420 296330967
E-mail: smetana@ciant.cz

Partner countries:
Czech Republic, France, Germany, Slovenia



Performances trigger dissemination

A series of performances was targeted at artists, interactive designers, curators, producers and educators. The performances were intended to stimulate interest in new techniques, tools and approaches and in this way become a prototype for new kinds of artistic expression.

Reports, software packages, computer demos, video documentation and a DVD helped ensure dissemination amongst those attending the performances, enabling them to cascade information and ideas to their organisations and to a wider public of artists, cultural and educational organisations as well as individuals.





Ceramics: a microcosm of cultural change

The history of ceramics is a story of interaction between individual artistic creativity, new technologies and changing lifestyles. It also relates to international stylistic trends across the arts and demonstrates local adaptations of these.

Digital technology enhances an international exhibition

In *People and Potteries*, a Culture 2000 project, six of Europe's leading ceramic museums came together to tell the story of 150 years of change, tracing the impact of cultural innovation and artistic interchange in Europe.

The main focus of the project was a travelling exhibition which moved to each partner museum over a two-year period. Each museum chose 40 pieces from its collection to exemplify new shapes, styles, materials, techniques and uses –

a wide range of artefacts from tiles to tableware and hand-crafted pottery to mass-produced items. The objects show the impact of industrialisation on the ceramic industry – from the potter's wheel to computer-aided design. They also exemplify stylistic developments from neo-classicism to post-modernism.

An innovative feature of the exhibition was a state-of-the-art digital kiosk enabling visitors to examine and manipulate virtual exhibits in an interactive digital environment. It offered high quality, multi-layered information about the exhibits, making connections with items in the rest of the museums' collections and putting them in the wider context of artistic, social and economic change.

Most of the content of the virtual exhibition was also available on the project website, enabling access by a worldwide public.

Name of project:
People and Potteries
Programme:
Culture

Promoter
Organisation:
Europäisches Industriemuseum für Porzellan

Address:
Werner-Schürer-Platz, 1
95100 Selb

Country:
Germany

Name:
Wilhelm SIEMEN
Tel: +49 9287 918 000
Fax: +49 9287 918 00 30
E-mail: wilhelm.siemens@porzellanikon.org

Partner countries:
Germany, France, United Kingdom, Hungary, Italy



New perspectives on the future of ceramics

The website was enhanced by three other components, each produced by a different partner: a searchable database with information about ceramic artists and the studios or manufacturers for which they worked; an online bibliography covering all significant books and articles about ceramics and a dictionary of ceramic terms in 6 languages to facilitate specialist communication across Europe.

A symposium on the future of European ceramics ended the project, bringing together researchers, academics, educationalists, artists and industrialists. It focused on innovative movements and trends in ceramics over the past 150 years and addressed the question of how to adapt traditions to meet the needs of the future – opening new perspectives and the launch of a new era of ceramics.





Culture and technology meet to enhance understanding of the past

Interest in Europe's industrial heritage is increasing, with various museums specifically dedicated to this theme. This project moves history out of the museums and into the surrounding environment.

Textiles a key element in European industrial heritage

It was textile manufacture that launched the industrial revolution in the eighteenth century. Communities of service industries and workers grew up around the factories, so spreading the

influence of technology beyond the factories themselves and shaping the social and urban landscape.

This project aims to put textile museums into this wider context. MORITZ (Mobile round-tour in European textile industry centres) is funded under the Culture 2000 programme. It is based on a partnership of major industrial museums, including some dedicated to the textile industry, which forms an essential part of Europe's economic past. They are linked through a network, the European Route of Industrial Heritage.

Name of project:
**MORITZ: Mobile round tour in European
textile-industry centres**

Programme:
Culture

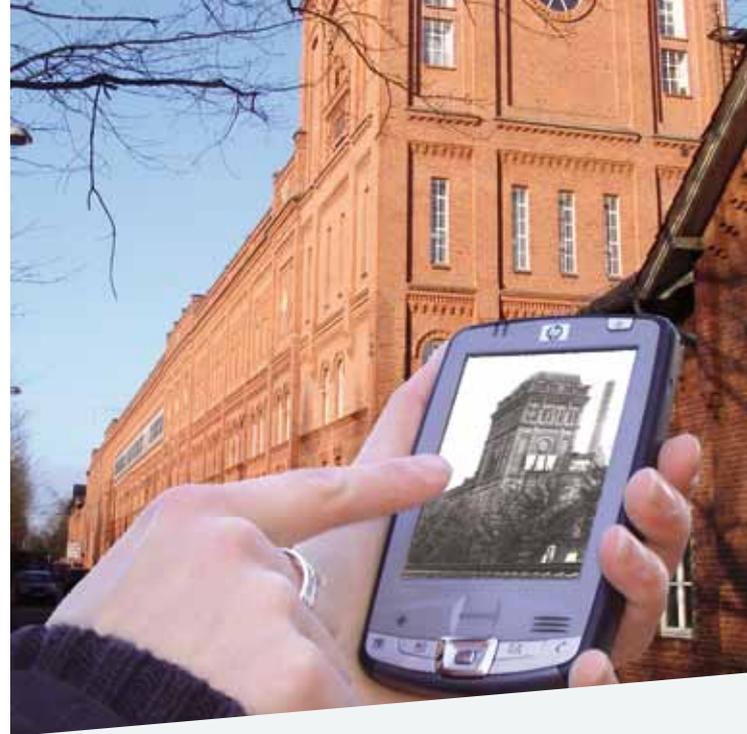
**Promoter
Organisation:**
**Nordwolle - Nordwestdeutsches Museum für
IndustrieKultur (und Hochschule Bremen, M2C)**

Address:
**Flughafenallee 10
28199 Bremen**

Country:
Germany

Name:
Martin KOPLIN
Tel: +49 421 59055402
Fax: +49 421 59055484
E-mail: mkoplin@informatik.hs-bremen.de

Partner countries:
Germany, Poland, Latvia, United Kingdom



New technology throws light on technology of the past

MORITZ has developed PDA applications which enable the museum visitor to expand their experience of the museum by guiding them around nearby industrial sites. Multimedia content is delivered to the PDA as visitors discover industrial monuments and other sites of historical interest.

The project has created 3 PDA tours, accompanied by more traditional forms of support, including video shows and books.

The project is targeted at all members of the European Route of Industrial Heritage and other industrial culture museums and institutions in Europe. Both the cultural and technical concepts of the project are transferable to other sites within the existing network of textile industry museums along the Route. The concepts can be adapted by other museums and is especially adaptable for outdoor museums.





The power of games in youth work

Games have unique power as a learning tool, especially for young people. The Youth Programme project 'E-games: empowering youth work' builds on this potential, offering innovative training materials around key themes.

Games for learning

Playing games is an important part of our social and mental development: it can be a powerful way of learning throughout life. When young people are engaged with the learning process, they learn and retain more. Games are a popular tool for effective learning in non-formal education and form a significant part of youth training work. But research for this project suggests that less than 10% of the games used in youth work involve on-line or off-line multimedia or mobile devices, even though these are so popular with youth.

E-games are more flexible and interactive than traditional learning games. Multimedia elements can incorporate the real world, bringing the games closer to the experiences of real life – particularly important in non-formal education. E-games can also bring people into closer social interaction – though not necessarily face-to-face.

A complete resource package for youth workers

The project has seized on the opportunity to promote the use of e-games in youth work, developing an innovative package of resources for use by youth leaders and other workers in youth centres and local authorities. At the core of the package are 20 new e-games focused around four important topics for youth training - human rights, intercultural learning, youth project management and youth information.

Name of project:
E-games: Empowering youth work
Programme:
Youth

Promoter
Organisation:
Student Computer Art Society

Address:
10 Narodno sabranie sq
1000 Sofia

Country:
Bulgaria

Name:
Rosen PETKOV
Tel: +359 2 9870293
Fax: +359 2 9877477
E-mail: rosen@scas.acad.bg

Partner countries:
Bulgaria, Austria, Belgium, Spain, Slovenia, Italy,
Germany, Greece, Malta



These are designed to help young people gain practical knowledge and develop analytical thinking and challenge them on topics such as tolerance, racism and human rights.

The project has also developed a methodology for the use of e-games in youth work, compiled into an online manual containing practical information as well as theory. The manual includes a guide to the creation of e-games so that trainers can build on those already offered by the project, adapting them to their own needs -

or create entirely new games. The website offers lists of useful resources, a bibliography, a glossary and a forum.

To help disseminate the project results, three training events were organised around the themes of the role of modern media and games, modern media and communications and e-games in youth work. Publicity materials – posters, leaflets, bookmarks – and a CD-ROM containing the e-games were also created.





Music as a tool for the promotion of diversity and intercultural understanding

'Everybody's Song' is a project funded under the EC Youth programme and the European Cultural Foundation in 5 South-East European countries – Cyprus, Macedonia, Bulgaria, Greece and Serbia. The main aim is to promote the role of music as a tool of intercultural understanding by exploring the diverse cultural heritage of the five countries. The project also aims to train youth and music organisations in intercultural learning.

A range of activities involving 6500 people

The project offered a range of activities in all 5 countries. After training the project leaders in intercultural issues, a series of events was prepared in each country.

'Everybody's Song' organised an intercultural festival in Bulgaria encouraging dialogue between different ethnic groups, a concert in Cyprus bringing together the two communities of Nicosia in the neutral zone by involving singers and music from the two cultures, international youth exchanges in Greece and Macedonia based on intercultural exchange, a dance festival in Macedonia and an artistic camp in Serbia.

In all, more than 6500 people took part in these events and the project did much to contribute to cross-frontier collaboration between the five countries and to promote diversity and respect for each other's cultures.

Name of project:

Everybody's song, music as a tool for the promotion of diversity and intercultural understanding

Programme:

Youth

Promoter

Organisation:

Cyprus Neuroscience and Technology Institute (CNTI, in the process of being renamed Future Worlds Center)

Address:

*5 Promitheos, office 9
1065 Nicosia*

Country:

Cyprus

Name:

Reinhard ECKERT

Tel: +357 22 87 38 20

Fax: +357 22 87 38 21

E-mail: reinhard@tech4peace.org / rein.ecke@gmx.at

Partner countries:

Cyprus, Bulgaria, Macedonia, Greece, Serbia



Positive results and greater cooperation amongst youth workers in South East Europe

The DVD and website in 7 languages made it possible to appreciate the richness of the events organised.

The project also strengthened cooperation between different youth organisations in the five countries and created innovative approaches to promote intercultural dimensions important for European development and integration.





Popular theatre gives new life to problem urban area

The project 'In the stomach of the snake' aims to seek ways of assisting development in a district of Rome (Corviale, on the outskirts of the city) which has suffered for a number of years from problems associated with difficulty of access to public spaces.

Involvement of local people to find solutions to their urban problems

This project, funded under the Youth in Action Programme, conducted an analysis of social and communal problems. The inhabitants of the district were encouraged to play a part in the process of change by taking advantage of opportunities for creativity offered by theatre.

Theatre performances were conceived with and directly involved local people – including young people. The idea of involvement through the creation of these performances arose out of

the desire to stimulate people's creativity and so reinforce their sense of belonging to the community.

At the centre of the project: a complex of 1200 flats with 6500 inhabitants

'New Corviale' is a housing complex of over 1200 flats housing 6500 people. The design of the complex may be interesting, but the way it relates to the surroundings and access to public spaces is problematic. The theatre performances took place in the building itself and the most neglected areas were selected in order to show that positive use could be made of these spaces.

Local young people were fully involved and a DVD was produced to disseminate the project's achievements. The approach was based on the methodology of 'the theatre of the oppressed' or

Name of project:
NEL VENTRE DEL SERPENTE La città-Corviale in un'esperienza teatrale di progettazione urbana
Programme:
Youth in Action Programme

Promoter
Organisation:
Gruppo informale CANC

Address:
Viale della Primavera 27
00172 Roma

Country:
Italy

Name:
Michele RISPOLI
Tel: 00393488990437
E-mail: micheleresidui@gmail.com

Partner countries:
Italy



'forum theatre' developed in the 1960s by the Brazilian theatre director Augusto Boal in the slums of São Paolo.

The principle is that the actors improvise and develop a story which lasts 15-20 minutes on themes illustrating situations of oppression or other social, economic or health problems in the community.

The actors then perform this story in various locations within the community. After the

performance of the story, which usually has a disastrous ending, the master of ceremonies suggests that it be re-enacted and invites members of the audience to intervene at key moments at which they feel they could say or do something which could change the course of events.

This technique of participatory theatre has raised the awareness of local people in the community targeted.





Building on town-twinning networks to promote intercultural dialogue

Town twinning is an important aspect of the 'Europe for Citizens' programme, which exists to promote active European citizenship. IDEA - Intercultural dialogue exchange activities – is a project that aims to give new focus and momentum to intercultural dialogue using the existing network of twinned towns as a starting point.

Partnership targets high-schools as vectors of change for youth

The project was based around a partnership of 8 twinned towns in the Czech Republic, Italy and Poland. The aim was to create a model collaborative structure to work on the promotion of intercultural dialogue and then disseminate this to a wider network of twinned towns across Europe, establishing a permanent network centred on this theme.

The focus was on the importance of intercultural dialogue for youth and the role of high schools in fostering this. Exchanges and other forms of youth mobility organised through schools can help motivate students and reduce drop-out. Through all aspects of the curriculum, schools can also help spread European values and shape perception of the European Union.

Conferences launch a new, focused network

The partners worked together to prepare two international conferences at which they exchanged experiences and best practice on the theme of the role of high schools in promoting intercultural dialogue.

Name of project:
IDEA- Intercultural Dialogue Exchange Activities
Programme:
Citizenship

Promoter
Organisation:
ANCI (Associazione Nazionale Comuni d'Italia) Lazio

Address:
Via dei Prefetti, 41
00186 Roma

Country:
Italy

Name:
Francesco CHIUCCHIURLOTTO
Tel: +39 0668 808441
Fax: +39 0761 400978
E-mail: ancilazio@libero.it

Partner countries:
Italy, Czech Republic, Poland



The conferences delivered a report which was the basic tool for dissemination – and the starting point of discussion about enhancing cooperation between partners. The conferences attracted interest from local press and regional TV; the report, a DVD and printed materials were distributed in the twinned towns to town halls, schools, chambers of commerce, youth travel centres, sports centres and other key agencies.

A new IDEA network focused on intercultural dialogue was formally launched at the conference. Since then, new partners from other countries have joined the network, especially from the newer EU member states.





The role of participatory media in Europe and their contribution to participative democracy and the development of European citizenship

Raising awareness of freedom of speech in a democratic society is the role of many participatory media. Until recently, the involvement of these media has only been acting together on specific issues. Now, however, it has become more widely spread through the increasing number of websites encouraging readers to become involved on blogs and other features.

A 3-day conference bringing together 110 delegates from 15 countries set out to examine

this theme. Media professionals, researchers and policy-makers exchanged views on the role of participatory media in Europe – radio, TV, web 2 – and issues for the future.

50 workshops organised by delegates

More than 50 workshops developed and run by the delegates led to fruitful discussion. The main theme was the role of participatory media in contributing to political involvement and the development of active European citizenship.

Name of project:
Civilmedia07 - UnConference: Participation 2.0
Programme:
Citizenship

Promoter
Organisation:
Radiofabrik - Freier Rundfunk Salzburg

Address:
Josef-Preis-Allee 16
5020 Salzburg

Country:
Austria

Name:
Eva SCHMIDHUBER
Tel: +43 662 842961 24
Fax: +43 662 842961 158
E-mail: e.schmidhuber@radiofabrik.at

Partner countries:
Austria, Hungary, Germany



The aim was to propose new models for future action. The direct involvement of citizens and civil society in promoting European integration and the concept of citizenship was also a focus of discussion.

Positive results and a real process of participative democracy

Do the economic models of Web 2 conflict with the current social aspects? What new

competencies are required both for the media and the individual citizen for them to play a full role in participative democracy? These were issues discussed at the conference, which also offered an update on the new generation of Web 2 technologies and reinforced the links between the organisations taking part in the event. The conference in 2008 on intercultural dialogue and participatory media offered a further opportunity for pursuing these themes.





Artistic creation as a vector for integration of the disabled

This project under the Citizenship programme set out to organise an international workshop for artistic creation by people with physical and mental disabilities. The aim was to foster tolerance between people with and without disabilities.

52 disabled people from 4 countries take part in an international workshop for artistic creation

Participants at this international workshop, which took place in September 2007 on an

experimental farm in Hungary, were people with hearing, visual and other physical disabilities as well as mental ones.

Participants created pottery, paintings, ceramics, glass-ware – all of them were able to be involved in this collective experience. Therapy through art and animals (because of the location of the workshop on a farm) were also important features of the event.

Name of project:

International artistic workshop for people with disabilities, with the participation of 4 EU countries

Programme:

Citizenship

Promoter

Organisation:

Harmonia Haza

Address:

Maros u.27

1237 Budapest

Country:

Hungary

Name:

Csaba TOTH

Tel: 0036 06209 506000

Fax: 0036 13866 972

E-mail: toth.csaba@harmoniabudapest.hu

Partner countries:

Hungary, Romania, Austria, Slovakia



A travelling exhibition in the 3 partner countries

The artistic objects created during this workshop were exhibited for two months in the 3 partner countries – Austria, Slovakia and Romania.

Other exhibitions in other countries are possible. The intercultural dimension of the event is a strong feature of the project





Sound and music for the creation of businesses and the economic development of a region

Research applied to information technologies combining art, design and technology can offer innovatory potential leading to the creation of new activities and new businesses. 'Sonic Studio', a project funded under the European Regional Development programme in collaboration with the region of Norbotten in Sweden, has developed expertise in applied research in sound and music, creating a stimulating environment in this field for entrepreneurship in the region.

Research contributes to economic development

Sonic Studio is part of the Interactive institute,

which itself forms part of the Swedish Institute of Computer Science. The aim of Sonic Studio was to contribute to the economic development of an area (around the town of Pitea in northern Sweden) in the field of sound and music in digital media, by developing new research activities which could generate prototypes with commercial potential and which could also lead to new high-tech businesses.

One of the most notable successes was the DigiWall project – a game combining a climbing wall (with sensors to produce sounds and lights) with a computer game driving the process. The success of this game led to the creation of a new company.

Name of project:
Sonic Studio: sound from the north inspiring regional businesses (DG REGIO)
Programme:
The Structural Funds

Promoter Organisation:
The Interactive Institute

Address:
*Acusticum 4,
SE-941 28 Piteå*

Country:
Sweden

Name:
Katarina DELSING
Tel: 0046 911 930 11
Fax: 0046 911 930 29
E-mail: katarina.delsing@tii.se

Partner countries:
None, Swedish regional project



Collaboration with many partners contributes to regional development

The Sonic Studio project has contributed significantly to regional development by expanding research in a new inter-disciplinary field. This has attracted high quality researchers to a marginal part of the country. The project also enabled the creation of jobs in new companies and in existing ones, through the development of new activities.

Collaboration between regional/local authorities and university and research institutes was the foundation for the success of the project.

The future will depend on the sustainability of the initiative through collaboration between many partners and drawing on the expertise of existing structures.





Integrating local culinary traditions with international tourism

The Algarve has a rich tradition of gastronomy based on local products and production methods – an important part of the region's culture and identity. This project aims to combine traditional knowledge with up-to-date catering industry skills.

Traditional local food production under threat

Despite the attractions of local gastronomy in the Algarve, production is focused on small, local businesses run by older, rural workers. With the rapid growth of international tourism, these businesses are disappearing and the knowledge and experience they are based on is being lost.

The new hotels and restaurants cater for an international clientele who have no knowledge of traditional, local foods and therefore little

interest in exploring them. Catering products tend to be supplied by international food industries.

This brings pressures on the traditional-style businesses. Workers here lack the management and commercial skills necessary to survive in a competitive landscape of big businesses and international chains. There are problems of conformity with new industrial standards – hygiene and quality – and a lack of skills in innovation, design and marketing.

New course brings mutual benefits to artisans and students

In order to preserve the best of local traditions and expertise, RITA DP aimed to find new ways of sharing the knowledge with a new generation of catering and food technology students.

Name of project:
RITA DP (DG EMPL)
Programme:
EQUAL

Promoter
Organisation:
Qualigénese - Investigação e Formação, L.da
(QUALIGÉNESE)

Address:
Sítio da Bordeira, Caixa postal 301 - B
P-8000-700-SANTA BÁRBARA DE NEXE Faro

Country:
Portugal

Name:
David José Pereira Gago
Tel: +351 28980 3773
Fax: +351 28980 3775
E-mail: davidgago@qualigenese.pt or
linoviegas@qualigenese.pt

Partner countries:
France, Italy, Sweden



It developed an Intergenerational Platform – a learning methodology in which both students and older workers could exchange knowledge and mutually benefit from the process.

The methodology was the basis of a new course in Food Engineering at Algarve University. Students have direct links with older artisans and study traditional production processes.

In this way, students learn to appreciate the value of their local culinary heritage. With the latest production and management skills they have learnt in their studies, they can help promote local food and products in a wider range of outlets. The older workers also benefit by an understanding of new commercial opportunities for their businesses. In this way, the traditional food production industry can survive and evolve to meet new demands.





Collaboration between regions to develop innovation

Two years after the Lisbon Strategy launched in 2000, the European Union had not yet attained its goal of making Europe 'the most competitive knowledge-based economy in the world'.

The gap between other great economies like that of the US is still present and newly emerging countries are rapidly increasing their capabilities in terms of research and innovation. Key political, economic and scientific figures are convinced that only through more innovation will Europe be able to maintain its position amongst the world's top economies. The CIRCUS project, funded by DG Enterprise, sets out to analyse the key factors for the development of innovation and recommends policies to achieve this.

A holistic approach involving all potential innovators

The project brought together partners from the Baltic States, Lombardy, Berlin and the region of Oresund in Denmark. The first action of the project was to collect qualitative information through interviews and case studies in all regions involved. Around 300 interviews and case studies were conducted with potential innovators, students at research laboratories, innovatory companies and other civil society organisations.

The information collected was analysed for each region in order to identify the influential factors, the obstacles and possible recommendations to be made.

Name of project:
Innovation C.I.R.C.U.S. (DG ENTR)
Programme:
Sixth Framework Programme, Research and Innovation

Promoter Organisation:
EuroCenter, Danish Agency for Science, Technology and Innovation

Address:
*Bredgade 40,
1260 Copenhagen K*

Country:
Denmark

Name:
Niels Vinther
Tel: 0045 3544 6286
Fax: 0045 3544 6245
E-mail: nivi@fi.dk

Partner countries:
Denmark, Estonia, Latvia, Lithuania, Germany, Italy, Poland



65000 people took part in innovation weeks organised in the 4 partner countries

Each region organised an innovation week taking place between September – December 2007 with a specific theme for each region: children and school as a source of potential innovation in Riga, innovation in urban development in Berlin, innovation in daily life in Milan and educating children for a society of innovation in Copenhagen.

These events had various impacts in each region and formed the basis of an action plan built on the findings of the project.

Concrete recommendations produced by the consultations

The project was able to formulate a number of policy recommendations, including the importance of reinforcing the emphasis on innovation in education. Also prioritised were inter-disciplinary approaches and the need to develop new communication platforms for innovation.





Treasures of the cinema safeguarded by the major European archives are now available on the web

Rediscover the early days of the cinema! A hesitant, often turbulent art. A free art which revolutionised the last century and which still amazes us today. For a century, film lovers, collectors, and film archives have rescued vestiges from the ravages of time: film destroyed by humidity and heat, decomposed or in ashes, discovered in time or too late...

The biggest European film libraries collaborate to preserve and promote the cinematographic heritage

'European Film Treasures' is based on a partnership with the most prestigious archives and libraries in Europe. Like explorers of former times, these archives have done everything possible to find, restore, conserve and show these fragile finds from all over Europe.

Funded by the Information Society and Media Directorate General, 'Europa Film Treasures' is a new window on this meticulous and dedicated work. In liaison with rights holders, when known, and donators, a website enables the general public to discover some examples of these precious films from all over the world which have been safeguarded in Europe.

Thanks to the internet and European archives, something new in the cinema!

The website (in five languages) allows access to streamed videos without the need to download. All genres from all periods are represented. From comedy to science fiction, from westerns to animation, 'Europa Film Treasures' is, through the range of films in each archive, a journey into the heritage in movement of European cultural and political history.

Name of project:
Treasures from European Film Archives (DG INFSO)

Programme:
MEDIA

Promoter
Organisation:
Lobster Films

Address:
*13, rue Lacharrière
75011 Paris*

Country:
France

Name:
Serge Bromberg
Tel: 0033 (0)1 43 38 69 69 (contact *Pascaline Peretti*)
Fax: 0033 (0) 1 43 57 26 05
E-mail: *treasures@lobsterfilms.com*

Partner countries:
Austria, Croatia, Czech Republic, Denmark, Finland, Germany, Great Britain, Hungary, Ireland, Italy, Luxembourg, Netherlands, Republic of Macedonia, Russia, Scotland, Serbia, Spain, Sweden, Switzerland



© La Joie de Vivre, Anthony Gross et Hector Hoppin, 1934, Lobster Films.

Each film is presented with three elements: a data sheet, a history and the option to view. Various search options are also offered - by archive, period, country, genre, director...

The site is regularly enriched by new additions: films, documents, interviews, programmes. An area for teaching resources has also been planned to offer pedagogic tools and games designed for a young public. Some films will be identified and labelled as of specific interest for youth,

with different approaches for different age ranges. Pedagogic kits in five languages will be developed for teachers and youth centre leaders in order to enable pedagogic use in both a school and leisure context.

The website permits access to European archives without which the films contained in them would no longer exist. It enables the widest public to access the fascinating works which make up the heritage of European cinema.



EUROPA
FILM
TREASURES

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Watch the treasures of our European cinematographic heritage online.

CHOOSE

DISCOVER

WATCH



DG INFSO



New ways of promoting knowledge-based entrepreneurship

Knowledge-based entrepreneurship (KBE) is a key factor of growth in the European knowledge society. This study uses new approaches and new data to examine the characteristics of successful entrepreneurship and to make policy recommendations on how to support it.

A vector for the commercialisation of research

Large investments in knowledge generation may not lead automatically to economic growth because there may be barriers in converting research into commercialised knowledge.

Knowledge-based entrepreneurship is an effective way of breaking through these barriers. Encouraging KBE helps deliver some of the Lisbon priorities in creating growth and prosperity across EU countries.

KEINS (Knowledge-intensive entrepreneurship: innovations, networks and systems) is a project funded under the Specific Targeted Research Programme of DG Research. It aims to discuss and refine current concepts of KBE, explore the relationship between KBE and innovation in different sectoral and national contexts, define the role of networks in assisting KBE and make policy recommendations on the most effective ways of supporting it.

Keys to the success of knowledge-based entrepreneurship

KEINS shows originality and innovation in improving understanding of KBE both from an empirical and a methodological point of view. The project has drawn on information resources from across Europe but has also created new ones. One important achievement has been

Name of project:

Knowledge-based Entrepreneurship: Innovation, Networks and Systems (KEINS) (DG RTD)

Programme:

FP6 Priority 7 - Citizens and Governance in a Knowledge-based Society

Promoter**Organisation:**

KITeS-Università «Luigi Bocconi»

Address:

*Via G. Roentgen, 1
20136 Milano*

Country:

Italy

Name:

Franco Malerba

Tel: +39(0)2 58363391

Fax: +39(0)2 58363399

E-mail: franco.malerba@unibocconi.it

Partner countries:

Germany, the United Kingdom, France, Sweden, Portugal, Poland



to bring together qualitative and quantitative aspects of KBE for comparative analysis. Project research has also helped fill a significant gap in literature on the context in which entrepreneurs operate, which is of significance to policy decision makers

The study emphasises the major role of knowledge, information systems, networks and institutions in fostering KBE. It sets out to go beyond the stereotypical view of the entrepreneur as a rugged individualist who single-handedly builds great companies. It examines three types

of entrepreneurship – start-up, corporate and academic. It approaches these from the perspective of wider structures and systems. Few studies before KEINS have explored the impact of such networks on KBE or the many facets of the way they interact and overlap.

The project has produced and published various papers and disseminated the results at a wide range of conferences. It has also created two databases for use by researchers.



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European Year 2009

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