

## Application

### Applicants

Institution

**Institution name**

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**Institution type**

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Applicant Unit

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## Project

Project summary

**Application ID:**

AD-2009\_1-17284

**Title**

Heritage Learning Outcomes in the Nordic and Baltic Area

**Purpose (describe the purpose of the project)**

In a more and more competitive international economy all sectors in the Nordic-Baltic societies and not only the formal educational sector must contribute in order to make the Nordic-Baltic economies capable of competing both on a European and further international level. It is a precondition for good living conditions is maintained and further developed in the Nordic and Baltic societies. By good living conditions can be referred to personal development, increase in material value, democratic participation and so forth. A way to further develop the Nordic-Baltic societies is by including all age groups in the learning processes. It is well-known that the average age in the Nordic countries is increasing. It is also well-known that traditional industries such as agriculture and manufacturing industries are being outsourced. In a society with industries based on knowledge it is important to make sure that not only children and young people but also adults continue to learn and become part of a lifelong learning process. To make this lifelong learning process as effective as possible should however not only be focussed on formal learning but also on how sectors characterised more by informal and non-formal learning contributes to the development of living conditions. A sector often not put into a context of learning and competence development is the cultural heritage sector.

The purpose of this project is two-sided. Firstly to examine if and in what way the Nordic-Baltic cultural heritage sector contributes to the increase of the Nordic and Baltic economies' competitiveness via competence development. An important part of this examination is to examine in which way the institutions themselves perceive this competence development. The second purpose is to create an educational context in the form of a course to implement this knowledge in both the cultural heritage institutions but also in the surrounding societies such as in local and regional authorities and at universities at a master level.

**Project summary (write a short summary of the project)**

The project is a development project and a continuation of the Nordplus Adult mapping project: Kulturarens muligheder i almen kompetenceudvikling [The Possibilities of Cultural Heritage in Generic Learning Outcomes].

The project is two-sided: The first purpose is to examine if and in what way the Nordic-Baltic cultural heritage sector contributes to the increase of the Nordic and Baltic economies' competitiveness via competence development. A part of this part is to examine in which way the institutions themselves see them in this competence development. The result of the first part of the project will be to produce guidelines. The second purpose is to produce a course in order to implement the knowledge in both the cultural heritage institutions but also in the surrounding societies such as in local and regional authorities and at universities at a master level.

The partnership consists of nine partners from the five Nordic countries and one in a Baltic country (Lithuania). Seven partners are from the cultural heritage sector. Two partners are universities.

**Primary subject area**

**Secondary subject area**

**Annual priority**

The recognition and validation of skills

**Project website**

[www.nckultur.org](http://www.nckultur.org)

**Level**

Relations to other Nordplus applications

**Does the application have relations to other Nordplus**

**applications?**

No

**Is the proposed project linked to previous Nordplus projects?**

Yes

**Enter Project ID**

2007-1-SC-404

**Enter project title**

Kulturarvens muligheder i almen kompetenceudvikling

**If this application is part of a network, please enter the network name here****Detailed specifications****Background/motivation for the project**

At the turn of the year 2008/09 The Nordic Centre of Heritage Learning presented the results of the Nordplus Adult mapping project Kulturarvens muligheder i almen kompetenceudvikling [The Possibilities of Cultural Heritage in Generic Learning Outcomes]. The examination compared and evaluated the possibilities of Nordic heritage institutions to contribute to the development of adults' knowledge and competences that is seen as relevant for both the Nordic society in general but in particular for the Nordic labour market. The report concluded that there are many activities going on at the Nordic heritage institutions which can be related to so-called generic learning outcomes and key competences but that these usually are not defined as such. The need of more knowledge about the relationship between knowledge and motivation developing in heritage institutions is still comprehensive. In order to respond to the demands of the future labour market it is important to know more about this relationship but also in order to estimate the role heritage institutions can play in the future Nordic-Baltic economy. It is also important to start the implementation of this knowledge in the heritage institutions in order to make them play a bigger role in the socio-economy.

**Project description (including account of planned activities/project plan)**

The Nordic Council of Ministers departs from the principle that lifelong learning is an important way to stimulate the development of adults' competences. The competences are a basis for personal development, a further development of the society through development of industries, increased employment and thus a general increased creation of values plus democratic participation. Despite that the principle of lifelong learning was first adduced by the European Union and that the Nordic Council of Ministers has not selected a Nordic set of key competences the Nordic Council of Ministers in principle connects its own learning goals to this frame. The reason is that the eight key competences to a far extent represent the competences necessary in a modern economy but also that a competitive Nordic-Baltic economy necessarily has to be based on competences that are being developed throughout a person's total lifetime, that is, lifelong.

The project will divide the learning activities at the cultural heritage institutions into two different areas:

- 1) Archives
- 2) Museums (including art and cultural environment)

**Planned activities:**

The project has seven activities:

The first activity in the project is a kick-off meeting in November 2009. All partners participate in the meeting in Östersund, Sweden. The partners will at the meeting be given instructions about the work they must carry through in the next two years.

The second activity is to address if and to what extent the eight key competences appointed by the European Union is developed at the cultural heritage institutions, i.e. the key competences: communication in mother tongue; communication in foreign languages; Mathematical literacy and basic competences in science and technology; Digital competence, Learning-to-learn; Interpersonal and civic competences; Entrepreneurship; Cultural expression. The result from the mapping project Nordplus Adult Kulturarvens

muligheder i almen kompetenceudvikling [The Possibilities of Cultural Heritage in Generic Learning Outcomes] showed that many activities than can be referred to as development of key competences actually took place at Nordic heritage institutions. What we need to do now is to further examine these competences in order to more precisely find out which competences that is developed, how the competences are developed and for which target groups these competences are developed. In order to this the participating archives will work together in order to describe the possibilities to develop guidelines in this area. The participating museums will also work together and describe their possibilities to develop guidelines in the museum area. An important question to deal with in this part of the examination is to what extent the cultural heritage institutions themselves cause problems or oppositions when it comes to see an archive or museum as a competence contributor to the labour market and thus the society outside the cultural heritage sector. This opposition might be caused by the opinions of employed about what a cultural heritage institution should deal with but also by the institutions' statutes and cultural laws. The Regional Archive and The Nordic Centre of Heritage Learning co-ordinates this examination but also the six cultural heritage institutions in the partnership participates with providing necessary material and other relevant information.

The third activity is under supervision of the Danish School of Education, Aarhus University, to adapt the competence development going on at the Nordic-Baltic cultural heritage institutions to recognised general professional learning standards. Not only the standards for lifelong learning and key competences will be used but also the British-developed standard for generic learning outcomes (The Museums, Libraries and Archives Council) because it gives good possibilities to adapt competence development in Nordic-Baltic heritage institutions to international recognised standards of competence development.

The fourth activity which is one of the overall goals in this project is to develop guidelines for archives, museums and other cultural heritage institutions that can be used by these institutions to supervise their own personal and other stakeholders about how to see a cultural heritage institution as a competence producing sector which is of interest for the general societal economy. This part of the project will be carried through under the supervision of The Danish School of Education in order to secure that the guidelines will keep professional standards.

The fifth activity is to produce a course. At the course will be taught in the competences that are necessary to develop in order to be part of a global competitive economy. In particular, however, will be taught in how a cultural heritage institution like an archive and a museum can contribute to this competitiveness by producing the competences that are necessary to have in an economy where knowledge and know-how are central elements and where national borders are disappearing. The target group of the course will be employed in the cultural heritage sector. An important target group is also politicians and civil servants who are responsible for the cultural heritage sector. A third important target group is master students at universities studying at the humanities and the social sciences. These can for example be students of cultural studies, history, pedagogy, civics, economics and so forth. Most important with this master course is to have a course related to cultural studies that emphasises to see an archive and a museum as institutions that is not only identity producing or preserving institutions but also institutions that is also able to play socio-economic roles and thus be partners of other sectors in a modern society that contribute to the development of the Nordic-Baltic socio-economic development. The course will be developed in co-operation with the Norwegian University of Technology and Science (NTNU). The Norwegian University of Technology and Science will also accredit the course. The activity ends with that a first course will be tested at the Nordic Centre of Heritage Learning in Östersund. Participants in the first course will be cultural heritage workers, politicians, civil servants and students. After this activity the course will continue to be carried through on a regular basis and at least one time every year in the following five years. If there is a demand the course will continue for longer than five years. In charge of the organisation of the course the following years will be The Norwegian University of Technology and Science and The Nordic Centre of Heritage Learning. The course will also be mobile and carried through at cultural heritage institutions such as archives and museums in both the Nordic and Baltic area. The course will be evaluated by the Danish School of Education, Aarhus University.

The sixth activity is a seminar for the project partners in Östersund, Sweden. At the seminar will the result of the project is presented and discussed. The result of the evaluation will furthermore be presented and discussed. As a follow-up will the result within half a year be presented at a bigger conference arranged for cultural heritage institutions and other interested non-participants of the project.

The seventh activity is the dissemination. (Please see more under dissemination).

## Project plan:

Activity 1: November 2009

Activity 2: 2 November 2009 – 30 April 2010

Activity 3: 1 May 2010 – 31 July 2010

Activity 4: 1 August 2010 – 28 February 2011

Activity 5: 1 March 2011 – 31 October 2011

Activity 6: October 2011

Activity 7: November 2009-31 October 2011 (plus at least five years)

## Description of partnership ("who does what")

### Participating partners:

- 1) The Regional Archive/The Nordic Centre of Heritage Learning, Östersund, Sweden (co-ordinator)
- 2) The Danish School of Education (Aarhus University), Denmark
- 3) The City Archives of Aalborg/The Danish Emigration Archives, Denmark
- 4) City of Helsinki Cultural Office, Finland
- 5) National Archives of Iceland, Iceland
- 6) The Lithuanian Open Air Museum, Lithuania
- 7) The Norwegian Archive, Library and Museum Authority (ABM-utvikling), Norway
- 8) The Norwegian University of Technology and Science (NTNU), Norway
- 9) Jamtli, Sweden

The Regional Archives in Östersund and The Nordic Centre of Heritage Learning has the co-ordinating responsibility for the project and will make sure that relevant material about competence development at the participating cultural heritage institutions is collected, The co-ordinator will also be responsible for the production of guidelines and have the responsibility for that the course is developed. The Danish School of Education (University of Aarhus) has the role as supervisor and evaluator during the whole project period. The Norwegian University of Technology and Science (NTNU) contributes to develop the course and contribute to that the course becomes accredited for university studies on a master level. The City Archives of Aalborg/The Danish Emigration Archives, The City of Helsinki Cultural Office, The National Archives of Iceland, The Lithuanian Open Air Museum, The Norwegian Archive, Library and Museum Authority and Jamtli provide the co-ordinator with material about competence development at their institutions. These cultural heritage institutions also participate in the final discussions and evaluation of the project.

The partnership has been especially selected for this project and thus differs from the mapping project. While there in the mapping project was an overweight of museums this development project chooses to put more focus on the archives. Three archives has thus been selected while only two museums. Besides there is one institution representing both archives and museums (The Norwegian Archive, Library and Museum Authority – ABM-utvikling) and an institution representing all cultural areas (City of Helsinki Cultural Office). The cultural heritage institutions have also been chosen in order to represent different levels of society. Three national institutions have been selected, two regional and two local. Besides represents the Nordic Centre of Heritage Learning a joint Nordic level. Besides of the cultural heritage institutions consists the partnership of two universities also selected to represent two different dimensions. The Danish School of Education, Aarhus University, is selected in order to secure the project with necessary professional supervision and evaluation in the area of educational science. The Norwegian University of Technology and Science (NTNU) in Trondheim is selected because the university has a master programme in cultural heritage management called Kulturminneforvaltning where the future's employed in the cultural heritage sector is educated. A master course in heritage learning outcomes is therefore of particular interest for this university institution.

## Results

### **Expected outcome (Please describe the expected results of your project, who will be effected and how, directly and/or indirectly)**

The outcome of the project will be new and increased knowledge about the way Nordic-Baltic cultural heritage institutions contribute with competences useful for the Nordic-Baltic society in general and the Nordic-Baltic economy in particular. This knowledge will not only be based on theoretical studies but on practise studies. An outcome will also be a better understanding of the cultural heritage institutions own will and possibilities to increase their contributions to society they are a part of with useful competences. The most concrete outcome of the project will be guideline and a course that will emphasise to see cultural

heritage institutions as producers of useful competences for the society in general. Cultural heritage workers such as archives, museums and other cultural heritage institutions will be directly affected by the expected outcome, not least because these institutions often are used in order to train people who have been unemployed for a longer period. Also politicians, civil servants and students will all be directly affected. The Nordic-Baltic socio-economy outside the cultural heritage institutions, that is, other sectors in the Nordic-Baltic production machinery will be indirectly affected by the outcome.

**Dissemination of results (Please focus on sharing the results with individuals, organisations or groups who are not your partners this project)**

The comprehensive guidelines produced in the project and the course will be the products which the Heritage Learning Outcomes in the Nordic and Baltic Area project aims to disseminate. The guidelines will be printed and translated from Danish/Swedish into English. The course is planned to run for at least five years.

By using the contacts from the consortium the Heritage Learning Outcomes in the Nordic and Baltic Area project expects to reach a broad group of interested in the Nordic and the Baltic Area. One of these important contacts groups is the Nordic Centre of Heritage Learning's reference group where cultural heritage institutions and universities from all the five Nordic countries are represented. Another arena is the Nordic Centre of Heritage Learning as the arena is it. The Nordic Centre of Heritage Learning has a big network of contacts and informs about new developments in cultural heritage learning through out the Nordic area but also further internationally. One of the major areas for information and discussions are the Nordic Centre of Heritage Learning's e-mail list where participants inform about events and new developments in the area and start new discussions. The other major area is The Nordic Centre of Heritage Learning's homepage itself: [www.nckultur.org](http://www.nckultur.org). The dissemination will consist of presentations in English and presentations of guidelines. As a supplement to the Nordic Centre of Heritage Learning's own home page will be established a special homepage that will be designed so it can be used in the course as well as for the generally interested audience. The home page is established in accordance with the rules of Nordplus Adult on this matter. Besides of this will be printed brochures advertising for the course.

After the project period the marketing of the guidelines and the course will also be made through traditional channels such as university education but will also be directed towards the groups of politicians and civil servants on national, regional and local level as well as the managers and top professionals in the heritage sector as these are the people who can influence the role of and activities in the sector. The Nordic centre of Heritage Learning is connected to a large number of national, Nordic and further international networks together with the projects partners. In the archive area, the Nordic Centre of Heritage Learning has access to networks as the Nordic Archive Days that is held every third year with participation of Nordic archives. This project will be presented at this event. The Nordic Centre of Heritage Learning also has access to the so-called Nordic Landsarkivariemöten through the Regional Archive in Östersund, Eva Zipsane. In the museum area, the Nordic Centre of Heritage Learning through the Jamtli County Museum is on a Nordic level a member of FRI (The organisation for Nordic open air museums) and on a European level the LLOAM (Lifelong Learning in Open Air Museums) and AEOM (Association of European Open-Air Museums). The Nordic Centre of Heritage Learning is on a global level a member of CECA/ICOM (The Committee for Education and Cultural Action/International Council of Museums). On a national Swedish level, The Nordic Centre of Heritage Learning is taking part in activities at Arkivpedagogisk Forum, FRI (Organisationen av Sverige Friluftsmuseer), Läns museernas Samarbetsråd and Riksförbundets Sveriges Museer. The project partners are all members of similar organisations and networks in their respective home countries. Besides, the universities of course have their own networks.

The abovementioned organisations is just examples of where the results of the project will be spread at meetings, seminars, lecturers, news letters, home pages, mail lists, blocs and so forth.

The dissemination will finally consist of two major events: Firstly, it will consist of a seminar where all participating project partners will participate. Invited will also be the Nordic Centre of Heritage Learning's reference group consisting of representatives from cultural heritage institutions and universities in all the five Nordic countries. Representatives from cultural heritage institutions in all the three Baltic countries will be invited to participate as well. Secondly, the results of the project will be presented at the Nordic Centre of Heritage Learning's Spring Conference. This conference is the biggest event of a year in the Nordic Centre of Heritage Learning's activities. The conference is arranged every year the first week in February. Participants are representatives of cultural heritage institutions, teachers, students, researchers and politicians. The conference attracts people not only from the Nordic countries but also people from many other European countries.

## How will you evaluate that your project has met its objectives

The evaluation of the guidelines and the course will be made by the Danish School of Education (Aarhus University). The course will be academically accredited by the Norwegian University of Technology and Science. The evaluation will primarily address the issue of the course's attractiveness for the target groups that was pointed out in the second activity and secondly the experienced quality participating learners' point of view.

The partners in the Heritage Learning Outcomes in the Nordic and Baltic Area project will deliver the information and material needed for the evaluation to the Danish School of Education. Communication among the partners will be carried out by email contact.

The Danish School of Education has the overall responsibility for producing an evaluation of the course in form of an independent critical report. Relevant partners in the project will deliver the needed information when requested. Interviews will be carried out in direct connection with the deliverance of the first course. The evaluation report will analyse the attractiveness of the course in relation to relevant target groups and the experience of the course from the point of view of the participants.

The evaluation of the dissemination will be carried out as a number of qualitative interviews with participants and non-participants in the first course from the premier course. The material's result will be a report which will be an appendix to the overall guidelines.

Project period

### Start date

2009-11-01 (YYYY-MM-DD)

### Duration

24 (In months)

## Co-Applicants

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**Institution Name**  
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## Network Project

Network Project

### Activity

Development projects

Travel €	Board & Lodging	Other €€	Other expense description	Total €
2580	2500	675	Work hours	5755

### Please describe the activity in detail

Kick-off meeting in Östersund, Sweden (2 days) in November 2009.  
All partners participate in the meeting in Östersund, Sweden.  
(Please be aware that for some reason the final application form shows this activity as a network project. This activity is of course just one of the activities in the total development project).

## Total Budget

Total Budget

<b>Network and Projects total</b>	98148
<b>Mobility total</b>	0
<b>Total activity</b>	98148
<b>Nordplus contribution network/Projects</b>	73611
<b>Nordplus contribution mobility</b>	0
<b>Administrative fee (5% of Nordplus contribution)</b>	3500
<b>Total grant</b>	77111
<b>Own contribution (Nordplus less project total)</b>	21037

**Are you receiving funds from other funding body** Yes

**Description of other funds**

Jamtli-fund, Sweden (one partner's funds).