



## **MNEMOS: Quality and innovation in vocational training for Enterprise Cultural Heritage management**

Final Report

Public Part

## Project information

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## Executive Summary

This is the final report of the project entitled Quality and Innovation in Vocational Training for Enterprise Cultural Heritage Management (hereafter MNEMOS). This report is produced for the Education, Audio-visual & Culture Executive Agency of the European Commission. The aim of the project, was to develop an innovative vocational training approach in order to exploit the potential of Enterprise Cultural Heritage (ECH) management in Small and Medium-sized Enterprises (SMEs) and improve the quality of Vocational Education and Training (VET) practices for non-formal learning. It was based on the premise that development of new competencies and skills and a more effective use of ECH would enhance the employability of individual workers and the competitiveness of SMEs. The project focused on mature (40+ years of trading) SMEs (using the EU definition) in craft sectors: food, textiles, ceramics and jewellery. This project's aim was achieved through the successful completion of a set of integrated objectives and outcomes:

- a) Developed a clear understanding of the training needs of SMEs in the area of ECH management, namely their integration with specific general management areas;
- b) Created a methodology for introduction of ECH Management in SMEs which is grounded in the real needs analysis of SMEs and informed by real practice examples;
- c) Created and shared online ECH Management training modules which integrate ECH in Heritage, Brand, Change and Intellectual Property Rights (IPR) Management;
- d) Introduced guidelines for the validation of non formal learning on ECH management;
- e) Validated project results through 15 test cases with SMEs and wider stakeholders.

The project brought together a European wide consortium from 5 countries: the Czech Republic, Greece, Finland, Italy and the UK. The consortium benefited from European cultural diversity covering the main geopolitical regions of EU ( South, West, Scandinavia, post-socialist areas) and included universities, private sector firms – SMEs. The partner organisations contributed complementary specialist skills in research, training material development, validation processes, linkages with SMEs and Information Communication Technology (ICT) competences. The project was organised into ten, well-integrated Work Packages (WPs). A key parameter of the project was the aim to produce outputs, relevant to SMEs; there was a clear successful engagement strand with potential beneficiaries from a very early stage (training needs analysis) that continued for the duration of the project.

The needs analysis was the first major task to be completed. This included both desk research as well as a survey of 77 SMEs. This identification of SME needs informed the development of the ECH methodology, ECH management training material and Online Learning platform requirements. These outputs have been tested and improved through 3 action research cycles (as part of WP7). This resulted in 15 case studies written with SMEs and 100 respondents to online surveys. Testing ECH management helped MNEMOS to realise the wider benefits of ECH application: a) in other sectors, b) types of organisations and c) other countries and languages – and thus made proposals for the potential future development of ECH.

Sustainability and impact of the project were integrated into the design of the deliverables. This includes: licensing the deliverables under Creative Commons Attribution licence; extensive use of Open Source software and Social Media Networks such as SlideShare, Wikipedia and LinkedIn community group to encourage “viral” sharing of the material; and extensive dissemination of academic papers and engagement of wider audiences at conferences and events such as - ICSB 2010, RENT XXV, ISBE 2011, EBES 2011 - including a demonstration of MNEMOS at the largest international online educational conference - EDUCA 2011. MNEMOS can be found on [www.enterpriseculturalheritage.org](http://www.enterpriseculturalheritage.org) or Adam Portal <http://www.adam-europe.eu/adam/project/view.htm?prj=5529>

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# 1. Project Objectives

The aim of MNEMOS was to develop an innovative vocational training approach in order to enable SMEs to exploit the potential of Enterprise Cultural Heritage (ECH) management and improve the quality of vocational education and training (VET) practices for non-formal learning. The development of new competencies and skills and a more effective use of ECH will enhance the employability of individual workers and the competitiveness of SMEs. This was achieved through the successful completion of the following integrated set of objectives:

- a) Developed a clear understanding of the training needs of SMEs in the area of ECH management;
- b) Created a methodology to introduce ECH Management in SMEs;
- c) Developed a training package, organised in learning objects, in order to support the methodology and deployed onto a suitable open source e-learning platform;
- d) Introduced guidelines for the validation of non formal learning on ECH management;
- e) Validated the project results through 15 test cases written with SMEs.

This project helped to advance the theoretical understanding of ECH and thus the ability to contribute to practice by developing a methodology for ECH integration in organisations through ECH management training material. The theoretical understanding of ECH will help in wider discussion and integration of ECH by VETs, academics and management consultants. Our latest understanding of the term is that: ECH can be used for describing an organisation's history and its creations, which have the potential to uniquely innovate and differentiate an organisation's products and services. In practice, training material was developed which helps SMEs to identify and exploit their economic added value of their ECH, which was evident through the results of online surveys and the 15 case studies. This training is integrated into online learning modules in the areas of: Heritage, Brand, Change and IPR Management.

MNEMOS targeted SMEs (of 40+ years) in the craft sector (involving artisan production in the food, textiles, ceramics and jewellery industries). This target audience were involved from the initial stage of the project - Training Needs Analysis survey of over 75 SMEs – 15 per country through to the development of the actual training material –in the case of J. Atkinson and Lanificio Leo who offered access to images, video and case study examples for the development of the material. Moreover, the target audience helped in promoting ECH through writing MNEMOS newsletters, joint press releases, case studies etc. Most importantly, our target SMEs were invited to help in identifying WP7 refinements for training material, ECH methodology and the on-line learning platform for ECH training. Part of this process was to develop 15 case studies of ECH training experimentation.

The MNEMOS project made a significant impact on the profile of ECH amongst SMEs and wider stakeholders who develop SME related VET – these include academics, management consultants, online training material repositories (e.g. Kulmat.fi, [www.ariadne-eu.org](http://www.ariadne-eu.org) and [OpenScout.net](http://OpenScout.net)) and heritage organisations. Now, organisations have access to free online training, which enabled them to identify ECH and work and manage its strategic value, thus improving their creativity and competitiveness in production. This innovative vocational training approach benefits wider vocational training providers by improving the quality and attractiveness of VET practices for SMEs through the development of a training delivery methodology for ECH management which is supported by Quality Assurance procedures and which is coherent with common principles for valuing non-formal learning.

## 2. Project Approach

The project activity was split into 10 work packages (WPs). These were arranged chronologically although Management (WP1), Dissemination (WP8) and Evaluation (WP10) run throughout the lifetime of the project. Each work package had clearly defined aims, objectives, structure, tasks and deliverables.

- **WP1** - Project Management and Administration – led by the University of Salford (UoS) - UK; followed standard practices and provided continuous support and coordination activities to ensure implementation and the achievement of the required outcomes. This included five face-to-face project meetings, over 1.5 to 2 days and attended by representatives of all partners. Additionally, hour long video conference calls (facilitated by Skype) were arranged and facilitated which helped with the operational running of the project, especially during the latter stages of 2011. Throughout the project email and electronic file sharing (using Dropbox.com) were used as the primary means of cooperation amongst the consortium partners.
- **WP2** - Enterprise Cultural Heritage Needs Analysis – led by Turku School of Economics (TSE) - Finland; included both desk research and surveys, on topics related to ECH management and the strengths and weaknesses of existing training opportunities. A telephone survey of seventy-seven SMEs (minimum fifteen in each partner country) based on a structured interview was conducted. This survey provided a foundation for the project and informed subsequent work packages.
- **WP3** - Enterprise Cultural Heritage Methodology – led by Id Technology (IDTECH), Italy; the methodology (also referred to as “approach” in the externally facing material) has been developed by combining the results of the two elements of the Needs Analysis and the different partners' competences and experiences of ECH management. This was used to produce a Methodology Guide enabling SMEs to identify the skills they need to develop and exploit ECH. This methodology is accessible to everyone and is suitable for self-administration by SMEs. Other training providers could also tap into the resources and our increased understanding of ECH and thus advance this field.
- **WP4** - Training Material Development - led by SPIN, Italy; developed on the basis of the skills and competences identified by WP2 combined with the Methodology from WP3 to ensure a natural progression for learners. Organised in learning units, the package provides suitable reference materials, case studies, student work and quizzes. Learning paths can be customised, according to specific users' needs. The material reuses existing available content (in particular in areas of heritage, brand, change, Intellectual Property Rights (IPR) management etc.). These materials are combined with newly developed case studies and examples covering issues identified by WP 2 and WP3. The material is available through the MNEMOS project website ([www.enterprise-cultural-heritage.org](http://www.enterprise-cultural-heritage.org)) in SlideShare.net format which allows download in Microsoft PowerPoint presentations format to ease future editing and revisions under Creative Commons attribution license. The same material is also integrated into the e-learning platform as a standard learning package and offers certification of skills for those interested in gaining recognition for their knowledge. This material was drafted, revised and translated into five (project consortium partner country) languages.
- **WP5** - Enterprise Cultural Heritage Non Formal Learning Validation Guidelines - led by URENIO, Greece; defined a mechanism for validation of non-formal learning outcomes specific to European Cultural Heritage methodology. These are based on common EU principles for the identification and validation of non- formal and informal learning and coupled with sustainable practices for skills management in SMEs. The overall aim of the validation was to make visible and value the full range of qualifications and competences held by an individual, irrespective of where these have been acquired. The

purpose of this validation may be formative (supporting an ongoing learning process) as well as summative (aiming at certification) for competences and skills recognition in SMEs.

- **WP6** - Learning Environment Development - led by IDTECH, Italy; an on-line learning environment was developed to make available the training materials as “learning objects” and offer an assessment suite supporting the validation guidelines. The selected platform Dokeos is an LCMS (Learning Content Management System) based on Open Source standards. The platform includes: user authentication and role management (student, tutor, etc), training areas to differentiate learning paths in relation to the different training phases and learner competences, monitoring and reporting of training activities. Additionally, this platform offers integrated tools to run assessment sessions and user profiling, creating, editing and managing learning objects, multi-language support and is compliant with e-learning technologies standards.
- **WP7** - Case Studies and Validation of Project Results – led by the UoS, UK; the validation of project results was carried out through trialling of a) training material b) ECH methodology and c) learning platform. Conducted in companies from the partners’ countries, this was structured using three action research cycles, which intended to identify, refine and re-test the training material, ECH methodology and ECH learning platform. Cycle 1 - Internal testing – conducted with 21 subject area experts in the project consortium companies this informed actions for major revisions and improvements of the training material, learning platform and the methodology. Cycle 2 – Experimentation with 15 case study companies (3 per consortium partner countries). From cycle 2, 15 case studies have been developed based on the activities carried out and the results achieved by each company. Cycle 3 - External testing with 100 testers fully completing MNEMOS online survey. This enabled the capturing of the impact indicators and feedback and thus facilitated material revisions and improvements. Added value from cycle 3 also highlighted the benefits of ECH in other industries such as tourism and application to other organisations, which may not have been trading for over 40 years. It also identified opportunities to develop this material in other languages and increase levels of interactivity – full details of these are documented in the WP7 report.
- **WP8** - Dissemination – led by SPIN, Italy; the project results were promoted to direct beneficiaries (SMEs) and other relevant bodies (SME associations, business support organisations, VET organizations/institutions, journalists, academic institutions, etc.). Dissemination took place via the MNEMOS project web site, social media, project brochure, newsletters, events, conferences and press releases. Training materials were made available in a variety of formats (for further details see Dissemination and Exploitation Strategies below).
- **WP9** - Exploitation of Results - led by SPIN, Italy; we promoted the adoption of the project outputs to the widest possible number of direct beneficiaries, established SMEs, or intermediate bodies, associations of SMEs, consultants, journalists, social media communities, trainers and training organisations, etc. (for further details see Dissemination and Exploitation Strategies below).
- **WP10** - Project Evaluation – led by UoS, UK. Internal evaluation was carried out by the WP lead. An external evaluator, Innovas Consulting Ltd. was appointed to guarantee the fairness and validity of the whole evaluation process (for further details see Evaluation Strategy below).

*Added value of the approach used:*

The range of countries within which the MNEMOS project has operated has enabled the transfer of the current state of the art in ECH management in these countries and across a number of EU countries and beyond. The Google Analytics website tracking statistics suggest that MNEMOS project website was visited by individuals from 76 countries at the

time of intensive dissemination of the training material (between March 2011 and February 2012). This broadens the scope for exploitation of ECH in countries such as the UK and Greece that have significant numbers of established SMEs in craft sectors and where the use of ECH may be underdeveloped. The online survey findings and experimentation case studies (WP7) also indicate that the application of the training material has potential uses in sectors other than the craft sector. In addition, using the five partner languages the project ensures that the material is immediately available and understandable to those who might otherwise have difficulties in understanding a foreign language.

The content and characteristics of the ECH of a company is defined by the context within which it operates, therefore cultural diversity among European countries affects the management of European Cultural Heritage. The partners in MNEMOS include both more economically advanced and less developed regions, covering northern, southern and eastern European countries. This enabled the Needs Analysis to capture European regional variations in the field. Thus reflecting the influences of business cultural differences (in communication, organization, working habits and values) on ECH management is an added value of the European nature of the project.

The partnership involved in the project was sufficiently diverse to support the generality of outputs and results across the EU, which diminishes the need for validation of project results in every single EU country, and, in turn, facilitates the valorisation of the results upon the completion of the project. This means that VET & training providers and SMEs can access a readily usable knowledge base, supported by pedagogically innovative open source infrastructure: SlideShare library of learning modules, Wikipedia page, LinkedIn group. Moreover, the training material integrates examples of case studies from across Europe thus enhancing European cultural diversity.

The impact of the project could add value at a European level. Enhanced ability in ECH management among established SMEs in craft sectors and beyond could be a source of competitive advantage for Europe operating in global markets, and by implication enhance growth and employment within the EU. Additional industries such as

*Evaluation strategy:*

Evaluation was carried out by both external and internal evaluators using a consolidated methodology (Utilization-Focused Evaluation).

Internal evaluation was facilitated by Dr Alex Avramenko of the University of Salford and focused on providing objective advice and support. Particularly, this was part of the formative evaluation processes, in order to judge the worth of the project while the project activities were progressing and offer feedback and support in developing evaluation indicators during the testing and evaluation related activities such as WP7. The primary intended users were involved at all stages of the evaluation design and implementation. The internal evaluation report consists of three updates: Initial Report, Intermediate Report and Final Report.

An external evaluator: Innovas Consulting Ltd, was appointed using an application process, this ensured fairness and validity. The external evaluation focused on the impact of the project and the summative evaluation, in order to judge the worth of the project, outcomes and performance. The evaluator has developed a detailed Framework and Forward Action Plan, which has been agreed by all partners. During the project the external evaluator produced an Interim report and at the end of the project wrote a full and final evaluation report.

The internal evaluator, in consultation with the MNEMOS team, developed output indicators reflecting the usefulness and effectiveness of the VET training material developed to elaborate on different aspects of the results. Informed by these indicators as well as the questions proposed by the External Evaluator an online survey was designed, refined and implemented as part of WP7. The subsequent results from over 100 respondents as well as

the 15 case studies provide positive evidence of significant achievements of the MNEMOS project.

The overall evaluation results indicate that the project has been successful in delivering its aims. Future directions and potential improvements of the project are also identified and offer practical as well as theoretical research projects avenues for the future. Highlights of the findings based on the online survey and internal evaluation include:

**Indicator 1: Efficiency of e-learning platform**

*“it was “very easy” or “easy” to register on the learning platform”*

*“for the vast majority of the users of the learning platform it was “very easy” or “easy” to navigate the training material in the key sections of ECH training provided, i.e. Brand, Change, Heritage and IP management.”*

**Indicator 2: Adequacy of the provided non-formal learning on supporting the exploitation of ECH’s for enhancing SME competitiveness**

*“the vast majority of the users of the ECH training material consider the training is sufficient to understand and use the ECH management concept.”*

*“the vast majority of the users indicated that the approach suggested by the MNEMOS project to the understanding and exploitation of ECH is adequate and largely relevant to their enterprises which range beyond the borders of the craft sector.”*

**Indicator 3: Effectiveness of training material to support ECH management**

*“more than half of the respondents are certain about their improved skills and competences as a result of the training”*

*“the majority of the respondents find no problems in relating the ECH training material to their respective companies”*

*“the ECH training material is “very engaging” with the exception of the ‘User Guide’, which is designed to address the potential needs of all users – from advanced to novice. Again, the Brand Management material was the most engaging probably due to its core intention, i.e. attracting and retaining customers.”*

The 15 case studies provide a strong support to the ECH material and its usefulness to SMEs even beyond the originally designated target group. The individual learning objects in Heritage, Brand, Change and IPR management offer a source of inspiration and a competitive advantage.

*Dissemination & Exploitation strategies:*

The project has produced and implemented a detailed dissemination plan closely linked to exploitation of the results. These are aimed at clearly identified groups of primary and secondary beneficiaries. The primary target groups were: entrepreneurs and top managers in established SMEs in the craft sector, technical personnel or consultants mainly IT and marketing and SME associations and consortia. During the first 12 months of the project around 400 SME employees or entrepreneurs were directly approached and 77 of which agreed to take part in a 20-30 minutes long interviews which were used to identify the ECH training Needs Analysis. The secondary target groups for the project included academics working in ECH management and professionals working in bodies involved in cultural management and economic development. Collectively the dissemination and exploitation of project results were based on the principles of openness and inclusivity and a pursuit of the maximum adoption of the VET created by the project.

The project benefited from guidance of both internal and external evaluators who emphasised the importance of Associated partners, which included both online, and offline communities of VET. Each project partner identified local stakeholders such as the Business Group, Salford for the UK, which helped in raising profile of MNEMOS in the relevant

business communities. Many of associated partners have helped MNEMOS team to identify companies for the initial stage of Needs Analysis, Material testing and Evaluation and promotion. For example, the following VET organisations have been approached during the project: Greece - Vocational training center of (KEK) DIMITRA; Finland - JAKK - multi-discipline education centre for adults; UK - National Training Resources Limited (NTRL); Italy - Istituto per la Cultura di Impresa; Czech Republic - Adult Education - Training Company Edost, s.r.o. Chomutov.

The dissemination plan includes direct involvement of end users during the project in the needs analysis, training material development and validation phases. Dissemination activities were planned for intermediate results and final results using the Internet, Social Media networks such as LinkedIn, SlideShare, Wikipedia, newsletters, project brochures, events, connections to networks such as Enterprise European Network and G2G and other initiatives. In addition to attending events organised by other organisations, MNEMOS hosted an "Innovation through Heritage" event at the University of Salford, which attracted local business support groups who were also Associated Partners of the project team, policy makers, community groups, academics, museums and heritage practitioners as well as lecturers and students. The means used for dissemination were electronic: website, social media and email newsletters, as well as physical: events, brochures, project leaflets and demonstrations. The latter were particularly important in facilitating two-way communication between those included in the MNEMOS partnership and the primary and secondary target groups.

The open online community facilitated dissemination of the project and its results using the above mentioned social media services. The new training opportunities afforded by the packages developed within the project were made very accessible by making the training package (organised in learning objects) available via SlideShare.net as well as on the Dokeos open source e-learning platform. During the project this was tested with SMEs and wider audiences, and after the project results had been analysed the open online community on ECH management was launched based on a Creative Commons Attribution or "CopyLeft" licence for use of the material, making the benefits of the project available to the wider SME community and beyond.

The exploitation strategy is based on a partnership agreement to keep the MNEMOS website live beyond the project lifetime and to establish a CopyLeft statement to allow for the widest possible diffusion of the material. Because of the integration of free resources such as Wikipedia, SlideShare.net and LinkedIn there are no associated costs attached to the dissemination of the material. MNEMOS project established links with learning content objects repositories for the dissemination of training material with intermediary management training services such as Kulmat.fi web community, Ariadne Learning Foundation [www.ariadne-eu.org](http://www.ariadne-eu.org) and OpenScout.net global repository. The wide range of free resources which will use MNEMOS material will increase the likelihood of their long term impact and sustainability.

The partners have also produced and signed an Exploitation Agreement which detailed: the definition and purpose of the agreement, the duration and termination terms, the rights and responsibilities of partners, the Intellectual Property Rights, and the general conditions for exploitation. Examples of future developments and thus sustainability of project results include a collaboration with the vice president of [www.galreventino.it](http://www.galreventino.it) who was interested in a further contact with MNEMOS Italian partners to develop part of the training material and the training platform and build a survey to monitor the awareness of state-of-the-art ECH-related topics through Small and Medium Entrepreneurs belonging to the territory of [www.galreventino.it](http://www.galreventino.it) Furthermore, a Spanish organisation has approached MNEMOS partners with a view to translating the training material into Spanish.

### 3. Project Outcomes & Results

The major achievements and results for the full project, linking between results and objectives. The following are the main project outcomes;

- a) a clear understanding of the training needs of SMEs in the area of ECH management derived from the ECH Needs Analysis (Initiated in WP 2 and refined in WPs 4, 5, 6 and 7)
- b) the development of a methodology and a competencies and skills matrix to introduce ECH Management into SMEs (initiated in WP 3 and refined in WPs 4, 5, 6 and 7)
- c) a training package to support the methodology organised in learning objects and deployed onto a suitable open source e-learning platform (Initiated in WP 4 and refined in WPs 5, 6 and 7)
- d) guidelines for the validation of non formal learning in ECH management (Initiated in WP 5 and refined in WPs 6 and 7)
- e) 15 test cases with SMEs to validate the project results. (Initiated in WP 7 and refined in WPs 8, 9 and 10)

The project was successful in fulfilling the above 5 outcomes, these can be found on the project website ([www.enterpriseculturalheritage.org](http://www.enterpriseculturalheritage.org)) and the ADAM portal.

#### **Project Management and Administration (WP1)**

The main objective of WP1 was to provide continuous support and coordinate all activities of the project to ensure smooth implementation and the achievement of the required results.

The project began with the 1st partners' meeting from 10-11 December 2009 at the University of Salford, Manchester. Some of the main issues discussed and agreed at this meeting included: WPs, deliverables and activities; detailed project Plan, partners' budgets, Financial Monitoring Protocol and Procedures, Partnership Agreement, dissemination and exploitation.

The 2nd partners' meeting took place on 3-4 June 2010 in Rende, Italy. Some of the main issues discussed and agreed at this meeting included: WP2 – ECH Needs analysis, WP3 - ECH Methodology Guide, dissemination activities, evaluation progress, the Exploitation Agreement, and ECH Open Community manifesto.

The 3rd Partners' meeting took place on 14-15 October 2010 in Thessaloniki, Greece. Some of the main issues discussed and agreed at this meeting included: visit to ECH company - Haitoglou Bros established 1924, draft of ECH Methodology Guide, dissemination activities, the External Evaluation framework, Training Material development and ECH Validation Guidelines for non-formal learning.

The 4th Partners' meeting took place on 5-6 May 2011 in Turku School of Economics, Turku, Finland. Some of the main issues discussed and agreed at this meeting included: training material revision, dissemination, learning platform development (WP6), WP7 3 action research cycles, feedback from external evaluators such as importance of Associated Partners in dissemination and valorisation of the project, and the funding body, use of Skype for monthly project meetings during WP7.

The 5th and final partners' meeting took place on 8th – 9th December 2011 and was hosted by Tis Praha, in Prague, Czech Republic. Some of the main issues discussed and agreed at this meeting included: final results of the project, reflection on the extensive findings and data collected during the case studies & validation of the results (WP7), final revisions to the training material (WP4), the learning platform (WP6) and the ECH Methodology (WP3),

deliverables of WP 8, WP 9 and WP 10, feedback on internal evaluation report, lessons learnt from the project and preparation of the final project report (WP 1).

Action plans and detailed minutes from all meetings were produced and sent to the partners for reference. To summarise: the main results of WP1: five face-to-face project meetings, five Skype meeting meetings, periodic financial monitoring reports, Interim report, Final report, signed Partnership Agreement, Financial Monitoring Protocol and procedure, detailed Project plan, Project Quality plan, financial monitoring and constant monitoring of the project's progress.

### **Enterprise Cultural Heritage Needs Analysis (WP2)**

The objective was to identify both the supply and demand for ECH related training across Europe and identify any gaps in heritage management training. In order to increase the research group's own understanding of the benefits of utilizing and effectively managing ECH, an extensive literature review was conducted. This focused on the benefits for product development, brand building, marketing, and human resources in the company.

Supply of training a desk analysis was carried out to establish what ECH related training was available. Cultural heritage related topics are rare and mostly relate to museums, archives and tourism, rather than company level cultural heritage. The training that is available is not easily accessible for SMEs due to issues such as length, accessibility, cost and pre-requirements. This indicated that a free online product might be needed by the SMEs. Education on knowledge and information management, brand building as well as innovation processes are well provided but there is little that is explicit to ECH issues or practical free training resources.

Demand for training was measured by a survey conducted in all partner countries to gain knowledge of the level of awareness of the companies in the target group about ECH. Information was gathered about the possible repositories of ECH and perceptions of the skills needed to exploit their cultural heritage as well as the level of those skills in the companies. Companies not exploiting their ECH were asked why. The survey gave strong indications that older SMEs in crafts sectors were interested in exploiting their cultural heritage although many lacked the necessary skills to do so.

Two documents were produced as a result of the Needs Analysis: "Enterprise Cultural Heritage management: Literature review and summary of Enterprise Cultural Heritage management related training in the UK, Greece, Italy and Finland" and "Enterprise Cultural Heritage management: Needs analysis survey results from the UK, Greece, Italy, Czech Republic and Finland". An academic paper: "Power of the Past and SME Competitiveness: A European Study", was also written by the partnership which was presented at the International Council for Small Business World Conference 2010. The academic paper can be found at <http://usir.salford.ac.uk/12488/> whilst other documents can be found on the ADAM portal <http://goo.gl/3bDO7>

The Needs Analysis impacted on SMEs by increasing awareness of the potential for ECH management; in the course of collecting the data for the survey more than 400 companies were contacted and offered basic information on the benefits of effective ECH management. However, the most important target group for this work was the consortium partners themselves, as it formed a starting point for the later work packages.

### **Enterprise Cultural Heritage Methodology (WP3)**

The main objective was to develop a Methodology Guide and to define an ECH Management profile in terms of competences and skills required to implement an ECH Management Model into SMEs with a rich enterprise history.

Combining the results of the Needs Analysis and the different partners' competences and experiences, IDTECH, the WP3 leader, developed a methodology proposal. Partners

discussed this first draft of the proposal during the 2nd project meeting; this was revised at later stages of the project such as WP7.

It was agreed that the ECH Methodology Guide would consist of two parts. The first part of the methodology addresses ECH specialists such as academics or representatives from VET institutions and acts as a theoretical introduction to the Methodology covering the following topics: organisations' needs analysis, organisations' information workflow, ECH strategic plan; ECH knowledge base, ICT infrastructures and ECH skills and competences.

The second part of the methodology addresses the primary target groups of the project: SMEs and SME associations and acts as a guideline to introduce ECH to SMEs. A skills and competences matrix was developed based on the results of the Needs Analysis. It was also decided that Part 2 of the ECH Methodology Guide along with the skills and competences matrix would be tested with SMEs from partner countries as part of WP7 and their feedback would be integrated into the final version of the Methodology Guide.

#### **Training Material Development (WP4)**

The aim was to develop the training material needed to support the ECH Methodology. Since the training material has the most significant impact on the SMEs it was a critical process, which took a substantial amount of project time to collect and refine the material so that it was meaningful to the target audience. The training material was initially developed in Microsoft Word format however, once it was integrated into the learning platform and tested with users it was found that SlideShare offered a more appropriate platform for delivery which facilitated flexibility to the users based on the training needs identified earlier. Overall, four online training modules Heritage Management, Brand Management, Change Management and Intellectual Property Rights (IPR) management were developed and revised in the final versions in 14 December 2011. The open learning path is available through [www.slideshare.net/MNEMOS/](http://www.slideshare.net/MNEMOS/) on our project website [www.enterpriseculturalheritage.org/e-learning.html](http://www.enterpriseculturalheritage.org/e-learning.html) and the registered learning path which was implemented using Dokeos learning platform leading to certification of users is available on <http://training.enterpriseculturalheritage.org> Microsoft Word

#### **ECH non-formal learning validation guidelines (WP5)**

The objective of this WP was to define mechanisms for validation of non-formal learning outcomes specific to the ECH methodology. Both the formative (supporting an ongoing learning process) as well as summative (aiming at certification) processes have been defined and implemented in the subsequent work package – WP6. Once enrolled on the multi language training platform <http://training.enterpriseculturalheritage.org> the learners have the opportunity to test their knowledge without having their grades counted – formative and once they are confident they are able to take the summative test whereby on answering all the questions correctly they can receive a certificate from the MNEMOS project team.

#### **Learning Environment Development (WP6)**

The objective was to create an on-line learning environment to make available the training materials as “learning objects” and offer an assessment suite supporting the validation guidelines. The learning platform incorporates training material learning objects hosted on [www.slideshare.net/MNEMOS/](http://www.slideshare.net/MNEMOS/). These SlideShare objects are incorporated on the main project website [www.enterpriseculturalheritage.org](http://www.enterpriseculturalheritage.org) for those visitors who are interested to learn ECH Management without being certified; those who would like a certificate use [training.enterpriseculturalheritage.org](http://training.enterpriseculturalheritage.org). The online learning packages for the four training modules are also refined and developed in this package which allows the target audience to learn flexibly in a way that suits their time and place since the SlideShare modules are also downloadable. Moreover, due to the PowerPoint format the material is highly customisable and re-usable for any future individuals who might be interested to adopt this into their internal training.

## **Case Studies and Validation of Project results (WP7)**

This crucial work package required close collaboration of all other work packages as well as an intensive period of work with SMEs and case study companies. The aim of this WP was to evaluate the training material, the learning environment and the methodology developed by the project in real life cases. Moreover, it was used in close collaboration with internal as well as external evaluators for the development of project evaluation related data. The 15 cases have highlighted the excellent impact offered by the training material on the target group in enhancing their competitiveness and developing new skills. The results also included the revision of the training material using three cycles of action research to structure this work package. The later data collection attracted over 138 survey responses, 100 of which were useful in offering evaluation and improvements of the platform, training material and the methodology. This can be seen in the report, which is available from the ADAM portal [www.adam-europe.eu/adam/project/view.htm?prj=5529&page=PRODUCTS](http://www.adam-europe.eu/adam/project/view.htm?prj=5529&page=PRODUCTS)

## **Dissemination – WP8**

Dissemination occurred throughout the life of the project. The specific objectives during the reporting period were the identification of specific target groups for dissemination and awareness-raising about ECH to potential users and promoters. A dissemination strategy was devised, activities planned and a dissemination toolkit created.

The MNEMOS website [www.enterprise-cultural-heritage.org](http://www.enterprise-cultural-heritage.org) has been created and provides information about the project together with news about its activities and results. It is fully operational and was updated as the project progressed. It has been agreed between the partners that the website will be maintained for two years after the end of the project. During the later stages of the project Google Analytics data indicates that from March 2011 to February 2012 when the training material was becoming available online the website generated over 40k page views by 1.9k visitors who spent on average 7.5 minutes on the website and came from 76 countries around the world. From July 2011 to February 2012 SlideShare <http://www.slideshare.net/MNEMOS/> generated over 1600 visits for individual modules. However the overall SlideShare.net figures for the learning material use indicate that over 10000 visitors benefited from MNEMOS training material and 45 of them downloaded our slides and are re-using these. The Enterprise Cultural Heritage Wikipedia Page was written and approved by the Wikipedia Community [http://en.wikipedia.org/wiki/Enterprise\\_Cultural\\_Heritage](http://en.wikipedia.org/wiki/Enterprise_Cultural_Heritage)

All partners identified SMEs, VET institutions, professional training organisations, SME associations, SMEs training providers, other business support organisations and academic institutions in their own countries which would be interested in the project and information such as the newsletter was circulated to them. The contact list holds more than 1000 names and includes VET & professional training organisations, business support organisations, SME associations and universities as well as SMEs. SMEs in the target groups received information about the project by e-mail and/or phone especially during the Needs Analysis Survey and through the project newsletters.

The MNEMOS consortium partners have been very pro-active in dissemination of project results to wider audiences by attending and presenting project related findings at five international conferences. These conferences include one of the biggest Vocational Education and Training conferences in the world – EDUCA Online. EDUCA was held in Berlin Germany and attracted over 2000 delegates from across Europe and further afield. It was a convenient time for the project where the main deliverables were clearly visible to the participants of the conference and MNEMOS had an interactive demonstration session, which was over 3 hours. This allowed MNEMOS to identify several future collaboration partners who might be interested in integrating this training material in their projects and materials.

Five editions of the project newsletter have been published on the web site and distributed via the mailing lists of each partner. The newsletters inform the target audience and wider

audience about ECH issues and the latest developments in the project. The MNEMOS brochure was designed and agreed by the partners. It has been translated into each of the partners' languages; printed copies in each language were distributed.

### **Exploitation of Results WP9**

The main objectives in exploitation are: to promote the adoption of the project outputs by direct beneficiaries and intermediate bodies, mainstreaming the project results into the VET systems at local, national and European level, to define agreements with stakeholders, SME associations, Chambers of Commerce, SMEs training organisations, EU initiatives and networks in order to promote and disseminate the project outcomes to specific key actors. During the reporting period the specific objectives were to define overall sustainability principles, IPR issues, partners' obligations in case of commercial and/or non commercial exploitation of the results, contribution of the partners after project completion. To this end a Partnership Exploitation Agreement has been agreed. An Open Community Manifesto (see group rules on the implemented LinkedIn group

- <http://www.linkedin.com/groups/Enterprise-Cultural-Heritage-3743528>.

### **Evaluation WP10**

WP10 includes two evaluations: Internal and External. The Internal Evaluation, performed by the University of Salford acted as a 'critical friend' focusing on providing objective advice and support in order to judge the worth of the project during its lifetime. Both evaluators produced reports which provided the partners and the project management team with feedback on the project's progress and matters that would need to be considered by partners. This report is primarily based on communications with all project partners, analysis of project documentation and meetings of the Project Management team.

The External Evaluation focused mainly on the impact of the project and a summative evaluation in order to assess the worth of the project's performance at the end of its activities. The external evaluators submitted an Evaluation Framework & Forward Action Plan which concluded the 1st Phase of evaluation and was approved by the partners. Both the Internal and external evaluators produced final reports which were circulated for comment by all partners and agreed accordingly. This information was collected via partners' survey, examination of project documents and material and meetings with the project team. Moreover, working with the project team both the internal as well as the external evaluators proposed questions which were used to structure the WP7 online survey. These questions allowed the project team to gain results and the evaluators to gain access to the data, which otherwise, would be difficult to reach. This collaboration and consultation with both evaluators as part of the project's duration has proved helpful in developing a high quality product for the target audience as well as benefitting from efficiency gains of only having to ask participants to complete one survey.

The contribution of the External Evaluators has been very constructive and allowed MNEMOS team to identify at the interim stage the importance of involving external stakeholders in the developments of the project. These comments have been taken on-board and as a result of this during the WP7 MNEMOS team have been extensive in engaging VET organisations, which have helped to provide feedback and recommended the ECH Management resources to their networks. It was also as a result of the external evaluators input that the project highlighted the role of VETs and as a result the 22 organisations have been approached (Greece 7; Finland 8; UK 3; Italy 1; Czech Republic 3) and other ECH related business groups organisations across all countries - 10.

## 4. Partnerships

The Added value of the MNEMOS consortium from five European countries is that it formed a strong transnational partnership that was well balanced with geographic reach as well as skills and competences of individual partners. The complementary set of skills includes learning methodologies, Information Technology, marketing, change management, research skills etc. The type of organisations is also complementary to the project team with a diversified composition of Universities, SME intermediaries in training and service provision, as well as business support organizations. This offers diverse perspectives on ECH management, and ease of access to resources and networks of SMEs in the five countries as well as European neighbours making a good geographic coverage for the project. This allowed attending European conferences very relevant during the project process as well as tapping into the networks of researchers and practitioners, which were closely related geographically. For example, University of Salford had a visiting professor from France who was keen to explore the use of ECH there.

All partners were involved in horizontal activities, such as needs analysis, adaptation of the model to cultural diversity, validation and dissemination in the partners' countries, but leading roles were assigned on the basis of specific competencies and experiences (TSE on family business, marketing, SMEs needs analysis; University of Salford on material validation, project evaluation, and project co-ordination; IDTECH on technologies and services for heritage management; URENIO on learning validation; SPIN on multi-cultural learning material and e-learning).

Partners are located in different geographical and cultural contexts; this in turn influences the *characteristics of ECH*. Thus, *profound differences between the cases in established industrial economies (Italy, Finland, UK), intermediate (Greece) and post-socialist (Czech Republic) regimes* have been found. During the Experimentation stage it was found that some of the companies in the Czech Republic felt uncomfortable with the idea of heritage since it was associated in their minds with something that is negative and should be forgotten. It was a significant mind set change for those who embraced ECH in the Czech Republic yet were trying to forget the past and focus on the future.

All partners have a great deal of experience in transnational cooperation and, moreover, all of them have already positively collaborated in Leonardo da Vinci and other European projects. Because of the positive experience in this project the partners have been keen to sustain the relationships beyond the project duration and have been successful in an application for funding for another European project – Passport to Trade 2.0.

**A number of benefits of partnerships with other groups have also been harnessed:** During the duration of the project good relationships have been established with several ECH minded SMEs. For example, in Italy, Lanificio Leo has contributed significantly towards the training material feedback and development. Their input to the case studies as well as to newsletters over the longer-term has been very positive. In the UK, J Atkinson and Co have also developed a good relationship with the project team and offered several photographs and a video case study to share their good practice with other SMEs see [www.youtube.com/watch?v=m4IPpiKeSWE](http://www.youtube.com/watch?v=m4IPpiKeSWE). Both Lanificio Leo and J Atkinson therefore feature heavily in the examples used in ECH training material. Also, the MNEMOS team have been successful in forging partnerships with other European intermediaries in management training services such as Kulmat.fi web community, Ariadne Learning Foundation [www.ariadne-eu.org](http://www.ariadne-eu.org) and OpenScout.net global repository.

## 5. Plans for the Future

The exploitation of the results beyond the project timelines will be on multiple levels. The project consortium will continue to promote and raise awareness of the MNEMOS project through attending communication events, conferences and seminars and will use the CD Rom as well as the project booklets as the sources of inspiration and communication with potential target audiences.

Online, the website will be maintained by IDTECH for two years until a further funding source for a potential MNEMOS II project is found. In the meantime, we will be working with management training services such as Kulmat.fi web community, Ariadne Learning Foundation [www.ariadne-eu.org](http://www.ariadne-eu.org) and OpenScout.net global repository and will upload our training material and any future case studies to these resources. We are also exploring linking and affiliation opportunities with other similar projects such as Natural Europe <http://www.natural-europe.eu>. This will improve the sustainability of the project materials which will also be maintained by the Online Community, which was established on LinkedIn as well as the SlideShare community and the Wikipedia page contributors and editing as needed: [http://en.wikipedia.org/wiki/Enterprise\\_Cultural\\_Heritage](http://en.wikipedia.org/wiki/Enterprise_Cultural_Heritage)

The project team have identified a number of opportunities, which would allow the development of the training material in other industries such as tourism in particular and a potential extension of the training material to more examples, case studies and interaction. Therefore, future research can be broadened to include other sectors such as Plastics manufacturing, hotels and accommodation, operation of historical sites and similar visitor attractions. These were some of the main recommendations from the last round of evaluations which offer great insights into the target audience needs and how these can be addressed – more details of these opportunities are presented by the External Evaluation report as well as the feedback from users in WP 7.

Since the majority of the project consortium partners are also taking part in the Passport to Trade 2.0 project we are anticipating that there will be opportunities to further our partnerships in other joint bids and collaborations across Europe. All new relationships which have been formed with external organisations such as SMEs and others will be re-evaluated and where possible the training material will be sustained by offering consultancy services to other organisations who might want to have this training customised to their needs. There are already negotiations taking place amongst the individual project partners with other bodies about how the ECH training material could be developed further. Some of the avenues explored will focus on opportunities where perhaps local partnerships will be developed to help SMEs in an area to enhance their ECH skills and thus benefit from the training material shaped by the MNEMOS project.

In addition to the practical developments of ECH, the MNEMOS project partners committed at the last meeting to continue collaboration on writing academic journal paper to advance the theoretic understanding of the subject area based on data and experiences collected as part of this project.

This project took advantage of the latest developments in social media and by engaging with networks such as YouTube, SlideShare, LinkedIn and Wikipedia seeds were planted for viral marketing of the material and the ideas of the project. It is encouraging to see that in a period of 3 weeks over 300 visitors have accessed one of the case studies about the Imperial Hotel in Prague; this gives great exposure to the hotel as well as to the training material developed by MNEMOS. The training material was optimised using a technique called Search Engine Optimisation (SEO), which should also help the material to be easily findable by search engines and their users.

## 6. Contribution to EU policies

### **LLP-Obj-e: To help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit**

By turning the intangible asset of 'business heritage' into a key competitive factor, the project has promoted creativity, competitiveness, employability and the growth of an entrepreneurial spirit.

### **LLP-Obj-a: To contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field**

By supporting SMEs who did not have access to specialised training and encouraging the development and availability of new practices in the field, the project has contributed to the development of quality lifelong learning and promoted high performance, innovation and a European dimension in systems and practices.

### **LLP-Obj-c: To help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within member states**

By making the training package available on a suitable open source e-learning platform as well as on growing social networks, such as mentioned above, and launching an open web community, the project has helped to improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States.

### **LLP-Obj-d: To reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment**

The project has reinforced the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment as training opportunities are open to men & women and provide SME employees with the chance to develop skills and personal fulfilment, especially those individuals who have taken personal risks to establish businesses.

### **LEO-SpObj-b: To support improvements in quality and innovation in vocational education and training systems, institutions and practices**

The project has improved the employability of managerial and technical personnel by developing new skills based on a creative use of their knowledge. It helps entrepreneurs to recognise and manage the strategic value of ECH. This supports improvements in quality and innovation in vocational education and training systems, institutions and practices.

### **LEO-SpObj-a: To support participants in training and further training activities in the acquisition and the use**

MNEMOS has supported participants in training and further training activities to facilitate personal development, employability and participation in the European labour market by encouraging employers and employees of SMEs to facilitate their personal development and that of their companies by developing new skills & knowledge.

### **LEO-OpObj-2: To improve the quality and to increase the volume of cooperation between institutions or organisations providing learning opportunities**

SMEs have direct access to training offered by the consortium of partners; key stakeholder organisations are aware of the project creating an open flow of communication which will improve the quality and increase the volume of cooperation between institutions and organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe.

**LEO-OpObj-6: To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning**

The training content developed in ECH is entirely innovative. To ensure the widest possible impact this is offered online using an open source platform and an open web community providing wide accessibility under the Creative Commons Attribution licence. The project therefore supports the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning and open innovation.

**LEO-MultProj-4: Develop Vocational Skills considering the labour market needs**

MNEMOS developed Vocational Skills meeting labour market needs by improving the quality and attractiveness of VET practices for SMEs. It also developed a training delivery methodology for ECH management supported by Quality Assurance procedures, coherent with common principles for valuing non-formal learning.

**CulDiv: Cultural and linguistic diversity**

The project charted the influence of cultural values on ECH in different countries and adjusted these differences in the national business models within the training material so supporting cultural and linguistic diversity.

**Discr: Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation**

As the project provided equality of opportunity for all those who undertook pilots it promotes equality between men and women and contributes towards combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

**RacEth: Racial or ethnic origin**

The University of Salford's Equal Opportunity Policy was used by all partners. This states that no individual will receive less favourable treatment on the grounds of racial or ethnic origin.

**ENTR: Enterprise**

MNEMOS addressed the issue of skill upgrading for productivity growth in SMEs that often lack resources to attract skilled workers so supporting and encouraging enterprise.

**LISBON: Lisbon partnership for growth and jobs**

By making learning more attractive and supporting the pro-active involvement of entrepreneurs, managers & technical staff in VET to introduce ECH management in SMEs with a rich cultural tradition the project, supports the objectives of the Lisbon partnership for growth and jobs.

