



Municipal Department  
for EU-Strategy and  
Economic Development



EDUCULT

## LINKING CULTURE AND EDUCATION: A SURVEY

Carried out by Educult, commissioned by the Department for EU- Strategy and Economic Development, Public Relations and Culture of the City of Vienna (MA 27)

February 2006

# **Questionnaire: Linking Culture and Education**

## **Introduction**

### **Background**

It was in Barcelona in 2005 when the Culture Forum of EUROCITIES, a network of big and middle-sized European cities, organised the working group "Culture and Education" to think about the future influence of arts education in urban development. The objectives of this working group were, to look after the existing educational and cultural policy frameworks and its perspectives for re-orientation and re-organisation alongside new priorities in the information society.

### **Survey Methodology**

This survey intends to map out the potentials for closer co-operation of the traditional policy fields culture, education and youth. Therefore a questionnaire was sent out to a number of European cities in autumn 2005. With the answers from Vienna, Munich, Bergen, Hamburg, Stockholm, Barcelona, Essen, Dortmund, Athens, Düsseldorf, Berlin, Amsterdam, Espoo, Cologne, Leipzig, Vilnius, Nottingham, Manchester and Genoa.

The questionnaire consisted of two parts. The first part asked for the political vision of the city, policy and objectives, methods, monitoring and evaluation, international exchange/international co-operation, future perspectives and for a first assessment of the importance of the issue concerning the priorities of the ongoing planning procedures. And the second part asked for examples of good practice.

### **Structure of the Report**

The report is divided into two parts. Part one presents an overview of the results of the first part of the questionnaire. Part two describes selected examples of good practice from the mentioned cities.

## **Main Findings**

Even if one takes into account the different practical experiences and perceptions of the individuals and institutional representatives who answered this questionnaire, the survey points out some surprising common trends on linking culture and education in European cities. Looking at the political vision of the different cities, the inquiry shows clearly that over three quarter of the cities already have formulated a vision on how and why culture, education and youth should work together also cross-sectoral.

The majority of the cities mention, that the reason for co-operation is seen as a need to enable sustainable city-development. Obviously the most cities have realised that arts education is more than a luxury for a small elite, seems to be more and more appropriate to develop cultural competences of its citizens and by that, as a major tool, to assure the needs of a successful and socially balanced information society.

This evidence goes together with the large number of cities which already have, or are willing to have a closer co-operation between their cultural, educational and youth administration units. But despite this rhetoric, city representatives mention more often the need of co-operation between others, Fe between institutions and initiatives in the different fields of culture/arts and education and less on political and/or administrative level. In this respect the survey shows a sustaining lack of co-operation.

Concerning the comparability of specific budgets and material/personal resources dedicated to arts education in educational and cultural institution the survey made evident that only a few cities are able (or willing) to provide the public with quantitative data. For most of the cities no concrete figures concerning the budget lines have been presented, an indication that professionals working in the field al in the future will have to take into account specific obstructions caused by political, administrative and institutional approaches which will remain "under construction".

Also the international exchange and co-operation between European cities concerning policies on linking "culture and education" still has a large development potential. A lot of suggestions were made for future perspectives to be discussed in one of the next meetings of the Cultural Committee of EURO CITIES.

Three quarter of the respondents articulated the wish to start a common city-network on "culture and education" to foster the exchange of information and experience and to start inter-city co-operation projects. More than 50% were in favour of developing common policies and common lobbying.

For the implementation of a common network the following priorities and measures were mentioned:

### **Priorities**

- Formulation of a common policy as a basis for at least middle-term planning
- Regular and systematic exchange of information and experience
- Mutual support for anchoring co-ordination, networking and co-operation
- Improvement of cross-sectoral co-operation, starting from kindergarten up to universities, and cultural institutions
- Consideration of research results in the cultural and education policy decision making process
- Comparable treatment of arts education institutions/initiatives as cultural institutions in public funding programs
- Improvement of vertical co-operation (with responsables from other political and administrative levels)
- Involvement of so-called "hard-to-reach" learners in cultural activities
- Improvement of professional training of educators in the field of culture
- Installation of accompanying evaluation processes

### **Measures**

- Development of a glossary of definitions – common definition of arts education, of standards and quality criteria
- Improvement of research in the field
- Development of a common databank comprising links on arts education initiatives in Europe
- Networking and mutual visits
- Edition of a regular electronic newsletter
- Lobbying towards legislators on all political and administrative levels
- Development of trans-city projects (as examples of good practice)
- Development of common quality criteria
- Organisation of a common European conference to share information and experience
- Installation of an European expertise centre

## A. Political visions of your city

### 1. Has the city elaborated an agreed vision on why and how culture, education and youth should work together?

Yes, a clear vision of why and how to link "culture and education" has been formulated	45%
Yes, some aspects of why and how to link "culture and education" have been formulated	33%
No, no programmatic perspectives have been formulated up to now	22%

In **Total 78%** of all cities have formulated a clear vision or some aspects of why and how culture, education and youth should work together.

### 2. How would you describe the vision of your city in respect of linking "culture and education"?

**All cities that have formulated a clear vision or formulated some aspects of "linking culture and education" used the following keywords:**

- The basic necessity of culture to develop the cultural competences of the citizens
- Culture/arts as an opportunity to find new ways of expression and communication
- To foster the understanding of culture towards children and young people as they are seen as the audience of tomorrow.
- Basic social provision
- Necessity of close co-operation and networking of the different institutions in culture/arts and education
- Shareholdership - culture as an integral component of the educational curriculum
- Authorities need to work together to achieve permanent results
- Cultural education as an important fundament to assure "good" perspectives for life
- Aesthetical Education and interaction with arts and culture strengthens the development of key competences of young people. (Potential of individuals)
- From the beginning and a lifelong cultural education
- Creation of an advanced society by developing a social-cultural infrastructure and so to strengthen the sense of community for a save and secure future.
- Learning as the key to social inclusion and cultural activities motivate and enrich the lives of people of all ages

### 3. In which city document(s) is this vision specified?

multiple mention possible	
• Strategic documents of the city	<b>60%</b>
• Other publications of the city	<b>50%</b>
• Other, for example you may find some rudiments in personal speeches of representatives of the city (e.g. Mayor, alderman for culture or education or youth affairs,)	<b>39%</b>
<b>Details:</b> Departmental plan, art plan of the city, communal common concept. There are different concepts of the cities concerning linking "culture and education"	
<b>No Answer</b>	<b>22%</b>

### 4. Does the city give priority to closer co-operation between cultural, educational and youth institutions in cultural, educational and youth policy?

<b>Yes</b>	<b>72%</b>
<b>No</b>	<b>28%</b>

#### Yes, because

- of the results of PISA
- Without co-ordination no lasting results can be achieved
- Cultural resources as an extension of the classroom and an arena for learning especially for children and young people
- Decision of law
- Reflects actual educational policy discussion

#### No, because

- Cultural, educational and youth organisations are working together on a selective and project related base
- Co-operation of both kind of institution isn't considered as a priority
- Lacking interest of politicians
- Different departmental competences of education/youth on the one hand and culture on the other hand

## 5. Is there a close co-operation between the cultural, educational and youth administration in your city?

Yes	72%
No	28%

### Yes

In the majority of cases where cities have a close co-operation between the cultural, educational and youth administration there exist special committees as links between the different fields of culture, education and youth. The reason for coordination is seen as a need to gain lasting results.

### No

More often cities mention the cooperation between single organisations in between the different fields of culture/arts and education. Cities mentioned that:

- the competences are separated and that there is no collective strategy and co-operation platform
- the re-organisation of structure is in process

## 6. Is the development of closer co-operation between the cultural, educational and youth administration in your city seen as a success story?

Yes	72%
Yes in respect of	
• improvement of political strength (assertion of political objectives)	62%
• improvement of organisational strength (efficiency and effectiveness)	85%
• improvement of the outcomes of the administrative agenda	70%
No	6%
Irrelevant	22%

## **B. Policy, objectives**

The city may have ideas regarding the intended effects of linking “culture and education”

### **7. Has your city formulated a policy for cultural, educational and youth institutions to foster co-operation?**

<b>Yes,</b>	<b>50%</b>
• but not in writing	<b>22%</b>
• but informal - oral	<b>0%</b>
• in writing	<b>78%</b>
<b>No,</b> the city has not yet formulated a policy concerning linking “culture and education”	<b>50%</b>

### **8. Has your city formulated a policy concerning co-operation in writing?**

<b>Yes</b>	<b>44%</b>
<b>No</b>	<b>56%</b>

### **9. If your city does not have a policy concerning linking “culture and education”, what is the reason for this?**

- Lack of co-operation in between the divisions of culture and education
- Process of re-organisation of administrative structures
- No common strategy - selective collaboration

### **10. Is your city planning to formulate a policy on linking “culture and education”?**

<b>Yes</b>	<b>73%</b>
<b>No</b>	<b>27%</b>



**11. Has your city formulated objectives for publicly funded cultural, educational and youth institutions and how should co-operation be organised in the future?**

Objectives differ from city to city. Although 14 cities answered to have formulated a vision (clear vision and some aspects of vision) only a few cities have formulated concrete objectives i.e. what they want to achieve.

**12. Are there any agreements with other public bodies concerning linking “culture and education”?**

<b>Yes, with:</b>	<b>56%</b>
• national bodies (ministries...)	<b>44%</b>
• regional bodies	<b>39%</b>
• with other cities	<b>17%</b>
• multi-national bodies (UNESCO, European Union, Council of Europe)	<b>11%</b>
<b>No</b>	<b>44%</b>

**13. What are the objectives of your city’s policy concerning the co-operation of cultural, educational and youth institutions?**

Now clear preferences. Objectives differ from city to city. The answers vary considerably.

**14. Is there a permanent service and/or body responsible for fostering co-operation between cultural educational and youth institutions in your city?**

<b>Yes</b>	<b>44%</b>
<b>No</b>	<b>56%</b>

**Yes: in details** - only a few cities have installed a special service institution with the major task to foster co-operation between cultural educational and youth institutions.

## C. Measures

### 15. What methods does the city use to achieve policy objectives concerning linking “culture and education”?

<b>Yes, namely</b>	<b>72%</b>
• giving attention to quality control	<b>69%</b>
• providing incentive subsidies	<b>54%</b>
• providing information	<b>92%</b>
• regular exchange of information and experience of the staff members involved	<b>31%</b>
• regular training of the staff members involved	<b>31%</b>
• teaching organisation development know - how	<b>38%</b>
• designing a specific support structure	<b>38%</b>
• setting up expertise centres	<b>31%</b>
• developing and installing databanks	<b>46%</b>
<b>Others:</b> conferences, papers, newsletters, links with other cities, federal exchange	<b>15%</b>
<b>No</b> , the government does not pursue policy objectives in the field of linking “culture and education”	<b>28%</b>

### 16. What is the present basis for cultural education in your city?

**In kindergarten** – answers differ. The question has been answered in two ways. Some cities described the organisational structure of cultural education, while others explained specific cultural education programs. Concerning the structure, cultural education is seen as part of the educational plan.

#### **In primary schools - obligatory**

Individual cases

#### **In primary schools – extra-curricular**

Individual case

#### **Post school education**

Individual cases

### **In cultural institutions**

Individual cases

### **In youth organisations**

Individual cases

### **Universities**

Individual cases

## **17. Are there specific budgets and material/personal resources dedicated to cultural education in educational and cultural institution?**

### **In kindergarten**

<b>Yes</b>	<b>33%</b>
<b>No</b>	<b>67%</b>

Individual answers concerning the budget

### **In primary schools**

<b>Yes</b>	<b>73%</b>
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Keywords: all-day school, educational budget, budget dedicated to primary schools from cultural/arts institutions

### **In secondary schools**

<b>Yes</b>	<b>68%</b>
<b>No</b>	<b>32%</b>

Keywords: dependent on the individual school, answers vary from case to case

**In training and further training institutions**

<b>Yes</b>	<b>40%</b>
<b>No</b>	<b>60%</b>

No specific information

**In cultural institutions**

<b>Yes</b>	<b>100%</b>
<b>No</b>	

Funds of state, funds of the city, private funds

**In youth organisations**

<b>Yes</b>	<b>53%</b>
<b>No</b>	<b>47%</b>

Private funds, funds of the city

**In universities**

<b>Yes</b>	<b>20%</b>
<b>No</b>	<b>80%</b>

No specific information

Information about the budget material/personal resources dedicated to cultural education in educational and cultural institutions is sparely.

**18. Which institution-specific trends do you find supportive/obstructive within the existing institutional framework?**

- **In primary school**

**Keywords:**

- **Supportive:** all-day school; after school activity; new curriculum fosters development in favour of cultural education
- **Obstructive:** Lack of time and resources; curriculum demands make it difficult to focus on arts & cultural aspects; curriculum demands make it difficult to focus on arts and cultural aspects; increasing independence from government control can be a barrier

- **In secondary schools**

**Keywords:**

- **Supportive:** After school activity; Full-time school
- **Obstructive:** traditional role model of teaching staff makes project related classes difficult; lack of time and resources, cultural education doesn't have the same importance as cognitive school subjects; reduce in resources

- **In training institutions**

**Keywords:**

- **Supportive:** Possibility for increase of professional skills, development of new academic courses

- **In cultural institutions**

**Keywords:**

- **Supportive:** Contact to artists, cross-over projects
- **Obstructive:** Do not see cultural education as their mission. Just want to develop new audience; have vision but no strategy to develop methods; lack of time and resources;

- **In youth organisations**

**Keywords:**

- **Supportive:** cultural education as a key qualification, developing of community sense

**19. Between which institutions do you see the best chances for better co-operation in the future and why?**

Institutions that are mentioned are: Universities, cultural/arts institutions and educational institutions - there is no specific trend to be seen - answers differ from city to city.

## D. Monitoring and Evaluation

**20. Is the political decision making process in your city based on regular research work in the field of audience development, visitors- and non-visitors-studies?**

<b>Yes</b>	<b>53%</b>
<b>No</b>	<b>47%</b>

**21. Does your city require its policy for linking "culture and education" to be monitored or evaluated?**

<b>Yes, monitoring and evaluation</b>	<b>37%</b>
<b>Yes, monitoring</b>	<b>12%</b>
<b>Yes, evaluation</b>	<b>19%</b>
<b>No</b>	<b>31%</b>

**22. How is evaluation of policy concerning linking "culture and education" carried out?**

<b>No evaluation of policy</b>	<b>33%</b>
<b>Evaluation of policy</b>	<b>67%</b>
<b>through:</b>	
• <b>Regular surveys/studies/reports</b>	<b>50%</b>
• <b>Inspection</b>	<b>25%</b>
• <b>Symposia, debates</b>	<b>58%</b>
• <b>Expert meetings</b>	<b>42%</b>
• <b>Advisory committees</b>	<b>8%</b>
• <b>Internal self- evaluation</b>	<b>75%</b>
<b>Other:</b>	<b>25%</b>
- Learning from other cities experience	
- Inter-regional exchange	
- For the moment the link between culture and education is not being evaluated	

## F. International exchange/international co-operation

**24. Does your city maintain contacts with other European cities when designing and formulating policies on "Linking Culture and Education"?**

<b>Yes, by</b>	<b>59%</b>
• consulting foreign publications (policy documents, studies)	<b>1%</b>
• consulting international data bank(s)	<b>0%</b>
• attending international conferences	<b>70%</b>
• maintaining bilateral or multilateral contacts with other cities	<b>90%</b>
• organising or participating in a network	<b>80%</b>
• organising common projects with the opportunity to exchange practical experiences from other European partners	<b>7%</b>
<b>No</b>	<b>41%</b>

**25. Does your city intend to compare its policy on linking "culture and education" with other European cities?**

<b>Yes, by</b>	<b>69%</b>
• consulting foreign publications (policy documents, studies)	<b>18%</b>
• consulting international databank(s)	<b>9%</b>
• attending international conferences	<b>64%</b>
• maintaining bilateral or multilateral contacts with other cities	<b>73%</b>
• organising or participating in a network	<b>64%</b>
• other, e.g. improvement of common consulting and exchange opportunities	<b>64%</b>
<b>No</b>	<b>31%</b>



**26. Does your city encourage cultural, educational and youth organisations to take part in exchange programs of the EU?**

<b>Yes</b>	<b>94%</b>
<b>No</b>	<b>6%</b>

**27. Does your city have any suggestions for opportunities concerning international exchange linking "culture and education" within programs of the European Union?**

<b>Yes</b>	<b>63%</b>
<b>Yes, namely</b> in the organisation of more continuous and sustainable EU programmes, providing incentives for international co-operation and exchange in the field	<b>100%</b>
<b>No</b>	<b>37%</b>

## G. Future perspectives

### 28. What could be the role of the working group “Culture and Education” of EUROCITIES in fostering co-operation?

Many suggestions have been made

#### Keywords:

- Managing successfully public debates
- Networking and profiling presence
- Provide database for information
- Exchange (information) of examples of good practice
- To share efforts, results and methods between the cities
- Regular meetings
- Receive EU financial support
- Demonstrating culture’s contribution to the education agenda

### 29. Which kind of outcome might be helpful concerning mutual support?

Development of a common policy	<b>56%</b>
Establishment of a common data bank	<b>44%</b>
Organisation of regular European meetings	<b>50%</b>
Establishment of a common service initiative	<b>37%</b>
Establishment of a city-network on "culture and education"	<b>75%</b>

**30. What should/could be the next steps after the termination of the working group?**

Distribution of recommendations	<b>59%</b>
Lobbying towards European institutions	<b>29%</b>
Fostering the exchange of information and experience	<b>82%</b>
Inter-city co-operation projects	<b>71%</b>

**31. What topics would you most definitely like to see addressed in the working group?**

**32. What kind of topics should be addressed to make this working group attractive for you?**

**33. What is your personal assessment of the importance of making the educational, cultural and youth sector more co-operative?**

→ **Concerning question 31, 32, 33:** There were a lot of suggestions made for future perspectives. These suggestions led to formulate an agenda for the working group „Linking Culture and Education“ of the Cultural Committee of EURO CITIES.

## G. Future perspectives

**34. Are there any topics beside the ones referred to in this document that determine the current policy agenda of your city?**

<b>For example:</b>	
• improvement of staff training	<b>73%</b>
• commissioning of consultants	<b>27%</b>
• commissioning service institutions	<b>27%</b>
• commissioning research work	<b>45%</b>
• considering organisation development	<b>55%</b>

## Examples of good practice - overview

There exist good practice examples in all kinds of variations and disciplines in culture/arts.

### **Projects of the different cities:**

(Full description in the annexes)

#### **Athens:** archaeology

- Restoring archaeological buildings and monuments (ADAPT – project) using new techniques

#### **Bergen:** music and architecture (including city-planning)

- “The Children’s House”: linking art scene with schools and kindergartens; including graffiti culture
- Bergen International Festival: meeting the artists during the festival
- Follow the Frog: the Edward Greg Museum
- My city - our cities: include architecture and city-planning in teaching curriculum

#### **Hamburg:** theatre

- Two-year collaboration program between school and theatre.

#### **Munich:** photography, literature, philosophy, media

- Photographing old masters
- Literature and art: inventing stories and dramas about famous pictures
- “Plato’s cave”: the world seen by the media

#### **Stockholm:** cinema

- School of the Arts
- Culture for the youth: grants for collaboration, teachers’ network
- School Cinema

**Munich:** new media, photography, arts and history

- New media world of TV, radio, video and Internet and development of artistic potential through creative use of new medias
- Photography as a medium to deal and approach productively and creatively the arts
- Children and art treasures - arts and history taught in a playful way

**Cologne:** visual arts, dance, music, theatre, and new media

- Fostering the creative potential of pupils through qualified workshops in the different fields of arts (visual arts, dance, music, theatre, new media)

**Vienna:** visual arts, dance, music, and new media

- Education meets science - exchange between artists and pupils by participating in activities and presentation of own projects of both sides

**Barcelona:** literature

- Promoting books and the culture of reading in the city

**Manchester:** visual arts

- High quality teaching programmes, focusing on collaborative arts work

**Nottingham:** literature

- Promoting books for babies by a range of activities and events at local libraries including storytelling and activity sessions, interactive rhyme-time sessions
- Books change lives - children and young people in public care. Promoting reading and informal learning linked to a programme of activities such as art, music and dancing
- Children's Book Award - help to develop reading skills, raise literacy skills and promote reading as a lifelong activity

**Düsseldorf:** different fields of arts

- Youth, culture and school-artists in schools, cultural institutions and school-programmes, cultural education in full- time schools

**Genoa:** cultural heritage, history, multimedia

- encouraging students to develop a better knowledge of the local cultural heritage
- giving young, mainly non European people a saver place to stay, using the multimedial technologies as a way to introduce them to the use of books and of other multimedial instruments
- Formulation, dissemination and diffusion of a practical model which can represent a basis for future activities addressed to people with disabilities.

## Annexes

### 1. Respondents to the questionnaire part One

City	Person	Position	Organisation	E-Mail
Munich	Dr. Wolfgang Zacharias	Project management	Kultur- und Schulservice München	<a href="mailto:Zacharias-muc@t-online.de">Zacharias-muc@t-online.de</a>
Munich	Pietsch Zuber	EU- Projects and Grants	Culture Department	<a href="mailto:hertha.pietsch-zuber@muenchen.de">hertha.pietsch-zuber@muenchen.de</a>
Bergen	Bjørn F. Holmvik	Director of Culture and Art in the City of Bergen	Section of Art and Art in the City of Bergen	<a href="mailto:bjorn.holmvik@bergen.komune.no">bjorn.holmvik@bergen.komune.no</a>
Hamburg				
Stockholm	Bo Andér/Bitte Jarl	Strategy developer/Investigator	Culture Administration of the City of Stockholm	<a href="mailto:bo.andér@kulzut.stockholm.se">bo.andér@kulzut.stockholm.se</a> <a href="mailto:bitte.jarl@kultur.stockholm.se">bitte.jarl@kultur.stockholm.se</a>
Barcelona	Esteve Caramés/ Idoia Villanueva	International Relations	Institute for Culture of Barcelona	<a href="mailto:ecarames@mail.bcn.es">ecarames@mail.bcn.es</a> <a href="mailto:ivillanueva@mail.bcn.es">ivillanueva@mail.bcn.es</a>
Essen	Rüdiger Kersten	Head of Controlling/Planning Project management	Geschäftsbereich Bildung, Jugend und Kultur, Stadt Essen	<a href="mailto:ruediger.kersten@???.essen.de">ruediger.kersten@???.essen.de</a>
Dortmund	Claudia Koschka	Programme conduction	Eigenbetrieb Kulturbetrieb Dortmund - Kulturbüro	<a href="mailto:ckoschka@stadtdo.de">ckoschka@stadtdo.de</a>
Athens	Dr. Kalliopi (Kelly) A. Bourdara	Deputy Mayor of Athens	Municipality of Athens	<a href="mailto:kelly-bourdara@cityofathens.gr">kelly-bourdara@cityofathens.gr</a>
Düsseldorf	Dr. Petra Winkelmann	Deputy Head of Cultural Department	Cultural Department of Düsseldorf	<a href="mailto:petra.winkelmann@stadt.duesseldorf.de">petra.winkelmann@stadt.duesseldorf.de</a>
Berlin	Reiner Schmock- Barthe	Senior civil servant	Senatsverwaltung für Wissenschaft, Forschung und Kultur	<a href="mailto:schmock-bathe@senwfk.verwalt-berlin.de">schmock-bathe@senwfk.verwalt-berlin.de</a>
Amsterdam	Nico van Rossen/Jane Edeling	Program-manager/senior policy worker	City of Amsterdam/ Dep. Culture/Education	<a href="mailto:n.van.rossen@dmo.amsterdam.nl">n.van.rossen@dmo.amsterdam.nl</a> <a href="mailto:j.edeling@dmo.amsterdam.nl">j.edeling@dmo.amsterdam.nl</a>
Espoo	Piia Rantala	Director of Community Education and Culture Unit	City of Espoo	<a href="mailto:piia.rantala@espoo.fi">piia.rantala@espoo.fi</a>
Cologne	Reinhilde Biefang	Coordinator of cultural education	Stadt Köln, Amt für Kinder, Jugend und Familie	<a href="mailto:reinhilde.biefang@stadt-koeln.de">reinhilde.biefang@stadt-koeln.de</a>
Leipzig	Susanne Kucharski- Huniat	Head of the cultural agency	Stadt Leipzig	<a href="mailto:skucharski@leipzig.de">skucharski@leipzig.de</a>
Vilnius	Vytautas Toleikis	Advisor to the Mayor	Vilnius City Municipality	<a href="mailto:vytautas.toleikis@vilnius.lt">vytautas.toleikis@vilnius.lt</a>
Nottingham	Michael Williams	Corporate Director of Leisure and Community Services	Department of Leisure and Community Services	<a href="mailto:michael.williams@nottinghamcity.gov.uk">michael.williams@nottinghamcity.gov.uk</a>



Manchester	Claire Cowell	Youth Arts Manager	Manchester City Council	<a href="mailto:c.cowell0@manchesteryoutharts.org">c.cowell0@manchesteryoutharts.org</a>
Vienna	Dr. Michael Wimmer	Director	Educult	<a href="mailto:michael.wimmer@educult.at">michael.wimmer@educult.at</a>
Genoa	Teresa Sardanelli	Director of Culture, Sport and Tourism Department	City of Genoa	<a href="mailto:tsardanelli@comune.genova.it">tsardanelli@comune.genova.it</a>

## 2. Respondents to the questionnaire – Good practice examples

City	Case study	Person	Organisation	E-Mail
Munich	1	Alexander Wenzlik	Educational activity/Playing in the city	<a href="mailto:info@spielen-in-der-stadt.de">info@spielen-in-der-stadt.de</a>
Bergen	1	Bjørn F. Holmvik	Section of Culture and Art of the City of Bergen	<a href="mailto:bjorn.holmvik@bergen.kommune.no">bjorn.holmvik@bergen.kommune.no</a>
Hamburg	1	Werner Frömming	Behörde für Bildung und Sport/Hamburg	<a href="mailto:gunter.mieruch@bbs.hamburg.de">gunter.mieruch@bbs.hamburg.de</a>
Stockholm	1	Alireza Afshari/	Stockholm Public Library	<a href="mailto:alireza.afshari@kultur.stockholm.se">alireza.afshari@kultur.stockholm.se</a>
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Düsseldorf	2	Dr. Petra Winkelmann	Cultural Department of Düsseldorf	<a href="mailto:petra.winkelmann@stadt.duesseldorf.de">petra.winkelmann@stadt.duesseldorf.de</a>
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Nottingham	3	Christina Dyer	Nottingham City Council	<a href="mailto:christina.dyer@nottinghamcity.gov.uk">christina.dyer@nottinghamcity.gov.uk</a>
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Vienna	1	Dr. Michael Wimmer	Educult	<a href="mailto:michael.wimmer@educult.at">michael.wimmer@educult.at</a>
Genoa	3	Gianna Serra/Simonetta Maione	City of Genoa - Assessorship for Culture	<a href="mailto:cittacultura@comune.genova.it">cittacultura@comune.genova.it</a>
		Maura Cassinasco	City of Genoa - Assessorship for Culture	<a href="mailto:ataddei@comune.genova.it">ataddei@comune.genova.it</a>
		Simonetta Maione	City of Genoa - Assessorship for Culture	<a href="mailto:smaione@comune.genova.it">smaione@comune.genova.it</a>

### **3. Good practice examples - full version**

**Athens:**           **“OIKOADAPT- A cultural network and a training programme”**

**Barcelona:**       **Barcelona Libraries Project 1998-2010**  
**Educating Project for the Books and Reading Year 2006**

**Cologne:**       **Kunst- Route Kalk, Jugendtheaterprojekt „Mind Tags“**

**Genoa:**           **JANUA- Genova Porta dei Mari**  
**MULTIBIB**  
**“Musei e accessibilità: dalla sperimentazione al sistema”**

**Hamburg:**       **TuSch- Theater und Schule**

**Manchester:**   **Manchester Arts Education Initiative**

**Munich:**       **Platons Höhle heute**

**Kinder und Kunstschätze**

**Kunst im Sucher**

**Nottingham: Books Changes Lives**

**Boots Books for Babies- Bookstart Scheme**

**Children's Book Award**

**Stockholm: 2 B (To Be). Two Libraries**

**Vienna: Aktionstag "Education meets Science"**