



INTERMEDIATE EVALUATION REPORT

Project No. 52664-LLP-1-2012-1-IT-GRUNDTVIG-GMP

‘DIAMOND – Dialoguing Museums for a New Cultural Democracy’

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1. Foreword

In this sections the background and a general overview on the Project is presented. The aims of the intermediate evaluation exercise and the related methodology that has been adopted are also briefly outlined.

Project Information			
Project Identifier	52664-LLP-1-2012-1-IT-GRUNDTVIG-GMP		
Project Title	'Dialoguing Museums for a New Cultural Democracy'		
Project Acronym	DIAMOND		
Start Date	November 2012	End Date	November 2014
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Theoretical View

Evaluation is the systematic collection of information about a program that enables stakeholders to better understand the program, improve its effectiveness, and/or make decisions about future programming.

In this project, the quality of activities will be assured through:

- Clear and detailed planning, sharing;
- Sharing and agreeing among partners on the overall objectives and on the objectives to be achieved at each stage;
- The identification of the institution responsible for the completion of each stage;
- A clear definition of tasks and responsibilities;
- The autonomous conduction of the agreed activities, under the responsibility of the designated partner;
- The joint evaluation of the achievements, the re-shaping of the objectives and further planning;
- The linking and joining together of all the sub-products by the coordinating institution.

The most common data collection strategies used, fall into the following broad categories:

1. Review documents

Analysis of printed material including program records, research reports, census data, health records, budgets. Document review is a common method of collecting data about activities and outputs for implementation evaluation.

2. Observe

Observe situations, behaviours and activities in a formalized and systematic way, usually using observational checklists and trained observers. This is a good method to use in settings where experiencing actual events or settings (rather than hearing about them) is an important part of the evaluation.

3. Talk to people

Collect verbal responses from participants and other stakeholders through interviews (in-person or phone) or focus groups. This method is helpful when it is important to hear complex or highly individual thoughts of a certain group of individuals.

4. Collect written responses from people

Collect written responses through surveys (in-person, e-mail, online, mail, phone), tests, or journals/logs. Except in the case of journals, this method is often used when you need a lot of information from a large number of people or when it is important that identical information be available from all respondents.

5. Other methods

Review pictorial/multi-media data in photographs, audiotapes, compact discs, visual artwork. Conduct expert or peer reviews in which professionals in the field with specific expertise assess a set of activities or products. Use a case study, an intensive investigation of one unit to use for learning purposes, often as an exemplar or model to be avoided.

The evaluation findings

This section presents the main findings based upon the evaluation criteria adopted shown below (in chapter 3 “Evaluating implementation”):

- a) **Relevance** - the extent to which project design is coherent with objectives and the priorities of the programme Grundtvig.
- b) **Effectiveness** - the timely provision of activities, the quality of monitoring procedures and practices and their progress toward the achievement of expected outputs.
- c) **Efficiency** - the degree of implemented activities and delivered outputs in achieving project objectives.
- d) **Impact** - assesses the changes that can be attributed to a particular intervention, such as a project, program or policy, both the intended ones, as well as ideally the unintended ones. Impact evaluation helps us to answer key questions for evidence-based policy making: what works, what doesn't, where, why and for how much? It has received increasing attention in policy making in recent years in both Western and developing country contexts. It is an important component of the armoury of evaluation tools and approaches and integral to global efforts to improve the effectiveness of aid delivery and public spending more generally in improving living standards.
- e) **Sustainability** - like probability of continuance of positive outcomes after the end of the project.

1.1 General project overview

The project “**DIAMOND – Dialoguing Museums for a New Cultural Democracy**” has been funded under the call for proposals of Grundtvig Multilateral 52664-LLP-1-2012-1-IT-GRUNDTVIG-GMP.

Launched in 2000, Grundtvig aims to provide adults with more ways to improve their knowledge and skills facilitate their personal development and boost their employment prospects. It also helps to tackle problems associated with Europe’s ageing population.

It covers not only teachers, trainers, staff and organizations working in the sector, but also learners in adult education.

The role of museums as inclusive institutions is a very debated issue: many attempts have been made to improve the relationship of museums and different publics, in order to turn the museum into places for people of all ages, cultures and backgrounds. Most of the existing experiences seem to be promising in terms of the results they are achieving, but they normally lack a structured forms of evaluation.

The innovation of the project lies in the idea of bringing together a group of museums and research centres which are committed to providing learning opportunities for adult people (using also ICT) as well as to provide a deep analysis of tools and methodologies addressed to measure the impact of museums activities within society and adult learning field and to develop guidelines of good practice.

All of these partners are already working with people from different backgrounds in co-operation with different kinds of social, educational and local institutions. The project will also give them the possibility to train their professionals in an innovative communication method such as DS and to develop some new and innovative educational activity, either individually or jointly, addressed to disadvantaged adults allowing them to use also the DS as a tool of self-expression and communication.

The “**DIAMOND – Dialoguing Museums for a New Cultural Democracy**” project, currently under implementation (at the 12th month), is a 24 months projects, carried out under the joined coordination activities of a Consortium composed by seven members.

The aim of the project is to realise museum activities addressed to marginalised groups, exploiting the enormous potential of museums as tools of empowerment and social inclusion and that of DS within the cultural and social domain by training the other partners of the **DIAMOND** project in the DS methodology and by using it in the implementation and evaluation of the project’s activities: in fact telling stories is indeed an activity embedded in human being’s way of making sense of reality, shared by all cultures no matter where they come from and what sort of environment they live in.

The use of DS adds to the process of telling stories the potential of self-biography (a very powerful pedagogical tool) and the use of ICT, fostering the decrease of the digital divide among different age groups and different social groups. In the whole, the use of DS is a powerful tool in terms of individual empowerment in order to learn (new knowledge), to learn how to do (new competences) and to learn how to be (self-development, creativity, self-expression).

Engaging adults in lifelong learning activities and enhancing the role of adult education is a priority for the European Union. This project aims at developing and testing different outreaching strategies to reach adults. The countries involved in the partnership have a low participation of adult in lifelong learning (according to Eurostat data, in 2010 the proportion of the population between 24 and 65 who participated in lifelong learning activities was 6,2% in Italy, 10,8% in Spain and 1,3% in Romania): this is why, beside the formal adult educational pathway, museums have a central role in attracting adults in informal educational activities. By evaluating the impact through the digital storytelling method, we are able to appreciate the impact through a qualitative perspective.

The partnership recognises the importance of social sustainability, and the need to engender institutional change that will support working with marginalised adult into the future through:

- establishing communities of critical enquiry amongst peers, within and beyond the museum;
- promoting scientific museums as vehicles for active citizenship and social inclusion;
- promoting ICT (through the use of DS methodology) as a tool for people's empowerment and intergenerational dialogue;
- promoting a better definition of qualitative indicators in order to better evaluate the social impact of museums.

This project aims at addressing the critical issues which emerged during the MuseoLab project realised in Rome, and which will provide the starting point for the research, for the realisation of the pilot projects and for the evaluation. Whilst MuseoLab identified some of the key challenges to working with adult marginalised people, this more extended project is clearly planned and structured to:

- a) analyse museum education activities addressed to marginalised people and identify effective practice;
- b) train museum professionals in the use of ICT, with particular reference to DS as an effective method of engagement and involvement in museum activities;
- c) encourage museums to develop projects aimed at involving marginalised people, using also ICT (namely DS) as a tool of self-expression and communication;
- d) identify tools and methodologies to evaluate the social impact of museum activities;
- e) promote a greater appreciation of the role of scientific museums as a tool to engage adults and promote learning opportunities and social inclusion for disadvantaged groups .
- f) apply the learning outcome approach and validation of competences (balance of competences)

The main innovative features of the project's implementation will be:

1. No formal or transmissive approach, but a constructivist approach based on engagement, participation and direct experience;
2. A different approach to scientific museums, considered as friendly and welcoming spaces, open to everybody without cultural or social distinctions;
3. A focus not only on the activities realised but also on the impacts produced and on their evaluation
4. The transmission of ICT competences through the training in DS not only from 3 partners to the others, but also from these partners to their professionals and from the professionals to the pilot projects' participants, as concentric circles which widen step by step the number of people involved (snow ball effect).

With specific reference to evaluation, there are documented experiences within this field, but there is a lack of evaluation of their social and cultural/educational impact through qualitative indicators; the project aims at identifying and developing qualitative indicators appropriate to measure this impact. DS will be used also as a tool of qualitative evaluation since it will help participants clearly expressing their feelings about the activities which will be realised within the museums.

The output of the project will be innovative in terms of:

- issues addressed;
- different subjects involved;

- training provided to partners, to museum professionals and to participants (transfer of competences, such as ICT ones);
- evaluation of the impact of the training courses in terms of acquisition of new skills and competences;
- in-house project's development;
- impact measurement.

The Project Consortium and activities are presented below:

Partners		Country	Short name	Role and tasks in the work package
Lead partner	P 1	Italy	ECCOM	Eccom will be in charge of systematizing the information gained through the background research work carried out in the different countries and in Italy, as well as to provide a general European framework of the subject ((desk research, interviews and direct contact with professionals and institutions).
	P 2	Italy	Museo Civico di Zoologia	The partner will cooperate by systematizing the information gained through background research work in Italy (desk research, interviews and direct contact with professionals and institutions).
	P 3	Romania	M.N.I.N.G.A.	The partner will cooperate by systematizing the information gained through background research work in Romania (desk research, interviews and direct contact with professionals and institutions).
	P 4	Romania	Ion Borcea Museum	The partner will cooperate by systematizing the information gained through background research work in Romania (desk research, interviews and direct contact with professionals and institutions).
	P 5	Spain	MCNV	The partner will cooperate by systematizing the information gained through background research work in Spain (desk research, interviews and direct contact with professionals and institutions).
	P 6	Italy	MEP	The partner will cooperate by systematizing the information gained through background research work about the use of DS as a methodology adopted to engage people in cultural and social activities and also as a possible evaluation tool (desk research, interviews and direct contact with professionals and institutions).

PROGRAM					EVALUATION							
WP	Package Leader	Work Package Title	Expected Results	Period activities	Description	Source of data	Methods of data collection					
1	ECCOM	Project management and Coordination	1.1. Detailed work plan	31.12.2012	a detailed project will be drawn up and each partner can find out its own objectives, according the basic principles written in the consortium agreement, including the ground rules regarding intellectual property, conflict resolution and expansion of project	review documents	1	2	3	4	5	6
			1.2. Interim Project Report	31.10.2013	an interim project report will be issued by the consortium and provided to the European Commission, and it will contain informations about the development of the project from its beginning to the end of year 1; this activity will be based on the activity of all partners.	review documents	1	2	3	4	5	6
			1.3. Final Report	31.10.2014	a final report will be issued by consortium and provided to the European Commission, and this report will contain all informations highlighted during this project.	review documents	1	2	3	4	5	6
2	ECCOM	Research	2.1. Research report	31.05.2013	implementation of a background research work aimed at analysing museum education activities addressed to marginalised people and identify effective practice, with specific reference to qualitative evaluation indicators. The main goal of this activity is to find out the existing best practices in their countries as well as the specific needs of the respective local contexts.	case study	1	2	3	4	5	6
3	MEP	Training courses in DS	3.1. Training report	31.08.2013	each training activity will be documented and evaluated by trainers and trainees using different tools like questionnaires, diaries, presence registers, photo and video, in order to contribute with a practical input to the final report	review documents	1	2	3	4	5	6
			3.2. Stories realised by trainees	31.08.2013	at the end of each training course a video will be realised containing the stories produced by the trainees, and a part of them will be selected to become part of the final video of the project.	review documents / other methods	1	2	3	4	5	6

4	Museo Civico di Zoologia	Development and delivery of educational activities	4.1. Pilot project reports	30.06.2014	4 pilot projects will be developed by museums involved, and will be addressed to 100 participants (25 for each project) marginalised people. Each project will be documented, in order	observe / review documents / other methods	2	3	4	5		
						to contribute with a practical input to the final publication.		1				6
			4.2. Stories of the participants		the video will contain the stories produced during the 4 pilot projects: some of them will be selected to become part of the final video of the project	other methods (multimedia)	1	2	3	4	5	6
5	Ion Borcea Museum	Dissemination	5.1. Final conference (Valencia)	31.10.2014	the closing conference (2 days) will be open to professional working in museums/ heritage sites, libraries, agencies for education, youth organisations, universities/research institutions, community organisations. Events will be advertised through the project's	review documents / other methods (multimedia)		2	3	4	5	
						website, designated pages in the project partners websites and Grundtvig catalogue.		1				6
			5.2. Project web site (logo, style guide)	31.05.2013	the website will provide links to partners websites and to specific pages in their original languages.	other methods (multimedia)	1	2	3	4	5	6
			5.3. Social networking	31.05.2013	there will be a page in English, Spanish and Romanian	other methods (multimedia)	1	2	3	4	5	6
			5.4. Stories of the project	31.10.2014	the final video contain a selection of stories realised both by the trainees during the training courses and by the participants to the pilot project activities. The video will shown during the final conference and will be available on YouTube and Vimeo.	review documents / other methods (multimedia)	1	2	3	4	5	6
			5.5. Project leaflet	03.05.2013	the leaflet will contain explanation about the project's aim and objectives, as well as a description of the partners and of the activities; this leaflet will be distributed during meetings, training activities, pilot project activities, final conference and also in the exploitation phase.	review documents / other methods (multimedia)	1	2	3	4	5	6

6	ECCOM	Publication of an Handbook	6.1. Grundtvig training course	01.06.2014 - 31.07.2014	organisation of a 5 days training course in the framework of the Grundtvig programme, with the specific aim of disseminating the content and methodology of the project, with specific reference to the issues addressed by the pilot projects and to the use of DS. The course will take place in Rome and will be managed by MEP in cooperation with ECCOM and the Museo Civico di Zoologia.	review documents / other methods (multimedia)	1	2	3	4	5	6
			6.2. Handbook	31.10.2014	the publication will be in Italian (500 copies) and there will be a translation in English (1000 copies), Spanish and Romanian (500 copies for each language).	review documents / other methods	1	2	3	4	5	6
7	MINGA	Quality and Evaluation Plan (appointment of an external evaluator)	7.1. Interim evaluation report	31.10.2013	an interim report will be issued and will be based on the results of the different evaluation tasks carried out during the first half of project, and also will contain the tools specifically developed. This interim evaluation report will become part of the final evaluation report	review documents / observe / talk to people	1	2	3	4	5	6
			7.2. Evaluation report	31.10.2014	this final evaluation report will be based on the results of the different evaluation tasks carried out during the project, as an annex to the Final Project Report.	review documents / observe / talk to people	1	2	3	4	5	6

Legend for methods of data collection:

1	Questionnaire
2	Review documents
3	Web tools
4	User Group
5	Statistical Analysis
6	Interviews

1.2 Aims and targets of the Intermediate Evaluation

The present intermediate evaluation has been carried out to assess the activities implementation status, after twelve months since its starting date. The report examines the on-going activity implemented up to date, in order analyse the project progress and its performances according to the targeted goals.

The main aim of the exercise is analysing the initial outputs, the early effects of the intervention, as well as the main constraints and problems sorted out, producing a direct feedback into the implementation process, in order to the quality of on-going interventions.

The evaluation service has been conducted on the overall intervention log and on the implemented activities of the project. A particular focus has been conducted on the, carried out the November 2012- May 2013, since this has been considered a key issue activity in the project framework addressing targeted goal and achieving the expected impact. In 30th may, was completed the research report. Training Report Stories realised by trainees were made between May 2013- August 2013.

The evaluation assesses the following key issues:

Relevance: the extent to which project design is coherent with objectives and the priorities of the programme Grundtvig Multilateral;

Efficiency up to date: the timely provision of activities, the quality of monitoring procedures and practices and their progress toward the achievement of expected outputs;

Effectiveness up to date: the degree of implemented activities and delivered outputs in achieving project objectives;

Progress toward Impact, in order to assess the benefits for beneficiaries already generated or about to be generate, when applicable.

Progress toward **Sustainability:** likelihood of continuance of positive outcomes after the end of the project.

1.3 Methodology

The evaluation exercises has been conducted according EU/EC methodologies¹, following the Logical Framework Approach, which allows the systematic analysis of casual relationships between the different level of objectives starting from identified problems to be addressed and their cause. The design of the evaluation has been planned in coordination with ILS and other project partners.

The methodology used for gathering project information and data is based on the project's objectives, and each them will be realised using the following methodology:

- a) analyse museum education activities addressed to marginalised people and identify effective practice: to achieve this objective, partners will realise a background desk research realised through the use of bibliographical references and the analysis of the existing experiences;
- b) train museum professionals in the use of ICT, namely DS as an effective method of involving people in museum activities: the activity will consist in 2 training courses of 30 hours each realised in Spain and in Romania, addressed to 40 professionals working in the cultural and social sector. The courses will be based on different approaches such as frontal lessons; participated lessons; learning by doing approach. The DS method combines the tradition of storytelling with contemporary technical tools (computer, voice recorder and software) and it allows individuals as well as pre-defined target groups to give others an insight into their everyday lives, assumptions, goals, or concerns.
- c) encourage museums to develop pilot projects aimed at involving marginalised people, using also DS as a tool of self-expression and communication: the pilot projects will be realised in cooperation between cultural and social institutions operating in the partners areas (schools, elderly centres, prisons, etc.) and will be based on the use of resources (written materials, didactic tools, etc.) to be used inside and outside the museums. Meetings with the project's stakeholders (project's partners, citizens, etc.) will also be part of the projects' implementation;
- d) identify tools and methodologies to evaluate the social impact of museum activities: a short, medium and long term evaluation will be carried out, using questionnaires, interviews, observation and focus groups, in order to gather both quantitative and qualitative data. DS will be used also as a tool of qualitative evaluation since it will help participants clearly expressing their feelings about the activities which will be realised within the museums;
- e) promote a greater appreciation of the role of scientific museums as a tool to engage adults and promote learning opportunities and social inclusion for disadvantaged groups: these activities will be carried out by implementing, documenting and evaluating the pilot projects realised by

the museums. The stories realised as final products of the DS activities (both by museum professionals and by those who participated in the museum activities) will be also used as a tool to document and disseminate the project, at the same time promoting the understanding of the role of scientific museums in socio-cultural inclusion processes. Dissemination and exploitation of the project's results will be secured also by the publication of an Handbook in four languages and by different kinds of communication activities using different media (web sites, social networks, etc.).

Until now (October 2013), all activities planned in the project work plan have been executed (see chart below).

2.1 WP 2 – Research and content development

The background research has produced a final report, both for the internal use and to be used within the context of the implementation of pilot projects and dissemination events. The content of the implementation of final report, further processed in the light of the pilot projects implemented by the participants, will constitute the bulk of the final publication together with the results of the pilot projects implemented by partners.

The first meeting were in Rome at Museo Civico di Zoologia between 26-28 November 2013, and Mrs Elisabetta Falchetti welcomes the participants and opens the meeting. It is emphasized that the group will be able to accept the challenge of the project by sharing all the tasks. Mrs Cristina Da Milano invites the partners to open the folder that everyone received in order to start analysing the Workplan.

The following issues are briefly checked: the list of partners; the list of the Work Packages, the units in which the project is divided, the related timetable and the formal leader of each WP. Mrs Da Milano introduces the WP2, which concerns the research. It will last 7 months, from November 2012 to the end of May 2013. A research index is provided in the Workplan.

Concerning the evaluation of the activities, Mrs Falchetti points out that some specific indicators have to be found by the partners. Concerning the activities to be held in museums, Mrs Da Milano stresses that it's important that each partner will think about how to use DS in their museums by mid-April.

A timetable is discussed, and everyone agrees that by the end of April all the partners will write the part of the research that lies within their competence. It is decided that this research will be uploaded on the website and published in the final handbook.

As planned, on 30th of April, the Research paper was uploaded on the website.

2.2 WP 3 – Train and trainers

In 30th may, was completed the research report. Training Report Stories realised by trainees were made between May 2013 - August 2013, as follows:

- **Training course in Digital Stories (DS) developed between 24-28.06.2013 in Valencia;**
- **Training course in Digital Stories (DS) developed between 15-20.07.2013 in Romania.**

The first training was developed in Valencia, hosted by Museo de Ciencias Naturales de Valencia, where Mrs Cristina da Milano welcomes the participants and opens the meeting. She goes through the Workpackages and announces Mrs Elisabetta Falchetti's presentation of the Pilot Projects.

All the partners sent the right documents, but their original versions are still needed. ECCOM is in charge of collecting them. Mrs Da Milano suggests that Mrs Margarita Belinchon should integrate her research with all the experiences she made within the museum. The Background research is although available on line, on the DIAMOND Project's website.

The second training was developed in Romania, hosted by “Grigore Antipa” National Museum of Natural History (M.I.N.G.A.). The activities concerning the organization of the training for 25 beneficiaries were established after various consultations with Patrizia Braga on Skype and via e-mails and with Antonia Silvaggi via e-mails. The “Grigore Antipa” Museum had the task to assure a number of 4 large, sound-proof rooms. The room in which the training course took place corresponded the demands of the trainers concerning the size and the technical equipment (audio-video).

According to the trainers' demands, the necessary equipment, for the 14 participants that the “Antipa” Museum had the obligation to assure, has been bought from the budget allocated for this task (laptops, headphones, recorders, Wi-Fi). Furthermore, the training's manual has been printed by the host along

with other necessary materials. The criteria for the participants' selection were related to their activity field and their possibility to use the information and the knowledge gained during the training as an instrument in their professional work. The other 11 participants who participated at the training were selected by the "Ion Borcea" Museum. They received from the part of this museum the individual equipment as the ones that the "Antipa" Museum brought.

Because of the fulfilment of the trainers' conditions concerning the IT and multimedia equipment, the training was a success and its result was: 25 participants initiated in the DST and 25 stories made by them.

All the participants received good reviews from the part of the trainees, and also diplomas attesting their competences in the DST.

Moreover, as the host of the training, the "Antipa" Museum helped the guests with the accommodation, in a hotel located near by the Museum.

2.3 WP 4 – Pilot Projects

The third phase of the project is based on the implementation of pilot projects addressed to marginalised visitors and realised by the museums which are partners of the project.

At present, four pilot projects are in progress under the guide of Elisabetta Falchetti, head of education at the Museo Civico di Zoologia of Rome: the other museums which are part of the projects are currently starting their pilot projects.

The activities of the Museo Civico di Zoologia of Rome have been addressed to people who can be considered as belonging to socially, physically and culturally marginalized groups:

- young offenders (Istituto di Pena Minorile – IPM – Casal del Marmo, Roma);
- young refugees (Centro di accoglienza Civico Zero-Roma);
- adult immigrants (1° Centro Territoriale Permanente – Funzione Strumentale EDA, Istituto Comprensivo Daniele Manin, Roma);
- Elderly people from a suburban area of Rome (Settecamini).

The first project, The IPM Casal del Marmo project has been addressed to inmate people. About 120 young people (both sexes, more boys than girls) with their teachers attended the museum lab experiences, along five months, in their classrooms. Six meeting sessions were organized with all the offenders until today, within the school lessons. The lab activities consisted in: observation and handling of natural specimens (animals and plants), observations with microscope, mould making to dress/prepare little naturalistic dioramas and exhibitions, conservation and classification of animals and plants for the musealization. In the course of the activities the young convicts were encouraged to tell their previous knowledge, stories of their countries connected with animal and plants observed, their ideas, emotions; scientific knowledge was introduced "softly" and "progressively", after their questions or common observations and debates.

The working styles tried to reinforce/establish social relationships among all the participants and the museum workers. The young offenders' knowledge and contributions have been emphasized in order to improve their self-esteem; their creativity has been encouraged and stimulated also by means of many manual/practical activities and artistic ones (drawing, painting, poetry, etc.). Out-door naturalistic activities have been carried out "on the field" in the prison park and in the farm. The practical work has been completed by reading hand books and by educational games connected to the experiences.

The second project, The "Civico Zero" project was related to the Civico Zero Centre, a Center for young people located in a popular neighbourhood of Rome (San Lorenzo), open during the day to receive refugees and/or social challenged young people, Romani people and offenders. The Civico Zero guests receive assistance/help, but they are also involved in variety of cultural activities.

After preliminary meetings/agreements with the people in charge of the Centre, namely in charge of cultural enterprises, the museum workers met a lot of young people and showed them the exemplars of the Mobile Museum. None of the young people had visited a scientific museum; many of them did not know that scientific museums exist. After the first meetings at the Civico Zero they visited the Museum. The first visit took place in the museum exhibition rooms; the young visitors and the museum workers explored together the exhibitions, without a pre-defined program, adapting the tour to the curiosities and interests of the guests; the exploration was more accurate in front of animals or exhibitions particularly attractive/stimulating for the young visitors. They overall appreciated the animals of their Countries; frequently they told traditional/folk stories and common (naïf) knowledge about these animals.

All the young guests took part in a taxidermy laboratory organized for them by the museum taxidermist, because they were all curious about the animal conservation (Why they haven't bleed ... Why they don't putrefy ... How many times did they die ...).

After the museum visits, the meeting sessions continued at the Civico Zero, in order to realize the DST. About 100 young people were met (mainly boys).

The third project is The elderly people project was located at the Settecamini School at their Elderly Centre. The same elderly people who took part in two other pilot projects asked for the museum workers' help in order to organize scientific experiences for the students of the Settecamini School at their Elderly Centre. They have planned the engagement of the students by means of the Mobile Museum collections and after the guiding of them at the Museum. Some museum workers, together with a delegation of the elderly people, agreed this project with the School Principal and now we are waiting for the visits of the students at the Elderly Centre.

The elderly "organizers" came to the Museum for training to front this demanding task; they have studied museum specimens and prepared moulds.

The fourth project had as target group the adult immigrants. The city of Rome gives hospitality to hundreds of thousands immigrants from European and extra-European Countries. These new citizens are not included in the museum public. Therefore the museum workers got in touch with the Coordinator of one of these special Schools (1° Centro Territoriale Permanente – Funzione Strumentale EDA, Istituto Comprensivo Daniele Manin, Roma) to propose the DIAMOND pilot project. The proposal has been accepted with enthusiasm, because cultural opportunities (free) for these particular students outside the School are rare.

The museum workers have visited two classes of these students (about 80 people) in their School bringing them the specimens of the Mobile Museum. No one knew or had visited a scientific museum neither in their Countries nor in Italy, even if they had lived in Rome. In their classrooms they explored the museum specimens. This activity stimulated interests, previous knowledge, questions and memories; all the students seemed motivated and engaged. After the visit at the School, all the students and their teachers visited the Museum twice. At this moment, the MCZ team is collecting their stories in order to realize the DS.

During the meetings from Valencia and Bucharest, the MCZ team has shared their methodology of working with the target groups. The sharing of the pilot projects coordinated by the MCZ team

became a model for the other partners and a real help for understanding how they should work with culturally disadvantaged people.

2.4 WP 5 - Dissemination

The aim of the dissemination is to maximize the impact of the activities undertaken in the project and to guarantee the sustainability after the different target users and at different levels (local, regional, national, European).

On 28th of November 2012, at the Museo Civico di Zoologia, from Rome, Mrs. Cristina Da Milano, the project manager, presented in front of the Italian Mass-media the DIAMOND project, founded by the Gruntvig, in terms of its objectives, the partners involved in the project and the results of this project. The results of this conference were the publication of many articles in the written and online mass-media, as showed in the press map that Mrs. Da Milano realized.

As well, each partner sent to its database a press release announcing the participation within the DIAMOND project.

Regarding the dissemination process, the first thing that the consortium established was the logo and the headline of the project, chosen from many logos, proposed by the “Borcea” Museum. Both logo and the headline were chose after many discussions between the partners, via e-mails. Starting with February, all the official documents related to the project have this visual signage.

The second part of the dissemination process, and also the most important regarding the national and European impact, is the realisation of the project’s website, www.diamondmuseums.eu. This task was led by the “Ion Borcea” Museum which had a good communication, via e-mails, with the partners during the entire process of the implementation of the website. In order to have an equitable presentation of each partner, the “Antipa” Museum suggested creating a standard form for all the partners containing the same structured information about the partners. On 8th of April, 2013, the website was launched. It is one of the most important mean of dissemination of the project’s activities and results. The website has been designed in order to be an effective tool to increase the awareness of Digital storytelling and to spread the knowledge of these mechanisms among Partners and target groups.

Both the web design and the information on it are adequate to the project’s objectives and also to the partners’ notoriety. The quality of the information uploaded on the website is remarkable.

Another product used for the dissemination of the project is the leaflet which contains short information about the objectives of the project, the partners involved in the project with some pictures of the institutions. The leaflet was also realised by the “Ion Borcea” Museum. It’s important to mention that the information on the leaflet have been translated in 4 languages: English, Italian, Romania, and Spanish. The design of the leaflet is in accordance with the website.

Considering all this facts, it is clear that the between February and May 2013, the partners within the DIAMOND project have create and produced the most important produces for promoting the project. Given the fact that all these produces were the “Ion Borcea” Museum’s responsibilities, we can say that this partner accomplished successfully this task.

Besides all this, another action regarding the dissemination of the project, happened in June, 2013, when Mrs Da Milano participated at the International Conference “The Future of Education” where she talked about the project, its objectives, the methodology, the target-groups and the evaluation methods of the project’s impact. All these were also included in an article that Mrs Da Milano wrote

for this conference and which was published by the hosts of this event: “DIAMOND – Dialoguing Museums for a new cultural democracy”.

Furthermore, the MeltingPro team had a big contribution on this dissemination task by presenting the project during several events:

- Conference presentation in Waldigoffen FRANCE, 5 organisations/25 cultural managers:
- Conference Arts&Audiences: more than 400 cultural managers from European Northern Countries.
- On 16th of October 2013, presentation of the Diamond Project at Ciberlab in Lecce, South of Italy: 16 cultural managers
- 28th of October, Presentation of Diamond at Sapienza University 30 students

The dissemination activity will continue during the whole project’s duration and will include also presentations of the project at various conferences and seminars.

3 The Evaluation findings

3.1 Relevance

The aim of the project is to realise museum activities addressed to marginalised groups, exploiting the enormous potential of museums as tools of empowerment and social inclusion and that of DS within the cultural and social domain by training the other partners of the DIAMOND project in the DS methodology and by using it in the implementation and evaluation of the project’s activities: in fact telling stories is indeed an activity embedded in human being’s way of making sense of reality, shared by all cultures no matter where they come from and what sort of environment they live in.

The use of DS adds to the process of telling stories the potential of self-biography (a very powerful pedagogical tool) and the use of ICT, fostering the decrease of the digital divide among different age groups and different social groups. In the whole, the use of DS is a powerful tool in terms of individual empowerment in order to learn (new knowledge), to learn how to do (new competences) and to learn how to be (self-development, creativity, self-expression).

It is important to highlight how one of the strengths of the project is precisely the involvement of different project key actors, everyone its specific knowledge to be integrate in the partnership framework, in order to create synergies and to strengthen project effectiveness.

3.2 Effectiveness

The effectiveness of the project is strictly related to the Digital storytelling methodology itself and the capacity of this approach to foster the awareness on EU enlargement. Until now the methodology seems appropriate and appears like a strength point of the project.

The involvement of target group in this field appears be an appropriate action; furthermore the elaboration of an DS Guide Book as methodological tool seems to be an effective exercise to improve technical capacity of trainers involved in Training course.

Similar consideration could be done for training on DS, that according to the first assessment seems to have had very good results (50 digital storytelling produced), with a high level of satisfaction among trainers and partners.

Training manual has been considered interesting and “interactive”.

High level of technical competences about DS represents an important aspect to ensure the involvement of the partners and the trainers and to encourage creativity and curiosity about DS methodology; that is considered a powerful instrument.

3.3 Efficiency

Until now, all the planned activities have been implemented according the foreseen scheduling, up to date the output planned has been delivered on time:

- 50 participants attended trainings (according the presence register);
- 50 digital storytelling produced (recorded);
- Website of **DIAMOND** project:
- DIAMOND leaflet.

Besides all this, the dissemination activities, such as the press conference hosted by the Museo Civico di Zoologia, from Rome and the presentation and article signed by Mrs Da Milano, gave some additional value to the promotion campaign of the project.

The monitoring activities have been carried by project partners on regular basis as per project monitoring schedule.

3.4 Impact

The potential impact of the project could be good; however, at the present stage it is too early to assess the project real effects on target group. Surely, the people involved in the project has increased the knowledge about DS approach, has enforced transversal competences.

It's necessary to mention that there have been echoes in the written and on-line mass-media after the press conference, organized by Mrs Da Milano at the beginning of the project.

3.5 Sustainability

The sustainability of the project could be a good one, considering:

- the positive performances of the training component;

In relation with the Sustainability of the consortium, partners have shown high level of satisfaction on the project and a good interest to further opportunity. This interest has to be considered a positive factor for sustainability and it could also represent a strong point for rising new opportunity after the project completion.

On successful completion of the training, the trainees will be able to:

- say what storytelling is, and how to create a story;
- say why human beings tell stories
- use the digital software;
- produce Digital Stories with their own equipment.

The training could be considered well managed and generates a good level of satisfaction among participants.

Every training activity was documented and evaluated by trainers and trainees using different tools like diaries, presence registers, photos, videos in order to contribute with a practical input to the final report (publication).

4 Focus on WP 3 “Train the trainers”

The training attendees had a general good perception of training activities and showed their high level of satisfaction about the training execution methodology and results. In particular, the trainings have obtained the highest level of satisfaction.

From the analysis of the questionnaires, research of meetings, it emerged that the course has been evaluated as very effectiveness to transfer the knowledge about DS. Particularly the competences acquired are considered useful to contribute with a practical input to the final publication.

Production session of Digital Stories

In assessing the training activities, the training has been coherent with the participants’ personal needs and expectations; in general the expectations have been fully met in all the items considered.

Most of participants evaluated the training very good, with a high level of trainers, rich information on DS and a good and efficient training organization.

The balance between technological and contents has been considered right but there were some difficulties with software and with a different level of technological knowledge. The technical aspects could represent a barrier for some target group.

The expected impact and sustainability seems to be good, according to trainees’ point of view, which found the training particularly interesting and useful for the enhancement of their competences.

To give a more comprehensive outline of the performances of the training activity component of the Project (WP3), the main findings of the specific questionnaire submitted to the trainees are here recalled:

- **Relevance** - training activities have been coherent with the participants’ personal needs and expectation;
- **Efficiency** - a high level of satisfaction has been pronounced by the trainees in relation to the training and the balance between different topics dealt. The technical aspects could represent a barrier for some target group;
- **Effectiveness** - the training has been considered fruitful by almost all participants and has responded well to the participant’s expectations;
- **Expected impact and sustainability** - the trainees found the training useful for the enhancement of their capacity (especially transversal and considered the training forthcoming benefits as very good or even excellent.

5 Focus on the Project Partnership

The statements are reported in a SWOT matrix as formulated by the project partners.

S (strengths are internal)

- Complementary and different competences among the partners, good expertise, friendship and working atmosphere;

- Partners developed a fruitful working relationship and shared considerable knowledge and experience, while reinforcing the particular strengths. All partners fine-tuned very fast to follow the digital storytelling approach;
- Good mixture of country and different cultures; well management time and tasks;
- Good communication – we are a group; friendship.

W (weakness are internal)

- The lack of experience in European projects of some of the partners.

O (opportunities are external)

- The network is among the first to approach DS in this way; this is a good opportunity for the network to develop other project in the future.

T (threats are external)

- Lack of funds

In general, the level of satisfaction among the partners is very high and the network appears enforced from the friendship that has been created during the process of implementation.

6 Conclusions

The rationale of the project is strong relevant and coherent with country and sector needs and with Grundtvig priorities.

The efficiency of project management and monitoring could be considered good. The activities are on scheduling and the expected output has been delivered on time.

The effectiveness up to date as well is good, considering the delivery planned output and their potential effect. In particularly the training on DS produced a general good degree of satisfaction among participants and partners. The overall project sustainability may be considered good.

Consortium is based on complementary and different competences, with a high level of specific knowledge. Partners developed a fruitful working relationship and shared considerable knowledge and experience, while reinforcing the particular strengths. All partners fine-tuned very fast to follow the digital storytelling approach.

7 Future evaluation exercises

The future steps of the evaluation exercise will be the following:

- The evaluator will keep a constant track of project developments through the analysis and monitoring of activities and interviews of project partners.
- A final evaluation exercise will be carried out, on September 2014, in order to be discussed and presented to the partnership at project conclusion.