



## **Europe's New Libraries Together in Transversal Learning Environments (ENTITLE)**

### **Progress Report: Public Part**

**Project information**

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## Executive Summary

ENTITLE is designed to support and extend the progress made to date by Europe's public libraries in supporting learning for all age groups and sections of society, by disseminating, consolidating and enhancing the work of key existing networks, projects and initiatives in this area, paying special attention to gains achieved through the applications of ICT.

The main objectives of ENTITLE are to:

- to identify, describe and disseminate through **guidelines** the many instances of **good practice**, specific services, tools and approaches used for learning in public library settings. This builds on work conducted under a number of different actions, in order to support the multiplication and mainstreaming of these activities and to enable a fuller understanding of their contribution to Europe's learning agendas.
- to back this up by **recommendations** to Member States and the EU for supporting and extending the contribution of this part of the informal sector to lifelong learning policies and actions.
- to provide an **evidence-based framework** for further and wider comparison and exploitation of these results within and between countries, especially where they relate to impact on learners, with potential for future use in the context of comparative research studies.

For children and young adults, widespread interest in the role of ICT in learning tends to enhance recognition that many young people are immersed in ICT-related activities in their homes and with their friends. ENTITLE supports this concept of a wide 'ecology' of learning where education institutions, homes, families and friends, the workplace, consulting with people in all walks of life, leisure activities etc - as well as interaction with libraries and other community and cultural organisations - all play their part.

There is now a need to move this agenda forward in terms of enabling much wider dissemination, exploitation and take-up of innovative results across Europe, especially more recent developments in the deployment of ICT and to create a usable means of evaluating comparatively their overall impact and potential among different Member States. This will be a major goal of ENTITLE.

To achieve effective dissemination:

- A high quality communications-based web facility has been established and is being developed to enable fast discovery of the project's results and activities and to enable the construction of a European community of practice for public libraries and Lifelong Learning.
- national expert workshop will be organised in each of the 12 participating countries to disseminate the emerging results and to develop consensus on directions for incorporation into policy and practice.
- a Final Conference will be held in Hungary, bringing together 100-125 policy makers, leading advisers and practitioners, to discuss and endorse the Guidelines and Recommendations from ENTITLE. An attractive final report will be printed and made available via the web for public and professional consumption.

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# 1. Project Objectives

ENTITLE is designed to support and extend the progress made to date by Europe's public libraries in supporting learning for all age groups and sections of society, by disseminating, consolidating and enhancing the work of key existing networks, projects and initiatives in this area. It is focusing on the contribution to be made through informal learning settings in libraries to lifelong learning, combating digital illiteracy and social exclusion, paying special attention to gains achieved through the applications of ICT.

The role to be played by non-formal/informal learning institutions, such as Europe's 96,000 public libraries, is an issue at the heart of each of these interrelated agendas. In order to maximise their potential to contribute to the goals of the Lisbon Agenda, public libraries must offer new and innovative services and activities that empower citizens to successfully achieve Lifelong Learning, helping to increase the number of qualified, skilled and fulfilled people in Europe of any age, class or gender, including those enrolled in recognised courses and those simply wanting to improve their skills at any time of their life, for any reason, whilst reducing the risk of creating a digital divide.

The main objectives of ENTITLE are to:

- to identify, describe and disseminate the many instances of good practice, specific services, tools and approaches used for learning in public library settings. This builds on work conducted under a number of different actions, in order to support the multiplication and mainstreaming of these activities and to enable a fuller understanding of their contribution to Europe's learning agendas.
- to back this up by recommendations to Member States and the EU for supporting and extending the contribution of this part of the informal sector to lifelong learning policies and actions.
- to provide an evidence-based framework for further and wider comparison and exploitation of these results within and between countries, especially where they relate to impact on learners, with potential for future use in the context of comparative research studies.

An important question for the libraries community and their partners in the formal and non-formal education sectors relates to the question of the role which libraries can play in delivering learning agendas. Public libraries have a number of natural advantages including: their strong roots in local communities, a tradition of partnership with schools and provision of learning-oriented services of various kinds for children; and an increasingly established role as part of Lifelong Learning 'landscape'.

There is a strong political assumption, both implicit and explicit, that informal/non-formal learning organisations such as libraries have a vital job to do by supporting individual learners' needs, providing them with choices and flexibility, helping people to continue and return to learning, enabling adults to get a job or qualification, signposting and inspiring people to take up other courses, helping children to learn and supporting schools in diversifying children's experiences.

The specific case for investment in this area needs to be demonstrated more fully, conclusively and measurably to policy makers and funders in the many and various national and local environments across Europe. Exploitation of project results, deployment and mainstreaming of innovative activities and services remains inconsistent across EU member states as whole. Even within many Member States effective co-ordination in support of nation-wide deployment is lacking.

Libraries themselves need to embed more thoroughly into their policies a learning culture and to find ways of measuring and demonstrating their impact on people's learning. A greater effort to spread awareness of the results of successful initiatives across Europe in addition to the development of a framework which will help to convince education and cultural policy makers that Europe's libraries have a key role and to determine where their major value lies in delivering new learning agendas appears essential in order to ensure the full exploitation of this valuable resource.

Although delivery of training for qualifications such as ECDL has been popular through libraries, relatively few yet provide structured or accredited learning or providing pathways to credit systems, e.g. involving tutors or mentors: accreditation of libraries as learning providers may need to be taken more seriously, both for their own staff in learner support and for learning undertaken by users, thereby enabling comparability between formal and non-formal/informal learning procedures and increasing the transparency of achievements and the flexibility of different learning paths and 'progressions' as well as requiring greater co-operation with other learning providers.

For children and young adults, widespread interest in the role of ICT in learning tends to enhance recognition that many young people are immersed in ICT-related activities in their homes and with their friends. Learning is seen increasingly to occur through the leisure activities that are now mediated by digital technologies as part of young people's social and cultural lives, but which are often viewed by formal educational establishments as being outside the realm of valued educational experience, such as: children's: playing of computer games; use of chat rooms; exploitation of digital media; digital television etc.

ENTITLE supports this concept of a wide 'ecology' of learning where education institutions, homes, families and friends, the workplace, consulting with people in all walks of life, leisure activities etc - as well as interaction with libraries and other community and cultural organisations - all play their part.

## 2. Project Approach

There has now been a substantial amount of effort devoted at national and European levels to developing the learning role of public libraries for the digital era. Significant investment by public libraries has already been made in training and equipment for services to support Lifelong Learning.

Organisations such as IFLA, Eblida and EAEA have helped to shape the professional and political discussion about the interrelation between public libraries and Lifelong Learning and numerous statements have emerged as a result of EC programme-driven initiatives such as PubliCA (The Copenhagen Declaration, 1999) and PULMAN (The Oeiras Manifesto, 2003) and CALIMERA, under successive IST Framework programmes.

Projects under LLP-related programmes, such as PULLS (Public Libraries in the Learning Society), DILMULLI, PULIMA (Public Library Management and New Information Technologies); SLAM (School Libraries As Multimedia centres); ISTRA (Improving Student's Reading Abilities particularly by using school/public libraries and ICT) have begun to create awareness of evolving findings and results. Attention to informal learning is also inclined to make more evident the experiential nature of learning, involving notions of wonder, surprise, feelings, peer and personal responses, fun and pleasure and in general to support 'constructivist' learning concepts, which public library use is able to support and some projects have contributed innovative environments for the use of new technologies such as games-based learning, using public libraries.

There is now a need to move this agenda forward in terms of enabling much wider dissemination, exploitation and take-up of innovative results across Europe, especially more recent developments in the deployment of ICT and to create a usable means of evaluating comparatively their overall impact and potential among different Member States. This will be a major goal of ENTITLE.

In all, the ICT context for learning is evolving rapidly. Recent industry forecasts of future directions for e-Learning have also indicated a significant increase in attention to support for informal learning. A new set of relationships is emerging, between objects, learners and digital technology, in which cultural institutions are places of exploration, discovery and interpretation. Libraries have the potential to greatly enhance their role as centres of creativity and learning, by deploying new technologies such as mobile devices, social networks, Web 2.0 (podcasting, webcasting, blogs, personal web 'spaces'), multimedia content creation (e.g. mashups), games technology, location-based technologies (GPS and digital maps) etc.

Some of the key technical developments which are likely to influence this context and to which libraries need to adapt in developing service provision are:

- personalisation, enabling the individual learner to use technologies to exercise choice and to take responsibility for their own learning;
- new delivery modalities such as mobile learning, blogging, podcasting, and games - all of which are beginning to show signs that they are ready to move past the early adoption phase and into mainstream e-Learning;

- the enabling of ever more readily available user technologies for creation of animations, music, videos, graphic and web designs.

ENTITLE will provide a new and innovative basis for capitalising on the value of these initiatives through a consolidated approach to dissemination and exploitation.

The main **target groups** for ENTITLE include:

- regional, national, and European level policy makers, associations and networks in the cultural and educational sectors;
- municipality and regional learning departments and decision-makers;
- library managers and practitioners in the provision of learning services;
- teachers and other practitioners in the school, vocational, business and adult contexts and frameworks.

As a result of ENTITLE's work they will jointly be in a stronger position to collaborate in building a learning culture which enables and empowers libraries to:

- provide effective learning opportunities, through consultation and partnerships with other stakeholders within the community;
- create an environment which is conducive to learning (by providing spaces and equipment support for learners);
- respond to political initiatives relating to learning, including applying for funding;
- promote the public library as a place to learn;
- evaluate the impact on learners and learning of all services provided.

In order to maintain manageability within the available resources, the work of ENTITLE will be focused on 12 countries: Austria, Bulgaria, Czech Republic, Denmark, Finland, Greece, Hungary, Malta, Portugal, Romania, Slovenia and UK, a group which represents a varied array of achievement to date in this area and which presents a good opportunity for transfer of learning and successful experience to date. It is intended, however, that the results will however be applicable and usable in all countries of Europe.

### 3. Project Outcomes & Results

The key outcomes and results of ENTITLE during its 2 year duration will include:

- Analysis and description of good practice and initiatives in the area of libraries and Lifelong Learning, drawing on the results of identified projects funded under European and Member State programmes to date, as well as the experiences of the project participants.
- Assessment of their impact on learning, through review of evidence to date.
- Development and testing of a framework for impact assessment to enable future comparative study, designed to be used at institutional level but also to enable a basis for national and regional level aggregation of data and evidence.
- A multi-stakeholder expert workshop to validate the evidence of the two preceding activities.
- Production of Guidelines and Recommendations in support of continued development of the transversal role of libraries and their partners in supporting learning across childrens', adult and vocational education, in the varying economic, social, cultural infrastructural and professional conditions across Europe. The Guidelines will also draw on a database demonstrating good practice in adult learning policy development for public libraries.
- Organisation of a national workshop, with expert participation, in each of the 12 participating countries to disseminate and debate the emerging results and to develop consensus on directions for incorporation into policy and practice in the varying contexts. The meetings are listed as dates are announced in the events calendar on the website <http://www.entitlelll.eu/eng/Meetings>.
- A high quality communications-based web facility which will support not only ENTITLE's dissemination activities by enabling the fast discovery of the project's results and activities but will also enable the construction of a European community of practice for public libraries and Lifelong Learning by developing a stakeholder database, wiki, quarterly newsletter and forum facilities which can be used to sustain the work following completion of ENTITLE.
- A Final Conference bringing together 100-125 policy makers, leading advisers and practitioners with a key interest in the role of public libraries in digital literacy and learning from the library sector itself and from other learning sectors such as adult, business, vocational training and schools, to discuss and endorse the Guidelines and Recommendations from ENTITLE. The conference will draw together all of the work of ENTITLE, validate its results, agree its recommendations to policy makers and establish a framework for a continuing community of practice. An attractive final report will be printed and made available via the web for public and professional consumption, pulling together and providing evaluation of all of ENTITLE's results and recommendations.

During the first year of the project, the following were the project's main outcomes and results:

A **two-day kick off meeting** was organised in London during January 2008 to brief: brief participants on the project concepts, workplan, financial and reporting provisions

etc; to gather and discuss preliminary information on policy backgrounds, trends and initiatives concerning the role of public libraries in transversal learning provision; to present innovative and stimulating approaches from several countries; and to ascertain the state of the art in impact assessment in each country. The report and presentations from this meeting are available on the ENTITLE website at <http://www.entitlelll.eu/eng/Meetings/Kick-off-meeting>.

A **structured survey** was then conducted through ENTITLE partners across all of the participating countries to identify and document in detail the policy background, good practice instances, dissemination and exploitation activities concerning public libraries and learning. Information and results of available data collection and evaluation activities at national and regional/local level and where available impact assessment activities. The results form a baseline for ENTITLE's remaining work. These interesting documents are available to read at <http://www.entitlelll.eu/eng/Country-Surveys>. They cover:

- specific policies in each country at national or regional level which are relevant to the provision of learning services by public libraries;
- an assessment of what difference these policies have made to the strategies and services public libraries actually offer (and why);
- a categorised description of the types of learning services which public libraries offer and who they offer them for (e.g. adults, children, disadvantaged or excluded groups, ICT learners, etc ), including the sources of learning materials being used and the qualifications and competencies of learning service managers;
- a description of up to ten cases where public libraries have successfully introduced learning services of various kinds;
- a description of any evaluation or impact assessment frameworks in use at national, regional or institutional level which are relevant to learning through public libraries.

Building on work done to date the area of public libraries and learning impact assessment, a draft **impact assessment framework** has been designed. Based substantially on the Inspiring Learning for All Framework developed by MLA in the United Kingdom, the framework was initially tested by partners in Denmark, Romania and Slovenia. Following this, a discussion among experts attending the project's stakeholder workshop in Ljubljana, Slovenia during November 2008, it was agreed that the framework provides an effective tool for assessing the learning outcomes of individual learning activities provided by libraries, but requires adjustment and some simplification for use across Europe. The project is now undertaking this work. Once it is completed, the framework will be moved from the partners' area of the ENTITLE website to the public area <http://www.entitlelll.eu/eng/Assessment-Framework>.

The expert stakeholder workshop also agreed that three additional pieces of work were needed to make the impact assessment framework results of ENTITLE meaningful across Europe (Work is in underway on each of these tasks and will be completed early in 2009).

- the creation of a comparable set of high level indicators which can be used to compare outcomes and impact across all participating countries, initially into specific learning area: ICT and reading promotion;

- the definition of a categorisation of ‘learning landscapes’ to represent the very different starting points of the partner countries;
- the creation of a list of the major types of learning services commonly offered by public libraries in Europe to contribute to the definition of a matrix approach to impact assessment.

An early and partly-structured version of this list includes:

Activities to support formal learning and assistance for homework	Debates/conferences on different topics
Story telling	Interactive games
Reading clubs for children	Literary Circles
Reading clubs for seniors	Language courses
Presentation of new books	Information literacy promotion (user education programmes, guidance on Internet information retrieval or in traditional sources or databases, guidance on library use and library catalogue use)
Presentation of authors	IT courses (computer courses for beginners, introductions in webmail, weblog, the Libraries’ Net Music, e-books, photos online, Internet introductions)
Meeting writers	Training for usage of e-services (e-banking, public services), usage of GPS, mobile-phone
Literary competitions	Courses for digital photography and computer graphics

Drawing on the results of the country survey in particular in addition to additional desk research, a series of **draft Guidelines** highlighting effective policy provisions for public libraries in lifelong learning, drawing attention and linking to established and emerging good practice in the provision of services for learning were authored collaboratively between the partners working in groups and co-ordinated by an editorial group of three partners. The initial draft structure and content of these guidelines was discussed at the expert stakeholder meeting in Ljubljana. A revised structure, process and responsibilities for finalising the ENTITLE guidelines was agreed. The structure is visible at <http://www.entitlelll.eu/eng/Guidelines> and the work will be completed by the end of February 2008, when they will move from the existing location on the partners area of the site. There will be a total of 6 guidelines structured as follows:

1. Strategies, policies on LLL and public libraries, advocacy
2. The Learning Landscape
3. Managing Learning Services (and Planning)
4. Resourcing (including staffing and funding)
5. Evaluation (outcomes and impact)
6. Learning Environment (including ICT and the physical environment)

The Guidelines will also be used to extract a set of **Recommendations** for policy makers and senior practitioners. Work on drafting these began at the Ljubljana expert stakeholder meeting and will be completed by the end of February 2009.

A project **web environment** has been established and is maintained at [www.entitlelll.eu](http://www.entitlelll.eu). The features of the web environment are based on a leading Open Source Content Management System and provide not only an iteratively developed public area but also enable partners to contribute their own content for subsequent moderation and editing. Distribution facilities are underpinned by a stakeholder database of policy makers and senior practitioners being compiled initially in co-operation with the partner from each participating country and beyond. It incorporates lightweight registration facilities which enable stakeholders to receive notifications and news.

These facilities will be activated once the project's main documentary deliverables when the project's Guidelines Key sections on the site currently include those for:

- About
- Country Surveys
- Guidelines
- Assessment Framework
- Meetings
- And a Forum for later discussion between stakeholders.

Partners have begun the process of encouraging national stakeholders to register on the site. To date 143 people have registered. Intensive effort will go towards increasing the number to at least 1000, once the project's main deliverables are available at the end of Month 14 (February 2009). Currently the registered stakeholders are broken down as follows by country.

Austria	4
Belgium	1
Bulgaria	9
Cyprus`	2
Czech Republic	3
Denmark	22
Finland	19
Germany	1
Greece	16
Hungary	9
Malta	6
Netherlands	1
Portugal	16
Romania	10
Slovenia	5
United Kingdom	19

Presentations from the Ljubljana expert stakeholder meeting are available at <http://www.entitlelll.eu/eng/Meetings/ENTITLE-expert-stakeholders-meeting>

## 4. Partnerships

The ENTITLE consortium is in a very good position to achieve the results of the project through inclusion in its partnership of:

- Two major European Associations working in the field. European Schoolnet has now been joined in the consortium by Eblida, Europe's association for library associations, which has strategies for Lifelong Learning through libraries high on its agenda.
- Two national agencies – MLA (UK) and NUK (Slovenia) - with responsibility for strategies on the provision of learning through public libraries in their country. MLA is currently the European market leader in public library impact assessment.
- Five major municipal public library services – those of Aarhus (Denmark), Cluj (Romania), Helsinki (Finland), Lisbon (Portugal), Veria (Greece) all with excellent track records in learning innovation. Both Aarhus and Helsinki are previous winners of the prestigious Bill and Melinda Gates Foundation Access to Learning Award.
- Three national professional library associations – BVOE (Austria), ULISO (Bulgaria) and Publika (Hungary) with active records of dissemination and exploitation of learning project results at European level.
- Two NGOs – CrossCzech (Czech Republic) and AcrossLimits (Malta) who have strong track records in co-ordinating European initiatives such as Minerva and MICHAELplus for the cultural sector as national representatives sanctioned and empowered by their respective Ministries of Culture.
- The current consortium has excellent access, through its previous and current activities, to some of the most active and important dissemination networks in the fields: of digital services provided by libraries at local level (CALIMERA), school-based education (European Schoolnet) and Adult Education (European Adult Education Association). These connections will be used to enhance distribution of results and participation in networking in a variety of ways including links, newsfeeds, consultations, information distribution and participation in the Final Conference.
- MDR Partners (UK), the grant applicant, is a UK-based SME formed in 2000, specialising in project and network management, with a strong track record of co-ordinating successful dissemination and human networking activities for libraries and cultural institutional sector at European level.

Partners in each of the 12 countries will during the second year of the project engage actively with stakeholder organisations in the school, adult and vocational education sectors in order to consider ways in which LLL partnerships can be developed to implement the results of ENTITLE.

## 5. Plans for the Future

In its second year, the early focus for ENTITLE will be on completion of the Impact Assessment Framework, Guidelines and Recommendations, due to be completed by the end of February 2009. The Guidelines and Recommendations will then be translated into the national languages of all partners.

In addition, the website will be translated into all partner languages (where required). The first edition of an ENTITLE Newsletter will be launched in March 2009 to promote the availability of the project's results and to advertise its National Meetings and Final Conference etc. The number of stakeholders registered on the site will be increased to at least 1000.

Following this, each of the 12 participating countries will organise a **national meeting** <http://www.entitlell.eu/eng/Meetings> for policy makers, senior practitioners and partners from other learning sectors to promote and discuss the results emerging from ENTITLE with a view to their adoption. The size of target audience for these meetings will vary depending on the size of the country but will be in the range 60-150.

The meetings will be held in national languages but where appropriate individual experts from other countries or at European level will be invited. A common core agenda will be developed for all meetings but will allow flexibility to incorporate national perspectives and agendas. Each workshop will be attended mainly by participants from the host countries. However, among the expected 50-100 participants, invited experts from other countries will also participate. The meetings will take place between April and September 2009. Feedback from these meetings will be assessed and used to modify the project's documentary outputs as appropriate.

The project **Final Conference** will be hosted in Hungary, in October 2009 and will be targeted at up to 150 policy makers, representatives of national and European associations in the learning sector, researchers and senior practitioners, with a special focus on those countries which have not been directly represented in ENTITLE consortium. It will provide an additional and wider opportunity to validate, disseminate and promote exploitation of ENTITLE's Guidelines, recommendations and impact assessment framework. A high-level political keynote speaker will be sought to strengthen the status of the event. The outcome of the conference will be to issue a declaration referencing ENTITLE's conclusions and outputs and combined in the ENTITLE Final Report.

In the post-project future ENTITLE plans implementation of the ENTITLE Impact Assessment framework across all Member States, especially those indicators which enable comparison across Europe where possible within the context of broader national and European frameworks. It is likely to apply for funding under LLP 2010 to assist in achieving this goal.

## 6. Contribution to EU policies

European Ministers of Education have agreed on three major goals to be achieved by 2010 for the benefit of citizens and the EU as a whole: to improve the quality and effectiveness of EU education and training systems; to ensure that they are accessible to all to open up education and training to the wider world. The 2006 EU Communication 'Adult Education: it's never too late to learn' calls on countries to promote adult learning in Europe and to place it firmly on the political agenda. An Action Plan on Adult Learning, planned for 2007 will aim to promote this, thereby contributing to personal benefits of development and fulfilment, raising skill levels, reducing social exclusion, promoting active citizenship and supporting employability and mobility in the labour market. Among the major challenges identified is lifting the barriers to participation for all groups, especially the ageing population and migrants.

For children and young adults, widespread interest in the role of ICT in learning tends to enhance recognition that many young people are immersed in ICT-related activities in their homes and with their friends. Learning is seen increasingly to occur through the leisure activities that are now mediated by digital technologies as part of young people's social and cultural lives, but which are often viewed by formal educational establishments as being outside the realm of valued educational experience, such as: children's: playing of computer games; use of chat rooms; exploitation of digital media; digital television etc.

One of the major pillars of Europe's i2010 initiative calls for "inclusion, better services for citizens and quality of life" and emphasises the enhanced use of ICT for life-long learning and social inclusion. A flagship initiative encourages a focusing of research and deployment efforts in the field of 'digital libraries', specifically to use high-tech tools to make Europe's rich heritage available to as many people as possible in order to combine individual creativity with ICT.

The EU's e-learning initiatives also promote digital literacy as one of the basic skills of all Europeans as well as the contribution of ICT to learning in general, especially for those who, due to their geographical location, socio-economic situation or special needs, do not have easy access to traditional education and training.

The role to be played by non-formal/informal learning institutions, such as Europe's public libraries, is an issue at the heart of each of these interrelated agendas. In order to maximise their potential to contribute to the goals of the Lisbon Agenda, public libraries must offer new and innovative services and activities that empower citizens to successfully achieve Lifelong Learning, helping to increase the number of qualified, skilled and fulfilled people in Europe of any age, class or gender, including those enrolled in recognised courses and those simply wanting to improve their skills at any time of their life, for any reason, whilst reducing the risk of creating a digital divide.

Libraries, especially Europe's extensive network of public libraries, with a total membership of some 180 million people, are increasingly able to extend multiple learning experiences to visitors from all age groups and sections of society. There are many calls for greater collaboration between libraries, schools and the adult education sector in the context of lifelong learning. However, such collaboration most often takes place at local level, even where a broad national policy framework exists.

An interest in informal learning has now become much more of a mainstream political concern at European level and among individual member states, although to date it has not on the whole been assigned sufficient resources or co-ordinated in such a way as to maximise impact.

There has been a wide variety of projects under numerous different programmes at European and Member State level, designed to develop and promote the role of libraries in digital literacy, ICT skills development, provision of digital content for learning and e-Learning in general, for example, under:

- Grundtvig, Minerva and Leonardo da Vinci;
- the IST research programme (cultural heritage applications and technology-enhanced learning);
- eContent and eContentplus;
- EQUAL;
- Interreg;
- national and structural funds.

The outcomes of these initiatives remain fragmented and require further dissemination, co-ordination and exploitation, This project will contribute to a wider understanding of the role and results of the main approaches right across Europe, maximising consensus and adoption among the professional user communities involved and increasing value recognition among policy makers.

ENTITLE will assess, bring together and disseminate the evidence relating to the Learning approaches supported by library-based activity in a way which has not previously achieved at European level. It will also provide a sound basis for future comparative assessment, experience and learning between member states and regions through the provision of an impact assessment framework which is usable throughout Europe.

