

“Project Bible” of BOOST project

- Text from the approved application and budget

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Basic information

Context

EU program:	Erasmus+
Key Action:	Cooperation for innovation and the exchange of good practices
Action:	Strategic Partnerships
Which field:	Strategic Partnerships for adult education
Objective:	Development of Innovation

Title and period

Project Title:	Boost Social Inclusion in Amateur Arts and Voluntary Culture
Project Acronym:	BOOST
Project period:	
Start / end:	2020-09-01 - 2022-12-31
Project Total Duration:	28 months
National Agency::	DK01 Danish Agency for Higher Education
Language used in the form:	English
Project ID:	KA204-2020-021

Project Summary

CONTEXT

During the last years, an increased European interest in the potential of amateur arts and voluntary culture in fostering social inclusion can be witnessed. This is reflected in a range of publications and projects focussing on this interconnection (Cultural Heritage Counts for Europe report 2018; European Commission 2018; European Research Partnership on Cultural and Creative Spillovers 2019; Matarasso 2018; Culture Action Europe 2018).

Based on this data, own research, and results of the former Erasmus+ project BRIDGING, the rationale behind this new project is that amateur arts and voluntary culture enhances social inclusion. Many learning providers in the field know for the potential of their work to support social inclusion. Yet, how this can be done and what categories and practical questions need to be considered when working on this objective is often unclear.

OBJECTIVES

The project BOOST aims at empowering learning providers in the sector of amateur arts and voluntary culture to contribute to social inclusion. It supports the self-reflection of learning providers on their potential for fostering social inclusion along different dimensions and categories in form of an online Benchmark Tool; and it provides practice-oriented options for learning providers in the field on how to develop an organisation's level of social inclusion.

ACTIVITIES

The first output of the project will be a Baseline Survey on good practice of benchmarking and recommendations on social inclusion. It will be carried out by all partners on relevant studies, reports, and literature and with expert interviews and focus groups with selected learning providers in the sector.

The second step will be to structure the outcomes of the Baseline Survey into main relevant areas. That means that they will be clustered and divided along main relevant issues, like: access to activity, content of activity, outcome of activity, etc. Each identified issue will furthermore be divided into concrete questions, that will help the learning providers to ask themselves how they are currently ensuring inclusive access to the activity, inclusive content of the activity, inclusive outcomes of the activity, etc.

A transnational training on the Benchmark Tool will be a possibility to train the partner organisations in benchmarking in the civil society sector and reflect with experts on the tool and adapt it.

The learning providers that will help to test and develop the Benchmark Tool further will also be involved in the development of the Practice Methods. The development of the Practice Methods will happen in teams of three project partners in the framework of trilateral meetings. Each team consists of two practice partners and one consulting partner as well as one identified learning provider. During a period of twelve months these teams will have time to develop, reflect, adapt, document, and disseminate the Practice Methods.

The Practice Methods are linked to the Benchmark Tool so that they can directly support an organisation's development in social inclusion according to the result of its self-assessment.

The Manual for the use of the Benchmark Tool and the Practice Methods will be developed based on the tests and the impact assessment. The impact assessment is led by a research-based partner in the consortium. In a first step, the partners will formulate recommendations and then create the Manual so that other learning providers can easily use the Benchmark Tool and the Practice Methods.

The partner consortium will carry out a European Symposium in Krakow, where external organisations and experts are invited to discuss the Benchmark Tool and the Practice Methods with the partner consortium in discussions and workshops.

EXPECTED RESULTS AND IMPACTS

The project aims at initiating a thorough quality development process in the sector. In the short-term perspective the project supports learning providers in their orientation and development towards a socially more inclusive work, including the initiation of new socially inclusive activities. By these means learning providers will be enabled to define their strategy and possible activities regarding social inclusion in detail. On the long-term, we expect the project's information provision, awareness raising as well as new possibilities for further education regarding amateur arts and voluntary culture will inspire the learning providers in the sector to be more societally engaged and to raise their efforts in social inclusion.

PARTICIPATING ORGANISATIONS

The project consortium circle includes 6 partners from 5 countries in Northern, Eastern and Western Europe, that represent four strong national umbrellas as well as two knowledge and research centres, representing a transnational European sum of varied expertise and experiences in the field, which we cannot find in just one of the participating countries. The project partners share the responsibilities equally.

1. Project Description

Please explain the context and the objectives of your project as well as the needs and target groups to be addressed. Why should this project be carried out transnationally?

1.1 Priorities and Topics

Please select the most relevant horizontal or sectoral priority according to the objectives of your project.

- HORIZONTAL: Social inclusion

If relevant, please select up to two additional priorities according to the objectives of your project.

- HORIZONTAL: Supporting educators, youth workers, educational leaders and support staff.

Please comment on your choice of priorities.

In terms of horizontal priorities, the project undoubtedly supports social inclusion, since it is the core topic of the project. By providing a benchmark system and practice methods to improve social inclusion in the field of amateur arts and voluntary culture an innovative approach in fostering social inclusion is developed by the project.

Lifelong learning providers in the field of amateur arts and voluntary culture will be offered a way of enhancing their ability to promote social inclusion and at the same time generally the awareness on social inclusion in the field of amateur arts and voluntary culture - i.e. the field of non-formal education - will be fostered.

Specifically, the inclusion of socially marginalized persons and their participation in social life will be promoted by the fact that the benchmark system that will be developed in the course of the project will clearly define groups and forms of discrimination and exclusion that have to be taken into account when one wants to promote social inclusion.

The partnership's work is based on the definition of social inclusion by the European Social Fund (ESF):

“Social inclusion is a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live. It ensures that they have greater participation in decision making which affects their lives and access to their fundamental rights.”

Benchmarking is a widespread method in various fields to get to know about the status quo on as well as to develop a certain field and/or the entities which are active in this field. The World Benchmarking Alliance sees benchmarking as a possibility for “building a movement to measure and incentivise business impact towards a sustainable future that works for everyone” (<https://www.worldbenchmarkingalliance.org/>).

Their approach is related to achieving the Sustainable Development Goals by initiating a transformational change. While their focus lies on the private sector, it seems crucial to include also the civil society sector in benchmarking concepts.

Here, the project aims to fill the gap and to develop a tool focusing on the dimension of social inclusion by organisations in the sector of lifelong learning. By doing so, the project also contributes to the priority of developing monitoring mechanisms.

The project furthermore clearly relates to the additional priority of “Supporting educators, youth workers, educational leaders and support staff” by strengthening the professional development of lifelong

learning providers in the sector of amateur arts and voluntary culture through project outputs. The project outputs offer support to lifelong learning providers in reflecting on how the own organisation and work is fostering social inclusion, and what can and needs to be considered when one wants to improve social inclusion through amateur arts and voluntary culture.

By these means, more diverse and adapted forms of teaching and training in the field of amateur arts and voluntary culture will be offered in order to overcome social exclusion of marginalized groups and people.

Innovation

The general aim of Strategic Partnerships is to support the development, transfer and/or implementation of innovative practices at European level. This project is innovative in the following ways:

1. The sector of amateur arts and voluntary culture has developed to be an inherent part and source of social innovation processes and projects directed at social inclusion and social change.
2. The project supports the sector by the development of an innovative and applicable tool for self-reflection, in order to make social inclusion and bridging of social capital through amateur arts and voluntary culture more successful, and to develop the sector.
3. The practice methods will identify innovative practice methods that will be reflected and analysed together with the main stakeholders and make them accessible to a broader European public through the multiplier events as well as the dissemination of the project outputs.
4. By these means innovative practices will be developed and shared as well as transferred to the broader European public according to the sectoral priority of extending and developing competences of educators by providing feasible practice methods.

1.2 Project rationale

Context

The sector of amateur arts and voluntary culture have developed to be an important sector for social inclusion projects today. Specifically, their potential of bringing people together and overcoming disparities has been witnessed and documented for example

- F. Materasso in his book “A restless art.” Also other scholars and reports have highlighted the importance of arts and heritage activities in fostering social inclusion,
- summarized for example in the report “Cultural Heritage Counts for Europe” report that illustrates how social inclusion can be stimulated by consultation with and the active participation of groups before, during and after heritage projects (p.168).
- Moreover, arts and heritage activities that foster social inclusion are thoroughly presented in „Social Inclusion: Partnering with Other Sectors - The Brainstorming Report (European Commission, 2018).
- Valuable evidence on the role of arts and culture for social inclusion is also presented in two reports from the last few years, namely “European Research Partnership on Cultural and Creative Spillovers,” and “The Value and Values of Culture” of Culture Action Europe.

Also, the consortium partners have studied the effects of amateur arts and voluntary culture on social relations.

Especially, the results of a former project in which the partner cooperated, need to be highlighted. Namely, the BRDIGING project conducted a survey, showing that the majority of respondents (mainly lifelong learning providers in the sector) believe strongly in the social value of the creative activities, agreeing to a great extent in its role to fight social exclusion, support social unity and solidarity, foster dialogue between people from different backgrounds, strengthen understanding and trust between people, and strengthening a community.

Based on this data and own research, the rationale behind this project is that amateur arts and voluntary culture enhances social inclusion.

The potential of fostering social inclusion also carries great responsibility and brings along a range of challenges. These may range from various questions of access to amateur arts and voluntary culture, to the nature of the activity as appropriate and appealing to different citizens groups, to questions on how to bridge the divides between citizens in terms of age, language, culture, social status and background, etc.

The project aims to offer support to the sector in overcoming these challenges.

Objective

Based on these considerations, the aim of the project is to concretely and practically support lifelong learning providers in the sector of amateur arts and voluntary culture to promote social inclusion. Until now, learning providers in the sector can use good practice examples (as illustrated in the mentioned reports and in the BRIDGING project) as support.

However, there is little examples on how to concretely implement and adapt such good practice examples to their own work.

This project proposal therefore departs from the state of the art in term of good practices and research in the field and attempts to go one step further by supporting the self-reflection and applicable solutions for learning providers in the field of amateur arts and voluntary culture in fostering social inclusion.

Target groups and needs

By these means, **learning providers in the sector of amateur arts and voluntary culture are the first target group of the project.** This is because the responsibility and challenges on how amateur arts and voluntary culture practices can support social inclusion, primarily lies with the learning organisations and providers.

Many learning providers in the field know for the potential and responsibility in their work to support social inclusion. Yet, how this can be done and what categories and practical questions need to be considered when working on this objective is often unclear.

The project will offer options and orientation concerning these questions. Besides, the Benchmarking Tool may be also applicable for other sectors and enlarges the diversity of the project's target groups.

Transnational cooperation

Social exclusion is a complex issue that affects various persons or groups that are excluded from amateur arts and voluntary culture due to their language, social status and background, sexual orientation, ethnicity, etc.

Furthermore, these forms of exclusion depend on the local as well as regional and national context. That means that in a rural Slovenian village other groups and persons are socially excluded than for instance in the capital of Denmark, Copenhagen, or a mid-sized town in Poland or Austria.

In order to develop different perspectives and methods for social inclusion in the sector it is therefore necessary to work on the project transnationally. Besides, in the transnational collaboration the different existing approaches in European countries to social inclusion can be combined and an environment to learn from and with each other can be created.

1.3 Expected results

What results are expected during the project and on its completion?

O1: BASELINE SURVEY

ON GOOD PRACTICE OF BENCHMARKING AND RECOMMENDATIONS ON SOCIAL INCLUSION

The first output of the project will be a Baseline Survey on good practice of benchmarking and recommendations on social inclusion. It will be carried out by all partners on relevant studies, reports, and literature and with expert interviews (6 per country) and 5 focus groups (1 per country) with selected learning providers in the sector.

O2: BENCHMARK TOOL FOR SOCIAL INCLUSION (5 LANGUAGES EDITION)

The second output will be to structure the outcomes of the Baseline Survey into main relevant areas. That means that they will be clustered and divided along main relevant issues, like:

access to activity, content of activity, outcome of activity, etc. Each identified issue will furthermore be divided into concrete questions, that will help the learning providers to ask themselves how they are currently ensuring inclusive access to the activity, inclusive content of the activity, inclusive outcomes of the activity, etc.

The transnational training on the Benchmark Tool will be a possibility to train the partner organisations in benchmarking in the civil society sector and reflect with experts on the tool and adapt it. The tool will furthermore be tested and adapted parallel to the process of developing Practice Methods for amateur arts and voluntary culture activities.

O3: PRACTICE METHODS FOR SOCIAL INCLUSION (5 LANGUAGES EDITION)

The learning providers that will help to test and develop the Benchmark Tool further, will also be involved in the development of the Practice Methods.

The development of the Practice Methods will happen in teams of three project partners in the framework of trilateral meetings. Each team consists of two practice partners (DK & IE, PL & SI) and one consulting partner (DK, AT) as well as one identified learning provider.

During a period of twelve months these teams will have time to develop, reflect, adapt, document and disseminate the Practice Methods. The Practice Methods are linked to the Benchmark Tool so that they can directly support an organisation's development in social inclusion according to the result of its self-assessment.

O4: MANUAL FOR SOCIAL INCLUSION (5 LANGUAGES EDITION)

The Manual for the use of the Benchmark Tool and the Practice Methods will be developed based on the tests and the impact assessment.

The impact assessment is led by a research-based partner in the consortium and contributes to an evidence-based development of the Tool and the Methods. The partners will formulate recommendations and then create the Manual so that other learning providers can easily use the Benchmark Tool and the Practice Methods.

O5: SYMPOSIUM & COMPENDIUM

The partner consortium will carry out a common European Symposium in Krakow, where external organisations and experts are invited to discuss the Benchmark Tool and the Practice Methods with the partner consortium in panels and workshops.

As a result, an online compendium will be published which includes the discussion results and strengthens the discourse in benchmarking social inclusion.

O6: FINAL REPORT (cancelled as output with salary by Danish NA)

The Final Report will summarize the project achievements. A special focus will be on demonstrating the project's outputs and their impacts. It will be a main tool for dissemination.

DISSEMINATION

The national multiplier events aim at disseminating the project results to key stakeholders. The aim is that after the completion of the project, the Benchmark Tool is used by a growing number of stakeholders working in the sector of amateur arts and voluntary culture to self-reflect on the own status; and if needed to make use of proposed Practice Methods to develop the own situation.

Doing so, the consequence would be a higher level of social inclusion in the organisations of the sector and beyond.

1.4 Innovation and complementation

In what way is the project innovative and/or complementary to other projects already carried out by the participating organisations?

Innovation

This project is innovative in the following ways:

- During the last years, the sector of amateur arts and voluntary culture has developed to be an inherent part and source of social innovation processes and projects directed at social inclusion and social change.
- The project supports the sector by the development of a not yet existing, innovative and applicable Benchmark Tool for self-reflection, in order to make social inclusion through amateur arts and voluntary culture more successful.
- The Practice Methods will identify innovative approaches to raise social inclusion that will be reflected and analysed together with the main stakeholders and make them accessible to a broader European public through the multiplier events as well as the dissemination of the project outputs.
- By these means innovative practices will be developed and shared as well as transferred to the broader European public according to the sectoral priority of extending and developing competences of educators.

Complementation

BOOST is very much complementary to other projects. The project partners have broad experience in the subject of the project:

- On the one hand, project partners are continuously offering support and service to lifelong learning providers in the field of amateur arts and voluntary culture.
- On the other hand, project partners are experienced in reflecting critically and scientifically on socio-political processes characterizing the work in amateur arts and voluntary culture.

In the last years, the participating organisations have supported and accompanied individual amateur arts and voluntary culture projects and witnessed as well as documented their potential in bridging differences between various societal groups and overcoming social exclusion and discrimination.

Especially, the partners cooperated in the BRIDGING project (2017-2019) which focused on researching and presenting the value of amateur arts and voluntary culture for bridging social capital and developed curricula for trainings in this field.

BOOST is complementary to these projects since it brings previous experiences from the former projects together, re-connects to the stakeholders from previous projects and reflects as well as defines common denominators and parallels on the impact such projects can have in terms of social inclusion. It makes use of the existing expertise to boost social inclusion not only by developing the activities, but by developing the grassroots organisations themselves.

1.5 Why this partnership

How did you choose the project partners and what will they bring to the project? Does it involve organisations that have never previously been involved in a Strategic Partnerships project?

The projects partners have very successfully cooperated in former projects - specifically in the BRIDGING project, during which the project partners already compiled good practices in the field of bridging divides between different societal groups. Since important experiences in terms of examples, levels and forms of social inclusion and positive experience of cooperation have been derived from this past project, the same organisations have been approached to participate also in this project.

All the project partners have experience in Erasmus+ Strategic Partnerships. Nevertheless, the project seeks to involve new organisations in the project activities to bring also stakeholders unexperienced in European cooperation in contact with organisations from other European countries.

The partners' work division

How will the tasks and responsibilities be distributed among the partners?

The tasks and responsibilities will overall be equally shared in the partnership. All partners participate with varying workloads and responsibilities in the different activities according to their expertise, but all will be lead partners for one of the working phases and intellectual outputs. The work division follows the principle of expertise.

Although all partner organisations are experienced in practice and research activities, the partners' focuses differ, so that the different tasks can be divided along these which will ensure the best possible result by sharing each other's expertise.

In this sense, we understand the partner consortium as a learning community of experts.

Involvement of associated partners

If relevant, please identify and explain the involvement of associated partners, not formally participating in the project. Please explain how they will contribute to the implementation of specific project tasks/activities or support the dissemination and sustainability of the project.

The main objective of the project is to support learning providers in terms of the level of social inclusiveness of their work. Therefore, the involvement of learning providers strongly depends on their initial interest to participate and is motivated by their specific need in terms of social inclusion.

They will be involved in different steps of the project.

- First, they will support the partner consortium in testing the Benchmark Tool to make it more relevant.
- Second, their ideas on helpful Practice Methods are collected and used for the development work.

Specifically, their selection and involvement in the process of developing Practice Methods is aimed at supporting them directly in the areas of their need. The process itself will be tailor-made to the needs of the involved learning providers, since they will define the area of social inclusion they want to focus on and for which they would like to develop a Practice Method for.

Continuous engagement into this process will be ensured through communication and feedback rounds in various constellations in the two teams developing the four Practice Methods

(Each team consists of two practice partners (team A: KSD & VCC; team B: FAIE & JSKD) and one consulting partner (team A: IF; team B: EC) and is in charge of developing two Practice Methods):

- Regular communication and meetings between the national practice partners and the national learning providers;
- Regular communication and meetings in the teams (A&B), including two trilateral meetings;
- Accompanying impact assessments in the course of developing and testing the Practice Methods in order to ensure analytical reflection and feedback on the process.

The dissemination of project outputs is very much depending on the involvement of other organisations. The associated partners included in the test phase will be especially approached to disseminate the main outputs. They will be motivated to create links to the Benchmark Tool and the other project outputs.

The associated partners are either members organisations of the consortium organisations or cooperated with the consortium organisations in former projects. Also new contacts shall

be established and the networks widened in the frame of the multiplier events.

2. Participants

Please briefly describe how you will select and involve participants in the different activities of your project.

The project activities will target two main target groups:

- Persons who will be directly involved in parts of the project activities
- Persons who will be receivers of dissemination, such as news-mails recipients, social media followers, meeting audiences, own magazine readers, visitors to the Project Portal.

Here we mainly describe the involvement of the first group of participants in our different types of activities:

Baseline survey on good practice

The Baseline Survey will be carried out by all partner organisations on relevant studies, reports, and literature, with expert interviews and focus groups with selected learning providers in the sector in all countries.

All partners will thereby apply their strong national networks of experts and members of their national umbrella organisations to get quality input for their study and recommendations.

Development and test of benchmark tool for social inclusion

Learning providers in the field of amateur arts and voluntary culture as well as experts on social inclusion will be involved in the development and testing of the Benchmark Tool as participants in the transnational training on the Benchmark Tool (C1), as partners in the development of Practice Methods since this process also includes reflection on the Benchmark Tool.

Furthermore, members of the four national umbrella organisations will also be invited to give feedback on the Benchmark Tool in this process. In total, at least 50 organisations will be involved in the test process.

Development and test of practice methods for social inclusion

The development of the Practice Methods will happen in teams of three project partners in the framework of trilateral meetings. Each team consists of two practice partners (DK & IE, PL & SI) and one consulting partner (DK, AT) as well as one identified learning provider.

The learning providers will be identified already during the preceding working packages according to their interest to participate and their need to be supported as organisation in its development in social inclusion.

Manual for social inclusion

The Manual for the use of the Benchmark Tool and the Practice Methods will be developed based on the tests by the learning providers and the impact assessment that will be carried out during the development of the Practice Method.

By these means the manual is based on the common reflection between the consortium partners, the learning providers and the analytical reflection in terms of the assessment.

European symposium

External organisations and experts will be invited to discuss the Benchmark Tool and the Practice Methods with the partner consortium in discussions and workshops at the European Symposium in Krakow.

The selection and invitation to the Symposium will be based on the existing expertise and network of the consortium partners and their contacts established during the preceding working packages.

National conferences

For the national multiplier events, stakeholders of amateur arts and voluntary culture but also other sectors will be invited via news-mails, social media, and other means.

The conferences imply an interactive setting where the participants have the chance to get to know about all outputs and results of the project. Also, the stakeholders who participated in former steps of the project will be invited in order to strengthen the network with them and to widen the national communities for social inclusion in adult education.

Participants with fewer opportunities:

does your project involve participants facing situations that make their participation more difficult?

Yes

How many participants would fall into this category?

60

Which types of situations are these participants facing?

- Social obstacles
- Cultural differences
- Disability
- Educational difficulties
- Economic obstacles
- Geographical obstacles
- Health problems
- Refugees

How will you support these participants so that they will fully engage in the planned activities?

Although the consortium partners have experience in working on social inclusion and thereby working with disadvantaged groups, there is a danger in social inclusion projects to talk about disadvantaged groups without talking to them. Therefore, it is not enough to rely on the sensitivity and expertise of the consortium partners in order to make sure that disadvantaged groups are involved in the various, necessary steps of the project cycle. The involvement of disadvantaged groups is a specific requirement for the organisation and implementation of the various working packages and will be reflected as specific issue in the agendas of the partner meetings and workplans as well as the project evaluation.

Furthermore, the reference to the inclusion of disadvantaged groups in this application functions as a term of reference for the organisation and implementation of the project steps.

The inclusion of disadvantaged groups in project on social inclusion happens on two levels.

- Firstly, access and participation of various disadvantaged groups has to be ensured when planning the working packages, for instance in terms of physical accessibility, online accessibility, language, etc. Hereby, the project activities need to be as accessible as possible.
- Secondly, representatives of specific disadvantaged groups (such as migrants, sexual minorities, people with disabilities, etc.) might be directly involved in project steps as participants.

In these instances, their specific needs and challenges to participate will be taken into account.

Please describe briefly how and in which activities these persons will be involved.

The involvement of disadvantaged groups will be a term of reference for the whole project cycle and the implementation of all intellectual outputs of the project. However, in following activities the participation and involvement of disadvantaged persons will be given special attention:

- **Baseline Survey:** Perspectives of disadvantaged groups will be specifically included in the focus groups and expert interviews for the research of the Baseline Survey.
- **Practice Methods:** Since the development and testing of the Practice Methods will take place concerning a specific issue relating to social inclusion it has to make sure that also during this process the potential target groups that should be reached with the Practice Methods will be included in their development. That means that in case that a Practice Method will aim at opening dance classes to blind persons, blind persons will be involved in the development and test of this Practice Method.
- **National Conferences:** During all events of the project but especially during the multiplier events, it will be made sure that representatives of disadvantaged groups are part of the presentations and/or discussions in the programme. Furthermore, it will be made sure that the events are accessible to various disadvantaged groups taking into account physical and online access, language, no costs for the participation, etc.

3. Preparation / planning

Please describe what will be done in preparation by your organisation/group and by your partners/group before the actual project activities take place, e.g. administrative arrangements, communication about the activities, selection of the persons, coaches, involvement of stakeholders, etc.

3.1 Prepare the project start

The preparation of the project is implemented in two phases.

First, the detailed planning of the project, concept, working programme, and budget is done during the application phase.

Second, the detailed planning of the management is done during the start-up phase of the project in order to prepare an elaborated proposal for the needed decisions that need to be taken in terms of management at the kick-off meeting.

Application phase

The main part of the preparation takes place before the project starts by fulfilling the demands of the application. It implies a very detailed description of the rationale, the objectives, the timeline, key activities and deliverables, as well as the forms of collaboration and distribution of lead partner roles and the related use of work days and staff categories for each partner in each work package.

Furthermore, the structure of the financial support for Erasmus+ Strategic Partnerships is quite different from most other project grants. Only workdays used for intellectual output are directly granted, while other needed work days for partner meetings, multiplier events, and the transversal tasks of dissemination, evaluation and management as well as a lot of other costs must be paid by the unit support for “management and implementation”.

These special financial conditions make it necessary to clarify the allocation of this unit support during the planning of the overall work programme and budget. Therefore, during the application phase the partnership signed an application agreement that among others clarifies, how this unit support shall be used in the project.

Start-up phase

As part of the project management a start-up phase will happen in September/October 2020 with the overall aim to organise a comprehensive and engaging start-up to get the project on track before the kick-off meeting, ensuring the meeting can start from a high level of involvement, knowledge and preparation by all partners.

The objectives are to clarify the work programme and prepare the transversal work packages, incl:

- the preparation of the contractual, organisational and financial management,
- the clarification of the strategy of monitoring and evaluation,
- the clarification of the dissemination and exploitation strategy,
- the preparation of proposals for the visual design and logo,
- the clarification of the need for communication means and ICT tools,
- the possibility to comment the general project plan and budget to clarify loose ends if any exist.

Main deliverables of the kick-off meeting in October 2020 will be:

- partner agreements, rules of procedure and netiquette

- financial guidelines, including premade templates for cost reporting and timesheets
- guidelines of internal documentation and communication, including use of ICT
- strategy for monitoring and evaluation, including presentation of online questionnaires for the first work packages.
- strategy of valorisation (dissemination and exploitation), including a series of mailing lists of target groups from all partners
- proposals for visual identity and project logo
- outline of the methodology and schedule of the initial state of the Baseline Survey
- outline of the methodology and schedule of the development of the Benchmark Tool

3.2 Budget control

How will you ensure proper budget control and time management in your project?

Division of work

P1, KSD (DK) is applicant and coordinator organisation, and KSD will take care of legal matters and the financial management and accountant. The coordinator will check the eligibility of expenditure and its congruence with the budget and expected quality of the tasks (done on time with the agreed quality), and certificate all claim documents accordingly for payment.

The partners contribute to the budget control and time management

- by providing monitoring data and internal evaluation reports of each work package,
- by filling-in financial templates including job-logs and ensure necessary claim documents at the end of each work package,
- and by taking care of the bookkeeping for their own project costs.

The reimbursement method

We manage the grants according to the centralised procedure, where the partners must pre-finance their project activities and first get reimbursement after the conclusion of each work package. In rare cases payment on account will be possible.

The centralised method minimises the risk of non-delivery of results or ineligible expenditure by the partner organisations; and it secure at better overview of the current expenditure and an easier financial monitoring. We accept that partner organisations can keep the original cost documents in their own finance departments, if we instead get certified copies (true copy of the original, plus date, stamp and signature of the financial officer).

Furthermore, the refunding must be paid to the Partner association and not to individuals, and then the association must refund possible expenses and pay salaries with taxation reports to the individual project members.

Reimbursement procedures

The planned Financial Guidelines will not only clarify the standard rules for record keeping, reporting, documentation, and methods of cost refunding, but it will also state clear rules for reduced refunding, if a partner doesn't deliver at time or with the needed quality, including rules on how to appeal such possible reduced refunding to the Steering Committee.

The assessments may be used for possible reductions of reimbursements, because:

1. Only costs according to budget are refunded.
2. Delays/exceeding of deadlines may imply reductions according to agreed standard rules, such as a reduced refunding by 5 pct for each initiated exceeded week, without a motivated request of postponements that had been accepted in a writing (email) by the coordinator before deadline.
3. When the quality of the deliverables is assessed as poor, the related work to refund is reduced with 25 pct, or the work must be redone, either by the responsible partner or by another partner, who then get the budgeted salary.

Own financing and other funding

In general, the grant implies at least 25 pct own financing, because the salary ceilings do not cover the full salary costs, and most of the other unit supports to partner meetings, transnational training events, multiplier events, etc. also need some own financing.

Some of the partners may try to get extra national funding to support extended dissemination activities, and to publish the main project publications as paper publications for the library system and main stakeholders.

3.3 QA and monitoring

How will the progress, quality and achievement of project activities be monitored? Please describe the qualitative and quantitative indicators you will use. Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

Monitoring

The monitoring consists of reporting procedures for all partners of each work package and a backup check of the task flow by the coordinator.

The quality assurance implies that the Steering Committee (i.e. the six project leaders from the six project organisations) can correct deviations from the task plan and budget, or implement contingency plans, if the responsible partner can't or haven't solved the task as agreed.

The monitoring of the work progress by the coordinator has three main checks:

- First, all partners receive after each partner meeting the minutes and detailed task plan for the next period, and typically the specific tasks of each partner will be presented in an email by the coordinator and the partners will confirm their tasks.
- Second, during the work packages, the coordinator contacts the partners to hear, if the tasks are progressing as planned, and she inform the partnership, when some partner has found smart ways to solve the tasks or just when the tasks have been fulfilled. It means the mutual information level will be high during the completion of the work packages.
- Third, at the deadlines of tasks, the coordinator will check, if the partners have delivered as planned, and she will contact partners, who did not deliver the agreed tasks at time or with the agreed quality.

The assessment framework

The evaluation will be conducted as a Mixed Method Evaluation combining Process Evaluation and Impact Evaluation, and it will be designed and conducted by EDUCULT and all partners share responsibility to fulfil their part of the evaluation plan.

Our assessment framework will include process as well as impact evaluation, where the first has focus on what we are doing, while the other has focus on what we want to achieve. As previously mentioned (see section E: Expected Results), the project outputs will fit one of two categories: material (intellectual outputs) and immaterial (change of values, etc.).

The achievement of the material results will be assessed primarily as part of the process evaluation, while the evaluation of the immaterial results regarding change of values and attitudes and practices in the engaged communities, primarily will be assessed as part of the impact evaluation, designed and guided by EDUCULT.

Impact evaluation

There are a range of actions envisaged in the project life-cycle that will support qualitative assessment of project outcomes and result. The focus of the impact evaluation is the reflection of the impacts of the specific intellectual outputs and the assessment of their impact on change of values and attitudes and practices of the stakeholders.

There will be two main impact evaluations in form of visitor/participant survey at the end of the two main rounds of events conducted. These are:

- The first data collection for the impact evaluation will be implemented during the completion of the testing of the Benchmark Tool from July until November 2021 and the development and testing of the Practice Methods from May until December 2021 with online questionnaires for the participating lifelong learning providers.
- The second data collection will be implemented in relation to the multiplier events in May 2022 (European Symposium) and the national conferences in the participating countries in October and November 2022, again with online questionnaires for the participants of the events. EDUCULT will prepare, evaluate and summarize the data.

Process evaluation

The aim of the process evaluation is to assess whether the planned activities has been implemented on time, with the agreed quality and within the allocated project budget – thus keeping the project on the track. Furthermore, the process evaluation provides an opportunity to accompany the process of implementation and give opportunity to reflect and adopt the process if necessary. It is a reflection on the key activities and the related deliverables.

The key activities and deliverables will be assessed in the context of the partner meetings, since these meetings will take place at the end of one, and the beginning of another main project phase.

The assessment will be implemented in two ways:

- Email questionnaire before and in preparation of every partner meeting;
- Oral evaluation at the partner meetings as an extra part in the agenda, with summary of the discussion being included in the minutes of the meeting;

Preparation of the questionnaire and the moderation of the oral evaluation will be provided by EDUCULT.

3.4 Indicators for reached results

How will you evaluate to which extent the project reached its results and objectives? What indicators will you use to measure the quality of the project's results?

Approach

The evaluation will be conducted as a Mixed Method Evaluation combining Process Evaluation and Impact Evaluation. Both the Process Evaluation and the more demanding Impact Evaluation will be designed and supervised by the lead partner, EDUCULT.

Process evaluation

We use the Process Evaluation to make sure the project is being implemented according to the task plan; and to gain direction for improving the project as it is developing. The indicators for Process Evaluation focus on, whether the planned key activities and deliverables have been produced in time with the agreed quality, and within the allocated project budget - thus keeping the project on the track.

Impact evaluation

We use Impact Evaluation to assess the extent to which the project has achieved its intended effects and to outline recommendations for sustainable activities in the field. The partners will provide feeds to the impact evaluation according to the evaluation design by EDUCULT.

Budget

The extra costs for the evaluation tasks will be shared by the partnership and covered by parts of the unit support to management and implementation.

3.5 Risk handling

What are your plans for handling risks which could happen during the project (e.g. delays, budget, conflicts, etc.)?

Possible risk

Typical conflicts in Multilateral Project teams will accordingly to our experience primarily arise due to disrespect for set deadlines and different views about the quality of contributions.

We don't expect conflicts arising due

- to linguistic misunderstandings because all partners have necessary English competences;
- to cultural misunderstandings because we are all experienced in intercultural cooperation;
- to general misunderstandings of the task plan because the work programme is detailed discussed and described in the application phase, both regarding key activities and deliverables, and the detail planning and possible adjustments will take place during first the start-up and subsequent during the other partner meetings or in between by written procedures; so when a multi-actor product is to be developed, the team will have defined and agreed on clear quality criteria in advance;
- to violation of financial rules or reporting obligations because we use the centralised method of financial management, so partners will only get costs refunded, when they report legible costs by filling-in report templates and attach the needed documentation of the delivered products and their costs.

In general, everybody will know what to do and when to do it. So, possible conflicts will most likely relate:

1. to non-compliance with deadlines, where partners do not respect agreed deadlines or reply unacceptably late to queries because the flow of the work programme will depend on all do their part of the common tasks;
2. to poor performance level, where partners make contributions to the content of products at an unacceptable level of quality. It is our experience from former transnational projects that non-compliance with deadlines can be a recurring problem, because somehow partners and maybe their line managers tend to see the international work as secondary to their major daily tasks at home. You can often hear the excuse that project tasks have been delayed due to busy time with other main tasks in the organisation (which the line manager see as most important), and such excuses indicate that the international project work has secondary priority.

Risk management

We will try to minimise this risk

- by motivating a strong commitment and shared responsibility in the project team, where the possible problems with delays and poor quality are transparent for all and not just a matter between the partner and the coordinator;
- by adopting clear financial rules in the start-up for reduced refunding if a partner doesn't deliver at time or with the needed quality, including rules on how to appeal such possible reduced refunding;
- by adopting a partner agreement, rules of procedure and financial rules at the kick-off meeting, so all know and have agreed on how to handle non-compliance with deadlines and poor performance level.

However, there may occur a conflict or rather risk situation, which cannot be solved and the withdrawal of a project partner appears to be the only way out. This could happen if one partner does not deliver crucial contributions to the project products and thus endangers the success of the whole project. If two repeated email reminders, and at least one bilateral talk will not improve the situation, a formal and fast action is required by a simple majority decision of the steering committee, so it will be possible to implement contingency plans, including replacing the withdrawn partner with a new partner in the remaining part of the project.

Besides, as the development of the pandemic situation cannot be foreseen in the time of the application, the partnership agrees on finding online solutions whenever necessary. The project is planned in a way that travel restrictions may lead to changes in the formats of the implementation but not in the implementation itself

Evaluation

For collecting data on the risk indicators, the on-going process evaluation will be important. The whole evaluation will be conducted with a mixed-method approach combining process evaluation and impact evaluation. Both the process evaluation and the more demanding impact evaluation will be designed and supervised by the lead partner, EDUCULT. In terms of evaluation, see also the section on the impact of the project.

4. Management and Implementation

Please explain how the project activities will lead to the achievement of the project objectives and delivery of the planned results.

Summary of results of activities

The project objective is to concretely and practically support lifelong learning providers in the sector of amateur arts and voluntary culture to promote social inclusion. Specifically, the aim is to support the process of self-reflection and develop applicable solutions to foster social inclusion.

The Baseline Survey will provide the grounds for the understanding of the needs and challenges for learning providers in the sector in terms of social inclusion. Based on exchange with the target groups in form of interviews and focus groups and in connection with literature research, the Baseline Survey will lay the grounds for understanding the need in the sector and defined the support the project can give to learning providers accordingly.

The development and design of **the Benchmark Tool** will lead to the achievement of the project objective, since it will provide a concrete tool for learning providers to self-reflect their work in terms of social inclusion and highlight the areas in which main challenges exists.

The short-term training event will help the participating organisations to get to know about the possibilities and challenges as well as good practices of benchmarking in the relevant sectors (civil society, adult education, amateur arts and voluntary culture, etc.). The training is therefore a key activity for the development of the Benchmark Tool and the Practice Methods.

The Practice Methods will provide concrete, applicable methods and possibilities for learning providers in the sector on how to adapt their work or what work to implement in order to promote social inclusion.

The Manual for the use of the Benchmark Tool and Practice Methods will support the achievement of the project objectives, since it widens the target groups and makes the Benchmark Tool as well as the Practice Methods more understandable and applicable in the wider sector of amateur arts and voluntary culture. It thereby provides a hands-on Manual for the promotion of social inclusion on the grassroots level.

The Symposium Compendium and the Final Report will also be a possibility to sensitize the wider sector of amateur arts and voluntary culture on social inclusion, challenges and needs in promoting social inclusion in the sector and concrete ways on how to tackle the issue. They lay the grounds for a wider dissemination and promotion of the issue also after the end of the project cycle.

The project implementation process will already sensitize the actors in the field on social inclusion and will thereby support the achievement of the project objectives with the direct target groups.

The wider dissemination of the project results is aimed at promoting the issue of social inclusion even further and due to the concrete and applicable nature of the main project outputs (Benchmark Tool and Practice Methods), it also provides concrete support to the sector in terms of social inclusion after the end of the project.

4.1 Communication

How will you communicate and cooperate with your partners?

Frame of collaboration

The partnership will use a participative and democratic approach, where we share ideas, work and responsibilities, and we will from the start seek to generate ownership and high commitment amongst all team members and keep a high level of mutual dialogue and reporting of the project progress.

We will achieve this by ensuring team members are fully informed what is going on (transparency), can contribute to all the important project aspects (involvement), have a say (participative decision-making), are encouraged to create benefits for themselves and their institution (acceptance of individual motives), and are going public with the achievements (increase of image and reputation).

Furthermore, the team spirit will grow, because we can envisage cooperation beyond the end of the funding period by means of sustainable results such as the Benchmark Tool and the Practice Methods, and other possible follow-up projects.

We will organise a comprehensive and engaging start-up to get the project on track before the kick-off meeting, ensuring the meeting can start from a high level of involvement, knowledge and preparation by all partners:

- P1, KSD will prepare draft proposals on legal and financial matters and means of internal communication.
- P2, Interfolk will present the survey strategy for the initial Baseline Survey.
- P3, VAN will present a first draft for the dissemination strategy, including design of the visual identity and logo for the network.
- P5, EDUCULT will present a first draft for the evaluation strategy.
- All partners prepare lists of their main target groups. All partners give feedback to the proposals, so they can be adjusted after the kick-off meeting.

Decision-making

Decisions can be made by the steering committee (the six project leaders from the six organisations) at partner meetings or through written procedure.

- The partner meetings are the ordinary place to handle proposals and make decisions that can refine or adjust the work programme and its possible amendments as approved by the Erasmus+ National Agency.
- Needed decisions can also be taken between the meetings through a written procedure by request of one of the members of the steering committee.

Decisions at meetings as well as through written procedure shall be subject to a simple majority of the project leaders. In the event of a parity of votes the proposal shall lapse.

Communication

The working language is English, which all partners can use without any communication problems and we don't expect to have any cultural differences that can cause problems for our cooperation.

As opposed to in-house projects, the communication and reporting are mostly done virtually by the use of an appropriate ICT. Our use of ICT for the internal communication will include:

- 1) Office as common work programme including Microsoft Outlook

- 2) A virtual workspace for sharing and co-editing documents and other project files as well as a virtual document archive (Trello)
- 3) E-mail groups and web conferencing (Skype, etc.)
- 4) An agreed netiquette clarifying the code of good virtual behaviour

Our external communication will imply that all partners make comprehensive and prioritised mailing lists of target groups at the start of the project and update the lists during the project.

Monitoring the progress

We use online evaluation questionnaires and financial reporting templates for each work package, which all partners must fill-in and send latest 2 weeks after the completion. For the major work packages, we will define part milestones with deadlines, where all must report the status of their work.

Use of EPALÉ, Erasmus+ Project Results Platform, etc.

Have you used or do you plan to use eTwinning, School Education Gateway, EPALÉ or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

Also in former projects, the EPALÉ platform was used to disseminate the project results e.g. in the BRIDGING project. During the implementation of the BOOST project, the EPALÉ platform will be used by the project leader and the partner organisations. The partnership plans to use the platform as a tool to promote project outputs as well as to participate in the discourse on social inclusion. Information will be published in the 5 languages of the consortium (Danish, English, German, Polish, Slovenian), based on the common dissemination and communication strategy.

Application phase

The platform's resources were analysed as an element of gathering data for the needs analysis and searching for inspiration to the project.

Implementation phase

Articles reviewing the progress of the project works and main conclusions of the project meetings will be published on regular basis (e.g. using the blog).

The Nordic Portal will also be used as part of the EPALÉ Platform. The Scandinavian specificity of educational activities and tools will enable widening of the group of recipients also to the EEA countries.

Follow-up phase

The Benchmark Tool shall be promoted for future use by engaging an interactive community of practitioners and organizations interested in their own development, especially in the field of social inclusion.

4.2 Impact

Expected impact on participants and target groups

What is the expected impact on the participants, participating organisations, target groups and other relevant stakeholders?

Direct target groups & participants

As highlighted already in the project description, lifelong learning providers in the sector of amateur arts and voluntary culture are the first target group of the project. This is because the responsibility and challenges on how amateur arts and voluntary culture practices can support social inclusion, primarily lies with the lifelong learning organisations and providers.

This main target group can still be divided into following categories and relevant impacts:

1) The first target group – the project consortium partner organisations in the field of amateur arts and voluntary culture – will to a high degree anchor the methodology of fostering social inclusion through the project's Benchmark Tool and the Practice Methods by:

- Incorporating training on the social inclusion Benchmark Tool and Practice Method for key staff in their organisation alone or in network with neighbour partners;
- Increasing the involvement of their key staff and members of the umbrella organisation in activities fostering social inclusion;
- Thereby, giving prominence to the issue of social inclusion in their programming in the upcoming years.

2) The second group – lifelong learning providers in the sector in the partner countries that participate in the testing of the projects methodology, will become aware of the projects work and apply the new methodologies by:

- Participating in the testing on the Benchmark Tool and applying it thereby to the own work;
- Adapting their work according to the results of the Benchmark Tool and applying new methodologies along the lines of the Practice Methods in order to foster social inclusion through amateur arts and voluntary culture.

3) The third group, experts and multipliers in the sector of amateur arts and voluntary culture who are not lifelong providers themselves, will be aware of the projects work and able to apply its methodology by:

- being involved in multiplier events such as the European symposium or national conferences;
- receiving information on the innovative approach offered by the project through the networks of the consortium partners;
- the accessible online Benchmark tool that can be used and applied by any lifelong learning provider as well as experts in reflecting processes of social inclusion in the sector.

Indirect target groups

We expect a varied degree of mainstreaming to the different indirect target groups during and after the end of the project:

- 1) The first indirect target group – organisations in the social sector, but also in other fields like sports – may be able to increase their knowledge on fostering social inclusion through amateur arts and voluntary culture.

- 2) The second group of local culture institutions may give more priority to cooperate with the sector of amateur arts and voluntary culture when promoting activities fostering social inclusion.
- 3) The third group of decision-makers in the sector of amateur arts and voluntary culture on the municipal, regional and national level may gain more interest to support social inclusion in the sector of amateur arts and voluntary culture.
- 4) The fourth group of research institutions of culture and education may express interest and in the results of the new initiative.
- 5) The fifth group of national or European decision-makers, policy-makers, opinion-formers and funders may to some degree gain interest to support the activities.

Desired impact on local, regional, national and international level

What is the desired impact of the project at the local, regional, national, European and/or international levels?

We foresee that the desired impact will be in accordance with the expected impact (as presented above), but that the degree and means will differ at 1) the local/regional, 2) the national, and 3) European/ international levels.

1. IMPACT ON LOCAL/REGIONAL LEVEL

The most important stakeholders on the local level are of course the lifelong learning providers of the local sector of amateur arts and voluntary culture. They are the main actors to use the Benchmark Tool and potentially apply new methods in fostering social inclusion. Furthermore, they may initiate collaboration with the other important local stakeholders in order to apply new socially inclusive formats, such as:

- 1) The local decision-makers, especially the culture and -leisure time departments of the municipalities that may support new initiatives with manpower and funding.
- 2) The local public culture institutions that may cooperate with the amateur arts and voluntary culture actors to promote the new initiatives.
- 3) Other civil society associations in the areas of social, humanitarian, and welfare activities that may wish to be engaged in culture activities with a high potential of social inclusion.
- 4) The local commerce associations, private businesses and media that may support, sponsor and promote the new initiatives in the local communities.

The more the direct target groups on the local level are engaged, and the more they manage to gain support and develop network with the indirect target groups, the more successful activities and the higher the local impact.

2. IMPACT ON NATIONAL LEVEL

The more successful local activities we have, the more interest must be expected on the national level; and then it will be easier to replicate the initiatives in other local communities.

The main direct target groups on the national level are national associations in the sector who are also participants in the project. They have the necessary network to the main indirect target groups on the national level, such as

1. The political parties and the government, especially the multipliers in the Ministry of Culture, Ministry of Education, and Ministry of Social Affairs, which may support the initiative with legal and financial means.
2. The national associations and related knowledge centres in the areas of social, humanitarian, and welfare activities, which may support the project idea.
3. National media and public service radio and TV channels that may see good stories and new public agendas in these initiatives.
4. The research institutions with interdisciplinary subjects of cultural learning and democratic participation may see new research issues to investigate and the opportunity to gain unique feeds from the involved direct target groups.

The more the direct target groups on the national level are engaged, and the more they manage to gain support and cooperation with the indirect national target groups, the more successful activities, and the higher national impact.

3. IMPACT ON EUROPEAN/INTERNATIONAL LEVEL

The direct target groups on the European level are the European associations and umbrellas in the field, such as Amateo, the European Network of participatory culture; IATA, the world body of amateur theatre; the Audiences Europe Network (AEN); the European Choral Association (ECA); the European Network of Cultural Centres (ENCC); Culture Action Europe (CAE); and EAEA – European Association for the Education of Adults.

Their support will benefit the possible multiplication to amateur arts, voluntary culture and heritage in other EU countries (direct target groups) as well as mainstreaming to other European multipliers (indirect target groups). Furthermore, dissemination via E.N.T.E.R., the European Network for Transfer and Exploitation of EU Project Results; and not least EPALE, the open membership community provided by the EU Commission will also strengthen the awareness-raising and possible exploitation.

How will you measure the previously mentioned impacts?

Monitoring and measuring the intended impact of the project is part of its accompanying evaluation which is characterized by a mixed method of assessment combining process evaluation and impact evaluation. Whereas the process evaluation is evaluating what and how the work of the project is progressing, the impact evaluation focuses on what the projects intends to achieve.

The achievement of the material results will be assessed primarily as part of the process evaluation, while the evaluation of the immaterial results regarding change of values and attitudes and practices in the engaged communities, primarily will be assessed as part of the impact evaluation, designed and guided by EDUCULT which has a research term with special expertise in evaluation work. In addition, an online mobility tool and a final content report will be filled out for the Erasmus+ reporting.

1. IMPACT EVALUATION

AIM

There are a range of actions envisaged in the project life-cycle that will support qualitative assessment of project outcomes and result. The focus of the impact evaluation is the reflection of the impacts of the specific intellectual outputs and the assessment of their impact on change of values and attitudes and practices of the stakeholders.

IMPLEMENTATION

There will be two main impact evaluations in form of visitor/participant survey at the end of the two main rounds of events conducted. These are:

The first data collection for the impact evaluation will be implemented during the completion of the testing of the Benchmark Tool from July until November 2021 and the development and testing of the Practice Methods from May until December 2021 with online questionnaires for the participating life-long learning providers.

The second data collection will be implemented in relation to the multiplier events in May 2022 (European Symposium) and the national conferences in the participating countries in October and November 2022, again with online questionnaires for the participants of the events. EDUCULT will prepare, evaluate and summarize the data.

2. PROCESS EVALUATION

AIM

The aim of the process evaluation is to assess whether the planned activities has been implemented on time, with the agreed quality and within the allocated project budget – thus keeping the project on the track. Furthermore, the process evaluation provides an opportunity to accompany the process of implementation and give opportunity to reflect and adopt the process if necessary. It is a reflection on the key activities and the related deliverables.

IMPLEMENTATION

The key activities and deliverables will be assessed in the context of the partner meetings, since these meetings will take place at the end of one, and the beginning of another main project phase. The assessment will be implemented in two ways:

- Email questionnaire before and in preparation of every partner meeting;
- Oral evaluation at the partner meetings as an extra part in the agenda, with summary of the discussion being included in the minutes of the meeting;
- Preparation of the questionnaire, moderation of the oral evaluation will be provided by EDUCULT.

4.3 Dissemination and Use of Project's Results

You are requested to make plans for the dissemination of your project results. Please provide answers to the questions below.

- What will be the target groups of your dissemination activities inside and outside your partnership?
- Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

The target groups of the project's dissemination activities are similar to the general target groups of the project. However, the direct target groups of the project may directly "make use of and derive benefit" from the projects outputs, such as defined in the term "exploitation" by the EACEA. The broader audiences, on the other hand, will benefit from the project more in terms of "information provision and awareness raising" as defined for the term "dissemination" by the in terms EACEA. That these two aspects of "valorisation" are inherently interconnected becomes clear with the example of the main intended project output, namely the online Benchmark Tool. By the fact that the tool will be online available for free for all interested audiences, information and awareness-raising may lead to direct usage of the project's outputs.

DIRECT TARGET GROUPS

The direct target groups, as outlined in the section above, include lifelong learning providers - such as teachers, instructors, consultants, managers, board members and other paid and voluntary staff on full-time or part-time engagement - from the cross-cultural sector of amateur arts and voluntary culture that provide in-formal and non-formal cultural learning activities to adults:

- The first group includes the lifelong learning providers in the organisations and their network participating in the project;
- The second group includes lifelong learning providers in neighbour associations in the countries of the project consortium;
- The third group includes the main lifelong learning providers in umbrella associations of amateur arts and voluntary culture in the wider European community.

INDIRECT TARGET GROUPS

The indirect target groups include persons, organisations and institutions in local, regional, national, and European communities that may support the lifelong learning providers to offer better learning possibilities to the end-users:

- The first groups include the culture departments of the Municipalities that may support the voluntary associations' new further education offerings.
- The second groups include culture institutions in the local communities such as theatres, concert halls, arts exhibitions, museums, libraries that can cooperate with the voluntary culture associations to promote co-creative activities with a high bridging potential.
- The third groups include other civil society associations or local NGO's in the areas of social, humanitarian, and welfare activities that may cooperate with the voluntary culture associations to promote co-creative activities with a high bridging potential.
- The fourth groups include private stakeholders from the local commerce associations, other private businesses and local media, who may sponsor and promote the activities.
- The fifth groups include research institutions of culture and education related to the interdisciplinary subjects of cultural learning and civic and democratic participation that may promote the key outcomes.
- The sixth group are national or European decision-makers, policy-makers, opinion-formers and funders that may support the activities with political, ideological and financial means.

LONG-TERM BENEFICIARIES OR END-USERS

The long-term beneficiaries and end-users are citizens in our diverse local communities that have experienced a decline in life quality due to the current weakening of social capital or decline of trust, cultural cohesion and mutual recognition in our communities. Which activities will you and your partner carry out in order to share the results of your project beyond your partnership?

Acknowledging the fundamental importance of dissemination and exploitation, we have planned valorisation activities for the whole lifespan of the project. We intend to reach and transmit the results to the wide range of direct and indirect target groups by the following means:

- 1) Distribution of electronic newsletters (news-mails) after each of the four partner meetings. Special mail-lists for the planned target groups are made by all partners at the start of and updated during the project.
- 2) Promotion at the websites of the associations participating in the project, with links to the project's website.

- 3) Straightforward, 'start-up' leaflets explaining project aims in English and in all partner languages, which can be attached to news- mails and uploaded to websites.
- 4) Promotion of the project website which presents in-depth information about the progress and outcome of the project and possibility to download the main documents.
- 5) Presentations at relevant meetings, seminars, conferences in the partnership and in other organisational or personal network meetings.
- 6) Ongoing use of special social media sites by the partners with link to the project website and possible downloads.
- 7) Publish articles and interviews in own journals and other magazines and media.
- 8) Wide virtual distribution of the four main project outputs, namely the Baseline Survey, the Benchmark Tool, the Practice Methods and the Manual via own channels and not least via EPALE. The electronic Reports will also be distributed to the public library systems of the participating countries, at least in Denmark. We may find extra funding or other financial means to print the reports in a minor edition (50 - 100 items per report) for distribution to main stakeholders and the library systems.
- 9) Main valorisation in relation to the concluding multiplier events, both before, during and as follow-up.
- 10) Focused exploitation initiatives, with personal meetings with main decision-makers, researchers and other multipliers during and especially at the final stage of the project.
- 11) Presentation of the project outputs in scientific and/or network conferences on national, but especially European level. As the project partners are active in different networks like amateo, ENO, ICCPR, etc.

PROGRESS DURING 1ST PROJECT PHASE: FOUNDING

During the first project phase that is focussed on the kick-off of the meeting, we define the foundations for dissemination, i.e. the visual design and logo, lists of national and transnational target groups, develop social media sites, prepare leaflets, distribute the first news-mails and press releases, and have some general presentations at meetings in own organisations and other events.

We will establish an own project website; the process of designing and publishing the website is led by P3, VAN. This is strongly related to the online Benchmark Tool which will have an own structure which can be easily migrated to another web domain (from a partner organisation) if necessary, so that the Tool can be provided to users unlimited. The website which was established in the former BRIDGING project will also be used for further dissemination and will be linked to the new project. So, BOOST can profit from stakeholders and networks already knowing and using the website.

PROGRESS DURING 2ND PHASE: DEVELOP

During the second project phase that is focussed on the development of the Benchmark Tool, the dissemination activities will also focus on the outputs during this phase. Firstly, the dissemination of the Baseline Survey and secondly, the progress in terms of the Benchmark Tool. These outputs will be communicated by elaborating the e-mail lists, updating the Website, distributing 2nd news-mails, use to a high degree social media, continued to inform about the project progress at own and other meetings and contexts, and publish articles in own and other media.

PROGRESS DURING 3RD PHASE: TEST

During this phase, that is generally focussed on the testing of the Benchmark Tool and development of Practice Methods, we distribute 3rd news-mails, update the Website, use the social media, continued to inform about the project progress at own and other events, and publish new articles in own and other media. Here we announce the test of the Benchmark Tool and the development of the Practice Methods and we disseminate key results from the events.

PROGRESS DURING FINAL 4TH PHASE: VALORISE

During this phase we distribute the 4th news-mails, use social media, update the Communication Portal, continued to inform about the project results at own and other events, and publish final articles in own and other media. Here we also promote the public Erasmus+ multiplier events and disseminate all results of the project as well as the impact evaluations, and we have personal meetings with decision-makers and other multipliers.

Who will be responsible for the dissemination activities

within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your dissemination plans?

COLLABORATION

VAN (IE) is lead partner for the dissemination, and will cooperate with JSKD (SI) who is responsible in terms of the external web design and programming of the online Benchmark Tool. All partners complete valorisation activities in their own countries, but also on a European level, and contribute to the common dissemination of project outputs and results.

EXPERTISE

P1: KSD (DK) is the umbrella organisation for the local voluntary cultural councils that have been established in most Danish municipalities, and represents approximately 528,000 individuals, which is a fairly significant part of the Danish cultural life. A major activity for KSD is to provide information to its local member associations and to conduct national dissemination campaigns.

P2: Interfolk (DK) has wide experience with European projects, including tasks as lead partner for trans-European dissemination, and Interfolk has a strong Nordic- Baltic and European network in the area of liberal adult education and voluntary culture activities. Interfolk is also member of The European Network for Transfer and Exploitation of EU Project Results (E.N.T.E.R.).

P3: VAN (IE) is the development agency for arts participation in the UK and the Republic of Ireland. A major task for VAN is to provide information and coordinate information campaigns to its network of more than 300 national and regional umbrella bodies, and through them, their member groups of local voluntary arts practitioners.

P4: FAIE (PL) cooperates with several Third Age Universities and Craftsmen Associations in the Southern region of Poland. FAIE has participated in several European projects and runs the EURODESK Regional Information Point, and has a wide European network to third sector associations.

P5: EDUCULT (AT) has carried out a multitude of national and international cultural policy research projects in the area of arts, cultural education, and social inclusion. EC supports cooperation and knowledge exchange between education, arts, culture and scientific institutions on the individual, institutional and political level, and promote awareness-raising for the importance of cultural education and participation through public discussion and dissemination activities. Its active memberships in

European (e.g. www.eno-net.eu) and international (e.g. www.gakkai.ne.jp/ICCPR2020) science networks will contribute to the dissemination in the scientific world.

P6: JSKD (SI) is the public national organization in the field of amateur culture in Slovenia. JSKD is organised as a network with headquarter in Ljubljana and 59 regional branches in all major towns of Slovenia, which again are connected to the 10 regional units that coordinate and implement regional programs. Information and dissemination campaigns are an integrated activity and JSKD is also responsible for international cooperation and participation in the field.

Furthermore, KSD, VAN and JSKD are active founding members and Interfolk active member of AMATEO, the European Network for Active Participation in Cultural Activities (www.amateo.org) that represents 32 national and regional umbrellas and associations from 12 EU member states and 2 programme countries as well as strong networks to other main players within the international and European cultural sector, such as IATA (= the world body of amateur theatre with members in eighty countries on five continents, the Audiences Europe Network (AEN), The European Choral Association (ECA), The European Network of Cultural Centres (ENCC), and not least Culture Action Europe (CAE).

RESOURCES

We have in our signed “Application Agreement” agreed that the unit support to is the same for all partners, 250 euro per month per partner, and for a 28 months project thereby 7.000 euro. It shall cover also dissemination costs; and the programme guide mentions that the partnership from the start must agree on how they will use and distribute this management.

Open access requirement

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/tangible deliverables, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

The intellectual outputs produced during the project, such as the Baseline Survey, the Benchmark Tool, the Practice Methods and the Manual are all published online as open sources.

Most of the other deliverables, such as Minutes from partner meetings, dissemination products as leaf-lets, news-mails, articles and presentations, evaluation reports, programme of transnational training event and multiplier events including presentations, etc. - are also provided in the form of e-documents.

All the e-publications and most of the e-documents will be distributed during our dissemination activities, and they will be available at the Website for free downloads and to a high degree also at our project site at EPALÉ, the open membership community provided by the EU Commission.

Thereby, we ensure free access for the public to all the e-publications (intellectual outputs) as well as most e-documents (other deliverables), produced during the project.

The copyright to these publications belongs to the project consortium, but they may be used and quoted with source reference.

Results are available

How will you ensure that the project's results will remain available and will be used by others?

The project consortium will keep the Benchmark Tool and the project website including all the uploaded documents and files at least five years after the conclusion of the project. The costs of keeping the domain name and web hotel in this period are shared by the project consortium.

Hereby all the information and intellectual outputs and other deliverables will be available for the public at least five years after the conclusion of the project. The project partners will also keep their links to the project portal at their own websites in this period. Some partners already ensured to keep them even longer without any foreseeable end date (e.g. EDUCULT).

Furthermore, we expect to use the EU Project Portal and EPALE - as mentioned below in section H.3: Sustainability - to disseminate follow-up activities, including at least:

- Announcements of any follow-up events connected to the project on the project website, at EPALE, at own websites and social media, and by news-mails and other dissemination activities.
- Dissemination of continued activities and the results in the field to which the project outputs contribute to; by the project partners and by other organisations.

If relevant, please provide any other information you consider appropriate to give a full understanding of your dissemination plan and its expected impact (e.g. how you have identified which results are most relevant to disseminate; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

4.4 Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

Embedding, mainstreaming and multiplication

The impact of this project will be sustained beyond its lifetime by varied valorisation activities, where embedding, mainstreaming and multiplication will be in front.

1. Embedding: The project partners will anchor and embed the use of the Benchmark Tool and the Practice Methods in their organisations' daily practice to increase their level of social inclusion in the different defined categories.
2. Multiplication: Other organisations involved in different activities of the project as well as organisations of the consortium's networks are engaged to make also use of the applicable tools developed in the project. Some organisations from the wider European sector of amateur arts and voluntary culture will due to our dissemination and use of our international networks learn about the possibilities of the new methodology, and start to make use of it.
3. Mainstreaming: Follow-up initiatives to the other involved stakeholders (indirect target groups) with interest in the embedding and multiplication, may promote continued interest and support after the funding period, primarily in the countries of the project partners. If the embedding, multiplication and mainstreaming in the participating countries are successful, the chances for mainstreaming in the wider European community will improve.

Core activities

Core activities after the end of the project to secure sustainability will be:

1. Ongoing support and consultancy by the partner organisations for other regional, national or European stakeholders in the use of the tools (anchoring).
2. Ongoing pilot work by the partner organisations in other areas in their country using the developed tools (embedding).
3. Provision by the project partners of new training events with focus on different aspects of the new tools and their practical application (multiplication).
4. Ongoing dissemination of the continued activities and usage of the tools in other areas and by other organisations, using our means of dissemination to the wider European community.
5. Further development work with the tools by the project consortium as a whole or by some of the project partners in future projects.

Need for extra resources

These core activities will in general not need extra resources to be sustained:

- The first and second activity can be anchored as part of the ordinary work in the organisations.
- The third activity will be funded by the Erasmus+ programme mobility grants and/or national funds.
- The fourth activity can be seen as a minor investment to gain extra promotion of own organisations.
- The fifth activity will imply new national or multilateral funding; and if the project outcome will have the quality we expect, it should also be realistic to find new funding possibilities for future projects.

5. Specific work programme

Outline of work programmes

Outline of work programme, v1, application

BOOST work programme			Period: Sept 2020 – Dec 2022 (28 months)		
WP no	Act. no	Work Package titles	Version-1 application	Type support *)	Lead partners
FIRST PHASE: KICK-OFF					
WP 01	M1	Start-up management	Sept 2020	M- support	P1, IF
WP 02	P1	First partner meeting in Copenhagen	Oct 2020	P-support	P1, KSD
SECOND PHASE: BASELINE & BENCHMARK TOOL					
WP 03	O1	Baseline survey on good practice of benchmarking and recommendations on social inclusion	Oct 2020 -Mar 2021	O-support	P2, IF
WP 04	O2	Development, test and publication of Benchmark Tool for social inclusion (5 languages edition)	Feb 2021 – Mar 2022	O-support X- support	P5, EC
WP 05	C1	Transnational training on Benchmark Tool in Vienna, AT	Mar 2021	C-support	P5, EC
WP 06	P2	Second partner meeting in Vienna	Mar 2021	P-support	P5, EC
THIRD PHASE: PRACTICE METHODS					
WP 07	O3	Development, test and publication of Practice Methods (5 languages edition)	May 2021 – Apr 2022	O -support X- support	P3, FAIE
WP 08a	P3	Two trilateral partner meetings	June 2021	P-support	P3, VCC P4, FAIE
WP 08b	P4	Return two trilateral partner meetings	Oct 2021	P-support	P1, KSD P6, JSKD
WP 09	C2-C5	Five national Pilot test of Practice Methods	Sept – Nov 2019	C-support	P1, IF
WP 10	O4	Impact assessment and Manual for the use of BT and PM (5 languages edition)	Nov 2021 – July 2022	O-support	P2, IF
WP 11	P5	Third meeting in Bielsko-Biała, PL	May 2022	P-support	P4, FAIE
FOURTH PHASE: DISSEMINATION & EXPLOITATION					
WP 12	E1	European Symposium in Kraków, PL	May 2022	E-support	P4, FAIE
WP 13	O5	Symposium Compendium	April – Sept 2022	O-support	P3, VCC
WP 14	P6	Fourth meeting in Dublin, IE	Sept 2022	P-support	P3, VCC
WP 15	E2-E5	Five national conferences	Sept – Nov 2022	E-support	P1, IF
WP 16	O6	Final project report	Aug – Dec 2022	O-support	P1, KSD
WHOLE PERIOD: TRANSVERSAL WORK					
WP 17	M2	Trans dissemination incl. website	Sept 2020 - Dec 2022	M-support	P2, VCC
WP 18	M3	Trans evaluation	Sept 2020 - Dec 2022	M-support	P4, KK
WP 19	M4	Project Management	Sept 2020 - Dec 2022	M-support	P1, KSD / P2, IF

Outline of work programme, v1, detailed

BOOST work programme			Period: Sept 2020 – Dec 2022 (28 months)		
WP no	Act. no	Work Package titles	Version-1 application	Type support *)	Lead partners
FIRST PHASE: KICK-OFF					
WP 01	M1	Start-up management	Sept 2020	M- support	P1, IF
WP 02	P1	First partner meeting in Copenhagen	Oct 2020	P-support	P1, KSD
SECOND PHASE: BASELINE & BENCHMARK TOOL					
WP 03	O1	Baseline survey on good practice of benchmarking and recommendations on social inclusion	Oct 2020 -Mar 2021	O-support	P2, IF & P5, EC
WP 04a	O2a	Develop and design Benchmark Tool:	Feb – June 2021	O-support X- support	P5, EC
WP 04b	O2b	Test and adapt online Benchmark Tool:	July – Nov 2021		P2, IF
WP 04c	O2c	Publish Benchmark Tool (multilingual):	Dec 2021 – Mar 2022		P6, JSKD
WP 05	C1	Transnational training on Benchmark Tool in Vienna, AT	Mar 2021	C-support	P5, EC
WP 06	P2	Second partner meeting in Vienna	Mar 2021	P-support	P5, EC
THIRD PHASE: PRACTICE METHODS					
WP 07a	O3a	Development of Practice Methods:	May - Oct 2021	O -support X- support	P3, VCC
WP 07b	O3b	Test Practice Methods	Nov - Dec 2021		P4, FAIE
WP 07c	O3c	Publish Practice Methods (multilingual):	Jan - Apr 2022		P1, KSD
WP 08a	P3	Two trilateral partner meetings	June 2021	P-support	P3, VCC P4, FAIE
WP 08b	P4	Return two trilateral partner meetings	Oct 2021	P-support	P1, KSD P6, JSKD
WP 09	C2-C5	Four national pilot test of Practice Methods (DK, IE, PL, SI)	Nov – Dec 2021	C-support	P1, IF
WP 10a	O4a	Impact assessment for Manual:	Nov 2021 - Jan 2022	O-support	P5, EC
WP 10b	O4b	Manual for BT and PM (multilingual):	Feb - July 2022	O-support	P2, IF
WP 11	P5	Third meeting in Bielsko-Biała, PL	May 2022	P-support	P4, FAIE
FOURTH PHASE: DISSEMINATION & EXPLOITATION					
WP 12	E1	European Symposium in Kraków, PL	May 2022	E-support X-support	P4, FAIE
WP 13	O5	Symposium Compendium	April – Sept 2022	O-support	P3, VCC
WP 14	P6	Fourth meeting in Dublin, IE	Sept 2022	P-support	P3, VCC
WP 15	E2-E5	Five national conferences	Sept – Nov 2022	X-support	P1, IF
WP 16	O6	Final project report	Aug – Dec 2022	O-support	P1, KSD
WHOLE PERIOD: TRANSVERSAL WORK					
WP 17	M2	Trans dissemination incl. website	Sept 2020 - Dec 2022	M-support	P2, VCC
WP 18	M3	Trans evaluation	Sept 2020 - Dec 2022	M-support	P4, KK
WP 19	M4	Project Management	Sept 2020 - Dec 2022	M-support	P1, KSD / P2, IF

*) M-support (management & implementation); P-support (partner meeting); O-support (Intellectual Output); C-support (Transnational training); E- support (Multiplier events); X-support (exceptional costs).

5.1 Activities supported by management unit

Please provide detailed information about the project activities that you will carry out with the support of the grant requested under the item 'Project Management and Implementation'

During the application phase all partners signed an application agreement which among other issues stated that the unit support of 250 euro per month per partner for “project management and implementation” should not be seen as a sort of administrative overhead for each partner organisation, but as a support to the whole project consortium to fulfil the transverse tasks of implementing the project.

Therefore, this unit support must be budgeted as a shared grant to cover primarily the estimated salary of workdays by all partners for tasks beside the intellectual outputs, such as dissemination, evaluation and management and to cover secondarily other costs occurring during the project.

Only when these shared costs have been covered, the partners can get the remaining part of the unit support to cover a possible overhead.

Activities that are secured through the shared unit support are:

- Project design and application work for EC and IF
- Costs for external designing and programming of the online Benchmark Tool
- Costs for the web domain/host
- Fees for external speakers/experts at the European Symposium
- Dissemination activities
- Evaluation activities

5.2 Transnational Project Meetings

Transnational project meetings: how often do you plan to meet, who will participate in those meetings, where will they take place and what will be the goal?

Partner consortium meetings

Four 3 days/2 nights partner meetings are planned, where 2 project members from each country, in total 10 persons per meeting, are participating. The overall aim of the partner meetings is to connect the four main project phases, by summarizing the state of the project and leading the way forward for the project and the partners.

The first meeting functions as kick-off meeting and connects the planning phase during the application phase with the first working phase. The second and third partner meeting connect the second and third project phases, and the final fourth partner meeting functions to connect sustainable activities after the end of the project.

Trilateral partner meetings

Apart from the four partner meetings there will be four trilateral partner meetings that aim mainly at planning and developing the Practice Methods. In this sense, they fulfil another purpose than the partner consortium meetings.

One learning outcome of the last common project (BRIDGING) was that the partners could learn better from each other and develop innovative approaches easier when working together in a smaller team in a physical environment.

Another advantage of this procedure is that working in smaller groups allows a more efficient process while at the same time meeting more regularly. It is believed that this way of collaboration implies a much higher impact on the partner organisations as well as the quality of the planned outputs. The working teams consist each of three partners. They take place in two rounds while the first round is planned in one partner's country while the second round is planned in another country than the first one.

KICK-OFF: FIRST PARTNER MEETING IN COPENHAGEN, DK, OCTOBER 2020 (MONTH 2)

The key activities are:

- discuss and clarify the essentials of the project concept, work plan and budget frame
- outline the methodology and schedule of the Baseline Survey
- outline the tasks for the development of the Benchmark Tool and the implementation of the Transnational Training
- decide the transverse evaluation – methodology and schedule
- decide the transverse dissemination – strategy and schedule
- decide the transverse project management – communication, rules of procedure, financial guidelines and partner agreement

SECOND PARTNER MEETING IN VIENNA, AT, MARCH 2021 (MONTH 7)

The key activities are:

- evaluate the Baseline Survey
- report on the Transnational Training (which happened the days before the meeting)
- report on the progress in terms of developing the Benchmark Tool
- outline and schedule the next tasks for the further development, testing and publishing of the Benchmark Tool
- outline and schedule the tasks of the development, testing and publishing of the Practice Methods, including the trilateral partner meetings
- outline the tasks in terms of Impact Assessment and development of the Online Manual
- outline the tasks in terms of the European Symposium
- assess the current dissemination and to possibly adjust the dissemination strategy
- assess the current project management and to possibly refine the procedures

FIRST ROUND OF TRILATERAL PARTNER MEETINGS

IN DUBLIN, IE, AND BIELSKO-BIAŁA, PL, JUNE 2021 (MONTH 10)

The key activities are:

- work together on the development of the Practice Methods
- plan the involvement of other stakeholders
- plan the Impact Assessment

SECOND ROUND OF TRILATERAL PARTNER MEETINGS

IN COPENHAGEN, DK, AND LJUBLJANA, SI, OCTOBER 2021 (MONTH 14)

The key activities are:

- continue the common work on the development of the Practice Methods
- plan the pilot test
- plan the publishing

THIRD PARTNER MEETING IN BIELSKO-BIAŁA, PL, MAY 2022 (MONTH 21)

The key activities are:

- report on the trilateral meetings
- evaluate the development, testing and publishing of the Practice Methods
- report on the progress in term of developing the Benchmark Tool
- report on the Impact Assessment and the consequences for the Manual
- plan the publishing of the Manual
- evaluate the European Symposium
- outline the tasks for the Symposium Compendium
- outline the tasks for the national conferences
- assess the current dissemination and to possibly adjust the dissemination strategy
- assess the current project management and to possibly refine the procedures

FOURTH PARTNER MEETING IN DUBLIN, IE, SEPTEMBER 2022 (MONTH 25)

The key activities are:

- evaluate the Benchmark Tool
- evaluate the Symposium Compendium
- evaluate the National Conferences
- outline and schedule the provision of the Final Report
- evaluate the completed dissemination and schedule a sustainable dissemination
- evaluate the completed evaluation and schedule the final evaluation reporting
- evaluate the completed project management and schedule the final project management
- complete an overall evaluation of the project
- discuss possible follow-up activities after the end of the project, e.g. future training events on using the Benchmark Tool and the Practice Methods

5.3 Intellectual Outputs

Do you plan to include Intellectual Outputs in your project? Yes

Intellectual outputs - lead partners

O1	Baseline Survey on benchmarking and recommendations on social inclusion:	P2, IF
O2-a	Development and design of Benchmark Tool:	P5, EC
O2-b	Test and adaptation of Benchmark Tool:	P4, IF
O2-c	Publication of online Benchmark Tool (multilingual):	P6, JSKD
O3-a	Development of Practice Methods:	P3, VAN
O3-b	Test of Practice Methods (incl. planning and monitoring):	P4, FAIE
O3-c	Publication of Practice Methods (multilingual):	P1, KSD
O4-a	Impact Assessment and recommendations for Manual:	P5, EC
O4-b	Manual for the use of BT and PM (multilingual):	P2, IF
O5	Symposium Compendium:	P3, VAN
O6	Final project report	P1, KSD

O1: Baseline Survey (English edition)

Output Type and period:

Studies / analysis – Research study / report
1st Oct 2020 - 31st Mar 2021

Output Description

(including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

NEEDS & AIM

The first step in the project and in the development of the Benchmark Tool will be a Baseline Survey on good practice of benchmarking and recommendations on social inclusion. The Baseline Survey will be led by the need in the project cycle to identify pre-conditions, success factors and main barriers of social inclusion in amateur arts and voluntary culture activities in order to define categories and levels that need to be considered in a benchmarking system.

This implies a definition of amateur arts and voluntary culture activities as well as a definition of social inclusion, since these two aspects are at the heart of the project. As experienced in the previous projects the project partners have worked on, the sector is very broad, different in every country depending also on traditions and the system of funding.

Departing from the insights of Matarasso (2019), Bishop (2012) and others, the partners will agree on a broad definition that will enable to grasp the various systems in the participating project countries and traditions in Europe. At the same time the definition of social inclusion needs to be concrete enough in order to be able to define a benchmarking system that can help lifelong learning providers in the self-reflection on their work. The project generally departs from the recommended definition of social inclusion by the European Social Fund (ESF):

“Social inclusion is a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live. It ensures that they have greater participation in decision making which affects their lives and access to their fundamental rights.”

TARGET GROUPS

In order to make this definition of social inclusion applicable and operational for a Benchmark Tool, it however has to be developed further. Specifically, questions such as: who are lifelong learning providers, and who can be potential target groups in order to allow a categorization of people who should be able to use the Benchmark tool is crucial.

ELEMENTS OF INNOVATION AND EXPECTED IMPACT

The Baseline Survey is innovative since it connects an assessment of the state of the art of social inclusion projects and processes in the sector with research on concrete success factors and challenges of social inclusion processes with stakeholders from the sector. The expected impact of the Baseline Survey is not only to sensitize the stakeholders that will be included in the research on the topic and on the project but also to support the sector in a long-term perspective by providing a state-of-the-art survey on social inclusion in the field of amateur arts and voluntary culture.

TRANSFERABILITY POTENTIAL

As described above, the Baseline Survey will attempt to grasp the broadness and varieties of the sector in Europe and aims at broad definitions of the activity in the sector and social inclusion that should also enable to transfer the insights from the researched countries, the other countries and sectors. Furthermore, the publication and dissemination of the Baseline Survey will increase its potential for transferability.

TIME SCHEDULE

The design, completion and reporting of the data collection (interviews and focus groups) as well as the editing, layout, and virtual publishing of the Baseline Survey report will take place from Oct 2020 – Mar 2021 (months 2 - 7).

- In Oct 2020 (M2): outline of the methodology during the partner meeting and planning of further steps; draft of interview and focus groups guidelines;
- Nov 2020 – Jan 2021 (M3-5): implementation of interviews and focus group
- Feb 2020 (M6): each partner drafts a 4-6 pages summary of interview and focus group result according to research questions, translation of the summary to English
- Mar 2021 (M7): Baseline Survey report summarizing and editing the results of the survey

TASKS & METHODOLOGY

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

The following research questions will lead the work on the survey:

- What are pre-conditions for amateur arts and voluntary culture activities to promote social inclusion?
- What are the main success factors for promoting social inclusion through amateur arts and voluntary culture?
- What are main barriers for social inclusion in amateur arts and voluntary culture?

The research work will be divided in following steps:

- Firstly, the project partners will agree on main sources, areas and trends in practice and literature on amateur arts, participatory arts, voluntary culture, etc. That happens in the first partner meeting and via skype later on (the lead partner will make an agenda proposal that will lead the discussion).
- Secondly, after a common understanding is reached on what needs to be researched exactly, all project partners will start collecting data. The data collection will be led by research guidelines that will be drafted by the lead partner and the scientific senior partner, and that will reflect on the conclusions reached during the meeting.
- Methodologically data collection will include literature review, but will focus on at least 30 expert interviews (6 per country) and 5 focus groups (1 per country) with selected and experienced learning providers in the field of amateur arts and voluntary culture on their perspectives concerning the research questions.
- Each partner will make summaries of the data collection, with 4-6 pages summarising the interviews and focus group. The feeds are presented first in own language by each organisation for own use, and then translated to English for common use.

- After that the collected data will be summarized along the research question in one edited document, providing recommendations on how what pre-conditions, success factors and challenges need to be considered to be a socially inclusive organisation/learning provider and when implementing socially inclusive activities.

Outline of report

- Foreword on background and aims for the series of local field surveys (1-2 page)
- Introduction of used methodology and variations of local approaches (3-4 pages)
- Presentations of the five field surveys (5 x 5 pages, 25 pages)
- Outline essential conclusions (10 pages)
- Concluding perspectives on common needs and challenges and recommendations for the essentials of the subsequent benchmarking system IO2 (4-6 pages).

The text of the multilateral report will be approx. 40 standard pages long excluding photos from exemplary activities in the partner associations or their network.

Division of work

- IF (P2) is the lead partner for this intellectual output with the senior scientific partner EC (P5) functioning as supporting partner.

IF (P2) and EC (P5) will work together closely, with 22 cat 2-days and 8 cat 3-days respectively 16 cat 2-days and 6 cat 3-days at their disposal, for designing the research methodology, coordinating the series of data collection events in all the countries and the summaries of the data collection, editing the conclusion of the English Survey report. Besides, they are completing the national data collection survey in Denmark and Austria.

- VAN (P3), FAIE (P4) and JSKD (P6) complete the national data collection surveys in Ireland, Poland and Slovenia – each with 10 cat-2 days for research tasks and 4 cat-3 days for supporting tasks.

- KSD (DK) is supporting partner for the data collection in Denmark, mainly done by IF (P2), with 4 cat 2-days and 2 cat 3-days.

Media Publications

Text

Leading Organisation

Interfolk, Institut for Civilsamfund (E10101417, DK)

Participating Organisations

EDUCULT - DENKEN UND HANDELN IN KULTUR UND BILDUNG (E10133310, AT)

JAVNI SKLAD RS ZA KULTURNE DEJAVNOSTI (E10189853, SI)

VOLUNTARY CREATIVITY COMPANY LIMITED BY GUARANTEE (E10243896,IE)

FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH (E10102918,PL)

Kulturelle Samråd i Danmark (E10017575, DK)

Languages

English

O2: Development and Design of Benchmark Tool (5 languages edition)

Output Type and period:

Services / structures – Other

1st Feb 2021 - 31st Mar 2022

Output Description

(including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

NEEDS & AIM

With the general conclusion on the research questions the Baseline Survey will provide common grounds for identifying categories for the Benchmark Tool, the next intellectual output of the project. Inside the categories' questions will be formulated that will make a self-assessment in terms of social inclusion possible.

Since there are little examples on the concrete areas and questions that need to be considered when attempting to foster social inclusion through activities in the field of amateur arts and voluntary culture, a need for such self-assessment possibilities can be recognized. The Benchmark Tool therefore aims at providing such a concrete tool for self-assessment.

TARGET GROUPS

The main target groups of the project will be directly involved in the development of this output: Learning providers in the field of amateur arts and voluntary culture as well as experts on social inclusion will be involved in the development and testing of the Benchmark Tool as participants in the transnational training on the Benchmark Tool (C1), as partners in the development of Practice Methods since this process also includes reflection on the Benchmark Tool. Furthermore, members of the four national umbrella organisations will also be invited to give feedback on the Benchmark Tool in this process. In total, at least 50 organisations will be involved in the test process.

The Benchmark Tool will be published online and be accessible by all interested grassroots organisations. It shall be developed in a way that also organisations from other fields than arts and culture are able to make use of it. It is published in the partner organisations' languages: Danish, English, German, Polish, and Slovenian.

One result of this working phase will also be written feedback from the grassroots organisations, on why they believe it is important to tackle the issue of social inclusion, why the issue is relevant as well as challenging for the sector of amateur arts and voluntary culture and how a Benchmark Tool could help the sector. This feedback will later also be used for recommendations of the Manual (O4).

ELEMENTS OF INNOVATION AND IMPACT

The impact of the development and design of the Benchmark Tool primarily lies in the sensibilization of the target groups on the issues and the promotion of social inclusion in the sector by providing a concrete tool for learning providers to self-reflect their work in terms of social inclusion and highlight the areas in which main challenges exist.

The elements of innovation thereby lie in the applicable possibility for learning providers to systematically reflect on the various aspects of social inclusion in their work.

TRANSFERABILITY POTENTIAL:

The nature and general aim of the Benchmark Tool is to make it accessible and applicable to the wider sector of amateur arts and voluntary culture and maybe even to other sectors of civil society organisation. The publication and dissemination of the Benchmark Tool will furthermore increase its potential for transferability.

TIME SCHEDULE

The work on the Benchmark Tool, including development, design, testing and programming, is one of the central working phases of the project. In terms of working packages it is divided into the following sub-phases.

- O2-a: Develop and design Benchmark Tool: Feb – June 2021 (M6-M10); lead partner: P5, EC
- O2-b: Test and adapt Benchmark Tool: July – Nov 2021 (M11-M15); lead partner: P2, IF
- O2-c: Programme and publish Benchmark Tool: Dec 2021 – Mar 2022 (M16-M19); lead p.: P6, JSKD

TASKS & METHODOLOGY

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

- Departing from the conclusions on the general questions, the partners will go back to the data and categorize it inductively and deductively. Categories will be as general as the following: form of activity, implementing organisation/person, target group, focus of activity, challenges of activity, access to activity, (intended) outcomes of activity, etc. In a next step, each of the categories identified will be divided into concrete questions, that will help the learning providers to reflect themselves if and how they are currently ensuring inclusive access to the activity, inclusive content of the activity, inclusive outcomes of the activity, etc.

- Specifically, answering of the questions inside the categories will differentiate between low, intermediate and good prospects for promoting social inclusion.

These categories and examples of other benchmarking systems will be discussed during the first transnational training on the Benchmark Tool (taking place in Vienna in March 2021 M7). It (C1) will be a possibility to train the partner organisations in benchmarking in the civil society sector and reflect with experts on the tool and adapt it.

- The conclusions of the training will be translated in the further design and development of the tool, with a first draft tool being ready in June 2021 (M10).
- The tool will then be developed, tested and adapted parallel to the process of developing Practice Methods for participatory activities. By these means, at least 50 grassroots organisations will apply the Benchmark Tool to their work, test it and give feedback to the project partners in terms of the usage of the tool.
- In addition, the grassroots organisations will also give feedback on why they believe it is important to tackle the issue of social inclusion, why the issue is relevant as well as challenging for the sector of amateur arts and voluntary culture and how a Benchmark Tool could help the sector. This feedback will be collected in form of open questionnaires in which the involved organisation can give written feedback.
- Furthermore, the testing will identify specific issue/area of social inclusion in the field of work of the involved organisation for which they will support the project team in developing the Practice Methods. The test itself is a way of disseminating the project idea.

DIVISION OF WORK

- P5, EC is the lead partner of the first working phase leading to this intellectual output (O2-a) - with 24 cat 2-days and 8 cat 3-days for scientifically leading the process of data analysis and defining categories for the Benchmark Tool and translating them into a design of a Benchmark Tool.

Furthermore, P5, EC is responsible for the organisation, coordination and implementation of the transnational training (C1) during this working phase.

All other partners will support P5, EC with 12 cat 2-days in the categorization of the data, the discussion of possible forms of benchmarking and the design of the tool during this phase.

- P2, Interfolk leads the second part of the intellectual output (O2-b) - with 16 cat 2-days and 6 cat 3-days for planning and organising the test of the Benchmark Tool among the consortium, but also external learning providers.

Also, the adaptation of the tool will be implemented by P2, Interfolk - with support by all other partners with 9 cat 2-days and 5 cat 3-days.

The other partners also have to organise the national tests in their countries.

- P6, JSKD leads the third part of the intellectual output (O2-c) - with 16 cat 2-days and 16 cat 3-days. The main task is to manage the programming and the needs for publishing the before-hand designed Benchmark Tool.

P5, EC will support JSKD in this task with 10 cat 2-days and 11 cat 3-days.

All other partners will support P6, JSKD with 3 cat 2-days and 11 cat 3-days which includes feedback tasks on the online tool as well as translations of the tool into national languages.

As the Danish translation is done by P2, Interfolk, P1, KSD has 3 cat 2-days for the feedback like the other partners, but only 1 cat 3-day for text correction.

P3, VAN gets 3 cat 2-days for the feedback like the other partners and 4 cat 3-days for English proof reading.

Media

Database

Interactive Resource

Website

Leading Organisation

EDUCULT - DENKEN UND HANDELN IN KULTUR UND BILDUNG (E10133310, AT)

Participating Organisations

Interfolk, Institut for Civilsamfund (E10101417, DK)

JAVNI SKLAD RS ZA KULTURNE DEJAVNOSTI (E10189853, SI)

VOLUNTARY CREATIVITY COMPANY LIMITED BY GUARANTEE (E10243896, IE)

FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH (E10102918, PL)

Kulturelle Samråd i Danmark (E10017575, DK)

Languages

Danish English German Polish Slovenian

O3: Practice Methods (5 languages edition)

Output Type and period:

Methodologies / guidelines – Methodological framework for implementation
1st May 2021 – 30th April 2022

Output Description

(including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

NEEDS & AIM

The Development of Practice Methods departs from the first testing of the Benchmark Tool. Learning providers that will help to test and develop the Benchmark Tool will be involved in reflecting on it in detail by applying it in an own project. That means that learning providers that implement amateur arts and voluntary culture activities will plan and adapt their next or a new activity according to the categories and questions in the Benchmark Tool.

By these means the self-reflection process that is initiated with the Benchmark Tool is translated into concrete options and methods that can be applied after an organisation has assessed his/her work in terms of social inclusion. By these means this intellectual output answers to a potential need of civil society organisations to have concrete practice examples on how to promote social inclusion in their work. Although a range of good practice examples in terms of social inclusion through activities in amateur arts and voluntary culture exist, they do not correspond to concrete categories and challenges that can be identifies beforehand.

The aim is to thereby provide four practice method examples that are developed in cooperation with learning providers and document them in detail in order make them available for the wider sector and in connection with the Benchmark Tool.

TARGET GROUPS

The development of the Practice Methods will have in cooperation of the project organisations and learning providers. There will be two team. Each team will consist of two practice partners (DK & IE, PL & SI) and one consulting partner (DK, AT) as well as one identified learning provider per country from the practice partners. The learning providers will be identified already during the preceding working packages according to their interest to participate and their need to be supported as organisation in its development in social inclusion.

The main target group are again learning providers in the field who will be directly involved in the development of the intellectual output.

ELEMENTS OF INNOVATION AND IMPACT:

The Practice Methods will provide concrete, applicable methods and possibilities for learning providers in the sector on how to adapt developed and documented.

TRANSFERABILITY POTENTIAL:

Due to the fact that the Practice Methods are based on a systematic self-assessment tool, their potential of applicability and transferability is increased. The publication and dissemination of the Practice Methods will furthermore increase their potential for transferability.

TIME SCHEDULE

The work on the Practice Methods is divided into three main phases, the development of the Practice Methods, the test of the Practice Methods and the multilingual Publication of the Practice Methods according to this time schedule:

- O3-a: Development of Practice Methods: May - Oct 2021 (M9 – M14) lead partner: P3, VAN
- O3-b: Test of Practice Methods (incl. planning and monitoring) Nov - Dec 2021 (M15 – M16) lead partner P4, FAIE
- O3-c: Publication of Practice Methods Jan - Apr 2022 (M17-M20) lead partner P1, KSD

The process of development and method of implementation and assessment of the Practice Methods will be sketched along the imaginative example of a learning provider from Slovenia who offers open dance classes.

DESCRIPTION & METHODOLOGY (part 1-2)

The development of the 4 Practice Methods will happen in two teams. Each team consists of two practice partners (team A: P1 & P3; team B: P4 & P6) and one consulting partner (team A: P2; team B: P5) and is in charge of developing 2 Practice Methods. Following working activities are foreseen:

1. IDENTIFY: Each practice partner will identify a learning partner in his/her country.
2. ASSESSMENT: A learning provider for participatory/open dance classes in Slovenia, will – together with the three project partners – go through all the categories of the Benchmark Tool and develop possibilities on how to improve the activity or implement a new one in terms of social inclusion. For instance, the self-assessment according to the Benchmark Tool will show that access to the activities of the open dance class providers does not foster social inclusion. That means that in the benchmarking category of “access to the activity” there will be a need identified to try to open the dance classes better to marginalised groups.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

DESCRIPTION & METHODOLOGY (part 3-6)

3. DEFINING AREA(S) OF IMPROVEMENT AT FIRST TRILATERAL MEETING: A learning provider will define one or more issues of what is challenging in his/hers activity in terms of social inclusion in order to develop and document, together with the project partners and one other learning provider, one or more methods on strategies/practices that can improve the activity accordingly. This definition will take place during the first trilateral meeting.

That means that all partners will meet at the first trilateral meeting in order to exchange on the areas and concrete course of development of the Practice Methods and in order that all are able to discuss together questions on where the challenges of activities are in terms of social inclusion, which areas need specific attention in order to improve the activities accordingly and what ideas for Practice Methods are implemented. First recommendations on methods of how to improve the activity concretely in this area will also be decided upon during this first meeting.

4. DEVELOP PRACTICE METHODS FOR NEW OR ADOPTED ACTIVITY: Between the first and the second trilateral meeting each practice partner will work on the Practice Method a new, unusual and innovative strategies/methods for improving access of marginalized groups to the activity or adapt current activities in the identified category of “access”. The development will focus on innovative forms of

access to the activity. A first report on the Practice Methods will be distributed by each to all other partners and learning providers as a basis for discussion at the second trilateral meeting.

5. IMPLEMENTATION: At the second trilateral meeting the partners and lifelong learning providers will reflect on the developed Practice Methods in order to prepare the implementation phase. By these means the practice method can still be adapted according to potential or necessary adaptation identified in the discussion at the second trilateral meeting.

After the second trilateral meeting each learning provider, with the help of the respective project partner in its country, will test the Practice Method developed. That means that during this time, the activity that is at the centre of attention will be implemented in order to see how the developed Practice Methods were able to improve the activity in terms of social inclusion.

Costs for the pilot tests (other than salaries) such as rent of venue and ICT, course materials, meals, possible travel costs will to some degree be covered by the support from exceptional costs with 100 euro per participant, but an own financing is expected.

6. PUBLICATION: The implementation of the Practice Methods will be documented and published with audio-visual means. During the implementation of the Practice Methods the project partner in the country will make sure that the implementation is recorded in order to publish later a video (with English subtitles) with an accompanying text (multilingual) on the project website including short interviews with the learning provider and participants on the idea of the activity and the experience in implementing it.

DIVISION OF WORK

The work phases are divided among three lead partners

- VAN (P3) is leading the development of the Practice Methods with 24 cat 2-days, including the organisation and implementation of the first trilateral meeting and the coordination of work between the first and the second trilateral meeting. Practice Partners who develop a Practice Method together with a learning provider in its respective country (apart from VAN, also KSD, JSKD and FAIE will do so), have 16 cat 2-days. Consulting partners (EC, IF) have 8 cat 2-days to support the others in the development.
- FAIE (P4) leads the testing of the Practice Methods with 24 cat 2-days for the organisation and coordination of the second trilateral meeting, the implementation of an own Practice Method and the coordination and support of all other partners in the implementation of their Practice Method. Furthermore, VAN, JSKD, KSD have 12 cat 2-days as practice partners, IF and EC have 2 cat 2-days as supporting partners.
- KSD (P1) leads the publication of the Practice Methods during this phase (with 20 cat 2-days), including the preparation of the documentation and recording of the Practice Methods in the course of the second trilateral meeting, the implementation of documentation and recording when the Practice Methods take place and most importantly, the publication of the recorded material in an edited form (with subtitles in case of a video and multilingual text accompanying the presentation) on the project website. The practice partners will have 6 cat 2-days available, whereas the consulting partners will also be able to support the process with 4 cat 2-days.

Media

Video

Leading Organisation

FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH (E10102918, PL)

Participating Organisations

Kulturelle Samråd i Danmark (E10017575, DK)

VOLUNTARY CREATIVITY COMPANY LIMITED BY GUARANTEE (E10243896, IE)

JAVNI SKLAD RS ZA KULTURNE DEJAVNOSTI (E10189853, SI)

Interfolk, Institut for Civilsamfund (E10101417, DK)

EDUCULT - DENKEN UND HANDELN IN KULTUR UND BILDUNG (E10133310, AT)

Languages

Danish, English, Polish, Slovenian, German.

O4: Manual for the Benchmark Tool and Practice Methods (5 languages edition)

Output Type and period:

Learning / teaching / training material – Manual / handbook / guidance material
1st Nov 2021 – 31st July 2022

Output Description

(incl: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

NEEDS & AIM

In order to make the Benchmark Tool as well as the Practice Methods available to the wider public there is a need to provide a manual on how to use those instruments. The Manual for the use of the Benchmark Tool and the Practice Methods will be developed based on the tests of the Benchmark Tool and the impact assessment of the Practice Method.

The impact of the Practice Methods will be assessed during their implementation. The assessment aims at measuring the possibility and challenges of the Practice Methods in terms of their intended impact, in order to provide a differentiated and objective presentation of a possible application of the Benchmark Tool and Practice Methods. That means that the output of the impact assessment are concrete recommendations on their application in the Manual.

By these means the Manual aims at:

- Firstly, providing an overview on how the categories and questions of the Benchmark Tool need to be understood and applied in order to get a helpful self-assessment out of using it.
- Secondly, the Manual describes the challenges and possibilities in changing ones activities according to the categories in the Benchmark Tool and along the examples of the developed Practice Methods. The Practice Methods will be presented in the Manual in a way that shows the innovative aspects and possibilities of these Practice Method while, at the same time, providing concrete recommendations on their implementation deriving from the recommendations of the impact assessment.

The Manual will be published and designed in a way that it is applicable and concrete, with documentation of the development of the practice methods and the recommendations coming out of it, following this structure:

1. Introduction to the usage of the Benchmark Tool (3 pages)
2. Presentation of Benchmark Tool (10 pages)
3. Presentation of the 4 Practice Methods, including documentation of the development of the Practice Methods (idea of the Practice Method – intended outcome, implementing partners and organisation, overview on stages of implementation, outcome, pictures) (16 pages)
4. Summary of the impact assessment (3 pages)
5. Altogether, the Manual will approximately have a length of 36 pages.

TARGET GROUPS

The Manual for the use of the Benchmark Tool and the Practice Methods will be developed based on the tests by the learning providers and the impact assessment that will be carried out during the development of the Practice Method. By these means the manual is based on the common reflection between the consortium partners, the learning providers and the analytical reflection in terms of the assessment as the main target groups of the project in general.

TRANSFERABILITY POTENTIAL AND IMPACT

The expected impact of the Manual for the use of the Benchmark Tool and Practice Methods is that it will widen the target groups and make the Benchmark Tool as well as the Practice Methods more understandable and applicable in the wider sector of amateur arts and voluntary culture.

TIME SCHEDULE

- The impact assessment will be implemented from **Nov 2021 until Jan 2022, lead by P5, EC.** The preparation and data collection of the impact assessment will take place during Nov and Dec 2021 when also the Practice Methods are implemented. The collected data will be summarized, translated and analysed during Dec 2021 and Jan 2022, the recommendations for the Manual will be formulated until the end of Jan 2022 (M17).
Recommendations from the testing of the Benchmark Tool will be drafted by December 2021 (M16)
- Based on this, the work on the Manual will concretely start in February 2022 with merging all recommendations in one document as well as all other sources in one draft document.
- First circulation and feedback on the document will also take place medio April 2022.
- In the end of April/beginning of May 2022, the document will be adapted according to the feedback of the partners and the translation into all national languages can start.
- Due to previous experience of the project partner, enough time for translation work need to be planned. Therefore, final versions of the Manual in all versions should be finalised by the end of June 2022.
- The design and publishing of the document will take place in May 2022 (English version) and in July 2022 (4 other languages).

TASKS & METHODOLOGY OF IMPACT ASSESSMENT

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

1. An impact assessment plan will ensure the evaluation of the effects of the Practice Methods and allows the adaption of the Practice Methods. The impact assessment plan foresees that intended impacts of the Practice Methods are defined when developing them (already during the first trilateral meeting).
2. In case of the fictional Slovenian learning provider, intended impacts on the basis of the assessment according to the Benchmark Tool would be defined such as: Improve the access of persons with disabilities to the activity and the interaction between people with and without disabilities.
3. In order to test how such an intended impact will be reached through the new Practice Method, a questionnaire will be handed out to the persons that took part in the activity in order to identify what worked and what did not work.
4. The data collected in the national languages will be translated and summarized by the national project partners and handed over to the lead partner for analysis. On this basis the lead partner will formulate recommendation from the impact assessment for the Manual.
5. Generally, the recommendations on the Practice Methods need to make clear that the Practice Methods are intended to show possibilities on how to improve its own work in terms of social inclusion and should provide a source of inspiration to other learning providers.
6. The recommendation on the Practice Methods will be summarized on 3 pages in order to include them into the Manual.

TASKS & METHODOLOGY OF MANUAL

The methodology for the development of the Manual is divided in following steps:

1. The first phase will take place already during the development and the design of the Benchmark Tool that includes the testing of the Benchmark Tool by at least 50 grassroots organisations who will furthermore provide feedback to the project partners on the tool. This feedback will be collected by P5 already during this phase in order to use it later for the development of the Manual.
2. The second phase will start with the implementation of the impact assessment on the Practice Methods and subsequent recommendation on the usage of the Practice Methods for the Manual. This working package is lead by P5.
3. By these means, management continuity is ensured with the working packages on the substantive sources for the Manual – the feedback from the testing and the recommendation from the impact assessment of the Practice Methods – being led by the same partner. Based on this sources, P5 (the research partner in the consortium) will provide a first draft structure of the Manual.
4. This draft will be circulated among all partners in order to provide concrete input and feedback on the chapters of the Manual; the inputs and comments will be discussed during a skype meeting after all the feedback from the partners have been collected.
5. After that, the Manual will be adopted again by P2 and with the support of P5 and send in another feedback round to the other partners.
6. With the implementation of the comments from the second feedback round by P2, the final version of the Manual will be established and circulated among the other partners for translation. Each partner is responsible for the translation of the Manual to its respective country language. By these means the Manual will be available to the public in English in May 2020 (M21) and in four other languages in Jul 2022 (M23).

DIVISION OF WORK

The impact assessment is led by a research-based partner P5, EC with 10 cat 2-days who will coordinate all the scientific work surrounding the assessment, including: the drafting of the questionnaire; supporting the other project partners in the usage of the questionnaire; the coordination of the data collection from all Practice Methods; the coordination of the summaries and translations of the results of the impact assessments (with 3 cat 2-days and 3 cat-3 days per partner to implement these steps) and the analysis and formulation of recommendations.

The working phase for the Manual will be lead by P2, IF who will have 18 cat 2-days and 6 cat 3-days available for the coordination and merging of all sources for the Manual, the drafting of the document, the coordination in terms of the translation of the document and the final editing, publication and dissemination of the publication. All other partners will support IF during this phase with 7 cat 2-days available to work on the feedback on the draft Manual, for the translation (or language correction/editing) of the final version of the Manual as well as its publication and dissemination.

Media Publications

Text

Leading Organisation

Interfolk, Institut for Civilsamfund (E10101417, DK)

EDUCULT - DENKEN UND HANDELN IN KULTUR UND BILDUNG (E10133310, AT)

Participating Organisations

Kulturelle Samråd i Danmark (E10017575, DK)

VOLUNTARY CREATIVITY COMPANY LIMITED BY GUARANTEE (E10243896, IE)

FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH (E10102918, PL)

JAVNI SKLAD RS ZA KULTURNE DEJAVNOSTI (E10189853, SI)

Languages

Danish, English, German, Polish, Slovenian

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O5: Symposium Compendium (English Edition)

Output Type and period:

Open / online / digital education – Other
1st April 2022 – 30th Sept 2022

Output Description

(incl: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

NEEDS & AIM

The partner consortium will carry out a common European Symposium in Krakow where external organisations and experts are invited to discuss the Benchmark Tool and the Practice Methods with the partner consortium in discussions and workshops. This intellectual output corresponds to the need in the project to disseminate the project results but also to reflect on their relevance for the sector and to embed their added value in the daily practice.

TARGET GROUPS

The main target group of the Symposium Compendium, apart from target groups that have been involved directly in the development of the preceding intellectual outputs, are external learning providers and academic experts and practitioners. Apart from that, the Symposium Compendium offers the outcomes of the event to a broader European audience in form of an online conference documentation including:

- essays and summaries from project partners and experts on the main issues of the discussions;
- video-documentation of the conference;
- list of participants (organisations).

ELEMENTS OF INNOVATION AND IMPACT:

The Compendium will illustrate and summarize the various perspectives on the topic. Thereby, it takes an important role in a potential change of perspective and sensibilization of the participants and wider public in terms of the relevance of activities in the area of amateur arts and voluntary culture, since it interconnects various perspectives on the topic and makes them accessible to a wider public.

TRANSFERABILITY

The main aim of this publication is the wider dissemination and transferability of the project results to other context through the presentation of the Symposiums discussions.

TIME SCHEDULE

The project partners will have time to prepare the compendium, document the symposium as well as edit and publish the online conference documentation between April and September 2022. This includes the preparation of the documentation before the Symposium, that will take place in May 2022 in Krakow.

- Apr 2022: Preparation of documentation and planning of topics for essays
- May 2022: Documentation of Symposium and exchange with external experts on essays
- Jun-Jul 2022: Drafting and revising of essays, editing the video recordings
- Aug 2022: Editing the documents and publication of the Compendium
- Sep 2022: Dissemination of output (also connected to the multiplier events in the countries)

TASKS & METHODOLOGY

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

1. The project team will define the main themes of the Compendium according to the planning of the European Symposium (E1).
2. During the conference, photos and recordings are made in order to ensure sufficient material for the online documentation. After the conference the project partners will have time to draft and revise essays and summaries on the main issues of the conference discussions as well as implement the video documentation at the project website.
3. After the Symposium, the partners will draft and revise the essays and summaries on the defined topics of the Symposium to include the main discussions and the important outcomes. Besides, the invited external experts are invited to participate in the Compendium by contributing with own articles. At least 6 essays (one per partner) will be produced (each 8-10 p.)
4. The essays and the audio-visual recordings will be edited for publication.
5. Finally, the Compendium will be provided at the project website incl. the essays, summaries and video recordings for a wider public and further dissemination (e.g. the national conferences).

DIVISION OF WORK

This working phase will be led by P3, VAN with 16 cat 2-days and 8 cat 3-days to coordinate the preparation of the Symposium contents and the documentation as well as the establishment of the online compendium afterwards.

P4, FAIE is supporting partner with 14 cat 2-days and 5 cat 3-days to coordinate the preparation of the Symposium in close cooperation with the documentation plans.

The other project partners will support the lead partner in all these phases, but especially in establishing the summaries and essays of the main points of discussions after the conference took place (10 cat 2-days and 1 cat 3-day).

Media

Publication

Video

Broadcast

Leading Organisation

VOLUNTARY CREATIVITY COMPANY LIMITED BY GUARANTEE (E10243896,IE)

FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH (E10102918, PL)

Participating Organisations

Kulturelle Samråd i Danmark (E10017575, DK)

Interfolk, Institut for Civilsamfund E10101417, DK)

EDUCULT - DENKEN UND HANDELN IN KULTUR UNDBILDUNG (E10133310, AT)

JAVNI SKLAD RS ZA KULTURNE DEJAVNOSTI(E10189853, SI)

Languages

English

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O6: Final Project Report (English edition)

NB: Not approved

The Danish Agency did not approve the final report as an intellectual output with salary support, but assessed it could be done by using parts of the management support.

It means that we must make the report, but in a more simple and easier manner than planned in the application text, you can read below.

Output Type and period:

Other

1st Aug 2022 – 31st Dec 2022

Output Description

(incl: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

NEEDS & AIM

The aim is at the end of the project to prepare a Project Summary Report that will be used for a large-scale dissemination and to strengthen the sustainability of the project and to reinforce the replicative potential of the project.

It corresponds to the need to provide an overview of the project and project results in one document in order to make it more accessible and at the same time can provide concrete information and guidance to various target groups.

The main target group is the wider public including external learning providers, academic experts and practitioners in the field.

RELATIONS

The Project Summary Report will be the core product aimed at validating the project to the key stakeholders. It will be used for the final dissemination and it will be available at the project Website.

It can also be a key annex for the final reporting to the National Erasmus Office. The essentials of the Report can also be used for articles in own magazines and online articles at own websites.

TIME SCHEDULE

The design, compilation, editing, layout and virtual publishing of the Project Summary Report, English edition will take place from Aug - Dec 2022 (months 24 - 28).

METHODOLOGY

The Project Summary Report will comprise a concise overview of the development history of the project, the key target groups, the main aims and objectives and the methodology employed to achieve the project outputs, and a critical discussion and evaluation of the project.

It will also direct readers to the projects' website, the Baseline Survey, the Benchmark Tool, the audio-visual presentation of the Practice Methods, the Manual on the Benchmark Tool and Practice Methods as well as the Symposium Compendia.

The overview of the development history of the project will summarise chain of outputs:

- O1 Baseline Survey on benchmarking and recommendations on social inclusion
- O2-a Development and design of Benchmark Tool
- O2-b Test and adaptation of Benchmark Tool
- O2-c Publication of online Benchmark Tool (multilingual)
- O3-a Development of Practice Methods
- O3-b Test of Practice Methods (incl. planning and monitoring)
- O3-c Publication of Practice Methods (multilingual)
- O4-a Impact Assessment and recommendations for Manual
- O4-b Manual for the use of BT and PM (multilingual)
- O5 Symposium Compendium

The Project Summary Report is preliminary planned with the following disposition:

1. Foreword on background and objectives of the Report (1-2 page)
2. Introduction of the need and objectives, results and perspective of the project (4 pages)
3. Overview of development history of intellectual outputs and multiplier events (10 pages)
4. Summary of the transversal evaluations (5 pages)
5. Summary of the critical discussion and evaluation of the project by the project team and key stakeholders (6-8 pages)
6. Concluding perspectives on the project issue and recommendations for strengthening the sustainability of the project outcome after the end of the project (4-6 pages)

The text of the Report will only be in English and approx. 40 standard pages plus illustrations will include exemplary photos. The layout must use the adopted visual identity of the project, including the Erasmus+ logo. The colophon will also acknowledge the European Union's support. The Report will be published as PDF publication for wide dissemination.

Possible paper publications of the Reports imply extra funding from other national funders.

DIVISION OF WORK

- KSD (DK) is lead partner – with 8 cat 2-days for coordinating the reporting from the partners and compiling, editing and layout the English Report and 2 supporting cat-3 days for translations.
- IF (DK) is supporting led partner – with 5 cat-2 days for compiling and editing text, and 2 supporting cat-3 days for translations.
- The other partners get 3 cat-2 days for taking part in the critical discussion and provide evaluation reports and other texts as agreed with the editor.

KEY ACTIVITIES

1. Sept 2022: The lead partner and editor, KSD outlines the refined disposition of the Report, including the specific provision of text by each partner.
2. Medio Sept 2022: The disposition and distribution of tasks are discussed and decided at the concluding fourth partner meeting, October 2022 in Dublin. comments from the partnership.
3. Oct 2022: EDUCULT presents the summary of the transversal evaluation for comments from the partnership.

4. Medio Nov 2022: The lead partner, KSD coordinates the critical discussion and gets reviews from all partners.
5. Primo Dec 2022: The lead partner, KSD, and supporting partner, Interfolk, present the draft of the Project Summary Report and get final comments from partners.
6. Medio Dec 2022: The editor, KSD publishes the Final Project Report, English ed. as a PDF publication; all partners disseminate the Project Summary Report to their main target groups.

Media

Publications

Text

Leading Organisation

Kulturelle Samråd i Danmark (E10017575, DK)

Participating Organisations

Interfolk, Institut for Civilsamfund (E10101417, DK) EDUCULT - DENKEN UND
HANDELN IN KULTUR UND BILDUNG (E10133310, AT) VOLUNTARY
CREATIVITY COMPANY LIMITED BY GUARANTEE (E10243896, IE) FUNDACJA
ALTERNATYWNYCH INICJATYW EDUKACYJNYCH (E10102918, PL) JAVNI
SKLAD RS ZA KULTURNE DEJAVNOSTI (E10189853, SI)

Languages

English

5.4 Multiplier Events

Summary of Multiplier Events

- E1: European Symposium in Poland
- E2: National conference in Denmark
- E3: National Conference in Ireland
- E4: National Conference in Austria
- E5: National Conference in Slovenia
- E6: National Conference in Poland

E1 - European Symposium in Poland

In Poland in May 2022

AIM & SCOPE

The partner consortium will carry out a common European Symposium in Krakow where external organisations and experts are invited to discuss the Benchmark Tool and the Practice Methods with the partner consortium in discussions and workshops. This allows not only to disseminate the project results but also to reflect their relevance for the sector and to embed their added value in the daily practice.

The Symposium Compendium offers the outcomes of the event to a broader European audience in a “creative” manner using livestreaming and audio/audio-visual formats. An audio/audio-visual documentation is specifically produced to ensure the sustainability of the Symposium. Furthermore, short articles and essays are produced which tackle the Symposium's discussion outcomes. The focus lies on the exchange between different European stakeholders on the discussed concepts and the different perspectives.

SCHEDULE

The implementation of the European Symposium will take place in May 2022 (month 21) with preparation before and evaluation after. The 1-day national Symposium will take place in Krakow.

KEY FEATURES

- European exchange on the challenges and possibilities of the sector of amateur arts and voluntary culture in fostering social inclusion with key note speakers from the Poland and from other project partner countries.
- Plenary session and working groups on concrete fields of social inclusion relevant for the sector.
- An open space for learning providers in the sector.
- The plenum debates and working groups as well as the open space will be video-streamed and recorded and later uploaded to the project's website together with articles, power points and other presentation materials from the conference. The live-stream generates a much wider multiplication effect as a single physical multiplier event would have. Intensified communication steps from all partners will ensure the online participation.

EDUCULT as lead partner for the project evaluation designs an online questionnaire, which will be handed out to the attendee's fill-in after the end of the symposium. EDUCULT will summarise the

questionnaire results and collates other feeds like oral evaluation rounds to secure the needed evaluative feedback to the project consortium.

TARGET GROUPS & PARTICIPANTS

a) **The direct target groups**, i.e. European learning providers in the European sector of amateur arts and voluntary culture.

b) **The indirect target groups**, especially European policy-makers in the field of culture, decision-makers as representatives from the public culture institutions and cultural/leisure time departments in the municipalities; representatives from other civil society associations in the areas of social, humanitarian, and welfare activities; research institutions of culture and education related to the inter-disciplinary subjects of cultural learning and civic and democratic participation; and to other appropriate multipliers.

BUDGET

We apply for support to 6 national participants and 22 foreign participants.

The foreign participants shall come from all participant countries. Besides, the project team will take part covering the travel and accommodation costs by the support for the transnational partner meeting.

In total around 40 people will be able to attend the European Symposium.

Intellectual Outputs Covered

- Baseline Survey (English edition)
- Development and Design of Benchmark Tool (5 languages edition)
- Practice Methods (5 languages edition)
- Manual for the use of the Benchmark Tool and Practice Methods (5 languages edition)

Leading Organisation

FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH (E10102918, PL)

Participating Organisations

Kulturelle Samråd i Danmark (E10017575, DK)

Interfolk, Institut for Civilsamfund (E10101417, DK)

VOLUNTARY CREATIVITY COMPANY LIMITED BY GUARANTEE (E10243896, IE)

EDUCULT - DENKEN UND HANDELN IN KULTUR UND BILDUNG (E10133310, AT)

JAVNI SKLAD RS ZA KULTURNE DEJAVNOSTI (E10189853, SI)

E2 - National conference in Denmark

In Denmark in the period: Sept 2022 – Nov 2022

SCHEDULE

The preparation, promotion, completion and evaluation of the conference will take place in Sept – Nov 2022 (month 25 - 27). The 1-day national conference will take place in Oct or Nov 2022 in Copenhagen at the conference hall of Vartov.

AIM & LEADS

The aim is to disseminate the key outcome of the project to the main Danish target groups in a sustainable manner. KSD and IF will together organise the event.

KEY FEATURES

- The project's methodologies and main results will be presented by the project team.
- Guest speakers will be invited to deliver talks on core issues and reviews of the project.
- A plenary session with round table debate as well as a session with parallel workshops on main issues will also be part of the programme.
- The lectures, plenum debates and selected workshops will be documented and later uploaded to the project's website together with power-points and other presentation materials from the conference.

EDUCULT as lead partner for the project evaluation designs an online questionnaire, which the partners translate to their national language and ask the attendees to fill-in after the end of the conference. KSD and IF will summarise the result of the Danish questionnaire and collates other feeds to secure the needed evaluative feedback to the project consortium.

TARGET GROUPS & PARTICIPANTS

The dissemination in Denmark of the public conference will reach-out to:

a) The direct target groups, i.e. learning providers (teachers, instructors, consultants, managers, board members and other paid and voluntary staff) from the associations in the Danish cross-cultural sector of amateur arts, voluntary culture and heritage.

b) The indirect target groups, especially the national policy-makers in the field of culture, local decision-makers as representatives from the public culture institutions and cultural/leisure time departments in the municipalities; representatives from other civil society associations in the areas of social, humanitarian, and welfare activities; research institutions of culture and education related to the interdisciplinary subjects of cultural learning and civic and democratic participation; and to other appropriate multipliers.

Expected number of participants: 50 - 75.

BUDGET

We only apply for support to 50 national participants due to the limit of 30.000 euro to multiplier events per project. If the local participants pay their own travel costs, the 100 euro can to a high degree cover the meals, rent of venue, conference materials and extra programme costs for a 1-day conference.

Intellectual Outputs Covered

- Baseline Survey (English edition)
- Practice Methods (5 languages edition)
- Development and Design of Benchmark Tool (5 languages edition)
- Manual for the use of the Benchmark Tool and Practice Methods (5 languages edition)
- Symposium Compendium (English Edition)
- Final Project Report (English edition)

Leading Organisation

Kulturelle Samråd i Danmark (E10017575, DK)

Participating Organisations

Interfolk, Institut for Civilsamfund (E10101417, DK)

Grant

Kulturelle Samråd i Danmark

50 local participants of 100 EUR, in all 5.000 EUR

E3 - National Conference in Ireland

In Ireland in the period: Sept 2022 – Nov 2022

SCHEDULE

The preparation, promotion, completion and evaluation of the conference will take place in Sept – Nov 2022 (month 25 - 27). The 1-day national conference will take place in Oct or Nov 2022 in VCC premises in Dublin.

AIM & LEADS

The aim is to disseminate the key outcome of the project to the main Danish target groups in a sustainable manner. VCC will together organise the event.

KEY FEATURES

- The project's methodologies and main results will be presented by the project team.
- Guest speakers will be invited to deliver talks on core issues and reviews of the project.
- A plenary session with round table debate as well as a session with parallel workshops on main issues will also be part of the programme.
- The lectures, plenum debates and selected workshops will be documented and later uploaded to the project's website together with power-points and other presentation materials from the conference.

EDUCULT as lead partner for the project evaluation designs an online questionnaire, which the partners translate to their national language and ask the attendees to fill-in after the end of the conference. KSD and IF will summarise the result of the Danish questionnaire and collates other feeds to secure the needed evaluative feedback to the project consortium.

TARGET GROUPS & PARTICIPANTS

The dissemination in Denmark of the public conference will reach-out to:

- a) The direct target groups, i.e. learning providers (teachers, instructors, consultants, managers, board members and other paid and voluntary staff) from the associations in the Irish cross-cultural sector of amateur arts, voluntary culture and heritage.
- b) The indirect target groups, especially the national policy-makers in the field of culture, local decision-makers as representatives from the public culture institutions and cultural/leisure time departments in the municipalities; representatives from other civil society associations in the areas of social, humanitarian, and welfare activities; research institutions of culture and education related to the interdisciplinary subjects of cultural learning and civic and democratic participation; and to other appropriate multipliers.

Expected number of participants: 50 - 75.

BUDGET

We only apply for support to 50 national participants due to the limit of 30.000 euro to multiplier events per project. If the local participants pay their own travel costs, the 100 euro can to a high degree cover the meals, rent of venue, conference materials and extra programme costs for a 1-day conference.

Intellectual Outputs Covered

- Baseline Survey (English edition)
- Practice Methods (5 languages edition)
- Development and Design of Benchmark Tool (5 languages edition)
- Manual for the use of the Benchmark Tool and Practice Methods (5 languages edition)
- Symposium Compendium (English Edition)
- Final Project Report (English edition)

Leading Organisation

VOLUNTARY CREATIVITY COMPANY LIMITED BY GUARANTEE (E10243896, IE)

Grant

50 local participants of 100 EUR, in all 5.000 EUR

E4 - National Conference in Austria

In Austria in the period: Sept 2022 – Nov 2022

SCHEDULE

The preparation, promotion, completion and evaluation of the conference will take place in Sept – Nov 2022 (month 25 - 27). The 1-day national conference will take place in Oct or Nov 2022 in in EDUCULT premises in Vienna.

AIM & LEADS

The aim is to disseminate the key outcome of the project to the main Danish target groups in a sustainable manner. VCC will together organise the event.

KEY FEATURES

- The project's methodologies and main results will be presented by the project team.
- Guest speakers will be invited to deliver talks on core issues and reviews of the project.
- A plenary session with round table debate as well as a session with parallel workshops on main issues will also be part of the programme.
- The lectures, plenum debates and selected workshops will be documented and later uploaded to the project's website together with power-points and other presentation materials from the conference.

EDUCULT as lead partner for the project evaluation designs an online questionnaire, which the partners translate to their national language and ask the attendees to fill-in after the end of the conference. KSD and IF will summarise the result of the Danish questionnaire and collates other feeds to secure the needed evaluative feedback to the project consortium.

TARGET GROUPS & PARTICIPANTS

The dissemination in Denmark of the public conference will reach-out to:

a) The direct target groups, i.e. learning providers (teachers, instructors, consultants, managers, board members and other paid and voluntary staff) from the associations in the Austrian cross-cultural sector of amateur arts, voluntary culture and heritage.

b) The indirect target groups, especially the national policy-makers in the field of culture, local decision-makers as representatives from the public culture institutions and cultural/leisure time departments in the municipalities; representatives from other civil society associations in the areas of social, humanitarian, and welfare activities; research institutions of culture and education related to the interdisciplinary subjects of cultural learning and civic and democratic participation; and to other appropriate multipliers.

Expected number of participants: 50 - 75.

BUDGET

We only apply for support to 50 national participants due to the limit of 30.000 euro to multiplier events per project. If the local participants pay their own travel costs, the 100 euro can to a high degree cover the meals, rent of venue, conference materials and extra programme costs for a 1-day conference.

Intellectual Outputs Covered

- Baseline Survey (English edition)
- Practice Methods (5 languages edition)
- Development and Design of Benchmark Tool (5 languages edition)
- Manual for the use of the Benchmark Tool and Practice Methods (5 languages edition)
- Symposium Compendium (English Edition)
- Final Project Report (English edition)

Leading Organisation

EDUCULT - DENKEN UND HANDELN IN KULTUR UND BILDUNG (E10133310, AT)

Grant

50 local participants of 100 EUR, in all 5.000 EUR

E5 - National Conference in Slovenia

In Slovenia in the period: Sept 2022 – Nov 2022

SCHEDULE

The preparation, promotion, completion and evaluation of the conference will take place in Sept – Nov 2022 (month 25 - 27). The 1-day national conference will take place in Oct or Nov 2022 in JSKD premises in Ljubljana.

AIM & LEADS

The aim is to disseminate the key outcome of the project to the main Danish target groups in a sustainable manner. VCC will together organise the event.

KEY FEATURES

- The project's methodologies and main results will be presented by the project team.
- Guest speakers will be invited to deliver talks on core issues and reviews of the project.
- A plenary session with round table debate as well as a session with parallel workshops on main issues will also be part of the programme.
- The lectures, plenum debates and selected workshops will be documented and later uploaded to the project's website together with power-points and other presentation materials from the conference.

EDUCULT as lead partner for the project evaluation designs an online questionnaire, which the partners translate to their national language and ask the attendees to fill-in after the end of the conference. KSD and IF will summarise the result of the Danish questionnaire and collates other feeds to secure the needed evaluative feedback to the project consortium.

TARGET GROUPS & PARTICIPANTS

The dissemination in Denmark of the public conference will reach-out to:

- a) The direct target groups, i.e. learning providers (teachers, instructors, consultants, managers, board members and other paid and voluntary staff) from the associations in the Slovenian cross-cultural sector of amateur arts, voluntary culture and heritage.
- b) The indirect target groups, especially the national policy-makers in the field of culture, local decision-makers as representatives from the public culture institutions and cultural/leisure time departments in the municipalities; representatives from other civil society associations in the areas of social, humanitarian, and welfare activities; research institutions of culture and education related to the interdisciplinary subjects of cultural learning and civic and democratic participation; and to other appropriate multipliers.

Expected number of participants: 50 - 75.

BUDGET

We only apply for support to 50 national participants due to the limit of 30.000 euro to multiplier events per project. If the local participants pay their own travel costs, the 100 euro can to a high degree cover the meals, rent of venue, conference materials and extra programme costs for a 1-day conference.

Intellectual Outputs Covered

- Baseline Survey (English edition)
- Practice Methods (5 languages edition)
- Development and Design of Benchmark Tool (5 languages edition)
- Manual for the use of the Benchmark Tool and Practice Methods (5 languages edition)
- Symposium Compendium (English Edition)
- Final Project Report (English edition)

Leading Organisation

JAVNI SKLAD RS ZA KULTURNE DEJAVNOSTI (E10189853, SI)

Grant

50 local participants of 100 EUR, in all 5.000 EUR

E6 - National Conference in Poland

In Slovenia in the period: Sept 2022 – Nov 2022

SCHEDULE

The preparation, promotion, completion and evaluation of the conference will take place in Sept – Oct 2022. The 1-day national conference will take place in Oct – Nov 2022 in in Bielsko-Biala.

AIM & LEADS

The aim is to disseminate the key outcome of the project to the main Danish target groups in a sustainable manner. VCC will together organise the event.

KEY FEATURES

- The project's methodologies and main results will be presented by the project team.
- Guest speakers will be invited to deliver talks on core issues and reviews of the project.
- A plenary session with round table debate as well as a session with parallel workshops on main issues will also be part of the programme.
- The lectures, plenum debates and selected workshops will be documented and later uploaded to the project's website together with power-points and other presentation materials from the conference.

EDUCULT as lead partner for the project evaluation designs an online questionnaire, which the partners translate to their national language and ask the attendees to fill-in after the end of the conference. KSD and IF will summarise the result of the Danish questionnaire and collates other feeds to secure the needed evaluative feedback to the project consortium.

TARGET GROUPS & PARTICIPANTS

The dissemination in Denmark of the public conference will reach-out to:

a) The direct target groups, i.e. learning providers (teachers, instructors, consultants, managers, board members and other paid and voluntary staff) from the associations in the Polish cross-cultural sector of amateur arts, voluntary culture and heritage.

b) The indirect target groups, especially the national policy-makers in the field of culture, local decision-makers as representatives from the public culture institutions and cultural/leisure time departments in the municipalities; representatives from other civil society associations in the areas of social, humanitarian, and welfare activities; research institutions of culture and education related to the interdisciplinary subjects of cultural learning and civic and democratic participation; and to other appropriate multipliers.

Expected number of participants: 50 - 75.

BUDGET

We only apply for support to 50 national participants due to the limit of 30.000 euro to multiplier events per project. If the local participants pay their own travel costs, the 100 euro can to a high degree cover the meals, rent of venue, conference materials and extra programme costs for a 1-day conference.

Intellectual Outputs Covered

- Baseline Survey (English edition)
- Practice Methods (5 languages edition)
- Development and Design of Benchmark Tool (5 languages edition)
- Manual for the use of the Benchmark Tool and Practice Methods (5 languages edition)
- Symposium Compendium (English Edition)
- Final Project Report (English edition)

Leading Organisation

FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH (E10102918, PL)

Grant

50 local participants of 100 EUR, in all 5.000 EUR

5.5 Learning, Teaching, Training Activities

C1: Transnational Training on Benchmark Tool, March 2021 in Austria

Activity Type

Short-term joint staff training events for adult

Activity Description

(including profile of participants per organisation, goals and results of the activity)

GOALS

The transnational Training on the Benchmark Tool will take place in Vienna in March 2021 - M7, during the first trimester of developing the Benchmark Tool and parallel to the second partner meeting.

- The aim of the training will be to provide an exchange between the project partners and experts in the field of benchmarking social inclusion and amateur arts and voluntary culture practices.
- By these means the project partners will widen their perspective on what social inclusion encompasses and where the intersections with the sector of amateur arts and voluntary culture activities are.
- Furthermore, awareness on the possibilities, challenges and good practices of benchmarking systems will be raised among the project consortium.
- This will support the drafting of a holistic Benchmark tool during the development phase (Feb-Jun 2021) that takes into account various levels and categories of amateur arts and voluntary culture activities as well as levels and categories of social inclusion.
- At the same time the discussion of potential challenges of benchmarking systems will make sure that the Tool developed in the course of the project will be applicable and usable for learning providers in the sector.
- Finally, the training will make sure that a common understanding in the project consortium is reached on the possibilities and usage of a Benchmarking Tool in order to lay the grounds for further national trainings on the Benchmark Tool that will be implemented by the project partners. By these means the transnational training will have a train-the-trainer character, because four consortium partners are umbrella organisations in the sector who will receive a training on how to train their members regarding benchmarking.

PROFILE OF PARTICIPANTS

The composition of participants reflect on the exchange between theoretical methods in the field of social (inclusion) benchmarking and practical approaches in fostering social inclusion through amateur arts and voluntary culture as a goal of the training. The composition of the participants will generally encompass two types of participants, both of them expert groups:

- The first group are learning providers in the field of amateur arts and voluntary culture: Four organisations of the project consortium are umbrella organisations of learning providers in the sector. The representatives from these consortium partners will be persons who have extensive experience as learning providers themselves. These participants come specifically from following project partner organisations, with two to four persons per partner organisation taking part in the training: FAIE; JSKD; KSD; VAN; Furthermore, at least half of the transnational

training participants (10 persons), will also be learning providers in the field of amateur arts and voluntary culture.

- Experts on benchmarking and social inclusion: Two of the partner organisations have a strong profile and expertise in terms of benchmarking systems and social inclusion.

EDUCULT and Interfolk both works practically and theoretically reflected on spill-overs from the amateur arts and voluntary culture sector on social inclusion as well as on the usage of benchmarking tools in the sector. Furthermore, international experts from the field will be invited to join the training. These experts will provide an overview on the state of the art concerning benchmarking systems and social inclusion in terms of academic discourses as well as policies and programme experiences. These experts will be identified from networks of the partner organisations, such as the AMATEO or ENO network.

METHODOLOGY & RESULTS

- The discussions and exchange during the transnational training will be based on the Baseline Survey that includes common needs, challenges and recommendations for the essentials of the Benchmark Tool. Departing from these insights the transnational training will focus on good practices of benchmarking systems specifically focussing on the applicability of those systems.
- In preparation of the transnational training the project partners will therefore prepare a list of good practices of benchmarking systems. This list will be discussed, widened and analysed during the exchange with experts (who will also present at least one good practice of a benchmarking system).
- This will result in a detailed list of good practices that can be used for the development of the project's Benchmark Tool.
- Furthermore, the experts will train the project consortium partners on how to apply a benchmark tool and what is important when conducting trainings and test of the Benchmark tool themselves.
- This will result in a first list of concrete categories and relevant questions for each category for the Benchmark Tool, as well as a short training manual that will support the testing of the Benchmark Tool.

Leading Organisation

EDUCULT - DENKEN UND HANDELN IN KULTUR UND BILDUNG (E10133310, AT)

Participating Organisations

Kulturelle Samråd i Danmark (E10017575, DK)

Interfolk, Institut for Civilsamfund (E10101417, DK)

VOLUNTARY CREATIVITY COMPANY LIMITED BY GUARANTEE (E10243896, IE)

FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH (E10102918, PL)

JAVNI SKLAD RS ZA KULTURNE DEJAVNOSTI (E10189853, SI)

Duration (days)

3

Country of Venue

Austria

Starting Period

03-2021

Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

Sending org.	Distance band	Days	In all participants	
P1, KSD	500-1999 km	3	2	
P2, Interfolk	500-1999 km	3	2	
P3, VCC	500-1999 km	3	4	
P4, FAIE	100-499 km	3	4	
P5, Educult		3	4?	
P6, JSKD	500-1999 km	3	4	

Background Information

ADDED VALUE

What is the added value of these Learning, Teaching or Training activities (including long-term activities) with regards to the achievement of the project objectives?

The added value of the Transnational Training on the Benchmark Tool is that the research and development on the benchmarking that has been implemented until then in form of the Baseline Survey will be reflected with experts. Furthermore, the list of good practices of benchmarking systems that will specifically be drafted for the Transnational Training, will also be reflected and discussed with experts. This will assure an important feedback as well as new insights that can be directly incorporated in the development of the Benchmark Tool.

The main results of the training, a detailed list of good practices of benchmarking and a list of concrete categories for the Benchmark Tool considering strengths and weaknesses of different benchmarking approaches will present the short-term added value of the training. That will ensure the long-term added value, which is the preparation of the consortium partners to train learning providers on how to apply the Benchmark Tool and benchmarking for social inclusion in general.

SELECTION OF PARTICIPANTS

How will you select, prepare and support participants and ensure their safety? Please describe the practical arrangements including training, teaching or learning agreements, if applicable.

During the first partner meeting in October 2020 the partner consortium will share a list of proposal for participants and will agree on how to select and invite participants to the Transnational Training.

Each partner country is able to select four participants, two experts from the field of benchmarking social inclusion and two learning providers of the sector and with specific interest and knowledge in social inclusion. Apart from expertise in one of the two defined areas, criteria for the participation will include a reasonable level of English and specific knowledge of one of the national context.

PRACTICAL SUPPORT

The transnational pilot course will take place in Austria, and all partner countries are member of the EU, so the groups of participants don't need to apply for visa. The national project leaders will arrange the group travel, the host organisation, EDUCULT will organise the local transport and accommodation.

Regular safety measures will be implemented. Insurance will be covered by each partner organisation on its own.

The participants will be prepared by receiving a schedule of the training. Besides, literature on benchmarking and social inclusion will be recommended to read beforehand.

ARRANGEMENTS FOR RECOGNITION OR VALIDATION

Please also describe the arrangements for recognition or validation of the learning outcomes of the participants in Learning, Teaching or Training activities. Will your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates?

In general, we intend to embed validation procedures in the content of the course programme. Validation is a natural part of a holistic learning offer, where the acquired competences during the course should already be considered in the planning process. The assessment and evidencing should be included in the learning activity. Integrated validation contributes both to the recognition of the outcome for the participants and to the quality of the course.

However, on this application stage, the partnership hasn't clarified and decided which validation methods we will use. We will clarify this at the first partner meeting in October 2020 in Copenhagen.

The question of validation is currently worked on in another Erasmus+ Strategic Partnership in which three organisations of the here established partner consortium participate. The outcomes of this other project (AER-V) can possibly help in the validation procedure in BOOST. The aim is to include also the emotional/affective competence dimension in the validation process as this is an important issue in the field of social inclusion. Besides, the approach should consider non-formal and informal learning processes in the sector of amateur arts and voluntary culture and should be more sensitive to the outcome of short training events, compared to the ECVET and ECTS system that focuses on formal learning in higher education, and ECVET that focuses on vocational Education and Training.

Furthermore, we may ask the participants as part of their preparation to create a EUROPASS CV at the CEDEFOP portal, and then at the end of the course have a session, where the participants can get help to fill-in data about the course outcome in their EUROPASS CV.

C2-5: Four national pilot test of Practice Methods

The four 1-day pilot test courses take place in Nov – Dec 2021, in four partner countries: Denmark, Ireland, Slovenia and Poland (no pilot test in Austria). .

Expected 15 participant per pilot course.

The budgeted cost per course is 15 participant x 100 euro, like 1500 euro.

These costs are supported by exceptional costs. It means 75 pct of the total costs, like 1.125 euro are covered.

For more information see the descriptions below in section 5.6: Exceptional costs

5.6 Exceptional costs / Special Costs

In this section, you may request budget for types of expenses that are funded based on their actual cost. For more detailed information on what can be supported, please consult the Programme Guide or request advice from your National Agency

C2: National pilot test of Practice Methods in Copenhagen, Nov – Dec 2021

The test of the Practice Methods will happen in a course setting in four countries of the partnership. Here, other organisations than the consortium organisations have to be included to make the test valuable.

In each country, the leading partner will organise a national one-day-course as test format with 15 participants. To cover the travel and accommodation costs of the participants of these 4 national pilot tests, we calculate with expenses of 100 Euro per participant, so in total 1.500 Euro for the Danish pilot test.

Budget: 75 pct of the total cost up to 1500 euro can be covered, like 1.125 euro.

Leading organisation: P1, KSD - Kulturelle Samråd I Danmark

C3: National pilot test of Practice Methods in Ireland, Nov – Dec 2021

The test of the Practice Methods will happen in a course setting in four countries of the partnership. Here, other organisations than the consortium organisations have to be included to make the test valuable.

In each country, the leading partner will organise a national one-day-course as test format with 15 participants. To cover the travel and accommodation costs of the participants of these 4 national pilot tests, we calculate with expenses of 100 Euro per participant, so in total 1.500 Euro for the Irish pilot test.

Budget: 75 pct of the total cost up to 1500 euro can be covered, like 1.125 euro.

Leading organisation: P3, VCC - Voluntary Creativity Company

C4: National pilot test of Practice Methods in Slovenia, Nov – Dec 2021

The test of the Practice Methods will happen in a course setting in four countries of the partnership. Here, other organisations than the consortium organisations have to be included to make the test valuable.

In each country, the leading partner will organise a national one-day-course as test format with 15 participants. To cover the travel and accommodation costs of the participants of these 4 national pilot tests, we calculate with expenses of 100 Euro per participant, so in total 1.500 Euro for the Slovenian pilot test.

Budget: 75 pct of the total cost up to 1500 euro can be covered, like 1.125 euro.

Leading organisation: P6, JSKD - Javni Sklad rs za Kulturne Dejavnosti

C5: National pilot test of Practice Methods in Poland, Nov – Dec 2021

The test of the Practice Methods will happen in a course setting in four countries of the partnership. Here, other organisations than the consortium organisations have to be included to make the test valuable.

In each country, the leading partner will organise a national one-day-course as test format with 15 participants. To cover the travel and accommodation costs of the participants of these 4 national pilot tests, we calculate with expenses of 100 Euro per participant, so in total 1.500 Euro for the Polish pilot test.

Budget: 75 pct of the total cost up to 1500 euro can be covered, like 1.125 euro.

Leading organisation: P4, FAIE - Fundacja Alternatywnych Inicjatyw Edukacyjnych

Re WP 4 / O2: External web designing and programming of online Benchmark Tool

For the online designing and programming of the Benchmark Tool (O2), an external web developer has to be commissioned. Together with the Practice Methods, the Benchmark Tool is the main output of the project and at its heart. Therefore, the implementation is absolutely necessary, but the partner organisations do not have the needed online programming expertise in the own team.

Budget: The total costs are estimated to 4.000 Euro. The refunded part of 75 pct is 3.000 euro. The not funded 25% of 100 euro will be shared equally among the partnership.

Leading organisation: P6, JSKD will as lead partner for the publication of the Benchmark Tool also commissions the external professional.

Re WP 7 / O3: External technical implementation of audio-visual Practice Methods

The Practice Methods (O3) shall be provided in a creative manner to the users (learning providers/organisations). This audio-visual solution can be planned and designed by the partnership but needs a special technical expertise for implementation. Therefore, an external specialist for audio-visual production will be commissioned.

Budget: The total costs are estimated to 2.000 Euro, where 75 pct can be refunded, like 1500 euro. The not funded 25% will be shared equally among the partnership.

Leading organisation: P1, KSD as lead partner for the publication of the Practice Methods and therefore also commissions the external professional.

Re WP 12 / E1: Rental fee for a video camera for the live-streaming

The European Symposium (E1) will be live-streamed and therefore needs a high-quality video camera for the implementation. The 1-day rent for such a video camera is added here as an exceptional cost.

Budget: Expected total cost, like 400 euro. /5 pct can be refunded, like 300 euro. The not funded 25% will be shared equally among the partnership.

Leading partner: FAIE is organising the Symposium and also rents the technical equipment.

Re WP 12 / E1: Fees for international speakers at European Symposium (3 x 400 euro)

At the European Symposium (E1), three external European experts of the fields of social inclusion, benchmarking, and amateur arts shall be invited to hold keynotes and workshops and involved in the discussion on the projects outputs and results.

Budget: To cover their fees, we calculate 400 Euro per speaker, so in total 1.200 Euro.

75 pct can be refunded, like 900 euro.

The not funded 25% will be shared equally among the partnership.

Leading organisation: FAIE

FAIE that organises the Symposium (P4, FAIE) also invites the speakers.

6. Partner Organisations

P1, KSD (Applicant Organisation)

Data of organisation

PIC no: 942040042
 OID no: E10017575
 Legal name: Kulturelle Samråd i Danmark
 Acronym: KSD
 National ID: 25646401
 Address: Farvergade 27d, 3., DK-1463 Copenhagen K
 Country: Denmark
 Website: www.kulturellesamraad.dk
 Email: kulturellesamraad@kulturellesamraad.dk
 Telephone 1: (+45) 33 93 13 26

Legal representative and contact person

Legal representative:

Mrs Bente von Schindel, Secretary general
bs@kulturellesamraad.dk / (+45) 53 63 13 26

Contact person:

Mrs Bente von Schindel, Secretary general
bs@kulturellesamraad.dk / (+45) 53 63 13 26

Profile

Type of Organisation:	Publically funded cultural organizations
Is your organisation a public body?	Yes
Is your organisation a non-profit?	Yes

Present your Organisation

The name is "Kulturelle Samråd i Danmark" (KSD). The English name is "National Association of Cultural Councils in Denmark". KSD is a non-profit civil society cultural organisation with a public legal status, mainly funded by the Danish Ministry of Culture.

KSD is the national association for the local voluntary cultural councils that have been established in most of the Danish municipalities.

The local voluntary cultural councils are umbrellas for local volunteer associations within amateur arts, voluntary culture and heritage, and they help to ensure that citizens are involved and that the civil society is heard, when it comes to local voluntary culture. Moreover, the local voluntary cultural councils together with their members are organizers of arts and cultural events with professional artists within theatre, music, art exhibitions etc. and are volunteers within museums, cinemas, libraries, local archives, etc.

On average every local cultural council have 55 member associations, which again on average has 192 individual members. It means that the 50 cultural councils across the country represent a total of approximately 528,000 individuals, and it is said to be a fairly significant part of the Danish cultural life!

The aim for the national association is to improve the conditions for the voluntary cultural sector. KSD assists in establishing new local councils, perform advisory services to the local cultural councils, arrange courses, meetings and conferences, and manage different development and mapping projects in a Danish, Nordic and European context. In addition to that,

KSD handle the contact to the authorities and participate actively in the cultural debate, publish newsletters, a journal twice a year and books about the voluntary cultural sector.

KSD also cooperate on a national basis closely with the rest of the cultural voluntary associations and is represented in many boards, assemblies and committees. In The European Year of Volunteering 2011 KSD was represented in the official group which developed and coordinated the activities during the year.

KSD has lots of experience with project work in a national as well as international context: The main projects have been the following:

- 2003 - 2005: A development project about art as growth potential for society and especially for the individual. Supported by the Danish Ministry of Education. Main publication with contributions from Nordic and British researchers within the fields of art and culture was the book entitled: "Kunst af lyst", Kulturelle Samrad i Danmarks Forlag, 2005.
- 2004 - : In collaboration with a wide range of European cultural organizations KSD has prepared and carried out the establishment of the European Network for amateur art and voluntary culture, Amateo.
- 2005 - 2006: A project about art as part of people's life stories: What motivate them to spend so much time with art and why has art such a prominent role in their lives? Supported by the Danish Ministry of Education. The main publication was the book entitled: "Kunstens rum", Kulturelle Samrad i Danmarks Forlag, 2006.
- 2008 - 2010: A developing project regarding documentation of values and goals in voluntary cultural organisations in cooperation with Interfolk, Institut for Civilsamfund. Supported by the Danish Ministry of Culture. Main outcome: The Danish project Report, entitled: "Den Frie Kultur - paradigme- og værdi-undersøgelse om læring, kunst og civilsamfund" Interfolks Forlag, 2010.
- 2009 - 2010: A mapping project with interviews with musicians, singers and conductors in order to illustrate what amateur music and adult education has meant to them as professional artists. Main outcome: A book entitled: "Kunsten i os alle" Kulturelle Samrad i Danmarks Forlag, 2010.
- 2009 – 2011: Administrator of the Multilateral Grundtvig project, entitled "Learning Outcome of Amateur Culture" (LOAC). Supported by EU's Executive Agency (EACEA).
- 2012 - 2014: Partner in the Grundtvig Learning Partnership, entitled "Art based learning and active ageing" (ART-AGE). Supported by the Danish Agency for International Education.
- 2013 – 2015: Administrator of the Grundtvig Multilateral Project, entitled "Culture guides for marginalised social groups" (GUIDE). Supported by EU's Executive Agency (EACEA).
- 2009 - 2011: Administrator of the Multilateral Grundtvig project, entitled "Learning Outcome of Amateur Culture" (LOAC). Supported by EU's Executive Agency (EACEA).
- 2012 - 2014: Partner in the Grundtvig Learning Partnership, entitled "Art based learning and active ageing" (ART-AGE). Supported by the Danish Agency for International Education.

- 2013 - 2015: Administrator of the Grundtvig Multilateral Project, entitled “Culture guides for marginalised social groups” (GUIDE). Supported by EU’s Executive Agency (EACEA).
- 2017 - 2019: Administrator of the Erasmus+ Strategic Partnership, entitled “Bridging social capital by participatory and co-creative culture”

Activities and competences relevant for this project

The National Association of Cultural Councils in Denmark (KSD) has expertise in the sector of amateur arts, voluntary culture and heritage; strong competences in working with volunteers and providing curricula, courses and seminars in the field, and to make culture surveys and reporting, and organise dissemination and exploitation activities.

The main tasks of the National Association of Cultural Councils in Denmark are of course to work for our members, the local cultural councils. It involves many things such as consultancy, information, political lobbyism, conferences, courses, etc. But for KSD it is also important that the local cultural councils feel responsibility for the common good and have activities that can benefit society as a whole by spreading knowledge about art and culture to many people.

Therefore we have initiating activities such as “Open School - Open Associations”, where local cultural associations are working together with the local schools in order to present the children for art and culture and for the democratic work in the associations. We have also taken the initiative to a project where refugees will join cultural activities in the local association in order to know about Danish culture, democracy and language. In addition, we currently work in a project helping people in sparsely populated areas build a community and a local identity through art and cultural activities. These last mentioned projects are supported by The Danish Ministry of Culture and The Nordic Council of Ministers.

The key person involved will be Bente von Schindel, Secretary General of KSD, MA (Danish literature and rhetoric). She has expertise in managing culture organizations and networks, national and international relations, organizing conferences and workshops, and presentations at conferences and seminars. She is editor of the magazine Kultur.dk.; and has been writer and editor of several surveys and books about art and culture; among others: *Kulturens tredje vej*, 1997; *Kunst af lyst*, 2005; *Kunstens rum*, 2006; *Kunsten i os alle*, 2010; *Learning Outcome og Amateur Culture. Compendium of Best Practice*, 2011; and *Danmark for hele folket - 13 histories of cultural integration*, 2012.

Member of committees and boards, current:

- The Joint Council of Voluntary Cultural Associations, DFKS (President), Member of the National Assembly of Charter for Volunteerism (Ministry of Culture), The Danish Institute for
- Non-Formal Education (Vifo) (Steering group) Member of working group of prior learning (Ministry of Education), Askov Folk High School (Board), The National Committee of Thriving
- Villages, The Female Expert-database, Musical Educational Federation (President), Danish Orchestra Conductors (board), Musical Centres in Denmark (President), Fund of Musical
- Centres in Denmark (President), Danish Cultural Institute (Assembly), National Music Council, Holstebro Music School (Assembly), Committee for Culture in Social Centres (Ministry of
- Social Affairs), TV2 Lorry (Assembly).

Member of committees and boards, former:

- The Minister of Social Affairs’ Committee for Cooperation between Disabled and The Voluntary Field 2012, The official group of The European Year of Volunteering 2011 in Denmark,

- The Council for Programs in Danish Broadcast Corporation, The Green Council (board), The Constitution Fund of the Danish Parliament, The Council of European Politics, Group
- related to Prior Competences -Danish Ministry of Education, The National Association of Danish Amateur Music (chairman), Danish Association of Adult Education (board), The
- Minister of Internal Affairs' s Think Tank for Local Democracy, The National Association of Danish Amateur Orchestras (chairman). Frederiksberg Chamber Music Society (Board).

Other staff involved in the project:

Henriette Theill, Financial management and accountancy.

Experience with European Union granted project in the 3 years preceding this application?

EU Programme	Year	Project Identification	Applicant Name
Grundtvig Learning Partnership	2012	2012-1-DK1-GRU06-05422 1	Interfolk, Institut for Civilsamfund
Grundtvig Multilateral Project	2013	538238-LLP-1-2013-1-DK-Grundtvig-GMP	Kulturelle Samråd i Danmark
Erasmus+, KA2, innovation	2016	2016-1-UK01-KA204-024505	Voluntary Arts Network
Erasmus+, KA2, Innovation	2017	KA204-2017-010	Kulturelle Samråd i Danmark
Erasmus+, KA2, Innovation	2018	KA204-2018-011	Interfolk, Institut for Civilsamfund

P2, Interfolk (DK)

Data of organisation

PIC no: 949561519
 OID no: E10101417
 Legal name: Interfolk, Institut for Civilsamfund
 Acronym: IF
 National ID: 31146046
 Address: Skovgade 25, DK-5500 Middelfart
 Country: Denmark
 Website: www.interfolk.dk
 Email: info@interfolk.dk
 Telephone 1: (+45) 51 300 320

Legal representative and contact person

Legal representative:

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Contact person:

Mr Hans Jørgen Vodsgaard, Head of Institute * hjv@interfolk.dk * (+45) 51 300 320

Profile

Type of Organisation:	Research Institute/Centre
Is your organisation a public body?	No
Is your organisation a non-profit?	Yes

Present your Organisation

Interfolk, Institute for Civil Society is a Danish non-profit and non-governmental association and private research institute, founded in 2008.

Interfolk is member of the Baltic Sea NGO Network; the International Platform for Citizen Participation (IPCP); the European Network for Active Participation in Cultural Activities (AMATEO); and the European Network for Transfer and Exploitation of EU Project Results (E.N.T.E.R.).

The aim is to promote humanistic and democratic learning capacities in a civil society context. The conceptual basis of Interfolk is based on the Nordic Grundtvigian tradition of liberal adult education as well as the wider European humanistic traditions of Enlightenment and Bildung, where the main emphasis is on freedom of mind, personal autonomy, active citizenship, cultural diversity in the context of a strong civil society, a free public debate and a living democracy.

The activities of Interfolk include surveys, development projects, courses, seminars, debate and other cultural activities - in a Danish, Nordic and European context.

Interfolk has the last 10 years with varying roles as partner and coordinator been engaged in 12 European cooperation projects and 2 mobility project, in 7 Nordplus projects, 1 Culture Point project and 4 Nordic Council of Ministers NGO projects as well as 5 major Danish research and development projects.

Activities and competences relevant for this project

Interfolk has expertise in national as well as international contexts to develop new project concepts, to design project applications, to coordinate and manage international projects, to disseminate project outputs and outcomes, to provide progress and impact evaluation, to provide culture surveys and to design curricula and plan courses and other events.

The key person involved will be Hans Jørgen Vodsgaard, Head of Institute, Cand. Phil and Mag. Art. (History of ideas). Current member of the Danish coordination committee of the Baltic Sea NGO network. He has been active in liberal adult education and the folk high school movement since 1980 - as co-initiator and teacher at Kritisk Oplysningsforbund in Aarhus; Secretary General of the National Adult Education Association, SFOF; as consultant in the Association of Folk High Schools in Denmark; as teacher at Ry Folk High School and Snoghøj Nordic Folk High School, as principal at Uldum Folk High School and Snoghøj IT Folk High School, as project leader for Askov Folk High School, as research leader for Nordic European Academy, and the last 12 years as chief executive for Interfolk. He is also author of articles, reports and books in the field of liberal adult education and participatory arts and voluntary culture in a civil society context.

Mads Dreyer will be supporting staff member. Mads is BSc (Pedagogy), social worker and volunteer and Board member in Save the Children Middelfart, involved in co-creative activities for youth, including organising Role Playing at Lyng Youth Club.

Experience with European Union granted project in the 3 years preceding this application?

EU Programme	Year	Project Identification	Applicant Name
Grundtvig Multilateral Project	2009	502283-LLP-1-DK-Grundtvig-GMP	Kulturelle Samråd i Danmark
Grundtvig Learning Partnership	2012	2012-1-DK1-GRU06-05422 1	Interfolk, Institut for Civilsamfund
Grundtvig Multilateral Project	2013	538238-LLP-1-2013-1-DK-Grundtvig-GMP	Kulturelle Samråd i Danmark
Erasmus+, KA1-staff training, adult education	2014	2014-1-DK01-KA104-000471	Interfolk, Institut for Civilsamfund
Erasmus+, KA2, strategic partnerships, innovation	2016	2016-1-UK01-KA204-024505	Voluntary Arts Network
Erasmus+, KA2, Innovation	2017	KA204-2017-010	Kulturelle Samråd i Danmark
Creative Europe, European Networks	2017	2017 2017-1441-001/001	Amateo - European Network for Active Participation in Cultural Activities
Erasmus+, KA2, Innovation	2018	KA204-2018-011	Interfolk, Institut for Civilsamfund
Erasmus+, KA2, Innovation	2018	2018-1-PL01-KA204-051192	Fundacja Alternatywnych Inicjatyw Edukacyjnych
Erasmus+, KA2, Exchange of Good Practice	2019	2019-1-PL01-KA204-065677	Fundacja Alternatywnych Inicjatyw Edukacyjnych
Erasmus+, KA1, Mobility	2019	2019-1-DK01-KA104-060078	Interfolk, Institut for Civilsamfund

P3, VAN (UK)

Data of organisation

PIC no: 933316153
 OID no: E10243896
 Legal name: VOLUNTARY CREATIVITY COMPANY LIMITED BY GUARANTEE Ireland
 Acronym: VCC
 National ID: SC139147
 Address: The Creative Exchange, 29 Constitution Street, EH6 7BS Edinburgh
 Country: United Kingdom
 Website: www.voluntaryarts.org
 Email: info@voluntaryarts.org
 Telephone 1: (+44) 2920395395

Legal representative and contact person

Legal representative:

Mr Robin Simpson, Chief Executive
robin@voluntaryarts.org * (+44) 02920 395395

Contact person:

Kevin Murphy, Voluntary Arts Ireland Chief Officer
kevin@vairland.org
 Telephone (+44) 07 779 092 023

Other staff involved in the project

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damien@voluntaryarts.org * (+44) 07818 028 128

Profile

Type of Organisation:	Non-Profit making cultural organizations
Is your organisation a public body?	No
Is your organisation a non-profit?	Yes

Background and Experience

Voluntary Creativity is a Company Limited by Guarantee registered in the Republic of Ireland. Voluntary Creativity is a wholly owned subsidiary of Voluntary Arts Network (VAN) which is registered as a charity and a company in Scotland. VAN is the development agency for arts participation in the UK and Republic of Ireland.

Our aim is to promote participation in creative cultural activities. We recognise that they are a key part of our culture and as such they are absolutely vital to our health, social and economic development.

VAN works with policy makers, funders and politicians to improve the environment for everyone participating in the arts, and we provide information and training to those who participate in the voluntary arts sector. This includes over 300 national and regional umbrella bodies, and through them, their member groups of local voluntary arts practitioners. VAN provides information, advice and training to those in the voluntary arts sector, from small local groups to large national organisations. We provide

information through our series of Briefing documents as well as via our website, social media and regular e-news bulletins. VAN runs major campaigns and events to promote voluntary arts activity such as the annual Epic Awards and the Get Creative Festival. We also work with policy-makers, funders and politicians to make the voice of the voluntary arts heard and to improve the environment for everyone participating in the arts. VAN has 20 paid staff and more than 60 volunteers working across the 5 nations of the UK and Republic of Ireland.

VAN is an active founding member of Amateo, the European Network of national organisations set up to promote cultural participation (www.amateo.org).

Present your Organisation

VAN has expertise in a range of cultural fields. Its primary focus is on supporting the field of voluntary cultural work, which is practiced by amateurs in community-based groups and involves participants from a hugely diverse range of backgrounds. Supporting this sector involves detailed understanding and effective advocacy in areas of national and local government policy including planning, health and local infrastructure as well as cultural policy. VAN has extensive experience of working on advocacy campaigns across government and has seen strong results in support for amateur participation in creativity in recent years. It works with other partners and stakeholders in the culture sector as well as the voluntary and community sector to focus on common issues.

VAN has special experience in convening networks in different areas of expertise and developing and leading initiatives in partnership with other sectors. It has worked in partnership with prestigious universities to conduct significant research into the field of cultural participation. Its own research in recent years has resulted in reports on issues such as diversity and inclusion, looking specifically at minority ethnic communities and socially disadvantaged communities as well as innovative approaches to cultural commoning to support cultural participation at a local level. In 2017, Voluntary Arts won the Board Diversity & Inclusion award at the UK's Charity Governance Awards, in recognition of internal work on more diverse representation on its board of trustees.

For many years, VAN has been recognised as a leading provider of training and courses to support those working in the cultural field, offering structured delivery of best practice guidance on subjects such as digital skills, fundraising, reaching new participants and audiences, data protection and diversity training. Alongside this programme of training, VAN has produced invaluable guidance through its Briefings and other toolkits, which provide straightforward advice on key subjects. Delivering short, clearly worded documents that enable cultural workers and volunteers to understand the legal requirements or best practice guidelines in a particular area is a crucial part of VAN's strategic delivery to support the sector.

VAN reaches a large network of individuals and organisations through its events and communications, as an established and trusted voice in the cultural sector. Its website attracts about 20,000 unique visitors each quarter and there are about 40,000 subscribers across all of VAN's social media channels and e-newsletters. Its strong reputation and partnerships with other organisations in the arts, media and voluntary sector allow it to reach vast audiences with key messages.

The organisation operates as a collaborative network of devolved departments across the UK and Ireland, bringing together knowledge and expertise across these teams to inform its work in each nation. This project will be managed by VAN's Voluntary Arts Ireland department.

Kevin Murphy, Voluntary Arts Ireland Chief Officer will act as project leader. Kevin is a graduate of the Guildhall School of Music and Drama and a Clore Fellow and joined Voluntary Arts Ireland as their chief officer in 2010. He began his career as a professional musician in London. He co-founded ground-

breaking groups such as Orbestra and the Portable Museum of Exotic Instruments and was lucky to perform with many leading musicians and in festivals and venues all over the world.

On returning to Northern Ireland in 1998 he took up a new role managing Music 55-7, an innovative Call 2019 Round 1 KA2 - Cooperation for innovation and the exchange of good practices KA204 - Strategic Partnerships for adult education organisation co-ordinating classical and contemporary music in Derry-Londonderry. With Voluntary Arts Ireland he champions creative citizenship, cultural communing and cultural democracy.

He works with a highly creative team and engages with both grass-roots groups bringing creativity cultural activity to local communities and the government agencies and policy makers that help create the environment to nurture these activities. Kevin has previously been on the board of the Opera-Theatre Company Ireland and is currently a voluntary director of Wall2Wall Music

VAN Chief Executive, Robin Simpson, will take overall responsibility for the project. Robin Simpson has been Chief Executive of VAN since September 2005. Before joining VAN Robin was Deputy Chief Executive of Making Music – the UK national umbrella body for amateur music making, supporting over 2,000 amateur music groups throughout the UK, including choirs, orchestras, and music promoters. Previously Robin worked as General Manager of The British Federation of Festivals, supporting the volunteer organisers of more than 300 festivals of music, dance and speech & drama across the UK. Robin has substantial experience of working with volunteers having also worked for six years for the Royal National Institute for the Blind, managing a team of over 130 volunteer readers to record academic textbooks onto tape for visually-impaired students. Robin completed his MBA with the Open University Business School in 2002.

Damien McGlynn, VAN Communications & Partnerships Director will act as project leader. Damien McGlynn studied Fine Art (Sculpture) at the National College of Art & Design, Dublin and on Erasmus exchange at the Vilnius Academy of Arts, Lithuania. Damien has extensive experience working in the visual arts sector in Ireland and the UK before joining VAN in 2015. He has worked with Tate, the National Galleries of Scotland, Visual Artists Ireland, Dublin City Council's Arts Office and Temple Bar Gallery & Studios. His past roles have encompassed communications and marketing, project management, gallery education programming, managing funding opportunities and commissions. Currently, Damien oversees VAN's communications and public campaigns across the UK and Ireland and works with partner organisations to deliver major projects such as Get Creative Festival.

Lindsey Jackson, VAN Finance and Human Resources Manager, will take care of the financial management and accountancy.

Experience with European Union granted project in the 3 years preceding this application?

EU Programme	Year	Project Identification	Applicant Name
Grundtvig Learning Partnership	2012	2012-1-DK1-GRU06-05422 1	Interfolk, Institut for Civilsamfund
Grundtvig Multilateral Project	2013	538238-LLP-1-2013-1-DK-Grundtvig-GMP	Kulturelle Samråd i Danmark
Erasmus+, KA2, strategic partnerships, innovation	2016	2016-1-UK01-KA204-024505	Voluntary Arts Network
Creative Europe, European Networks	2017	2017 2017-1441-001/001	Amateo - European Network for Active Participation in Cultural Activities
Erasmus+, KA2, Innovation	2017	KA204-2017-010	Kulturelle Samråd i Danmark

P4, FAIE (PL)

Data of organisation

PIC no: 943344304
 OID no: E10102918
 Legal name: FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH
 Acronym: FAIE
 National ID: 241936864
 Address: Ul Ukryta 14, 43 300 Bielsko Biala
 Country: Poland
 Website: www.fundacjaie.eu
 Email: faie@fundacjaie.eu
 Telephone 1: +48511551439

Legal representative and contact person

Legal representative:

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Contact person:

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Other staff involved in the project

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 Jerzy Kraus, Board member (+48) 515 249 819 / faie@fundacjaie.eu

Profile

Type of Organisation:	Foundation
Is your organisation a public body?	No
Is your organisation a non-profit?	Yes

Present your Organisation

The Foundations' of Alternative Educational Initiatives (FAIE) is a non-profit, non-governmental organisation, founded in 2011. The main goal is Lifelong Learning promoting - developing one's own abilities, predispositions, interests - both in personal and professional life. Another goal is to promote and support vocational and personal development through culture and art, also to protect and keep the cultural heritage as a part of national identity. FAIE also promotes applying ecological solutions at work as well as in everyday life.

From the beginning, FAIE supports development of non-governmental organizations (NGOs) in Poland by designing, developing, conducting and testing training and advisory programmes aimed at preparing and realizing quality international projects. In this field there were already 4 training and development programmes realised (1 local, 1 regional, 1 all- Polish and 1 international), with the support of governmental actors and the Erasmus+ programme. In the frame of these projects there was the staff of 132 NGOs at knowledge and skills on planning, preparing and realizing international projects. FAIE

realizes advisory for NGOs on possibilities of their development and development of their members/workers/volunteers. On regular basis there are also on-line researches realized to design and test new support programmes for supporting international, partner cooperation of NGOs.

Another group strongly supported by FAIE the seniors, Third Age Universities and other organisations & informal groups gathering seniors and working for the benefit of seniors. In frame of this field FAIE has realised, with the support of governmental actors, 3 regional projects "Passport of an active senior" (2012-2013), "Third Age Leaders Academy" (2015) & "Let's join generations" (2016). In the frame of the first project we offered free educational courses for persons in the age 60+. In the frame of the two others, 145 members, volunteers and co-operants involved in 84 seniors - organisations and informal groups were trained in the subject of planning, developing and realising projects co-financed from external funds as well as legal and financial aspects of running NGO. There were 20 ready project concepts, supporting the seniors, developed during the advisory sessions; and we identified incentives for more enhanced inter-generational cooperation identified. In the abovementioned fields FAIE cooperates with several Third Age Universities on regular basis, currently in the field of supporting educational Erasmus+ mobilities for the adult educators.

FAIE also works in the field of democratic empowerment. An international partnership research project in the frame of Europe for Citizens Programme: "Let's get active!" was realised in 2015. Project included an international open on-line research, four National Citizens' Forums, International Citizens Forum realization and developing final recommendations. Based on its conclusions, an international initiative aiming at supporting exercising the European citizens' rights by the young adults mobile within EU (in order to learn/work/volunteer) was realized (REC Programme, 2018-2019).

In the field of arts & culture, FAIE develops support for craftsmen at promoting their works and keeping the cultural heritage, also, in modern forms. We have cooperation with several craftsmen associations established. In the field of development through culture and art, recently there was cooperation with some Norwegian organisations supporting craftsmen initiated, aiming at developing common initiatives in the field of national cultural heritage preserving and promoting. Recently FAIE was also involved in an international, partnership projects aiming promote cross-cultural activities in the sparsely populated communities in the Baltic Sea region with an added value for civic and democratic participation and community bonding (LEVER) and an international initiative aiming at developing curricula for culture volunteers and managers in sparsely populated areas (SPAR).

Since 2014, FAIE runs the EURODESK Regional Information Point. Its role is to provide information regarding opportunities for education, training, traineeships, voluntary work and work in Europe for the youth and the youth workers. The Eurodesk network works in 33 European countries and is supported, among others, by the European Commission.

Locally, FAIE is involved in an inter-sectoral partnership for employment and development of social entrepreneurship in the region building. The aim of this partnership is to develop some forms of support for persons dismissed from work, especially those endangered with social exclusion and discrimination. FAIE also is a founding member of the Nongovernmental Organizations of Bielsko-Biała treaty.

Activities and competences relevant for this project

culture/arts/heritage sector organisations. The aim of the research & analysis is to design, develop, test and deliver education (training and advisory) programmes to support development of the Third Sector organisations and their people.

The other field of research, analysis and developing educational programmes is active democratic participation, civil and societal involvement - both on the national and European level. FAIE offers experience in planning, designing and conducting research (online) and field research (face-to face interviews); training planning & conducting experience in the field of working with NGOs, seniors, the youth.

FAIE was also involved in the BRIDGING project, preceding this initiative, concentrating its research and training programmes testing on inter-European and inter-generational dimension of bridging.

FAIE has, since 2002 established wide networks and recognisability in the NGO sector in Poland, working as trainers, project managers, advisors and volunteers. FAIE has also worked in business & public sector. The FAIEs staff is constantly upgrading skills and competences concerning working in the adult education sector - recently in the frame of Erasmus+ KA1 programmes "EDUDESIGN. Education for designing the future" (2016-2018) and "CULTURE FACTOR. Creative activities as a leverage for lifelong learning" (2018- 2019).

FAIE has 3 full-time staff, 2 part-time specialists and 2 volunteers. The full-time staff members are:

Agnieszka Dadak, author and international projects manager (PMP Certificate by Project Management Institute). Over 12 years of experience at multi-partner, international projects co-financed from external funds (Norwegian Financial Mechanism; "Life Long Learning" Programme; EQUAL; Europe for Citizens; Rights, Equality, Citizenship; Erasmus+) in the fields of: building clusters, educational mobility, vocational development & re-training of mature workers, empowering democracy. Author of several methodologies in HR management. 13 years of experience at designing curricula, organizing and leading trainings & workshops - workshop trainer recommended by Association of Psychological Help „Integracja”. Has been working as vocational advisor and coach. Since 2002, cooperates with the 3rd sector organizations as a trainer, projects coordinator, language teacher and adviser. Master of Psychology (The Jagiellonian University); has graduated from post-diploma studies „European Project Management” (The University of Economics in Katowice); graduated from postdiploma studies in Stockholm (“Socialpedagogiskt ungdomsarbete” , Tollare folkhögskola) in the frame of The Swedish Institute scholarship. 2011-2015: one of the founders and board member of Baltic Network for Adult Learning.

Rafał Dadak, Specialist in co-funding for projects realization and in legal and administrative advisory. Over 11 years of experience in advisory concerning co-funding for projects and projects realization (The Culture Programme; Norwegian Financial Mechanism; Regional Operational Programmes; Rural Areas Development Programme). Since 2003 cooperates with NGOs in the field of administrative and legal advisory. NGOs trainer in the field of planning, developing and realising projects. Several years of experience in educational work with seniors. Since 2011 involved in the field research concerning mapping professional and non-professional folk artists and craftsmen and alternative culture centers. Researcher in the field of NGOs development needs and obstacles/incentives for active democratic participation. Worked in the European Social Fund Department at The Marshal’s Office in Katowice.

Master of Public Administration (The Silesian University in Katowice). Graduated from post - diploma studied „European Project Management” at the University of Economics in Katowice. Amateur photographer and skilled multi-media specialist.

Experience with European Union granted project in the 3 years preceding this application?

EU Programme	Year	Project Identification	Applicant Name
Erasmus+, KA2, Innovation	2017	KA204-2017-010	Kulturelle Samråd i Danmark
Rights Equality Citizenship Programme	2017	REC-DISCAG-2016/RECDISC-AG-2016-01	Fundacja Alternatywnych Inicjatyw Edukacyjnych
Erasmus+, KA1, Mobility	2018	2018-1-PL01-KA104-049144	Fundacja Alternatywnych Inicjatyw Edukacyjnych
Erasmus+, KA2, Innovation	2018	2018-1-PL01-KA204-051192	Fundacja Alternatywnych Inicjatyw Edukacyjnych
Erasmus+, KA2, Exchange of Good Practice	2019	2019-1-PL01-KA204-065677	Fundacja Alternatywnych Inicjatyw Edukacyjnych

P5, EDUCULT (AT)

Data of organisation

PIC no: 951984676
 OID no: E10133310
 Legal name: EDUCULT - DENKEN UND HANDELN IM KULTURBEREICH VEREIN
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Other staff involved in the project

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Oliver Löscher, Project management & public relations
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Profile

Type of Organisation:	Research Institute/Centre
Is your organisation a public body?	No
Is your organisation a non-profit?	Yes

Present your Organisation

EDUCULT is an independent, non-profit research institute with a long expertise in the analysis, evaluation and assessment of Austrian and European educational and cultural policy. Through research EDUCULT aspires to initiate discussion and raise new questions. Dialogue is essential – therefore we include discussion-based methods and involve relevant stakeholders into our work whenever applicable. Our interdisciplinary competences and our international network of experts allow us to design tailor-made concepts.

Therefore EDUCULT supports:

- Cooperation between education, arts, culture and scientific institutions on the individual, institutional and political level
- Knowledge-exchange in the field of cultural education, cultural participation and access to culture between different levels and institutions
- Awareness-raising for the importance of cultural education and participation through public discussion and dissemination activities

These aims are reached by:

- Methodological research, analysis and evaluation of projects, programmes and initiatives
- Service and consultation activities for the implementation and development of programmes
- Exchange and dissemination of research results

EDUCULT carries out national and international cultural policy research projects in the area of arts and cultural education, with the aim to provide reliable data for evidence based policy. Besides, we implement participative projects. Recent activities in these fields include:

European level:

- "School INCLUSIVE Cultural Education" (2015-2017): Funded by the Erasmus+ programme, investigates how a different kind of school culture supports respect and openness for cultural diversity and a sense and understanding for the meaning of aesthetic elements in everyday life, as well as the appreciation of creative practice.
- "Brokering Migrants' Cultural Participation" (2013-2015): Funded by the EC DG Home with the aim to enhance and stimulate the cultural participation of migrants by improving the capacity of their local cultural public institutions to interact with them.
- "Access to Culture" (2013-2015): Funded by the EC Culture Programme with the aim to compare the priority setting on European level and national implementations. Hereby the project establishes indicators for the further development of Access to Culture policies on European and national level.
- "AEMS – Arts Education Monitoring System" (2011-2013): Funded by the EC Culture Programme. Through two years of research policy analysis of different EU member countries in the field of arts education monitoring was provided, with setting up a structure to make national European data on the resource input in arts education comparable.
- "European Arts Education fact Finding Mission" (2010): Funded by the CULTURE EACEA Programme.
- "Language Rich Europe" (2010-2013): Participation in European project on multilingualism policies, lead by the British Council.

National level:

- Cultural Policy consultancy for the Ministry for Education, Culture and the Arts, especially on access to culture, cultural participation, cultural education programmes, fostering of creativity and innovation at schools.
- "Learning in, with, and through culture" (2013-2015): Supported by funds of the Oesterreichische Nationalbank, participatory research project on the development, definition, reflection and assessment of cultural competence.
- Development and analysis of the complementary national survey on "Cultural participation of pupils".

- Study “Culture and Democracy“ (2010): an in-depth cultural policy analysis of Austrian cultural policy by EDUCULT director Michael Wimmer.
- “Mapping out of the research situation in cultural education“ (2010): collection and data analysis of research publications in Austria
- -“Arts Count! – Kulturelle Bildung zählt!“ (2008-2010): quantitative data analysis on the implementation of arts and cultural education at Austrian schools.
- “Arts Count in Vocational Schools!“ (2009-2010): Qualitative and quantitative research of creativity and culture in vocational schools.
- Interim evaluation of the programme “macht|schule|theater“ (2009/10), funded by the Ministry for Education, Culture and the Arts.
- The European Year of Creativity and Innovation (2009): Consulting the Austrian ministry for education and culture, several research projects.
- “Arts, Culture and Intercultural Dialogue“(2008): Qualitative study on the situation of intercultural education programmes in Austrian cultural institutions in the European Year of Intercultural Dialogue.

Local level:

- Public lectures/conferences on cultural policy and intercultural dialogue
- Projects for cultural participation (multilingual rhetoric contest "SAG'S MULTI"; participative sound project for pupils "work:sounds")

Activities and competences relevant for this project

EDUCULT's expertise covers certain areas which are relevant for this project like: arts education, cultural mediation and participation, the role of civil society and cultural institutions, as well as studies, surveys, reports, evaluations and dissemination in these fields.

EDUCULT will involve dialogue partners in the project, which cover relevant fields of arts, education and administration, e.g. the Austrian folk school association, responsible division for adult education in the Austrian ministry for education, Austrian cultural institutions with special programmes for inter-generational participation. With all these partners EDUCULT is already in contact or working together since years.

EDUCULT staff includes one director, three researchers, one office manager, one project manager and one project assistant (total number of staff: 7). Additionally, we dispose of a strong national and international network of practitioners, policy-makers and experts in the field.

The following key persons, which will be involved in the project, can contribute to the project in different ways.

- First, they will contribute in developing participatory and co-creative learning approaches in cultural learning with their practical expertise in the field of arts education.
- Second, their experience in research, survey and evaluation methodology will help with mapping the state of the art, creating idea compendia and following reports as well as evaluating the project itself.
- Third, experience in organising conferences and contacts to stakeholders will be conducive for implementing a wider dialogue and disseminating the results.

Dr. Aron Weigl, EDUCULT research associate, has expertise in the field of cultural participation in research and project management as well as in cultural policy field research. Since 2009, he works on studies and reports about arts education and cultural participation topics, in cultural policy and cultural

development. Between 2008 and 2015, he worked as project manager and lecturer in the field of cultural mediation and international cooperation of higher education institutions and for the Goethe Institute. In 2014/2015, he was scholarship holder of the research programme of the Institute for Foreign Relations Stuttgart/Germany. Besides, he works as scientific editor.

Before becoming director of EDUCULT, PD Dr. Michael Wimmer was director of the Austrian Cultural Service. Besides, he is lecturer at the University of Applied Arts Vienna; a member of the European Expert Network on Culture (EENC) set up to give advice to the European Commission; a member of the Scientific Committee of the International Conference for Cultural Policy Research (iccpr); and advisor for the Austrian Ministry for Education, Culture and the Arts, the UNESCO and the Council of Europe.

Mag. Tanja Nagel, EDUCULT research associate, is an expert for evaluation and social sciences research. Before being employed at EDUCULT (since 2008), she worked as school teacher and as researcher for social affairs. With her background she is as well a specialist for arts education and cultural mediation. In this field she conducted a big number of evaluations and surveys. Thus, she is experienced in all kind of qualitative and quantitative research methods.

Angela Wieser, Research & Consulting. Angela Wieser studied political science and completed the European Master's program on Human Rights and Democracy.

She pursued her focus on European integration processes and democratic theories as a research assistant at the University of Vienna and during work experience in the EU Parliament and the SCE. Due to her interdisciplinary approach and great interest in self-organization and participation processes, she was also increasingly active in the Austrian and European cultural sector in the past. As an employee at EDUCULT, she works for European cooperation projects, especially in the area of cultural participation.

Oliver Löscher, Project management & public relations. Oliver Löscher studied cultural and social anthropology at the University of Vienna and dealt with cultural forms of expression in urban areas. In his master's degree in Socioeconomics, he then researched civil society organizations with a focus on funding structures in the cultural sector and Austrian cultural policy.

The changing challenges for the cultural sector led him to the interface between cultural management, organizational research and cultural policy. He is now implementing this approach in a practical way in project management. At EDUCULT he is active in the organization and support of projects in the field of cultural education as well as in public relations.

Experience with European Union granted project in the 3 years preceding this application?

EU Programme	Year	Project Identification	Applicant Name
ERASMUS	2015	+; VG-SRP-BE-15-24-013750	EDUCULT
Erasmus+, KA2, Innovation	2017	KA204-2017-010	Kulturelle Samråd i Danmark
Erasmus+, KA2, Innovation	2018	2018-1-PL01-KA204-051192	Fundacja Alternatywnych Inicjatyw Edukacyjnych
Erasmus+, KA2, Innovation	2018	KA204-2018-011	Interfolk, Institut for Civilsamfund
Erasmus+, KA2, Exchange of Good Practice	2019	2019-1-PL01-KA204-065677	Fundacja Alternatywnych Inicjatyw Edukacyjnych

P6, JSKD (SI)

Data of organisation

PIC no: 947676906
 OID no: E10189853
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 Acronym: JSKD
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Other staff involved in the project

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Profile

Type of Organisation: Publically funded cultural organizations
 Is your organisation a public body? Yes
 Is your organisation a non-profit? Yes

Present your Organisation

JSKD (Javni sklad Republike Slovenije za kulturne dejavnosti / Republic of Slovenia Public Fund for Cultural Activities) was established in 1998 as a national organization in the field of amateur culture. In Slovenia there are approximately 5000 cultural societies, associations and groups, which reunite over 100.000 adult members engaged in cultural activities. JSKD is a nationwide network (59 regional branch offices and the headquarters with an expert unit) and a professional service enabling multidirectional interaction between cultural societies, local communities and public institutions.

Regional offices are combined into 10 regional units (in all major cities), which coordinate and implement regional programs. The spatial dispersion and integration into the local environment are key to balanced development and crucial for networking on the regional, national and international level.

JSKD supervises the implementation of the national cultural program for various activities ranging from vocal and instrumental music, theater and puppets, folklore, dance and film to visual art and literary activity. Work in these areas also includes cultural education and introduction of new

practices. In addition, JSKD carries out the procedures for co-financing of amateur cultural programs and projects, organizes events (festivals, competitions, concerts, exhibitions, etc.) and publishes professional literature (books, magazines, music collections, ...) covering all topics of creativity in amateur art. The majority of the programs are carried out through a pyramid scheme (local, regional and state level) – systematic selection that promotes qualitative development.

JSKD provides advocacy for active participation in culture and is involved in the preparation of the legal bases and guidelines in all interest areas.

On the international level JSKD cooperates with other national organizations in various EU programs and projects. It is also a member of numerous international professional organizations and networks dealing with amateur culture. From 2011 onwards JSKD has headed the Secretariat of the Union for Choral competition Gran Prix of Europe.

JSKD is a member of the European Network for active participation in cultural activities AMATEO. The network acts as a representative body and an information platform at the European level and linking socio-cultural organizations representing the interests of amateur cultural organizations across Europe and promotes their integration into the European cultural programs.

Activities and competences relevant for this project

Through its programmes, JSKD encourages programmes of cultural education and lifelong learning and grants organisational support to cultural activities. JSKD serves as a network for development, implementation and monitoring of the national cultural programme for amateur cultural activities and for active participation in culture with the network's main focus being development of creative capacities and professional standards and expanding the availability of cultural programmes.

JSKD has expertise competences in the amateur arts and active participation in culture sector; culture policy, volunteer policy, network activities in the cultural sector; planning of curricula and courses; culture surveys and reporting; dissemination.

JSKD has been a part of social inclusion and cultural cohesion initiatives and projects on an international scale. JSKD co-operates with similar organisations in European countries with an aim to develop new participatory and creative cultural learning approaches that also have a significant social impact. In this regard, JSKD serves as a platform to share and promote good practices and innovative approaches on a national level. In the recent decade JSKD has been involved in a number of Erasmus + projects with a focus on a broad access to active cultural participation, active ageing and bridging social capital.

JSKD also promotes intercultural dialogue and actively supports cultural engagement of members of ethnic minority groups in Slovenia through its co-financing mechanisms.

Marjeta Turk is assistant director for general affairs and international cooperation at JSKD. She has been involved in the preparation of key national strategic documents covering amateur arts and active participation in culture (National Programme for Culture, National Programme for Youth ...). She was the General Secretary of the European Network for Active Participation in Cultural Activities Amateo and she also was a member of the Amateo Board until 2019. Currently she is the Amateo Courses and Conferences teamleader within the Art takes part (Creative Europe project). As the head of international cooperation she is responsible for the implementation of international projects supported by the EC: LOAC, 2009-2011, Art Age, 2012-2014, Culture Guides, 2013-2015 (all Grundtvig), INTERREG OP SI-AT Grenzenlos (2009-2012), Bridging 2017-2019.

Matjaz Šmalc is head of the film department at JSKD. He is also director of the Youth Culture Festival VIZIJE. He was a board member of the AITA / IATA CEC (Central European Federation of amateur theaters) and coordinator of the artistic committee. He has an extensive experience working in EU art projects. Currently he is an Amateo Pioneer project team member (Art takes part). He has experience of producing and developing pilot projects and international youth exchanges: The Sewer - Sejalec, 2007-2009 (Leonardo da Vinci), LOAC, 2009-2011, Art Age, 2012-2014, Culture Guides, 2013-2015 (all Grundtvig) as project manager Meeting of Minds - Stereotypes, 2010, and Theatre Integrates People, 2013 (both Youth in Action) Future Telling, Bridging 2017-2019.

Jan Pirnat is head of theatre and puppet theatre department at JSKD. He has experience of working in the third sector on a local, regional, national and international level. His previous roles at JSKD included working on national festivals (one of them being Week of Amateur Culture) and international projects (Bridging) with special focus on dissemination of best practices in the amateur arts sector. He is currently a member of Amateo Flagship event team. As a volunteer he was part of the Culture Guides project.

Experience with European Union granted project in the 3 years preceding this application?

EU Programme	Year	Project Identification	Applicant Name
Grundtvig Multilateral Project	2009	502283-LLP-1-DK-Grundtvig-GMP	Kulturelle Samråd i Danmark
Grundtvig Learning Partnership	2012	GRU-PAR-53/12	Interfolk, Institut for Civilsamfund
Grundtvig Multilateral Project	2013	538238-LLP-1-2013-1-DK-Grundtvig-GMP	Kulturelle Samråd i Danmark
Creative Europe, European Networks	2017	2017 2017-1441-001/001	Amateo – The European Network for Active Participation in Cultural Activities
Erasmus+, KA1, Mobility	2018	2018-1-SI01-KA104-046874	JSKD - Republic of Slovenia Public Fund for Cultural Activities
Erasmus+, KA2, Innovation	2018	KA204-2017-010	Kulturelle Samråd i Danmark

Annexes

BOOST_Declaration on Honour., P1, KSD, pdf 2,217

BOOST_Mandate Letter_P2, Interfolk.pdf 1,095

BOOST_Mandate Letter_P3, VAN.pdf 1,636

BOOST_Mandate Letter_P4, FAIE.pdf 1,227

BOOST_Mandate Letter_P5, EDUCULT.pdf 1,829

BOOST_Mandate Letter_P6, JSKD.pdf 1,187

Bridging_State of the Art Report_EN.pdf 13,558

BRIDGING_Thematic-Compendium-I_-Inter-Social.pdf 2,075

BRIDGING_Thematic-Compendium-II_-Inter-Generational.pdf 2,550

BRIDGING_Thematic-Compendium-III_-Inter-Regional.pdf 1,928

BRIDGING_Thematic-Compendium-IV_-Inter-Cultural.pdf 6,573

BRIDGING_Thematic-Compendium-V_-Inter-European.pdf 3,442

BRIDGING-curricula-report-final-EN.pdf 552

BRIDGING_Project-Summary-Report_final.pdf 1,711

BOOST_Schedule and Budget.pdf 63

Total Size (kB) 41,643

