**Version 2b / 14.12.2017**

**“Project Bible” of BRIDGING project**

**- Text from the approved application and budget**

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# I. Basic Information

## A. Context of programme

EU programme: 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

Call 2017

Round Round 1

Deadline: 29-03-2017 12:00:00

Language: English

Grant: 236.290 EUR approved.

Maximum 24 months of 12.500 euro = 300.000 euro

### A.1. Project identification

Title: **Bridging social capital by participatory and co-creative culture**

Acronym:  BRIDGING

Period: Start 01.09.2016 – End: 31.08.2018 (24 months)

Applicant: Kulturelle Samrad i Danmark

Submiss ID: 1408214

Journal no: KA204-2017-010)

### A.2. National Agency:

UDDANNELSES- OG FORSKNINGSMINISTERIET

Styrelsen for Institutioner og Uddannelsesstøtte

Bredgade 43, DK-1260 København K

Telephone: (+45) 3395 7000

E-mail: [siu@ufm.dk](mailto:siu@ufm.dk)

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Jesper Christian Pedersen, Fuldmægtig, Internationale Uddannelsesprogrammer

Direkte telefon: +45 7231 8904 \* E-mail: [jep@uds.dk](mailto:jep@uds.dk)

## B. Reference to programme priorities

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

* HORIZONTAL: Social inclusion

Please select other relevant horizontal or sectoral priorities according to the objectives of your project.

* HORIZONTAL: Strengthening the recruitment, selection and induction of Educators
* ADULT EDUCATION: Extending and developing educators' competences

**Please comment on your choice of priorities.**

**I. The overarching aims are of all EU’s learning and culture programmes:**

1. to create Forefront knowledge;
2. to support Job Growth and Competitiveness; and
3. to improve the quality of life of EU citizens.

Our project refers especially to the third aim, because we intend to strengthen the social inclusion, cultural cohesion and trust in the communities and thereby promote the quality of life for the citizens, because as many international surveys indicate: The quality of life including level of happiness to a high degree depends on the level of trust and mutual recognition among people in the communities; and this level of trust is due to many reasons in decline.

**II. The horizontal priorities of the Erasmus+ programme include six main priorities. This project refers**

to the second priority about “promoting social inclusion .. through innovative and integrated approaches”, including to “foster the development of social, civic, intercultural competences, ... also combating discrimination, segregation”,

to the third priority about “open and innovative practices, in a digital era” that “promote innovative methods and pedagogies, participatory governance”.

to the fourth priority for “educators” by ”supporting continuing professional development of educators (such as teachers, professors, tutors, mentors, etc.) ... especially on dealing with an increasing diversity of learners and contexts”.

To the fifth priority to “facilitate recognition of the new skills and qualifications” acquired by the educators through our pilot training events.

**III. The specific priorities for key action 2-projects include five priorities. The project refers**

to the first specific priority by “improving the level of key competences and skills, with particular regard to ... their contribution to a cohesive society”,

to the second priority by “fostering quality improvements, innovation excellence and inter-nationalisation at the level of education and training institutions” (culture associations).

Extending and developing educators’ competences

IV: The field specific priorities for adult education projects include three priorities. The project refers

to the third priority of” Extending and developing educators' competences,..”

V. In relation to key activities supported in at strategic partnership the Programme Guide mentions seven points, and the project targets three of them:

The second “to test and implement innovative practice”;

The sixth “to prepare and deploy training for professionals for equity, diversity and inclusion challenges in the learning environment”;

And also the third “to facilitate recognition and validation of the knowledge, skills and competences acquired” (through our pilot training).

In general, during the project we intend to provide State of the Arts Survey, compile idea compendia, new teaching material, curricula and programmes for further education and certification for educators (managers, consultants, teachers, trainers, instructors, etc) in the voluntary culture sector – with focus on social inclusion, cultural cohesion and non-segregation as well as new participatory culture and co-creation learning methodologies.

## C. Project summary

BACKGROUND

The decline of trust the last decade is one of the central challenges of our societies. Several surveys by UN, OECD, EU and others indicate that the declining trust refers not only to the usual suspects as governments, companies and mainstream media, but also to NGOs and even more concerning to an increased distrust of other people.

Trust is the fundamental element of social capital in a country, and the World Development Report (2013) shows that countries, where people are more likely to trust others, are also countries where there is less violence and more political stability, accountability and stronger economic growth. Furthermore, trustful social relations are essential for happiness. The World Happiness Report (2012) indicates trust as one of the major reasons that some countries are happier than others.

Trust among fellow citizens is also essential for the subjective well-being or Quality of Life. Accordingly, the Eurostat Report: Quality of life in Europe – facts and views (2016) can conclude - contrary to one of the overarching aims of all EU learning and culture programmes - that the Quality of Life for the EU citizens is declining.

NEED

Without trust, institutions don’t work, societies falter and people lose faith in each other. Here, we think, the European sector of participatory culture (amateur arts, voluntary culture and heritage) can make a difference. This sector is, next to amateur sport, the largest civil society sector in the EU member states, and it has in the last decade been the civil society area with the highest rate of expansion in members and new associations. A vast number of voluntary and paid staff and artists are employed in a myriad of associations to provide arts and culture based activities for about 38 pct of the peoples in the member states (Eurobarometer 399, November 2013).

However, the voluntary arts and culture associations could strengthen their societal engagement. Especially in these times, the learning providers in this sector should prioritise new initiatives that can help to counter the current decline of the cohesiveness and mutual trust in our communities.

AIM AND INNOVATIVE ELEMENTS

The aim is to bridge social capital and to promote inclusion, cohesion and trust by strengthening the participatory and co-creative culture activities in the European sector of amateur arts, voluntary culture and heritage.

Our development work will focus on bridging social capital in the following five contexts of culture activities and lifelong learning: inter-social, inter-generational, inter-regional, inter-cultural, and inter-European. Thereby, we intend to strengthen new participatory culture and co-creation activities, where the learning context are changed not only from individual creativity to collective creativity, but to bridge people normally outside of each other’s direct social networks - not just bonding social capital between similar subgroups of individuals, but bridging former segregated social groups.

KEY ACTIVITIES AND OUTPUTS

The 2-year project has four main phases:

1. FOUNDING - launch the Communication Portal, English ed. and complete a State of the Arts Survey, seven language ed. ;
2. DEVELOP - compile good practice and innovative approaches and publish five Thematic Compendia, seven language ed.;
3. TEST - design and test curricula by seven national pilot courses and two European pilot courses, and provide Curriculum Report, seven language ed., and design sustainable Erasmus+ training course packages;
4. VALORISE - complete seven national conferences including representative foreign guests, deliver final dissemination and publish Project Summary report, English ed.

IMPACT AND BENEFITS

The goals are on short term to educate the educators, to teach and engage the key staff in the huge European lifelong learning sector of participatory arts and culture to initiate new co-creative culture activities with high potential of bridging social capital. On long term, we expect it can help to increase the mutual trust and thereby improve the quality of life for our EU citizens.

We expect the project’s information provision, awareness raising as well as new possibilities for further education regarding participatory culture and co-creation will inspire the learning providers in amateur arts, voluntary culture and heritage to be more societal engaged to counter the current decline of cultural cohesion and mutual trust in our communities and to promote empowerment, togetherness, recognition, openness and inclusive participation among former segregated social groups.

PARTNERSHIP CIRCLE

The partnership circle includes 8 partners from 7 countries in Northern, Eastern and Western Europe, that represent four strong national umbrellas as well as four knowledge and research centres, representing a transnational European sum of varied expertises and experiences in the field, which we cannot find in just one of the participating countries.

## D. Approval by the Danish Agency with reservations

### Demanded adjustments of the application’s work programme and budget

The Danish NA (National Agency for the Erasmus+ programme) informed the applicant, KSD by email, 12-07-2017, that the application had been granted with reservations, including a reduction of the applied grant from 299.918 EUR to 236.290 EUR, in total 63.628 EUR, like a reduction of 21,2 pct.

In a new mail, 18.08.2017, the Danish NA has explained the reasons for the reductions and presented a detailed demand in which activities the reductions must take place and with what amount. So the NA has in fact dictated the revised budget.

Here we first present the comments and demand from the Danish NA, and then we outline the adjusted work programme and the revised support.

### Intellectual Outputs, training events and exceptional costs

##### O1: The Communication Portal, Oct 2017 – Aug 2019 (P8, LKCA)

The Danish NA assessed that because O8 (plan Erasmus+ courses) and the Learning, Teaching and Training activities, C1 and C2, have not been granted, the Communication Portal will not include promotional activities on expected European courses. Consequently, parts of the envisaged work will fall away. Therefore, the needed work days in this Intellectual Output must be reduced by approximately 20 %.

We can do the reduction proportionally with 20 pct for cat 2 and cat 3 for all partners.

##### O2: The State of the Arts Survey, Oct 2017 – Mar 2018 (P5, EDUCULT)

The Danish NA assessed the budgeted number of work days as too high compared to the expected output. They demand an unchanged quality of the outcome, but the number of work days must be reduced with approx. 25 pct.

The reduction can be done proportionally with 25 pct for cat 2 and cat 3 for all partners.

##### O3: Five thematic Compendia of innovative practise, Mar – Aug 2018 (P3, VAN)

The Danish NA assessed the budgeted number of work days as too high compared to the expected output. They demand an unchanged quality of the outcome, but the number of work days must be reduced with approx. 15 pct.

The reduction can be done proportionally with 15 pct for cat 2 and cat 3 for all partners.

The work period can be expanded with 1 month to include March – Sept 2018

##### O4: Guidelines for Curriculum and Certification Methods, 15th March - May 2018 (P2, IF)

The Danish NA approved the budgeted number of work days without comments, so no reductions.

##### O5 / x1-x7: Design and test national pilot courses, June – Oct 2018 (P7, JSKD)

The Danish NA assessed

1) The budgeted number of working days allocated for O5 as too high compared to the expected output. Also much of the work in this Intellectual Output is expected to be continued and further developed in O6. The working days are therefore reduced by approx. 20 %.

The reduction can be made proportionally with 20 pct for cat 2 and cat 3 for all partners.

The work period can be expanded with 1 month to include June – Nov 2018 (and thereby it include the same period as the next work package)

2) **The exceptional costs/support (x1-x7)** to complete the national pilot courses as too high for the partner countries with a lower salary (as indicated by the different groups of salary supports in the Erasmus+ programme). So they demand that the total grant for Exceptional cost (75 pct of the total costs) must be reduced from 10.500 € to 7.607 € by the following mean:

P1, KSD (DK) - unchanged 1.500

P2, IF (DK) - unchanged 0

P3, VAN (UK) - reduced to 1.332

P4, FAIE (PL) - reduced to 461

P5, Educult (AT) - unchanged 1.500

P6, LPDA (LT) - reduced to 461

P7, JSKD (SI) - reduced to 853

P8, LKCA (NL) - unchanged 1500

##### O6 /T1-T2: Two European pilot courses in Lithuania, June – Nov 2018 (P6, LPDA)

The Danish NA assessed that the applied support for Learning, Teaching and Training activities, C1 and C2 (the two parallel 5-day courses in Lithuania) cannot be granted; with the reason they refer to the rejected O8: design of Erasmus + courses. The means the support for training, T1-T2, events is removed.

But even though we need to cancel the two European pilot courses in Lithuania, the Danish NA still accept we can use work days to development work in O6 (new exemplary course packages and Curricula know-how) as a continuation of the work in O5, so the work days must just be reduced with approx. 20 pct.

The reduction can be made proportionally with 20 pct for cat 2 and cat 3 for all partners.

##### O7: Curriculum Report, Nov 2018 - Mar 2019 (P2, IF)

The Danish NA assessed the budgeted number of work days as too high compared to the expected output. They demand an unchanged quality of the outcome, but the number of work days must be reduced with approx. 20 pct.

The reduction can be made proportionally with 20 pct for cat 2 and cat 3 for all partners.

##### O8: Two Erasmus+ in-service training packages, Nov 2018 - Feb 2019 (P2, IF)

The Danish NA has not approved this IO-8. They don’t consider it as an Intellectual Output to develop Erasmus+ KA1 courses, where future participants have to apply to be granted by Erasmus+ KA1, because all project results e.g. have to be freely accessible to the public.

Thereby the budgeted work days has been removed / reduced 100 pct

##### IO-9: Project Summary Report, May – 15 Aug 2018 (p1, KSD)

The Danish NA approved the budgeted number of work days without comments, so no reductions.

### Multiplier Events

##### E1-E7: Seven national 1-day conferences, Jan - April 2018 (P4, FAIE)

The Danish NA approved the planned events and budgeted support without comment

### Partner Meetings

The Danish NA approved in general the four partner meetings with the comment that they didn’t accept one unit support to LPDA to the meeting in Lithuania, where LPDA is host. Thereby the total partner meeting support to LPDA is reduced with 575 euro.

### Transversal management and implementation

The Danish NA approved the planned and budgeted unit support without comments.

**M1: Start-up management, Sept – Oct 2017** (P1, KSD)

**M2: Transversal dissemination**, whole period (P3, VAN)

**M3: Transversal process and impact evaluation**, whole period 8P5, Educult)

**M4: Transversal project management**, Whole period 8P1, KSD)

### Outline of adjusted work programme

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **BRIDGING work programme** | | | **Period: Sept 2017 - Aug 2019 (24 months)** | | | |
| **WP**  **no** | **Act.**  **no** | **Work Package titles** | **Version-1**  **application** | **Version-2**  **12-08-2017** | **Type support**  **\*)** | **Lead**  **partners** |
| **FIRST PHASE: PROVIDE PORTAL AND BASELINE** | | |  |  |  |  |
| WP 01 | M1 | Start-up management | Sept - Oct 2017 | Ditto | M- support | P1, KSD |
| WP 02 | P1 | First partner meeting, DK | **Oct 2017** | Ditto | P-support | P1, KSD |
| WP 03 | O1 | Communication Portal | Oct 2017 – Aug 2019 | Ditto | O-support  X-Exceptional | P8, LKCA |
| WP 04 | O2 | State of the art survey, EN | Oct 2017 – Mar 2018 | Ditto | O2: survey | P5, EDUC |
| **SECOND PHASE: PILOT WORK** | | |  |  |  |  |
| WP 05 | P2 | Second partner meeting, PL | March 2017 | Ditto | P-support | P4, FAIE |
| WP 06 | O3 | Idea compilation and thematic  compendia, seven languages | Mar – Aug 2018 | Mar – Sept 2018 | O-support | P3, VAN |
| WP 07 | O4 | Curricula guidelines, EN | 15 Mar - May 2018 | Ditto | O-support | P2, IF |
| WP 08 | O5,  t1-t7 | Develop curricula  Test national pilot courses | June – Oct 2018 | June – Nov 2018 | O -support  X-Exceptional | P7, JSKD |
| WP 09 | O6,  T1-T2 | Develop curricula  European courses cancelled | June – Nov 2018 | Ditto | O-support  T-support | P6, LPDA |
| WP 10 | P3 | Third partner meeting, LT | Nov 2018 | Ditto | P-support | P6, LPDA |
| WP 11 | O7 | Curricula Compendia,  seven languages | Nov 2018 - Mar 2019 | Ditto | O-support | P2, IF |
| **THIRD PHASE: VALORISE THE RESULTS** | | |  |  |  |  |
| WP 12 | O8 | Plan Erasmus+ courses | Nov 2018 - Feb 2019 | **None** | O-support | P2, IF |
| WP 13 | E1-E7 | Seven national conferences | Jan - April 2018 | Dec 2018 - April 2019 | E1-E7 support | P4, FAIE |
| WP 14 | P4 | Fourth partner meeting, AT | May 2018 | Ditto | P-support | P5, EDUC |
| WP 15 | O9 | Project summary report | May – 15 Aug 2018 | Ditto | O-support | P1, KSD |
| **WHOLE PERIOD: TRANSVERSAL WORK** | | |  |  |  |  |
| WP 16 | M2 | Trans dissemination ex portal | Oct 2017 – Aug 2019 | Ditto | M-support | P3, VAN |
| WP 17 | M3 | Trans evaluation | Oct 2017 - Aug 2019 | Ditto | M-support | P5, EDUC |
| WP 18 | M4 | Project Management | Sept 2017 - Aug 2019 | Ditto | M-support | P1, KSD |
| **\*) Man. and implement (M) / Partner Meeting (P) / Intellectual Output (O) / Training events (T) / Multiplier event (E) / Exceptional costs (X)** | | | | | | |
| **Comments to revised time schedule:**  The two major changes due to the demands of the Danish NA are:   1. to cancel the two parallel pilot European pilot courses in Lithuania in Nov 2018 (WP 09 / T1-T2), but where we still   have work days to develop of course packages and curricula in WP 09 as a continuation of the national pilot courses (WP 08).   1. to cancel the planning and announcement of Erasmus+ courses after the end of the project in Nov 2018 – Feb 2019l   Hereby we gain extra time in the overall work programme, and the work packages where we could use more time are:   * WP 06: Compilation of ideas and preparing five thematic compendia, seven languages. Therefore it has been expanded with 1 month. * WP 08: Develop curricula and course programmes and test national pilot courses. Expanded with 1 month * WP 13: Complete seven national conferences (for dissemination). Here we can use 1 more month for preparing and announcing the conferences. | | | | | | |

### Revisions of support due to Danish NA demands

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **BRIDGING, types of support** | | | | **Period: Sept 2017 - Aug 2019 (24 months)** | | | |
| **WP**  **no** | **Act.**  **no** | | **Work Package titles** | **Version-2**  **12-08-2017** | **Change of support** | **Type support \*)** | **Lead**  **partners** |
| **FIRST PHASE: PROVIDE PORTAL AND BASELINE** | | | |  |  |  |  |
| WP 01 | M1 | Start-up management | | Sept - Oct 2017 | M - unchanged | M- support | P1, KSD |
| WP 02 | P1 | First partner meeting, DK | | **Oct 2017** | P - unchanged | P-support | P1, KSD |
| WP 03 | O1 | Communication Portal | | Oct 2017 – Aug 2019 | O - reduced 20 pct | O-support | P8, LKCA |
| WP 04 | O2 | State of the art survey, EN | | Oct 2017 – Mar 2018 | O - reduced 25 pct | O2: survey | P5, EDUC |
| **SECOND PHASE: PILOT WORK** | | | |  |  |  |  |
| WP 05 | P2 | Second partner meeting, PL | | March 2017 | P - unchanged | P-support | P4, FAIE |
| WP 06 | O3 | Idea compilation and thematic  compendia, seven languages | | Mar – Sept 2018 | O - Reduced 15 pct | O-support | P3, VAN |
| WP 07 | O4 | Curricula guidelines, EN | | Mar – May 2018 | O - Unchanged | O-support | P2, IF |
| WP 08 | O5,  t1-t7 | Develop curricula  National pilot courses | | June – Nov 2018 | O - Reduced 15 pct  X – Reduced for some | O -support  X-Exceptional | P7, JSKD |
| WP 09 | O6,  T1-T2 | Develop curricula  European pilot courses in LT | | June – Nov 2018 | O – reduced 20 pct  **T - cancelled** | O-support  T-support | P6, LPDA |
| WP 10 | P3 | Third partner meeting, LT | | Nov 2018 | P - reduced 1 unit support, 575 euro | P-support | P6, LPDA |
| WP 11 | O7 | Curricula Compendia,  seven languages | | Nov 2018 - Mar 2019 | O - Reduced 20 pct | O-support | P2, IF |
| **THIRD PHASE: VALORISE THE RESULTS** | | | |  |  |  |  |
| WP 12 | O8 | Plan Erasmus+ courses | | **None** | **O - cancelled** | O-support | P2, IF |
| WP 13 | E1-E7 | Seven national conferences | | Dec 2018 - April 2019 | E - unchanged | E1-E7 support | P4, FAIE |
| WP 14 | P4 | Fourth partner meeting, AT | | May 2018 | P - unchanged | P-support | P5, EDUC |
| WP 15 | O9 | Project summary report | | May - Aug 2018 | O - unchanged | O-support | P1, KSD |
| **WHOLE PERIOD: TRANSVERSAL WORK** | | | |  |  |  |  |
| WP 16 | M2 | Trans dissemination ex portal | | Oct 2017 – Aug 2019 | M - unchanged | M-support | P3, VAN |
| WP 17 | M3 | Trans evaluation | | Oct 2017 - Aug 2019 | M - unchanged | M-support | P5, EDUC |
| WP 18 | M4 | Project Management | | Sept 2017 - Aug 2019 | M - unchanged | M-support | P1, KSD |

### Revision of budget

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type of unit support** | **Total euro application** | **Division to partnership** | | | | | | | | **Total euro Reduced** |
| **P1, KSD** | **P2, IF** | **P3, VAN** | **P4, FAIE** | **P5, EC** | **P6, LPDA** | **P7, JSKD** | **P8, LKCA** |
| Management  and Implementation | 54.000 | 12.000 | 6.000 | 6.000 | 6.000 | 6.000 | 6.000 | 6.000 | 6.000 | 54.000 |
| Partner Meetings | 16.675 | 1.725 | 2.300 | 2.300 | 1.725 | 1.725 | 1.725 | 2.300 | 2.300 | 16.100 |
| Intellectual Outputs | 163.743 | 21.438 | 21.871 | 17.864 | 6.312 | 22.019 | 5.911 | 12.000 | 21.158 | 128.573 |
| Transnational training | 25.000 | - | - | - | - | - | - | - | - | - |
| Multiplier Events | 30.000 | 2.600 | 1.600 | 4.300 | 4.300 | 4.300 | 4.300 | 4.300 | 4.300 | 30.000 |
| Exceptional costs | 10.500 | 1.500 | - | 1.332 | 461 | 1.500 | 461 | 853 | 1.500 | 7.607 |
| **Total** | **299.918** | **39.263** | **31.771** | **31.796** | **18.798** | **35.544** | **18.397** | **25.453** | **35.258** | **236.280** |
| Budget frame demanded by NA | |  |  |  |  |  |  |  |  | 236.290 |
| Difference |  |  |  |  |  |  |  |  |  | 10 |

For more information – see budget, v2, 14.08.2017

### Revision of work days

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **IO no**. | **Intellectual Outputs** | **Lead** | **Number of work days after reduction of approx 22 pct.** | | | | | | | | | | | | | | | | | | |  |  |
| **P1, KSD** | | | **P2, IF** | | | **P3, VAN** | | **P4, FAIE** | | **P5, EDUC** | | **P6, LPDA** | | **P7, JSKD** | | **P8, LKCA** | | **Total** | **Reduced to** | **NA guide** |
| Cat 2 | Cat 3 | | Cat 2 | | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | **days** |
|  |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| O1 | Portal | P8, LKCA | 6,50 | | 2,50 | | 10,25 | 3,25 | 5,50 | 1,50 | 6,50 | 2,50 | 10,25 | 3,25 | 6,50 | 2,50 | 6,50 | 2,50 | 11,75 | 8,00 | **89,75** | **80%** | **80%** |
| O2-a | State of the art | P5, EC | 6,50 | | 3,75 | | 2,25 | 0,00 | 7,50 | 3,75 | 7,50 | 3,75 | 7,50 | 0,75 | 2,25 | 1,50 | 7,50 | 3,75 | 2,25 | 1,50 | **62,00** | **74%** | **75%** |
| O2-b | Survey report, EN | P5, EC | 1,50 | | 3,75 | | 1,50 | 1,50 | 3,00 | 4,50 | 3,00 | 4,50 | 7,50 | 3,75 | 3,00 | 4,50 | 3,00 | 4,50 | 3,00 | 4,50 | **57,00** | **75%** | **75%** |
| O3-a | Idea compilation | P3, VA | 12,75 | | 2,50 | | 12,75 | 2,50 | 12,75 | 2,50 | 12,75 | 2,50 | 12,75 | 2,50 | 12,75 | 2,50 | 12,75 | 2,50 | 12,75 | 2,50 | **122,00** | **84%** | **85%** |
| O3-b | Five compendia, | P3, VA | 4,25 | | 8,50 | | 3,50 | 1,75 | 5,25 | 8,50 | 4,25 | 8,50 | 4,25 | 8,50 | 4,25 | 8,50 | 4,25 | 8,50 | 4,25 | 8,50 | **95,50** | **86%** | **85%** |
| O4 | Curricula Guidelines | P2, IF | 4,00 | | 1,00 | | 12,00 | 3,00 | 4,00 | 1,00 | 4,00 | 1,00 | 4,00 | 1,00 | 7,00 | 1,00 | 7,00 | 1,00 | 4,00 | 1,00 | **56,00** | **97%** | **100%** |
| O5 | National courses | P9, JSKD | 8,00 | | 3,50 | | 4,00 | 2,00 | 8,50 | 3,50 | 8,50 | 3,50 | 8,50 | 3,50 | 8,50 | 3,50 | 9,25 | 3,50 | 8,50 | 3,50 | **90,25** | **87%** | **85%** |
| O6 | Eueropean courses | P6, LPDA | 7,50 | | 1,50 | | 9,00 | 1,50 | 7,50 | 1,50 | 9,00 | 1,50 | 7,50 | 1,50 | 9,00 | 1,50 | 7,50 | 1,50 | 7,50 | 1,50 | **76,50** | **71%** | **75%** |
| O7 | Curricula Report | P2, IF | 3,20 | | 2,40 | | 13,50 | 4,00 | 3,20 | 4,00 | 3,20 | 4,00 | 3,20 | 4,00 | 3,20 | 4,00 | 3,20 | 4,00 | 3,20 | 4,00 | **66,30** | **81%** | **80%** |
| O8 | Erasmus events | P7, JSKD |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **0,00** | **0%** | **0%** |
| O9 | Project Report | P1, KSD | 10 | | 2 | | 5 | 2 | 3 | 0 | 3 | 0 | 3 | 0 | 3 | 0 | 3 | 0 | 3 | 0 | **37,00** | **100%** | **100%** |
| **Total cat 2 and cat 3** | |  | **64,2** | | **31,4** | | **73,8** | **21,5** | **60,2** | **30,8** | **61,7** | **31,8** | **68,5** | **28,8** | **59,5** | **29,5** | **64,0** | **31,8** | **60,2** | **35,0** | **752,3** | **78,1%** |  |
| **Total work days** | |  | 95,6 | | | | 95,3 | | 91,0 | | 93,5 | | 97,2 | | 89,0 | | 95,7 | | 95,2 | | **752,3** |  |  |
| **Percetage of work days in application** | |  | **79,0%** | | | | **78,7%** | | **78,4%** | | **78,5%** | | **78,4%** | | **74,7%** | | **78,4%** | | **78,7%** | | **78,1%** |  |  |
| **Comments:**   1. First - the number of work days from the application, cat 2 as well as cat 3, has first been reduced with the percentages indicated by Danish **NA.** 2. Then the numbers have been rounded up/down to 0.0 / 0.25 / 0.5 / 0.75 3. The percentage reduction of the cancelled European courses in O6 has been reduced from 75 pct to 71 pct and the work in national courses in O5 has been increased to 87 pct (instead of 85 pct) 4. Thereafter the extra days for LPDA as lead partner and host for the two week courses in Lithuania has been removed   Overall the average reduction of work days is to 78,1 pct and all partners (except LPDA, where the key activity as host and course planner has been removed by NA) is a little above this average. | | | | | | | | | | | | | | | | | | | | | | | |

## 

# D. Partnership Circle

## P1, KSD (Applicant Organisation)

#### Data of organisation

PIC no: 942040042

Full legal name: Kulturelle Samrad i Danmark

Acronym: KSD

National ID: 25646401

Address: Farvergade 27d, 3., DK-1463 Copenhagen K

Country: Denmark

Website: [www.kulturellesamraad.dk](http://www.kulturellesamraad.dk)

Email: [kulturellesamraad@kulturellesamraad.dk](mailto:kulturellesamraad@kulturellesamraad.dk)

Telephone 1: (+45) 33 93 13 26

#### Profile

Type of Organisation: Publically funded cultural organizations

Is your organisation a public body? Yes

Is your organisation a non-profit? Yes

#### Background and Experience

##### Present your Organisation

The name is " Kulturelle Samrad i Danmark" (KSD). The English name is "National Association of Cultural Councils in Denmark”. KSD is 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 ect.

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 - paradigmestrid om laring, 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).

##### 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:**

Member of the National Assembly of Charter for Volunteerism (Ministry of Culture), 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 (chairman), Danish Orchestra Conductors (board), Musical Centres in Denmark (board), Fund of Musical Centres in Denmark (board), Danish Cultural Institute (assembly), National Music Council, Holstebro Music School (assembly), Committee for Culture in Social Centres (Ministry of Social Affairs), TV2 Lorry (assembly), Frederiksberg Chamber Music Society (Board).

**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 Affair’s Think Tank for Local Democracy, The National Association of Danish Amateur Orchestras (chairman).

**Other staff involved in the project:**

Anja Tollan, MA (culture). Project manager in different projects including “Culture for refugees”.

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 Samrad i Danmark |
| Erasmus+, KA2, strategic  partnerships, development of  innovation | 2016 | 2016-1-UK01-KA204-024505 | Voluntary Arts Network |

#### Legal representative and contact person

**Legal representative:**

Mrs Bente von Schindel, Secretary general

[bs@kulturellesamraad.dk](mailto:bs@kulturellesamraad.dk) / (+45) 53 63 13 26

**Contact person:**

Mrs Bente von Schindel, Secretary general

[bs@kulturellesamraad.dk](mailto:bs@kulturellesamraad.dk) / (+45) 53 63 13 26

## P2, Interfolk (DK)

#### Data of organisation

PIC no: 949561519

Full legal name: Interfolk, Institut for Civilsamfund

Acronym: IF

National ID: 31146046

Address: Skovgade 25, DK-5500 Middelfart

Country: Denmark

Website: [www.interfolk.dk](http://www.interfolk.dk)

Email: [info@interfiolk.dk](mailto:info@interfiolk.dk)

Telephone 1: ( +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

#### Background and Experience

##### Present your Organisation

Interfolk, Institute for Civil Society is a Danish non-profit association based on individuals sharing the same fundamental ideas and objectives with reference to the Grundtvigian tradition of liberal adult education. The association was founded in 2008, and the general meeting hold the supreme authority.

Interfolk is a member association of the Baltic Network for Adult Learning (BNAL); Danfo, the Danish national platform for cooperation of NGOs in the Baltic Sea Area concerned with the annual CBSS NGO Forum; and AMATEO, the European network for Amateur Arts.

The overall aim is to promote humanistic and democratic learning capacities in a civil society context. The main objectives are

* to promote liberal adult education and cultural learning that focus on personal autonomy, active citizenship, social inclusion, and cultural cohesion;
* to create partnerships with Nordic and European associations within liberal adult education, NGO-activities and the spheres of amateur arts and voluntary culture;
* to ensure that the objectives of lifelong learning adhered to by the European Commission and the Nordic Council of Ministers also continues the best of the intentions of the Nordic-European tradition of Enlightenment and Bildung.

The activities of Interfolk include research, surveys, development projects, courses, seminars, debate activities and other cultural activities - in a Danish, Nordic and European context. The main activities in 2009-2014 included:

* 2008 – 2010: A major survey task regarding validation of values and goals in voluntary cultural organisations in cooperation with the Joint Cultural Councils in Denmark; supported by the Danish Ministry of Culture.
* 2011: Development of an e-learning tool for validation of the students’ learning profile for Esbjerg Folk High School; supported by the Association of Folk High Schools in Denmark.
* 2009 - 2011: Coordinator organisation for a two year Nordplus Adult development project, regarding validation of non-formal and informal learning outcome in cooperation with seven partners from the Nordic and Baltic countries; supported by the Nordic Council of Ministers.
* 2009 – 2011: Coordinator organisation for a two year Grundtvig multilateral project, with the title “Learning outcome of amateur culture” (LOAC) with partners from the European amateur culture; supported by EU’s Executive Agency, EACEA.
* 2012: Development of a new learning assessment frame focussed on the existential learning dimension for folk high school students at Nordfyn Folk High School.
* 2011 - 2012: Lead partner for planning a NGO Portal for the Baltic Sea Region, with reference to the CBSS-NGO Forum (The Council of the Baltic Sea States’ NGO Forum).
* 2012 - 2014: Coordinator organisation for a Grundtvig Learning partnership, with the title “Art based learning and active ageing” (ART-AGE), supported by the Danish Agency for International Education.
* 2013 - 2015: Coordinator organisation for a Grundtvig Multilateral Project, with the title “Culture guides for marginalised social groups (GUIDE), supported by EU’s Executive Agency, EACEA.
* 2015: Initiator of the European network of voluntary arts to provide Erasmus plus training events - see EVA -European mobility for Voluntary Arts and Culture associations: www.erasmus-eva.eu
* 2016: Coordinator for the 3-year capacity development project, entitled " Amateur art and voluntary culture as suppliers of arts and culture in sparsely populated areas in the West Nordic Region" (AMARE), supported by Nordic Culture Point.
* 2016 - 2018: Partner in the two year Nordplus Adult Development project, entitled "Curricula and training for culture volunteers in sparsely populated areas (SPARK)" supported by the Danish Agency of Higher Education.
* 2016 - 2019: Coordinator for the 3-year development project, 2016 - 2019, entitled "Voluntary culture as leverage of cross-cultural activities in sparsely populated areas with an added value for democratic participation and community bonding" (LEVER), supported by the Nordic Council of Ministers' NGO programme for the Baltic Sea Region.
* 2016 - 2018: partner in the Erasmus+ strategic partnership, entitled "Curricula for culture volunteers and managers in sparsely populated areas" (SPAR), supported by the UK National Office.

##### Activities and competences relevant for this project

Interfolk has expertise competencies in validation of informal and non-formal prior learning, pedagogical theory and curricula planning in the fields of liberal adult education; and strong competences in research and development work in the field of civil society associations including amateur arts and voluntary culture.

Interfolk will together with KSD involve dialogue and reference partners to clarify the needs of senior citizens for tailored learning opportunities to become resourceful culture volunteers and to improve the contact to and involvement of the end-user groups in the pilot work as well as to strengthen the valorisation of the project results. These dialogue partners will be

* Dansk Folkeoplysnings Samråd (The Danish national Adult Education Association) that has general knowledge of lifelong learning including expert knowledge and research skills of learning when it comes to senior citizens
* The projekt team of "Kultur på recept", supported by Region Skane (Skane in Southern Sweden is part of the cross-border Oresund cooperation with Eastern Denmark also entitled the Greater Copenhagen region).

The key person involved will be Hans Jorgen Vodsgaard, Head of Institute, Interfolk, Mag. Art. (History of ideas). He has been active in liberal adult education and the folk high school movement since 1980 - as General Secretary 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; as principal of Snoghoj Folk High School and Uldum Folk High School; as project leader for Askov Folk High School; and as research leader for Nordic European Academy.

Bibliography:

Reports and books regarding Liberal Adult Education and cultural and arts based learning:

* Menneske først, ideoplæg om højskoleånd og arbejdsliv, FFD, august 1997
* Rapport om højskolernes økonomi, FFD, december 1997
* Rapport om Ry Højskoles udviklingsmuligheder, Ry, august 1998
* Den særegne hojskole - idegrundlag og tradition, FFD, januar 2000
* Højskole til tiden – en udredning om de unges trang, regeringens ønsker og højskolens ærinde under senmoderne vilkar, FFD, august 2003.
* (Red). Nye astetiske lareprocesser og hojskolens dannelsesopgave - adresse til hojskoleudvalget, Middelfart, maj 2004
* (Ed.): Nordic-European Academy – background and visions, NEA Publisher, 2006
* Da dannelsen gik ud - en kortlægning af det almene sigte i nordisk folkeoplysning og foreningsliv, Nea Publisher, 2007.
* Den Frie Kultur. Paradigmestrid om læring, kunst og civilsamfund. Interfolks Forlag, 2010
* Survey Report on Learning Outcome of Amateur Culture. Interfolks Forlag, 2011
* Course Compendium on Learning Outcome of Amateur Culture. Interfolks Forlag, 2011
* Dannelse, kundskaber og kompetencer. Nordplus rapport om læringsvurdering. Interfolks Forlag, 2012
* (Ed). Compendium. Arts and Culture on the Nordic Edge. KSD Forlag, 2016
* (Ed.) Multilateral Need Survey. Voluntary culture in sparsely populated areas. Interfolks Forlag, 2016

##### 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 Samrad 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 Samrad i Danmark |
| Erasmus+, KA1-staff training, adult education | 2014 | 2014-1-DK01-KA104-000471 | Interfolk, Institut for Civilsamfund |
| Erasmus+, KA2, strategic  partnerships, development of  innovation | 2016 | 2016-1-UK01-KA204-024505 | Voluntary Arts Network |

#### Legal representative and contact person

**Legal representative:**

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

**Contact person:**

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

## P3, VAN (UK)

#### Data of organisation

PIC no: 933316153

Full legal name: Voluntary Arts Network

Acronym: VA

National ID: SC139147

Address: The Creative Exchange, 29 Constitution Street, EH6 7BS Edinburgh

Country: United Kingdom

Website: [www.voluntaryarts.org](http://www.voluntaryarts.org)

Email: info@voluntaryarts.org

Telephone 1: (+44) 2920395395

#### 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

##### Present your Organisation

Voluntary Arts Network (VA) is registered as a charity in Scotland. Voluntary Arts is the development agency for arts participation in England, Wales, Scotland and the 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.

VA 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. VA 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. VA runs major campaigns and events to promote voluntary arts activity such as the annual Epic Awards and the Voluntary Arts 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. Voluntary Arts has 17 paid staff and more than 60 volunteers working across the 5 nations of the UK and Republic of Ireland.

VA is an active founding member of Amateo, the European Network of national organisations set up to promote cultural participation ([www.amateo.info](http://www.amateo.info)).

VA has recently been part of a number of major UK initiatives relating to inter-generational learning through arts and cultural activities. It ran a project in 2012 funded by the Paul Hamlyn Foundation called Hand on Crafts, which used intergenerational skills sharing in traditional hand crafts to help improve the sustainability of at-risk crafts whilst increasing social cohesion through connecting groups of older and younger people in three areas in England.

At the same time it also became involved in the Grundtvig partnership project Art-Age, in which it ran a series of consultations with experts in the field of older people’s participation, and developed a methodology for validating the affects of arts-based learning on active ageing.

Voluntary Arts is an active member of the Merseyside Arts and Health Assembly (MARTHA) and is working with the National Alliance for Arts, Health and Wellbeing to develop a national project to support similar local arts and health networks across the country.

Voluntary Arts is a partner in ‘A Choir in Every Care Home’ - an ambitious initiative to explore how singing can feature regularly in care homes across the country, funded and initiated by the Baring Foundation. Voluntary Arts is working in partnership with the British Legion in Liverpool on a project to encourage ex-service personnel to take part in creative cultural activity. Voluntary Arts is managing a social prescribing project in Liverpool in partnership with Aintree Hospital PARTIA Unit (Promoting Arts In Aintree) and Liverpool John Moores University.

##### Activities and competences relevant for this project

Voluntary Arts has expertise competences in voluntary cultural work; culture policy, volunteer policy, network activities in the voluntary cultural sector; planning of curricula and courses; culture surveys and reporting; dissemination and exploitation.

This project will be managed by VA’s Chief Executive’s department that will oversee the strategic direction and financial management of the project and the practical implementation of the project. The Voluntary Arts England department will focus on the pilot work, whilst the remaining three nation-specific departments (Ireland, Scotland and Wales) will be involved in promoting and disseminating the project within their regions.

Damien McGlynn, VA Information Resources Manager will act as project leader. Laraine Winning, Voluntary Arts England Development Officers Co-ordinator, will manage the pilot activity. VA Finance and Human Resources Manager, Lindsey Jackson, will take care of the financial management. VA Chief Executive, Robin Simpson, will take overall responsibility for the project.

Damien McGlynn is Information Resources Manager at Voluntary Arts. Damien 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 Voluntary Arts 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 Voluntary Arts’ communications and public campaigns across the UK and Ireland and

works with partner organisations to deliver major projects such as Get Creative. He also leads on the organisation’s strategic aim of disseminating best practice guidance and resources to strengthen the amateur and voluntary arts sector.

Laraine Winning is Voluntary Arts England Development Officers Coordinator. Laraine is a qualified graduate teacher from New College, Durham majoring in English & Drama. She is also a qualified residential social worker. She has experience of producing learning schemes, lesson plans and resources for groups and leading on developing pilot projects for the elderly e.g Hand on Crafts.

She has significant experience of heading up EU projects on health/wellbeing (Play Safe in Europe, an HIV/Aids programme) and producing all the relevant promotional materials, documentation and learning aids. She currently manages Up for Arts - an arts development programme based within BBC local radio in the North West of England (Liverpool, Lancashire & Cumbria) that targets an older demographic – 50+. She has 30 years experience of working in the third sector in England at a community development level producing award winning projects, services and campaigns. Laraine was the National Broadcast Manager for CSV Media, responsible for the social action broadcasting output for all BBC local radio stations (39 projects) and producing campaign activity in alliance with BBC Learning. She currently manages all Voluntary Arts project work in England.

Robin Simpson has been Chief Executive of Voluntary Arts since September 2005. Before joining VA 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.

He was a member of the Scrutiny Committee for the national Volunteering Hub in England from 2006-08. He is a member of the England Volunteering Development Council. He was a member of the UK working group for European Year of Volunteering 2011.Robin completed his MBA with the Open University Business School in 2002. He has been a member of the Department for Culture, Media and Sport Third Sector Forum, the DCMS Opportunity & Excellence Programme Board, the National Council for Voluntary Organisations Members’ Assembly and the ACEVO Arts, Culture & Heritage Special Interest Group. He was a Trustee of NCVO from 2007-08 and a member of the NCVO Executive Committee from 2007-08.

Lindsey Jackson, 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 Samrad i Danmark |
| Erasmus+, KA2, strategic  partnerships, development of  innovation | 2016 | 2016-1-UK01-KA204-024505 | Voluntary Arts Network |

#### Legal representative and contact person

**Legal representative:**

Mr Robin Simpson, Chief Executive

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**Contact person:**

Mr Damien McGlynn, Information Resources Manager

[damien@voluntaryarts.org](mailto:damien@voluntaryarts.org) \* (+44) 07818 028 128

## P4, FAIE (PL)

#### Data of organisation

PIC no: 943344304

Full legal name: FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH

Acronym: FAIE

National ID: 241936864

Address: Ul Ukryta 14, 43 300 Bielsko Biala

Country: Poland

Website: www.fundacjaaie.eu

Email: faie@fundacjaaie.eu

Telephone 1: +48511551439

#### Profile

Type of Organisation: Foundation

Is your organisation a public body? No

Is your organisation a non-profit? Yes

#### Background and Experience

##### Present your Organisation

The Foundations’ of Alternative Educational Initiatives (FAEI) is a non-profit, non-governmental organisation, founded in 2011. The main goal is Life Long 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 the Southern region of Poland by designing, developing, conducting and testing training and advisory programmes aimed at preparing and realizing quality international projects. In this field there were 2 regional – and one all-Polish - projects, with the support of governmental actors, realized. In the frame of these projects there was the staff of 115 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.

FAIE works in the field of democratic empowerment. An international partnership research project in the frame of Europe for Citizens Programme – Civil Society Projects: "Let's get active! Incentives for citizens active participation in the democratic life of the European Union" was realised in 2015. The project included an international open on-line research conducted, implemented four National Citizen’s Forums and International Citizens Forum realised. As a result, a list of Recommendations, to give suggestions on active democratic participation of the EU citizens, was developed and disseminated to the relevant actors on the European, national, regional and local levels as well as to other wide public.

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. Most of them are active in the rural areas. FAIE has also started to prepare a guide for alternative culture places in the region (private museums, art galleries run by NGOs etc.).

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. Currently FAEI is also involved in an international, partnership projects aiming to 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 as well as an Erasmus+ project aiming at developing curricula for culture volunteers and managers in sparsely populated areas.

Since 2014 FAIE runs the EURODESK Regional Information Point. It’s 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 - FAEI is involved in 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. FAEI also is a founder - member of the Non-governmental Organizations of Bielsko-Biała Treaty.

##### Activities and competences relevant for this project

Since 2011 FAIE is conducting state of the art and needs analysis concerning the Non-governmental organisations members/workers/volunteers needs, including the seniors and 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 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 programme "EDUDESIGN. Education for designing the future."

FAEI’s has 3 fast-staff, 2 part-time specialist and 2 volunteers. The fast-staff members are:

Agnieszka Dadak, Author and international projects manager (Certificate by Project Management Institute). Over 8 years of experience at multi – partner, international projects co-financed from external funds (Norwegian Financial Mechanism, “Life Long Learning” Programme, EQUAL Community Initiative, Europe for Citizens Programme, Erasmus+) in the fields of: building clusters in the creative/cultural sector, educational mobility, vocational development & vocational re-training of mature workers, empowering democracy. Author of several methodologies in the area of HR Management. 10 years of experience at planning, organizing and leading trainings and workshops (social & psychological skills) – workshop trainer recommended by Association of Psychological Help „Integracja” (recommendation no. 31). 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 in Cracow); has graduated from post – diploma studies „European Project Management” (The University of Economics in Katowice); has also graduated form post – diploma studies in Stockholm(“socialpedagogiskt ungdomsarbete”, Tollare folkhögskola) in the frame of The Swedish Institute scholarship – Visby Programme.

Rafał Dadak, Specialist in co-funding for projects realization and in legal and administrative advisory. Over 8 years of experience in advisory concerning co-funding for projects and projects realization (among others: The Culture Programme; Norwegian Financial Mechanism; Regional Operational Programme of Silesia; Rural Areas Development Programme). Since 2003 cooperates with NGOs in

the field of administrative ad legal advisory. NGOs trainer in the field of planning, developing and realising externally co-funded 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 centres. 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.

Jerzy Kraus, Specialist in co-funding for projects realization, project administration and project settlements. Over 8 years of experience in advisory concerning co-funding for projects from public grants acquiring and projects realization (among others: The Culture Programme; Norwegian FM; Regional Operational Programme of Silesia; Rural Areas Development Programme). Since 2003 cooperates with NGOs in the field of administrative ad legal advisory. NGO trainer in the field of administrative, financial and legal issues. Several years of experience in educational work with seniors. Since 2012 involved in the field research concerning mapping folk artists and craftsmen and alternative culture centres. Master of Public Administration (The Silesian University in Katowice).

FAEI also cooperates with 3 other persons on regular basis: Marta Nowak, media relations specialist and IT specialist, Wojciech Żebrok. Cooperates with certified accountant, Magdalena Wojtczak, with 10 year of experience in LLL programmes; running NGO with over € 1 mln turnover. Realises traineeship programmes for volunteers on regular basis.

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

|  |  |  |  |
| --- | --- | --- | --- |
| EU Programme | Year | Project Identification | Applicant Name |
| PASOS | 2012 | 1167/11/2012/ASOS | Fundacja Alternatywnych Inicjatyw Edukacyjnych |
| POFIO | 2012 | 468\_I/12 | Fundacja Alternatywnych Inicjatyw Edukacyjnych |
| PO FIO | 2013 | 42\_I/13 | Fundacja Alternatywnych Inicjatyw Edukacyjnych |
| Europe for Citizens | 2014 | decision No 2014 – 2778/001 – 001 | Fundacja Alternatywnych Inicjatyw Edukacyjnych |
| P ASOS | 2015 | 7764/ASOS/2015 | Fundacja Alternatywnych Inicjatyw Edukacyjnych |
| Erasmus+, KA2, strategic partner-ships, development of innovation | 2016 | 2016-1-UK01-KA204-024505 | Voluntary Arts Network |
| Erasmus+, KA1-staff training, adult education | 2016 | 2016-1-PL01-KA104-025640 | Fundacja Alternatywnych Inicjatyw Edukacyjnych |
| P FIO | 2016 | 68\_I/2016 | Fundacja Alternatywnych Inicjatyw Edukacyjnych |
| P ASOS | 2016 | 11211/2016/ASOS | Fundacja Alternatywnych Inicjatyw Edukacyjnych |

#### Legal representative and contact person

**Legal representative:**

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**Contact person:**

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## P5, EDUCULT (AT)

#### Data of organisation

PIC no: 951984676

Full legal name: EDUCULT - DENKEN UND HANDELN IM KULTURBEREICH VEREIN

Acronym: EC

National ID: 740924950/CF1070464

Address: Museumsplatz 1, 1070 Wien

Country: Austria

Website: www.educult.at

Email: office@educult.at

Telephone 1: (+43) 1522312720

#### Profile

Type of Organisation: Research Institute/Centre

Is your organisation a public body? No

Is your organisation a non-profit? Yes

#### Background and Experience

##### 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 initatives
* 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 researh of creativity and culture in vocational schools.
* Interim evaluation of the programme “macht|schule|theater“ (2009/10), funded by the Ministry for Edcuation, 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 intergenerational 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 managementas 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.

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

|  |  |  |  |
| --- | --- | --- | --- |
| EU Programme | Year | Project Identification | Applicant Name |
| Culture Programme 2007 – 2013, Strand 3.2. Cooperation projects between organisations involved in cultural policy analysis; | 2011 | 2011-1152/001-001 CU7-PAG07 | EDUCULT |
| European Commission, DG Home | 2013 | HOME/2013/EIFX/CA/CFP/4259 30-CE-0586565/0047 | EDUCULT |
| Culture Programme; Access to Culture Project | 2013 | 2013–1384/001-001 CU 7-PAG07 | EDUCULT |
| ERASMUS | 2015 | +; VG-SRP-BE-15-24-013750 | EDUCULT |
|  |  |  |  |

#### Legal representative and contact person

**Legal representative:**

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**Contact person:**

Angela Wieser, Research & consulting

Dr Aron Weigl, Research & consulting

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## P6, LPDA (LT)

#### Data of organisation

PIC no: 946195037

Full legal name: Lithuanian Association of Castles and Manors

Acronym: LPDA

National ID: 073758

Address: S. Konarskio 49, LT-03123 Vilnius

Country: Lithuania

Website: www.dvarai.lt

Email: projektai@dvarai.lt

Telephone 1: (+370) 60144120

#### Profile

Type of Organisation: Non-governmental organisation/association/social enterprise

Is your organisation a public body? No

Is your organisation a non-profit? No

#### Background and Experience

##### Present your Organisation

The Lithuanian Association of Castles and Manors (Lietuvos Pilių ir Dvarų Asociacija) was established in 2005. LPDA unites on a voluntary basis, natural and legal persons, such as Lithuanian castles and manor owners, managers - and other people caring about the cultural heritage of the Lithuanian castles and manors.

We take care of Lithuanian castles and manors heritage, cultural traditions, and preservation. We also uphold Lithuanian cultural traditions, bring to life manor farms and farming heritage, and strengthen our rural communities. We also encourage the development of traditional crafts, and help to restore and preserve the ancient Lithuanian breeds of livestock and poultry gene pool.

The goals are to evolve the rural communities by restoring farms and farming heritage in the manors, to encourage the development of traditional crafts, and to restore and preserve the ancient Lithuanian breeds of livestock and poultry gene pool. The vision is to preserve and restore the Lithuanian castles as a culture of nurturing, competitive and profitable operating in tourism and other economic sectors of interest.

The association strives

* to develop public respect for heritage,
* to unite people for common activities,
* to strengthen their cooperation and assistance,
* to promote international cooperation,
* to strengthen political activism, organizational skills and initiative.

The Manors are still one of the main cultural holders at the countryside. There are many different events being hold in the Association’s Manors, like exteriors, creative evenings, musical dinners and festivals, exhibitions, spectacles, professional art galleries, and etc. Also Manors still keep old traditions, such as saving culinary heritage and old farming traditions and other economic activities.

There are many different events being hold in the Association’s Manors, like: exteriors, creative evenings, musical dinners and festivals, exhibitions, spectacles, professional art galleries, and etc. Also Manors still keep old traditions: saving culinary heritage and old farming traditions and other economic activities. All these movements remind our society about the importance of the Manors in the social and cultural life.

##### Activities and competences relevant for this project

Lithuanian Castle and Manor association (LPDA) one of the main goals is rising culture. We as association attend in various projects held in Lithuania by our Cultural heritage department and creating a lot of events for people who want to learn about culture and cultural heritage, we always try to connect people with disabilities to you such activities. The members of LPDA are working to make

culture better in Lithuania. Most of them held a lot of events, trainings, meetings in manors and castles. Every manor owner has something to share with other, so the total experience of all our members is huge.

The key persons involved in the project are the president, a board member and the director.

Our President Arūnas Svitojus has good connections with departments, he organizes a lot of charity events in his manor.

Regina Žirguliavičienė, board member is really important in the region, where her manor is located. She organizes a lot of events andtrainings for many visitors.

Executive Director of LPDA Zigmantas Kmita is a young professional with a degree in Buildings and parks restoration and conservation. His key competences include knowledge of cultural heritage protection, management of cultural events, provision of training courses and other activities that includes culture.

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

|  |  |  |  |
| --- | --- | --- | --- |
| EU Programme | Year | Project Identification | Applicant Name |
| Eea grants/ norway grants | 2010 | 2004-LT0008-NVO-1EEE/NOR-02-085 | Lithuanian castle and manor  association |
| Baltic Sea Region Program | 2012 | AGORA 2.0-PP26-PR5 | Greifswald University |
|  |  |  |  |

#### Legal representative and contact person

**Legal representative:**

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[projektai@dvarai.lt](mailto:projektai@dvarai.lt) \* (+370) 60144120

## P7, JSKD (SI)

#### Data of organisation

PIC no: 947676906

Full legal name: Javni sklad RS za kulturne dejavnosti

Acronym: JSKD

National ID: 1233661

Address: Štefanova ulica 5, 1000 Ljubljana

Country: Slovenia

Website: www.jskd.si

Email: info@jskd.si

Telephone 1: (+386) 12410506

#### Profile

Type of Organisation: Publically funded cultural organizations

Is your organisation a public body? Yes

Is your organisation a non-profit? Yes

#### Background and Experience

##### Present your Organisation

JSKD was established in 1998 as a national organization in the field of amateur culture. In Slovenia there are approximately 5,000 cultural associations and groups, which involve more than 100,000 active cultural creators. Therefore, to perform the tasks JSKD is network organized - professional service at the headquarters of JSKD and 59 regional branches in all major towns of Slovenia.

Regional branches are connected to the 10 regional units, which coordinate and implement regional programs. The spatial dispersion and integration into the local environment to plan balanced regional development and networking at regional, national and international levels.

In the context of the implementation of the national cultural program activities, JSKD include vocal and instrumental music, theatre and puppets, folklore, dance, film, visual and literary activity. Even though these areas are complementary, all also include cultural education; take into account cultural diversity and introducing new practices. In addition JSKD carry out the procedures for co-financing of amateur cultural programs and projects, organizes events (festivals, competitions, concerts, exhibitions, etc.), and provide education (seminars, workshops, schools), and issuing professional literature (books, magazines, music collections, ...) for all areas of artistic creation. Provides professional and organizational support cultural societies and groups plan and implement projects with foreign cultural organizations, promotes the achievements of amateur cultural creativity. Most of the programs and projects of various types and complexity is carried through in a pyramid scheme (district, regional and state level), where through a system of selection promotes qualitative development, while 59 regional branches of the JSKD with the cultural brokering provides access to the most important cultural and artistic achievements outside major urban centres.

JSKD is also responsible for advocacy areas of interest and active participation in the preparation of the legal bases and guidelines. Establish a national, regional and local professional standards and takes responsibility for the management of the quality system. In amateur culture is also responsible for international cooperation and participation.

The program JSKD include the implementation of international programs and projects, involvement in a network of similar organizations, and supporting tours of the best artistic groups. As an organization JSKD is included in most international professional organizations, from 2011 also acts as the Secretariat of the Union for Choral competition Gran Prix of Europe. JSKD is a member of the European Network for the Promotion and active participation in cultural activities AMATEO. The network acts as a representative body and an information platform at European level and linking socio-cultural organizations representing the interests of amateur cultural organizations across Europe and to promote their integration into the European cultural programs.

##### Activities and competences relevant for this project

Due to the aging population, JSKD wants a new reflection on how to integrate the elderly in the cultural offer and encourage them to take an active participation in cultural creativity. JSKD already prepares lots of programs. We prepare fine arts and literature workshops for seniors, festivals and concerts of senior choirs and brass bands, we closely cooperate with University for third age and Association of senior societies and with other institutions dealing with elderly in arts education. We also prepare a part of Festival of the third age, which is the largest festival in Slovenia for all kind of activities aimed at older population.

To update our existing programs we need new knowledge and methods. The next step for us is how to prepare older people not justto be passive participants in cultural events, but to be actively involved in co-creating the cultural offer in the local environment. Since we started with some methodological work already within the ART-AGE learning partnership, we wish to upgrade gainedknowledge and implement good practices within next few years.

The assistant director, Marjeta Turk participates as project leader, and the expert advisors, Matjaž Šmalc and Urška Bittner Pipanparticipate as project members.

Marjeta Turk, employed as assistant director, is involved in the preparation of strategic documents (National Programme for Culture,National Programme for Youth ...) As the head of international activities she was also the General Secretary of the International Network for active participation in culture Amateo and is a member of the Board. In the field 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).

Matjaz Šmalc, is working as an advisor for theatre and puppets. He is also a director of the Festival of youth theatre groups VIZIJE,director of the largest theater festival for amateur theater artists Linhartovo srečanje, he annually organizes over 20 theater workshops, schools and conferences. He is a board member of the AITA / IATA CEC (Central European Federation of amateur theaters) and coordinator of the artistic comittee. As an expert was involved in the projects co-financed by the EC: 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).

Urška Bittner Pipan, MA in cultural management, employed as assistant director for the program. She is responsible for coordination, planning and implementation of the program for the entire organization. She is especially engaged in projects related to the Experience with European Union granted preducation system for children and adults (Institute of Education, Ministry of Education). In the context of international activities she participated in several projects supported by the EC: LOAC, 2009-2011, Art Age, 2012-2014, Culture Guides, 2013-2015 (all Grundtvig).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 Samrad 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 Samrad i Danmark |
|  |  |  |  |

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## P8, LKCA (NL)

#### Data of organisation

PIC no: 945634086

Full legal name: St.Landelijk Kennisinstituut Cultuureducatie en Amateurkunst

Acronym: LKCA

National ID: 54462738

Address: Kromme Nieuwegracht 66, 3500 AL Utrecht

Country: Netherlands

Website: www.lkca.nl

Email: info@lkca.nl

Telephone 1: (+31) 307115100

#### Profile

Type of Organisation: Research Institute/Centre

Is your organisation a public body? Yes

Is your organisation a non-profit? Yes

#### Background and Experience

##### Present your Organisation

Organisation and history:

Landelijk Kennisinstituut Cultuureducatie en Amateurkunst (LKCA) was founded on January 1, 2013 after a merger of Cultuurnetwerk Netherlands (national knowledge centre for arts education and culture) and Kunstfactor (knowledge centre for amateur culture). It is organised as a foundation, with a board of directors and a board of supervisors. The director of LKCA is Sanne Scholten. LKCA has about 66 employees and a yearly turnover of approx. M 4,5 and is financed by the ministry of Education, Culture & Science (OC&W).

Aims and activities:

LKCA aims to contribute to the cultural life of children, youth and adults, and strives to help people to participate lifelong in arts and culture. Together with professionals involved LKCA wants to increase the quality of facilities and activities for the benefit of everyone's cultural life; by connecting cultural education and active cultural participation with society as a whole we want to enlarge the possibilities and influence the presentation.

LKCA takes part in international programs for cultural managers like Tandem (with European Cultural Found, Mit-Ost Berlin, FCP Netherlands), or with the Europa Cantat – European Organisation on Choral Singing and development young-talent (Germany). LKCA is an active member of Amateo, European Music Counsel and Europa Cantat.

Who do we work for?

LKCA is for everyone who is committed to education and participation in culture and the arts, both within the education system and beyond. Anyone working in or involved with these sectors can benefit from the expertise and opportunities for active knowledge exchange that LKCA offers.

Our aim is to help a wide range of people, including art teachers, internal culture coordinators and coaches, education officers within cultural institutions, policy officers, politicians, researchers, school managers, and administrators in the education sector and in umbrella organisations for the amateur arts. Volunteers working in areas such as the amateur arts can also consult LKCA for information.

Main tasks of the LKCA are:

* To support expertise of professionals working in the amateur arts and cultural education,
* To support the administrative and artistic settings in the amateur culture,
* To provide national information and networking in the area of culture education and amateur arts for professionals and amateurs.
* To provide research and monitoring in the area of culture education and amateur arts.

Priority hereby have the following activities:

* Development of the infrastructure for culture education and amateur arts, where good cooperation between governments, schools, cultural institutions and providers is of primary importance.
* Bring art and culture to the heart of the (primary) education. To this end, the core objectives for the subject of artistic orientation (including those for heritage) developed into testable reference levels and continuous learning. Also, schools and culture providers better equipped.’
* Promoting quality and coherence of culture education and amateur arts. For this purpose, good examples and policy suggestions unlocked.
* Stimulating cultural life. A link between artistic orientation in school and extracurricular arts.

##### Activities and competences relevant for this project

LKCA was one of the initiators of the national public-private coorporation programme "Lang Leve Kunst" which aims to enhance cultural participation by older people in the Netherlands. In this programme we have build new policy and infrastructures between the sectors of health, welfare and culture in such a way that on different levels obstacles for participation for elderly are taken away.

We advise and strengthen the local and regional infrastructure for participation in general and for people with a distance to cultural sources in particular. In this objective we focus on (1) combined skills of professionals and on (2) cooperation and connecting between organisations and differnt fields. We work on building new combined networks.

We develop activities and knowledge about specific didactic and methodological approches for making art; on this subject we work together with universities, high schools of arts and training centres. We organise coaching and intervision meetings and for artistic professionals.

**International**

LKCA was project leader of the EU-project "Long Live Arts" with a international conference as one of the highlights in May 2015 in The Hague. LKCA coordinated and supported the LLA activities in the Netherlands as well in the other cooperation countries.In this coming project “Building bridges” we will extend the reach also to volunteer- and amateur art organisations.

Hans Noijens has been working at LKCA since its start-up in 2012 and before at Kunstfactor, the merger organisation on Amateur

##### 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 Samrad 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 Samrad i Danmark |

#### Legal representative and contact person

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# E. Description of the Project

## E.1. The rationale

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?

### E.1.1 background and need

*Things fall apart; the centre cannot hold” (Yeats: The Second Coming, 1919)*

DECLINE IN TRUST

Trust—or rather the lack of it—is one of the central issues of our time. Without trust, institutions don’t work, societies falter and people lose faith in each other.

The Gallup World Poll, 2016 suggests that trust in public institutions has been going down recently in OECD countries. The Edelman Trust Barometer 2017 has been tracking trust in institutions for the past 15 years, and the warning signs are now plain to see. For the first time since the Great Recession, half the 28 countries in the survey have fallen into the “distruster” category. The increased distrust refers not only to the usual suspects as governments, companies and mainstream media, but also to NGOs.

Even more concerning is the decline in trust in other people. The OECD report “How’s life?” (2015), using Eurostat data, estimates that the declining trust in public institutions are comparable to the declining "trust in others" (i.e. interpersonal trust).

TRUST, LIFE QUALITY AND HAPPINESS

A 2008 Pew Research Center study discovered that in nations, where “trust is high, crime and corruption are low”. Other research by Stephen Knack and Philip Keefer has found that countries, whose citizens trust each other, experience stronger economic growth. The World Development Report (2013) shows that countries, where people are more likely to trust others, are also countries where there is less violence and more political stability and accountability.

The World Value Survey defines trust as the fundamental element of social capital, where the three key concepts of social capital are trust, fairness and ability to cooperate. Social capital is an expression of a society's cohesion.

Furthermore, trustful social relations are essential for happiness. The World Happiness Report (2012) indicates trust as one of the major reasons that some countries - including Denmark - are happier than others. The Eurostat Report: Quality of life in Europe – facts and views (2016) focuses on Quality of Life as the subjective well-being measured through life satisfaction and meaning of life, and the survey indicates that the highest levels of satisfaction were recorded in the northern EU Member States and very low levels could be found in eastern and southern Member States.

However, the Eurofound “Quality of Life Survey” (2012) and Gallup (2013) indicate that happiness has been decreasing in Denmark the last decade. The number of Danes who thrive has fallen from 83% in 2006 to 70% in 2013. So it seems that Denmark only has topped the list of happiest countries, because the level of happiness and trust is declining in the other countries as well.

NEED FOR CIVIL SOCIETY SECTORS TAKE RESPONSIBILITY

Here, we think, the European sector of participatory culture (amateur arts, voluntary culture and heritage) can make a difference. This sector is, next to amateur sport, the largest civil society sector in the EU member states, and it has in the last decade been the civil society area with the highest rate of expansion in members and new associations. A vast number of voluntary and paid staff and artists are employed in a myriad of associations to provide arts and culture based activities for about 38 pct of the peoples in the member states (Eurobarometer 399, November 2013, page 7).

However, the voluntary arts and culture associations could strengthen their societal engagement. Several studies - as the Survey of the voluntary cultural sector, published by the Danish Ministry of Culture, May 2006, and the International Surveys of the Johns Hopkins Comparative Non-profit Sector Project, 2005-2007 - conclude that very few voluntary arts organisations are engaged in the wider society or feel a responsibility for the common good. The studies give the impression of a myriad of small democratic, but self-sufficient reserves for persons with interests in a specific area of art and culture, but without any greater interest and vision for the wider community. In the associations: “they fiddle while Rome burns”.

BRIDGING SOCIAL CAPITAL

We see a clear need in the sector, especially in these times, for the learning providers to prioritise new initiatives that can help to counter the current decline of the cohesiveness and mutual trust in our communities.

In this project we intend to strengthen new participatory culture and co-creation activities, where the learning context are changed not only from individual creativity to collective creativity, but to bridge people normally outside of each other’s direct social networks - not just bonding social capital between similar subgroups of individuals, but bridging former segregated social groups.

### E.1.2. Innovation

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

AIM AND OUTPUT

The aim is to bridge social capital and to promote inclusion, cohesion and trust in our communities by strengthening the participatory and co-creative culture activities in the European sector of amateur arts, voluntary culture and heritage, primarily, in short term by educating the educators.

The planned key outputs are:

State of the Arts Survey

Five Thematic Compendia presenting good practice and innovative approaches

Test of formative training packages for national courses

Test of formative training packages for European courses

Report of new Curriculum and certification methods

Design and announcement of specific Erasmus+ training courses

Communication Portal with desk research and other supporting services

Project Summary Report

INNOVATIVE ELEMENTS

Participatory and co-creative culture projects have been the new black in some actual arts and culture initiatives, such as the Open Works project in Lambeth borough in South London. See the research report by Civic Systems Lab: Designed to Scale. Mass participation to build resilient neighbourhoods. Published on Aug 29, 2015.

In general, participatory culture and co-creation promotes inclusive and mutually beneficial experiences, where the involved participants contribute and benefit equally in the same act, as neighbours and peers, without being targeted or labelled. Compared to many other existing volunteer, campaign or charity culture activities, the co-creative approach helps to bring together resources from across a community in more equal horizontal networks contrary to more vertical top-down relations.

The genuine innovative elements in our project is not as such to elaborate participatory and co-creative approaches, but that we intend to apply co-creation and peer-to-peer relations between people normally outside of each other’s direct social networks. We intend to bond social capital not only between rather similar groups of individuals, which is common across other forms of the current participatory culture initiatives, but to bridge former segregated groups.

Our development work will focus on bridging social capital in the following five learning contexts: Inter-social, inter-generational, inter-regional, inter-cultural, and inter-European.

BENEFITS AND EU PRIORITIES

In this development project we do not provide pilot activities in the field of participatory culture and co-creation, but instead we clarify the state of arts and compile good practice and innovative approaches, which we apply for designing and testing new in-service training events with the aim to educate the educators, so they afterwards can initiate new activities that can promote mutual trust, social inclusion and recognition among people in our communities.

On short term, we educate the educators, the key staff in the huge European sector of participatory arts and culture to initiate new co-creative culture activities with high potential of bridging social capital. On long term, we expect it can help improve the quality of life for our EU citizens.

WHY TRANSNATIONAL

The added value of this project relates to its transnational and multilateral approach with a project consortium that includes strong national and regional umbrellas as well as knowledge and research centres, representing a transnational European sum of varied expertises and experiences in the field, which we cannot find in just one of the participating countries.

All partners see active participation in the arts and culture as a core value for a free and open society as enshrined in Article 27 of the Universal Declaration of Human Rights. Participatory and co-creative culture empowers individuals and promotes cultural cohesion, social inclusion and active citizenship with added democratic values.

We think, Hedy d'Ancona, former Minister of Culture in The Netherlands and former member of the European Parliament presents this line of argument very beautifully and succinctly in her Letter of Support, this autumn, to AMATEO, the European Network of participatory culture:

“When European citizens engage and participate in culture, it serves to broaden their horizons. It provides a sense of interconnectedness and promotes mutual respect for the differences that unite us. It is my firm belief that this kind of European identity is needed now more than ever. Promoting the professionalization of and intensifying cooperation between national organisations in the field of active cultural participation and amateur arts are key factors when it comes to fostering that identity and sense of belonging.”

### E.1.3. Quality of the 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 similar project?

The project concept indicated a need for a group of partners with supplementary competences, know-how and expertise regarding:

The European sector of amateur arts, voluntary culture and heritage

New learning approaches with participatory and co-creative culture learning

Thematic issue of inter-social, inter-generational, inter-regional, inter-cultural and inter-European activities

Field and desk research and survey presentations

Pedagogical methods, curricula planning and course certification

Dissemination and communication Portals

QA and evaluation

The partnership circle includes 8 partners from 7 countries in Northern, Eastern, and Western Europe, where the issues addressed will benefit from collaboration of organisations with a multilateral composition of competences and expertise, such as:

1. Four national associations of amateur arts, voluntary culture and heritage, where Voluntary Arts (UK) and JSKD (SI) primarily represent the field of amateur arts and folk arts; KSD - National Association of Cultural Councils (DK) represents voluntary culture and heritage; and LPDA (LT) all three fields.

* All four have strong national networks as well as expertise in culture surveys and reporting; planning of courses; dissemination and exploitation.
* All include participatory and co-creative activities and have worked with providing culture to marginalised groups in social, cultural, regional, intergenerational activities and to some extent also inter-European activities.

1. Two organisations from the field of liberal adult education with arts and culture curricula: FAIE (PL) has expertise in course planning; educational surveys and reporting; and EU information campaigns. Interfolk (DK) has competences in research and development work in a civil society contexts, and expertise in curricula planning and validation of prior learning in culture activities.

Both have been engaged in bridging social capital in varied civil society contexts as well as in cross-border and European education activities.

1. Two national research and knowledge centres in the field of arts and culture: EDUCULT (AT) is an independent, non-profit research institute with strong European networks and specific expertise in research, survey and evaluation methodology. LKCA (NL) is a national knowledge centre for arts education and culture with strong networks as well as strong competences in culture surveys and reporting; and dissemination.

Both have special expertise in participatory learning approaches and European culture activities.

Most of the partners – such as P1: KSD, P2: Interfolk, P3: Voluntary Arts, P7: JSKD and P8: LKCA - are members of the European network for voluntary arts and culture, Amateo, the European Network of participatory culture (see [www.Amateo.info](http://www.Amateo.info)).

P1: KSD, P2: Interfolk and P7: JSKD has worked together in the Grundtvig Multilateral Project, 2009 - 2011, entitled "Learning Outcome of Amateur Culture” (LOAC), where KSD was coordinator;

and this group worked together with P3: Voluntary Arts (UK) and P8: LKCA (NL) in the Grundtvig Learning Partnership, 2012 – 2014, entitled “Art based learning and active ageing” (ART-AGE), where Interfolk was coordinator;

and they all worked together in the Grundtvig Multilateral Project, 2013 - 2015, entitled "Culture guides for marginalised social groups" (GUIDE), where KSD was coordinator.

In relation to the other partners, we can mention:

P2: Interfolk has been represented at the board of BNAL, Baltic Network for Adult Learning together with P7: FAEI; and Interfolk is currently partner in an application to the Europe for Citizen programme, where FAIE is the coordinator.

P1: KSD, P2: Interfolk, P4. FAIE and P6: LPDA work now together in a 3-year NGO-project for the Baltic Sea Region, supported by the Nordic Council of Ministers, entitled “Voluntary culture as leverage of cultural activities in sparsely populated areas with added value for democratic participation” (LEVER), where Interfolk is coordinator;

P1: KSD, P2: Interfolk, P3: Voluntary Arts and P4: FAIE now also work together in a 2-year Erasmus+ strategic partnerships, developement of innovation, 2016 – 2018, entitled “Curricula for culture volunteers in sparsely populated areas” (SPAR), where P3: Voluntary Arts is coordinator;

and finally, P2: Interfolk and P5: EDUCULT were back in 2014 in dialogue about the outcome of arts-based learning, and they have been partners in two former Erasmus+ applications, about validation methods of arts-based learning, 2015 and 2016.

So all the partners, except LPDA have before participated in the some of the big EU programme for lifelong learning, either in the former Grundtvig programme or the current Erasmus+ programme or the Europe for Citizen Programme. Anyhow, LPDA has participated in other Nordic and Baltic Sea programmes and some of their members have received support from the EU structural funds.

### E.1.4. Division of work

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

The tasks and responsibilities will overall be equally shared in the partnership. All participate with varying workloads and responsibilities in the different activities according to their expertise, but all will be lead partners for one of the Intellectual Output or for the Multiplier Events, training events, the partner meetings or the three transverse tasks of dissemination, evaluation and project management.

**Intellectual Outputs:**

P8, LKCA for IO-1: The Communication Portal, English edition – due to LKCA’s key expertise as a national Knowledge centre in the field.

P5, EDUCULT for IO-2: The State of the Arts Survey, seven language editions – due to EDUCULT’s expertise in European culture surveys.

P3, Voluntary Arts for IO-3: Five thematic Compendia of innovative practice, seven language editions – due to VA’s expertise as a cross-national umbrella in providing and editing (English) reports.

P2, Interfolk for IO-4: Guidelines for Curriculum and Certification Methods, English edition – due to expertise in Curriculum planning and certification.

P7, JSKD for IO-5: Design and test a series of national pilot courses – due to expertise as Department of the Culture Ministry in planning and providing courses and further education.

P6, LPDA for IO-6: Design and test two European pilot courses – due to many of the members’ (manors’) expertise as course and conference centres and providers of culture events and arts festivals.

P2, Interfolk for IO-7: Curricula Report, seven languages – due to expertise in curricula planning and editing reports.

P2, Interfolk for IO-8: Design and promote two Erasmus+ in-service training packages – due to expertise in course planning and Erasmus+ mobilities.

P1, KSD for IO-9: Project Summary Report, English edition – due to expertise as national umbrella in editing reports and dissemination.

**Multiplier Events**

P4, FAIE for coordinating the seven national conferences – due to expertise as course and conference provider and coordinator of information campaigns.

All partners organises their national conferences (E1-E7).

**Training events**

P7, JSKD coordinate the seven national pilot courses (t1-t7) - as lead partner for IO-5.

P6, LPDA organises the two transnational Erasmus+ pilot courses (T1-T2) - as lead partner for IO-6.

**Partner meetings:**

P1, KSD is host for the first meeting, Oct 2017 in Copenhagen, DK

P4, FAIE is host for the second meeting, March 2018 in Bielsko-Biała, PL

P6, LPDA is host for the third meeting, Nov 2018 in Lithuania (just after the two Erasmus+ pilot courses)

P5, EDUCULT is host for the fourth meeting, May 2019 in Vienna, AT

**Transversal management and implementation**

P3, Voluntary Arts coordinates the transversal dissemination (M1) – due to expertise in dissemination campaigns.

P5, EDUCULT coordinates the transversal process and impact evaluation (M2) – due to expertise in evaluation and assessment of culture projects.

P1, KSD coordinates the overall project management (M3) – as the applicant and beneficiary and as an experienced coordinator of international culture projects.

### E.1.5. Programme topics adressed

What are the most relevant topics addressed by your project?

Inclusion – equity

New innovative curricula/educational methods/development of training courses

Creativity and culture

### E.1.6. Expected results

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

The results of this project will be tangible as well as intangible (material and immaterial). The tangible results are produced during the work programme, especially the ones with Intellectual Outputs, while the intangible are derived outcomes, and they can only be disclosed in the varied impacts of the project.

The material results will include 9 intellectual outputs, 2 transnational training events, 7 multiplier events and tangible dissemination products, and they are listed in the section above and they will be described in more detail ahead in this application. These results are a lot easier to monitor and access, than the immaterial.

The immaterial results relate to the impact, and they will be traced or disclosed by the advanced impact evaluation, which the lead partner of our transverse evaluation, EDUCULT will conduct in cooperation with the partnership circle.

In fact, the ultimate goals of this project are immaterial.

The first long-term goal is an impact on the societal engagement of the associations in the sector of amateur arts, voluntary culture and heritage and their activities in the local, national and not least European communities. We expect the project’s information provision, awareness raising as well as new possibilities for further education regarding participatory culture and co-creation with a high potential of bridging social capital will inspire the learning providers in this huge European NGO sector to be more societal engaged to counter the current decline of cultural cohesion and mutual trust in our communities and promote empowerment, togetherness, openness and inclusive participation.

Secondly and ultimately we expect a long-term impact on the quality of life for the European citizens, because - as many international surveys indicate - the quality of life including the level of happiness depends to a high degree on the level of trust and mutual recognition among people in our communities.

However, this long-term impact can properly not be seen during the period of the project, because here we do not provide on-the ground pilot activities in the field of participatory culture and co-creation, but instead we clarify the state of arts and compile best practise and innovative approaches, which we apply for designing and testing new further training with the aim to educate the educators, so they afterwards can initiate new activities that can make a difference or have the expected immaterial impact.

Therefore, it will be difficult to measure the second long-term impact on the end-user level (improved life quality for our citizens), but we expect it will be possible to measure the first long-term impact on the associations and their staff – so we can indicate that the project has produced a change, where they have become more interested and engaged in co-creation activities with a high social bridging potential and they have started to plan further education for their staff in these new approaches.

## E.2. Participants

### E.2.1. Involvement of 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 groups of benefiters:

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 only describe the involvement of the first group of participants in our different types of activities:

**INTELLECTUAL OUTPUTS:**

**O1: The Communication Portal** – involves a variety of expert network.

The lead partner, LKCA will design and update the Portal, while the partnership must provide feeds for the portal, and we expect all partners will apply own small networks of experts, for example to get presentations of new culture policy trends in EU and the member states, providing critical review of new research in the field, or case studies and new best practise examples.

NB: The Danish NA mentions that because O8 (plan Erasmus+ courses) and the Learning, Teaching and Training activities, C1 and C2, have not been granted, the Communication Portal will therefore not include promotional activities on expected European courses. Consequently, parts of the envisaged work will fall away. Therefore, the demand the work days in this Intellectual Output must be reduced by approximately 20 %.

The reduction will be made proportionally with 20 pct for cat 2 and cat 3 for all partners.

**O2: The State of the Arts Survey** – involves a huge group of respondents in the surveys.

The lead partner, EDUCULT will design and report the series of four national surveys in DK, UK, PL and SI that involve qualitative interviews and questionnaires of learners, learning providers and stakeholders.

NB: The Danish NA assesses the budgeted number of work days as too high compared to the expected output. They demand an unchanged quality of the outcome, but the number of work days must be reduced with approx. 25 pct.

The reduction will be made proportionally with 25 pct for cat 2 and cat 3 for all partners.

**O3: Five thematic Compendia of innovative practise** – involves network of researchers and practitioners.

Here we focus on five thematic contexts of inter-social, inter-generational, inter-regional, inter-cultural and inter-European bridging, and we expect all partners will apply own small networks of experts (external researchers and front practitioners) to get quality feeds to their thematic domain.

NB: The Danish NA assesses the budgeted number of work days as too high compared to the expected output. They demand an unchanged quality of the outcome, but the number of work days must be reduced with approx. 15 pct.

The reduction will be made proportionally with 15 pct for cat 2 and cat 3 for all partners.

**O4: Guidelines for Curriculum and Certification Methods** – involve a small group of experts.

The lead partner, Interfolk will not only involve the project team, but also a small group of external Danish experts in the field.

NB: The budgeted number of work days has been approved without comments

**O5 /t1-t7: Design and test national pilot courses** – involves experts and recruitment meetings and final group of participants.

The pilot courses in seven partner countries may involve external experts in the design of the specific curricula and programme planning as well as a selection process, where local associations recommend possible participants and the course organisers select the final group of participants.

NB1: The Danish NA assesses the budgeted number of working days allocated for O5 as too high compared to the expected output. Also much of the work in this Intellectual Output is expected to be continued and further developed in O6. The working days are therefore reduced by approx. 20 %.

The reduction will be made proportionally with 20 pct for cat 2 and cat 3 for all partners.

NB2: The Danish NA also assesses the exceptional costs/support to complete the national pilot courses as too high for the partner countries with a lower salary level, and they demand an unchanged quality of the planned outcome, but the total grant for Exceptional cost (75 pct of the total costs) must be reduced from 10.500 € to 7.607 € by the following mean:

P1, KSD (DK) - unchanged 1.500

P2, IF (DK) - unchanged 0

P3, VAN (UK) - reduced to 1.332

P4, FAIE (PL) - reduced to 461

P5, Educult (AT) - unchanged 1.500

P6, LPDA (LT) - reduced to 461

P7, JSKD (SI) - reduced to 853

P8, LKCA (NL) - unchanged 1500

**O6 /C1-C2: Design and test two European pilot courses in Lithuania** - involves experts and recruitment meetings and final participants.

The two European pilot courses involve external experts in the design of the specific curriculum and programme planning as well as a selection process, where the partners involve local associations in the recruiting.

NB: The Danish NA mentions that all Learning, Teaching and Training activities, C1 and C2 (the two parallel 5-day courses in Lithuania), has been removed and are not granted. This has been done since Intellectual Output O8 (to design and announce Erasmus+ training events after the end of the project) is not considered eligible for funding.

But even though we need to cancel the two European pilot courses in Lithuania, the Danish NA still accept we can use work days to develop O6 (new exemplary course packages and Curricula know-how) as a continuation of the work in O5, so the work days must just be reduced with approx. 20 pct.

The reduction will be made proportionally with 20 pct for cat 2 and cat 3 for all partners.

**O7: Curriculum Report –** involve evaluative feeds from the pilot course and expert network.

The trainees as well as external speakers and trainers at the seven national pilot courses and the two European pilot courses will give evaluative feedback, and the small group of experts that were involved in providing the initial Guidelines will be involved again.

NB: The Danish NA assesses the budgeted number of work days as too high compared to the expected output. They demand an unchanged quality of the outcome, but the number of work days must be reduced with approx. 20 pct.

The reduction will be made proportionally with 20 pct for cat 2 and cat 3 for all partners.

**O8: Two Erasmus+ in-service training packages** – involves contact to key multipliers.

The training packages will be designed and disseminated by the project team and their network, but we will also contact and involve other key multipliers such as AMATEO, the European Network of participatory culture; ENCC, the European Network of Cultural Centres; Culture Action Europe; EAEA – European Association for the Education of Adults; E.N.T.E.R., European Network for Transfer and Exploitation of EU Project Results; and not least EPALE, the open membership community provided by the EU Commission.

NB: The Danish NA has not approved this IO-8. They don’t consider it as an Intellectual Output to develop Erasmus+ KA1 courses, where future participants have to apply to be granted by Erasmus+ KA1, because all project results e.g. have to be freely accessible to the public.

**IO-9: Project Summary Report.**

The training packages will be designed and disseminated by the project team without direct involvement of external partners.

NB: The budgeted number of work days has been approved without comments

**MULTIPLIER EVENTS**

E1-E7: Seven national 1-day conferences – involves stakeholders and groups of participants.

We expect the partners will involve key stakeholders as speakers and reviewers and the events will directly involve the participants, also in follow-up contacts.

NB: The planned events and budgeted support has been approved by Danish NA without comment

**PARTNER MEETINGS –** involves external speakers and meetings with stakeholders.

We intend at each of the four meetings to have at least one external speaker, researcher, practitioner or policy-maker to get shared inspiration that can bring new insights and strengthen our network.

NB: The Danish NA doesn’t accept the 1 partner meeting support to LPDA, when they are host for the partner meeting in Lithuania. Thereby the total partner meeting support to LPDA is reduced with 575 euro.

**TRANSVERSAL MANAGEMENT AND IMPLEMENTATION**

**M1: Start-up management** – may involve contacts to key stakeholders

**M2: Transversal dissemination** – involves personal meetings with multipliers.

There will be a huge group of receivers, but for direct personal contacts we plan to have personal meetings to gain interest and support from key multipliers.

**M3: Transversal process and impact evaluation** – involves respondents for the impact evaluation.

The impact evaluation in relation to the national and European pilot courses and the multiplier events will involve not only the group of participants but also other stakeholders for the activities.

**M4: Transversal project management** –possible contact to the national Erasmus+ Office.

Will primarily only involve the project team.

NB: The planned management and implementation and the budgeted unit support has been approved by Danish NA without comment.

### E.2.2. Participants with fewer opportunities

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?

* No

### E.2.3. How many will be target by the activities

Approximately, how many persons not receiving a specific grant will benefit from or will be target of the activities organised by the project (e.g. members of the local community, young people, experts, policy makers, and other relevant stakeholders)? Please enter the number of persons here:

In total: 112.545

### E.2.4. Who, how and in which activities will they be involved

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

BRIDGING will be a complex project with a large geographical range of action and a diverse dissemination strategy that is expected to engage a multitude of participating actors. There are two main groups of benefiters:

I. Participants directly involved in the project activities (1320 persons)

II. Direct receivers of dissemination, such as news-mails recipients, social media followers, meeting audiences, own magazine readers, visitors to the Project Portal (111.225)

In total: 112.545 benefiters

**I. INVOLVED PARTICIPANTS - In total 1320**

The way of involving these groups were presented above in the first section of E.1: Participants.

**INTELLECTUAL OUTPUTS AND TRAINING EVENTS**

‘IO-1: The Communication Portal

Approx. 8 partners x 5 experts, in all 40

IO-2: The State of the Arts Survey

* Approx 4 national surveys x 3 respondent groups of 30 persons, in all 360

IO-3: Five thematic Compendia of innovative practise

* Approx. 8 partners x 5 persons (researchers, consultants and front practitioners), in all 40

IO-4: Guidelines for Curriculum and Certification Methods

* Approx. 1 lead partner x 5 experts, in all 5

IO-5: Design and test a series of national pilot courses

* Experts in planning: 7 national pilot courses x 2 persons, in all 14
* External speakers: 7 courses x 3 persons, in all 21
* Participants: 7 courses x 20 persons, in all 140
* In total 175

IO-6: Design and test two European pilot courses

* Experts in planning: Two parallel European pilot courses x 2 persons, in total 4
* External speakers: 2 courses x 3 persons, in all 6
* Participants: 2 courses x 14 persons, in all 140
* In total 150

NB: These two training events has been cancelled

IO-7: Curriculum Report

Evaluative feedback (beside the above mentioned experts, speakers and participants in the national and European pilot courses) from other stakeholders, in all 5

IO-8: Design and promote two Erasmus+ in-service training packages

Personal involvement of key multipliers, in all 10

NB: The design and announcement of Erasmus+ courses after end of project has been cancelled.

IO-9: Project Summary Report

Only the project team, no external experts.

**E1 – E7: MULTIPLIER EVENTS**

External speakers: 7 national conferences x 5 speakers/panel attendees, in all 35

Participants: 7 conferences x 70 participants, in all 490

In total 525

**PARTNER MEETINGS**

4 meetings x 1-5 external speakers and/or visit to stakeholders, in all 10

**II. RECIPIENTS OF DISSEMINATION - In total: 111.225**

We will target a wider group, such as news-mails receivers, social media followers, audiences for presentations at meetings in own organisations and other events, readers of articles and interviews in own journals and related media, visitors to the project portal.

Possible readers of articles in national newspapers or listeners and viewers of features about the project in national or regional radio and television stations are not included. Estimate of recipients:

**P1, KSD (DK):**

- News-mails: 500

- KSD facebook: 250

- Events: 3 per year x 3 years of 50 = 750

- Articles: 6000

In total: 7.500

**P2, IF (DK):**

- National news-mails: 250

- European news-mails: 750 receivers

- Events: 2 per year x 3 years of 50 = 300

- Articles: 4000

In total: 5.300

**P3, VA (UK):**

- News-mails: 1150

- Social media: 850

Events: 5 per year x 3 years of 50 = 750

- Articles: 10.000

In total: 12.750

**P4, FAIE (PL):**

- News-mails: 300

- Social media: 250

- Events: 5 per year x 3 years of 40 = 600

- Articles: 4.250

In total: 5.400

**P5, EDUCULT (AT):**

- News-mails: 4000

- ML-facebook: 500

- Events: 5 per year x 3 years of 50 = 750

- Articles: 11.100

In total: 16.350

**P6, LPDA (LT)**

- News-mails: 300

- General facebook: 1950

- Events: 3 per year x 3 years of 50 = 450

- Articles: 3050

In total: 5.750

**P7, JSKD (SI):**

- News-mails: 250

- Social media: 600

- Events: 4 per year x 3 years of 50 = 1000

- Articles: 10.000

In total: 11.850

**P8, LKCA (NL)**

- News-mails: 800

- General facebook: 1950

- Events: 3 per year x 3 years of 50 = 450

- Articles in own journals and related media: 6050

In total: 9.250

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IN TOTAL, EX THE PORTAL: RECEIVERS 74.150

VISITORS TO THE PROJECT PORTAL: 50 pct of receivers 37.075

TOTAL: Approx. 111.225

# F. Preparation

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.

The preparation has two main stages, first the detail planning of the project concept, work programme, and budget during the application stage, and secondly if granted the detail planning of the management questions during the start-up work package to prepare elaborated proposals for the needed decisions at the kick-off meeting.

PLANNING DURING THE APPLICATION STAGE

The main part of the preparation takes place before the project start with the fulfilment of the demands of the application, because it implies a very detailed description of the rationale, objectives, timelines, 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 work days 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 to "management and implementation".

These special financial conditions make it in our point of view necessary to clarify the allocation of this unit support during the planning of the overall work programme and budget. Therefore, we have during the application stage made and signed an Application Agreement in the partnership that also clarify, how this unit support shall be used in the project. For more information - see the below section G.1. Management activities.

PLANNING DURING THE START-UP STAGE

We have as part of the project management included a start-up work package, Sept - Oct 2017 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 through shared planning and dialogue to clarify the work programme and prepare the transversal work packages, including

- To prepare the contractual, organisational and financial management

- To clarify the strategy of monitoring and evaluation

- To clarify the dissemination and exploitation strategy

- To prepare proposals for the visual design, logo and project portal

- To clarify the need for communication means and ICT-tools

- To comment the general project plan and budget to clarify possible loose ends.

Main deliverables of the kick-off meeting, Oct 2017 will be:

- Partner Agreements, Rules of Procedure and Netiquette

- Financial Guidelines, including premade templates for cost reporting and time-sheets

- 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 mail-lists of target groups from all partners

- Proposals for Visual Identity and project logo

- Draft design of the Communication Portal

- Outline of the methodology and schedule of the initial state of the arts survey

# G. Project Management and Implementation

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".

## G.1. Key issues of the project plan

### G.1.1 The budgeted management and implementation activities

OUR APPLICATION AGREEMENT

During the application stage, January 2017, 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 work days by all partners for tasks beside the Intellectual Outputs, such as dissemination, evaluation and management and secondarily to cover a wide range of other costs during the project. First when these shared costs have been covered, the partners can get the remaining part of the unit support to cover a possible overhead.

Without this initial "Application agreement" some partners could expect, they could keep it in their own pocket as an overhead, and we could during the start-up risk all sorts of disagreements and an endangering lack of team spirit.

DISTRIBUTION OF THE UNIT SUPPORT TO "PROJECT MANAGEMENT AND IMPLEMENTATION"

We have initial agreed the following distribution of the unit support for “management and implementation":

**Regarding Intellectual Outputs:**

**IO-1: The Portal**

The lead partner LKCA (NL) will have some extra costs for domain name, web hotel, special ICT-programme and possible consultant support. In total 2304 euro,

or 12 euro per month per partner (12 euro x 8p x 24m = 2304 euro)

**IO-5: National pilot courses**

We have as exceptional costs applied for 7 countries x 20 participants x 100 euro = 14.000 x 75 pct in support, like 10.500 euro. We must at least cover 25 pct, like 3.500 euro,

or 18 euro per month per partner.

**Regarding Multiplier Events:**

E1- E7: National conferences

As a big group with 7 partner countries and only 30.000 euro to use, we can max calculate with 33 local and 5 foreign participants per national conference. However we expect up to 75 participants per event. We budget that the local participants at least pay their own travel costs and the foreign participants max get 100 euro in travel refunding. With a minor fee for the local participants, we may not need to use parts of the unit support.

**Regarding Management and implementation**

**M1: Start-up**

We haven’t mentioned any budget for this start-up work

**M2: The ongoing transverse dissemination**

We budget with 4 extra days for lead partner (provide dissemination strategy, design visual identity and logo, and coordinate ongoing dissemination work); 6 days for all partners, and 250 euro for other dissemination costs per partner.

In total 7200 for shared salary, 800 extra for VA and 2000 for other costs, in total 10.000 euro, or

52 euro per month per partner.

**M3: Evaluation**

We budget with 8 extra days for lead partner (design of evaluation strategy, design of online questionnaires, coordinating the evaluation, providing evaluation reports); 7 days for all partners, and 200 euro pr partner for other costs, primarily local travel costs for evaluation meetings.

In total 8400 for shared salary, 1920 extra for EDUCULT and 1600 for other costs, in total 11920 euro, or 62 euro per month per partner.

**M4: Project management**

We don’t budget with extra costs for coordinator, because KSD gets 250 euro extra per months to take care of the coordination, financial management, and reporting to the National Office.

But we budget with 9 days for all partner for the basic management, including own coordination, own accounting, and financial and other reporting to the partnership.

In total 10800 euro, or 56 euro per month per partner.

The total cost per month per partner is hereby: 12 + 18 + 52 + 62 + 56 euro, like 200 euro per month per partner.

Hereby the buffer for extra implementation costs is 50 euro per month per partner.

### G.1.2 Project methodology

Please describe the methodology you intend to apply in your project.

The tasks of coordination, monitoring, evaluation and quality assurance are close connected in a well organised project. Consecutive we monitor, then we evaluate, and finally we appraisal the needs for adjustments of the work programme.

The work programme consists by a logical organised outline of:

4 partner meetings (p1-p4),

9 Intellectual Outputs (O1 -O9)

7 national training events (t1 – t7)

2 transnational training events (C1 – C2)

7 multiplier events (E1-E7),

3 supporting tasks: Dissemination, evaluation and project management, incl. start-up (M1 – M3)

But we prefer to use a chronological organised outline for our project planning, where we have the following project phases and work packages:

**1ST PHASE: FOUNDING**

1) Start-up management, Sept - Oct 2017 (m3)

2) First partner meeting in Copenhagen, DK, Oct 2017

3) Communication Portal, Oct 2017 – Aug 2019 (IO-1)

4) State of the Art survey, Oct 2017 – Mar 2018 (IO-2)

2ND PHASE: DEVELOP

5) Second partner meeting in Bielsko-Biała, Pl, Mar 2018

6) Best practise compilation, five thematic compendia, Mar – Aug 2018 (IO-3)

7) Initial Curriculum Guidelines, Mar – May 2018 (IO-4)

3rd PHASE: TEST

8) Design and test seven national pilot curses, May – Oct 2018 (IO-5 / t1-t7)

9) Design and test two European pilot courses, may – Nov 2018 (IO-6 / T1-T2)

10) Third partner meeting in Lithuania, Nov 2018

11) Curriculum Compendium, Nov 2018 – Mar 2019 (IO-7)

12) Sustainable Erasmus+ training packages, Nov 2018 – Jan 2019 (IO-8)

4th PHASE: VALORISE

13) Complete seven national conferences, Jan – April 2019 (E1 – E7)

14) Fourth partner meeting in Vienna, May 2019

15) Provide Project Summary Report, May – Aug 2019 (IO-9)

TRANSVERSE PHASE: SUPPORT

16) Dissemination, Sept 2017 – Aug 2019 (M1)

17) Evaluation, Sept 2017 – Aug 2019 (M2)

18) Project management, Sept 2017 – Aug 2019 (M3)

The chronological flow of the work packages makes it easier to monitor the work progress, because the 15 chronological work packages indicate the 15 main steps including milestones of the work programme, and the key activities of each work package correspond to part milestones to reach each main milestone.

The break down structure of the work programme is very detailed described in the key activities (Intellectual Outputs, Training Events, Multiplier Events and the special sections about the transversal dissemination and evaluation), and they have corresponding budget lines for each work package.

This structure gives the decisive basis for the management, coordination and cooperation among the partners.

MONITORING AND QA

The monitoring consists of reporting procedures for all partners of each work package and backup checks of the task flow by the coordinator. The quality assurance implies that the Steering Committee (i.e. the eight project leaders from each of the eight partner organisations) can correct deviations from the task plan and budget, or implement contingency plans, if partners haven’t solved the task as agreed.

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

All partners receive after each partner meeting the minutes and detailed task plan for the next period, and the specific tasks of each partner will be presented in an e-mail by the coordinator and the partners will confirm their tasks.

The coordinator contacts during the work packages the partners to hear, if tasks are progressing as planned.

The coordinator will at the deadlines check, if the partners have delivered as planned, and inform the Steering Committee, if a partner did not deliver the agreed tasks at time or with the agreed quality.

EVALUATION

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.

See the section below about evaluation.

### G.1.3 Planned project meetings

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

We have planned four 3-days/2 nights partner meetings, where 2 project members from the host organisation and 1 member from the seven guest organisations participate, in total 9 per meeting.

The overall aim of the partner meetings is to bridge 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 bridges as kick-off meeting the planning during the application stage with the first start phase. The second and third partner meeting bridges the second and third project phases, and the final fourth partner meeting functions as a bridge to sustainable activities after the end of the project.

**First kick-off partner meeting in Copenhagen, DK, Oct 2017 (month 2)**

The key activities are:

To discuss and clarify the essentials of the project concept

To discuss and clarify the overall work plan and budget frame

To outline the design of the Communication Portal (IO-1)

To outline the methodology and schedule of the initial state of the arts survey (IO-2)

To decide the transverse Evaluation - methodology and schedule

To decide the transverse Dissemination - strategy and schedule

To decide the transverse Project Management – communication, rules of procedure, financial guidelines and Partner Agreement

To inform about the initial project reporting in the Mobility+ Tool

To decide time and place of second partner meeting

To evaluate the start-up of the project and the first meeting

**Second partner meeting in Bielsko-Biała, PL, March 2018 (month 7)**

The key activities are:

To assess and adjust guidelines for the Communication Portal (IO-1)

To evaluate the State of the Art Survey and clarify recommendations (IO-2)

To schedule the compilation of best practise and provision of five thematic compendia (IO-3)

To schedule the design of the initial guidelines of curriculum and certification (IO-4)

To schedule the design and test of national pilot course packages (IO-5 / t1-t7)

To schedule the design and test of European pilot course packages (IO-6 / T1-T2)

To plan the first impact evaluation in relation to the pilot courses

To assess the current dissemination and possible adjust the dissemination strategy

To assess the current PM and possible refine the procedures

To inform about the preceding project reporting in the Mobility+ Tool

To decide time and place of third partner meeting

To evaluate the second partner meeting

**Third partner meeting in Lithuania, Nov 2018 just after the European pilot courses (month 15)**

The key activities are:

To evaluate the national pilot courses (IO-5)

To evaluate the European pilot courses (IO-6)

To outline and schedule provision of the Curriculum Report (IO-7)

To schedule the design and promotion of sustainable Erasmus+ course packages (IO-8)

To assess and schedule deliverances to the Communication Portal (IO-1)

To frame and schedule the seven national conferences (E1-E7)

To plan the second impact evaluation in relation to the national conferences

To schedule the final dissemination

To inform about the preceding project reporting in the Mobility+ Tool and the interim report

To decide time and place of final fourth partner meeting

To evaluate the third partner meeting

**Fourth partner meeting in Vienna, AT, May 2019 (month 21)**

The key activities are:

To evaluate the Curriculum Report (IO-7)

To evaluate the sustainable Erasmus+ course packages (IO-8)

To outline and schedule provision of the Project Summary Report (IO-9)

To assess and schedule the final deliverances to the Communication Portal (IO-1)

To evaluate the completed dissemination and schedule a sustainable dissemination

To evaluate the completed evaluation and schedule the final evaluation reporting

To evaluate the completed PM and schedule the final PM

To inform about the preceding reporting in the Mobility+ Tool and the final reporting

To complete an overall evaluation of the project

To discuss possible follow-up activities after the end of the project, including provision of future Erasmus+ training events

To evaluate the fourth partner meeting

### G.1.4 Planned communication and cooperation

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 Erasmus+ training events, 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. Key tasks during the start-up are:

P1, KSD will prepare draft proposals on legal and financial matters, and means of internal communication.

P5, EDUCULT will present drafts for the evaluation strategy.

P3, Voluntary Arts will present drafts for the dissemination strategy, including design of the visual identity and logo for the network.

P8, LKCA will present draft design of the Communication Portal, and P5, EDUCULT will present the survey strategy for the initial state of arts survey.

All partners prepare lists of their main target groups. All partners give feedback to the proposals, so they can be adjusted to the kick-off meeting.

**DECISION-MAKING**

Decisions can be made by the steering Committee (the eight project leaders from the eight 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 Office.

Needed decisions can also be taken between the meetings through a written procedure (per capsulam) 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 course problems for our cooperation.

As opposed to in-house projects, the communication and reporting are mostly done virtually by the use of appropriate ICT.

Our use of ICT for the internal communication will include:

1) Office as common work programme including Microsoft outlook (version 2007 - 2016)

2) A virtual work space for sharing and co-editing documents and other project files (dropbox),

3) A virtual document archive(Google sites)

4) E-mail groups and web conferencing (Skype)

5) 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.

**REPORTING ON 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

The evaluator, EDUCULT will provide Summary Progress Evaluation reports at the end of each project phase, latest 1 week before the next partner meeting. The evaluator will also provide Summary Impact Evaluation reports - first after the completion of the pilot courses and second after the completion of the concluding national conferences.

### G.1.5 Planned budget control and time management

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,

filling-in financial templates including job-logs and ensure necessary claim documents at the end of each work package,

taking care of the book keeping 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 requests 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 don’t cover the full salary costs, and most of the other unit supports to partner meetings, transnational training events, multiplier events implies some own financing.

Some of the partners may try to get extra national funding to support extended dissemination activities, and to publish the three main project publications – The Survey, the five Thematic Compendia and the Curriculum Report - as paper publications for the library system and main stakeholders.

### G.1.6 Planned monitoring and indicators

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 eight project leaders from the eight 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 e-mail by the coordinator and the partners will confirm their tasks.

Secondly, 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.

Thirdly, 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 (survey results, curricula design, tests of pilot courses, reports, dissemination deliverables and other tangible actions) 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 OF THE IMMATERIAL OUTPUTS**

There are a range of actions envisaged in the project life-cycle that will support qualitative assessment of project outcomes and results. The findings of the initial state of arts surveys in each partner country may also act as benchmarks against which project achievements can be assessed at a local level, while the summary research report will set out benchmarks at a consortium level.

The compilation of good practice, the test of pilot national and transnational pilot courses and curriculum development as well as the final multiplier events will indicate level of change.

There will be conducted two main impact evaluations.

The first will be completed during the completion of the national and transnational pilot courses, Oct - Dec 2018.

The second will be completed in relation to the concluding multiplier events in April - June 2019.

The evaluator, EDUCULT will during the start-up of the project in a dialogue with the partnership circle design the specific evaluation methodology and introduce the instruments, which the partners must use. The overall aim is to secure procedures, so the program activities can be assessed, whether they succeeded to reach the target groups and to lead to ultimate population change.

**PROCESS EVALUATION OF THE MATERIAL OUTPUTS**

The planned deliverables include

* + 4 partner meetings,
  + 9 intellectual outputs,
  + 7 national pilot courses and 2 transnational pilot courses,
  + 7 multiplier events
  + 1 transversal ongoing dissemination

The indicators for process evaluation focuses on, whether the planned key activities and deliverables have been produced on time with the agreed quality with reference to their output descriptions, and within the allocated project budget - thus keeping the project on the track.

### G.1.7 Planned evaluation

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 on time with the agreed quality, and within the allocated project budget - thus keeping the project on the track.

We complete Process Evaluation for each work package, where all partners fill-in online evaluation questionnaires and financial reporting templates at the conclusion of the work package. Process Evaluation is also an important session at the partner meetings.

The Process Evaluation allows reviews and adjustments of different parts of the project work, and it is an important part of the ongoing monitoring and Quality Assurance of the work progress. A written summary of the oral evaluations at the meetings are part of the minutes. All partners also fill-in meetings questionnaires after the meetings.

**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.

We complete impact evaluations by means of questionnaires and interviews with representative target groups and end-users in the participating countries - at the end of the national and transnational pilot courses, Oct – Dec 2018; and in relation to the concluding multiplier event, April – June 2019.

**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.

### G.1.8 Planned risk handling

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

**THE POTENTIAL RISKS**

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 the necessary English competences;

To cultural misunderstandings, because we are cultural not very different;

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 (per capsulam); 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, 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.

**THE 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;

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;

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 with-drawl 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.

Therefore, we will have an article in the Partner Agreement that states:

"In the event that a partner fails to perform any obligations under the present Agreement and do not remedy such failure within four weeks after having received a notice in writing, including via e-mail, from the Coordinator specifying the failure and requiring such remedy, then without prejudice to any other rights or remedies, the Coordinator shall be entitled to terminate the present Agreement with this partner forthwith, without the application of any juridical procedures, by notice in writing, including via e-mail, to the Partner."

### G.1.9 Planned use of Erasmus+ online platforms

If relevant for your project, do you plan to use Erasmus+ online platforms (e.g. EPALE, School Education Gateway, eTwinning) for the preparation, implementation and/or follow-up of your project?

We will not use EPALE or any other online platform for this project, before we know if it is granted and we can start to deliver results. But if it is granted, we will give high priority to EPALE, because it is the key platform for promoting possible Erasmus+ mobility training events.

We know that in the end of the project, we will deliver and promote new Erasmus+ in-service training events for the staff in the huge European sector of amateur arts, voluntary culture and heritage as well as adult education associations with arts and culture based curricula. Therefore we intend from the start and during the project to raise awareness in the EPALE community about our communication portal, surveys, thematic compendia, pilot courses, Curriculum Report and our future European training events, where Erasmus+ mobilities can be used to cover the main costs.

Community is at the heart of EPALE, and we will share the work and outputs of the project by using the platform’s provision of news sections, peer-to-peer contact, blog posts, and event and course calendar.

# H. Follow-up

## H.1. Impact

### H.1.1. Impact on target groups

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

The project will cause a significant tangible impact on the defined target groups as well as some intangible impact on values and attitudes on the indirect target groups and public opinion.

**TANGIBLE IMPACT ON DIRECT TARGET GROUPS**

We expect a varied degree of embedding and multiplication for the direct target groups during and after the project:

1. The first group (own organisations and network) will to a high degree anchor the methodology in the practice by:

Incorporating training for key staff, alone or in network with neighbour partners – with at least 1 per semester per partner country.

Increasing the involvement of their key staff in co-creative bridging activities - with 20 pct.

1. The second group (other culture providers in the partner countries) will be aware of the development work and apply the new methodologies by:

Incorporating training for their key staff - with at least 1 per semester per partner country.

Increasing the involvement of their key staff in co-creative bridging activities – with 10 pct.

1. The third group (culture providers in other EU countries) will to some degree be aware of the development work and apply the new methodology by:

Planning to send key staff to the new Erasmus+ training events – where staff from at least 8 other EU countries is represented.

Increasing the involvement of their key staff in co-creative bridging activities – with 5 pct. in at least 8 other EU countries.

**TANGIBLE IMPACT ON 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 group of decision-makers in the municipalities gain more interest to support the new initiative.

In at least 5 pct of the municipalities in the partner countries the decision-makers will take initiatives to replicate the methodology in cooperation with the voluntary culture associations.

At least 1 municipality in at least 8 other EU countries will do the same.

1. The second group of local culture institutions will give more priority to cooperate with the voluntary culture associations to promote co-creative activities with a high bridging potential.

In at least 5 pct of the municipalities in the partner countries, a section of the local culture institutions will start a closer cooperation with the local voluntary culture associations to replicate the methodology.

In at least 1 municipality in at least 8 other EU countries similar institutions will do the same.

1. The third group of other civil society associations in the areas of social, humanitarian and welfare activities will give higher priority to cooperate with the voluntary culture associations to promote co-creative bridging activities.

In at least 5 pct of the municipalities in the partner countries, the social, humanitarian or welfare associations will start to cooperate with the voluntary culture associations to replicate the initiative.

In at least 1 municipality in 8 other EU countries, the social associations will do the same.

1. The fourth groups of private stakeholders from the local commerce associations, private businesses and media will increase their support to the new initiatives.

At least an increase of 10 pct in sponsoring and media coverage in 25 pct of the municipalities in the partner countries.

At least an increase of 5 pct in sponsoring to and media coverage in 10 pct of the municipalities in 8 other EU countries.

1. The fifth group of research institutions of culture and education will express interest in the results of the new initiative.

At least 1-2 new research projects will be inspired by the project in the partner countries, including cooperate with the voluntary culture associations to get feeds for desk and field research.

At least 1 new research project will be inspired by the project in 8 other EU countries.

1. The sixth group of national or European decision-makers, policy-makers, opinion-formers and funders may to some degree gain interest to support the activities with political, ideological and financial means.

At least 1 adjustments of public legislation or funding programmes that support or funding possibilities for new co-creative bridging initiative in the partner countries.

**INTANGIBLE IMPACTS ON THE LOCAL COMMUNITIES AND PUBLIC OPINION**

We expect some impact, indicated by a change of:

Culture policies in political parties and municipalities with more interest for and support to voluntary culture associations that work with co-creative activities with high potential of bridging social capital.

Public opinion with a more positive attitude to the societal benefits of the activities of amateur arts, voluntary culture and heritage.

This is a long term impact that is difficult to measure during the project period, but we can measure the interest of key stakeholders in relation to the concluding multiplier events and thereby indicate the expected long term impact.

### H.1.2. Impact on local, national and European 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 municipalities are the front-line for supporting new initiatives of the voluntary culture associations in the local community work. Without involvement at the local level, the new co-creative activities cannot gain a solid foothold.

The most important stakeholders are the direct target groups of the local voluntary culture associations, because they are the main actors to engage in new co-creative initiatives and to initiate collaboration with the other important local stakeholders (or indirect target groups that include:

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 voluntary culture associations 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 bridging social capital.
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 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 the national associations in the cross-cultural sector of amateur arts, voluntary culture and heritage, partly because they have the resources to initiate similar activities in other local areas, and partly because they have the needed contact channels 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. Big businesses that could wish to profile their Corporate Social Responsibility (CSR) may support and sponsor the new initiatives.
4. National media and public service radio and TV channels that may see good stories and new public agendas in these initiatives.
5. 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.

Today, most of the new legislation in the member states are initiated and determined in a supranational legal frame by the EU institutions. White papers and memorandums from EU can change the agenda of specific discourses and follow-up legislation can get a huge impact on the attitudes and practices in the member states. Here the ultimate challenge is to reach the decision-makers in the EU system, properly by contacts to the national representatives in the Council of Ministers and in the European Parliament, and maybe by contacts to the Commissioners involved in questions about culture policy, volunteering, adult education, welfare policy, etc.

### H.1.3. Measurement of impact

How will you measure the previously mentioned impacts?

Our assessments framework and indicators were presented above in section G.6: “Monitoring and qualitative and quantitative indicators”; and ultimate goals for the immaterial impact were presented in section E.6: “Expected results”.

**MEASUREMENT OF TANGIBLE IMPACT**

The quantitative indicators refer to the tangible impact on the defined target groups, where we above in section G.6 mentioned a number of primarily quantitative indicators for the expected impact. The defined target groups can be categorised as follows:

**1. The direct target groups**

* 1. with 3 sub-groups on the local and national level: a) The partnerships own organisations and network, b) other voluntary culture associations in the partner countries, and c) voluntary culture associations in other EU countries.
  2. with 2 sub-groups on the European level: a) European associations, where some of the project partners are members, and b) other European associations in the sector of amateur arts, voluntary culture and heritage.

**2. The indirect target groups**

* 1. with 5 sub-groups on the local level: a) the culture and leisure time departments of the municipalities, b) the local public arts and culture institutions, c) local associations for elderly people, d) other voluntary social and welfare associations, and e) local commerce associations, private businesses and media.
  2. with 7 sub-groups on the national level: a) political decision-makers in parties, parliament and government, b) union for elderly people or other national organisations for seniors, c) other national civil society associations, d) Trade Unions and employers' associations, e) Big businesses and corporations, f) national media and public service radio and TV, and g) research institutions.
  3. with 2 sub-groups on the European level: a) European associations and umbrellas in the cross-cultural sector of amateur arts, voluntary culture and heritage, and b) political decision-makers in the EU system.

**The project consortium will measure the impact,**

**first** when the pilot courses are completed, Oct – Dec 2018 of the preliminary outputs (Communication Portal, State of the Arts Survey, five Thematic Compendia on good practise, Curriculum Guidelines and the series of seven national and two European pilot courses), and

**secondly** of all outputs (the above mentioned plus the Curriculum Report, Sustainable Erasmus+ training packages and the Project Summary report) when the national multiplier events are completed, April – June 2019.

All partners measure the impact on the target groups in their own countries, and they measure the interest in most other EU countries partly by interviews with the 5 foreign guests to the national conferences and by contacts to national sister associations with the following division of work:

KSD and Interfolk (DK): The other Nordic countries

Voluntary Arts (UK): France, Spain, Portugal and Ireland

FAIE (PL): Czech Republic, Slovakia and Hungary

EDUCULT (AT): Romania, Bulgaria and Greece

LPDA (LT): Estonia and Latvia

JSKD (SI): Italy, Croatia and Serbia

LKCA (NL): Belgium, Luxemburg and Germany

EEDUCULT (AT), LKCA (NL) and Interfolk (DK) are responsible for measuring the Impact on the Transnational European associations that are active in or cooperate with the sector of amateur arts, voluntary culture and heritage.

**MEASUREMENT OF INTANGIBLE IMPACT**

The qualitative indicators refers to

1. the degree of satisfaction/change for the direct that has been engaged in the national and/or transnational pilot courses
2. the possible change of attitudes for the indirect target groups that has been engaged in the project work, especially at the concluding phase with the national multiplier events

The qualitative indicators will be assessed by means of questionnaires and interviews with representative direct target groups and indirect target groups.

The lead partner, EDUCULT, will design the interview guides and questionnaires and give advice for the form of summary reporting. The partners are responsible for assessments in their own pilot areas.

## H.2. Dissemination and Use of Projects' Results

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

### H.2.1 Target groups

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.

**INITIAL DEFINITIONS**

For the dissemination strategy we use the terminology, proposed by EACEA, where "valorisation" as a term encompassing "dissemination" as well as "exploitation". “Dissemination” means to “spread widely” and it aims to information provision and awareness raising; while “exploitation” means “make use of and derive benefit from”.

Dissemination can take place from the beginning of the project and intensify as results become available, while exploitation can happen only when results can be transferred into improved practices and new policies.

Exploitation thereby also reaches beyond the life of the project, so its results are sustained. The exploitation can be divided in:

"Embedding" where results are anchored or embedded in the normal practise of the organisations participating in the project.

"Multiplication" where other learning providers (and end-users) adopt or apply the results in their own practise.

"Mainstreaming" where the results and initiatives are supported by decision-makers and other multipliers.

The different aspects of valorisation correspond to the different types of target groups.

The term "direct" target groups refers to learning providers from the same field as the project organisations that may use the results in similar activities ("multiplication").

The term "indirect" target groups refer to decision-makers and other multiplier that by political, economical and ideological means can help the direct target groups to improve their services ("mainstreaming").

The term "end-users" (long term beneficiaries) refers to the groups that in the end can benefit from the results.

**THE DIRECT TARGET GROUPS**

include 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, voluntary culture, and heritage, that provide in-formal and non-formal cultural learning activities to adults:

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

**THE INDIRECT TARGET GROUPS**

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

1. The first groups include the culture departments of the Municipalities that may support the voluntary associations' new further education offerings.
2. 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.
3. 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.
4. The fourth groups include private stakeholders from the local commerce associations, other private businesses and local media, who may sponsor and promote the activities.
5. 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.
6. 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.

**THE LONG TERM BENEFICIARIES OR 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.

### H.2.2 Dissemination activities

Which activities will you 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 up-dated during the project.
2. Promotion at the websites of the associations participating in the project, with links to the Project's Communication Portal.
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 Communication Portal, which presents desk research, policy documents and state of the arts activities in the wider European community as well as gives 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 multilateral publications (State of Arts Survey, Series of Thematic Compendia, Curriculum Report and Project Summary Report) together with press-releases in own languages for target groups of the countries of the partnership and in English for other countries in the wider European community.

NB: 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.

1. Wide range promotion of the new Erasmus+ training events after the end of the project via own channels and not least via EPALE.
2. Main valorisation in relation to the concluding multiplier events, both before, during and as follow-up.
3. Focused exploitation initiatives, with personal meetings with main decision-makers, researchers and other multipliers during and especially at the final stage of the project.

**PROGRESS DURING 1ST PROJECT PHASE: FOUNDING**

We get 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.

Here the Communication Portal is launched (IO-1) and the State of the Arts Survey, seven language editions are published (IO-2) and both are used to valorise the relevance of the project, and the first articles in own and other media are published.

**PROGRESS DURING 2ND PHASE: DEVELOP**

We elaborate the e-mail lists, update the Communication Portal, distribute 2nd news-mails; we 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 .

Here the five Thematic Compendia, seven languages editions are published (IO-3), and the Curriculum Guidelines , English edition is published (IO-4) and especially the compendia are used for wide dissemination.

**PROGRESS DURING 3RD PHASE: TEST**

We distribute 3rd news-mails, update the Communication Portal, 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 national pilot courses (IO-5) and the transnational pilot courses (IO-6) and we disseminate key results from the events. Furthermore, we release the Curricula Report, seven languages edition (IO-7), and design and promote the sustainable Erasmus+ training packages (IO-8), and establish contacts to decision-makers and other multipliers, also at European level.

**PROGRESS DURING FINAL 4TH PHASE: VALORISE**

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+ training course, promote the seven national confer-ences and disseminate the results, the impact evaluations are disseminated, and we have personal meetings with decision-makers and other multipliers.

### H.2.3 Partners’ division of the dissemination work

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**

Voluntary Arts (UK) is lead partner for the dissemination.

All partners complete valorisation activities in their own countries. The dissemination to the other EU countries has been divided according to our division of the impact measurement or vica versa:

KSD (DK): The other Nordic countries

Voluntary Arts (UK): France, Spain, Portugal and Ireland

FAIE (PL): Czech Republic, Slovakia and Hungary

EDUCULT (AT): Romania, Bulgaria and Greece

LPDA (LT): Estonia, Latvia and Belarus,

JSKD (SI): Italy, Croatia and Serbia

LKCA (NL): Belgium, Luxemburg and Germany,

Interfolk (DK): Ukraine and Northwest Russia

EDUCULT, LKCA and Interfolk have extended responsibility for mainstreaming to European decision-makers and multipliers.

**EXPERTISE**

**P1: KSD (DK)** is the umbrella 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: Voluntary Arts network (UK)** is the development agency for arts participation in the UK and Republic of Ireland. A major task for VA 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 EURO-DESK 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 and cultural education. EC supports cooperation and knowledge ex-change between educations, 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.

**P6: LPDA (LT)** is the national association for Lithuanian castles and manor owners a wide expertise in organising and promoting culture festivals, exhibitions, musical dinners, spectacles, professional art galleries, etc. LPDA has also coordinated various projects held in Lithuania alone or in cooperation with the Cultural Heritage Department.

**P7: 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.

**P8: LKCA (NL)** has as a National Centre of Expertise for Cultural Education and Amateur Arts a very strong network to the main national stakeholders in the field, and LKCA takes part in many international programs for cultural managers and has been partner in former Grundtvig multilateral projects. LKCA has special possibilities and expertise for exploitation of the project results in a national and also European context.

**Furthermore, LKCA, KSD, VA and JSKD are active founding members and Interfolk active member of AMATEO,** the European Network for Active Participation in Cultural Activities (www.amateo.info) 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 an amount of 52 euro of the monthly unit support of 250 euro per partner must be used to cover salary for 6 days per partner, 4 extra days for the lead partner (provide strategy, design visual identity and logo, and coordinate the ongoing dissemination work) and 250 euro for other dissemination costs per partner.

### H.2.4. How to ensure free access to outputs

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 methodologies, surveys, reports and curricula and certification methods are provided in the form of E-publications.

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 Communication Portal for free downloads and to a high degree also at our project site at EPALE, 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 copy right to these publications belongs to the Project Consortium, but they may be used and quoted with source reference.

### H.2.5. Ensure results to be available and used

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

The project consortium will keep the Communication Portal 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 five year 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.

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

Announcements of the follow-up Erasmus+ training events (with focus on different aspects of the new methodology and its practical application) at the Communication Portal, at EPALE, at own websites and social media, and by news-mails and other dissemination activities.

Dissemination of continued activities and upstart of new pilot works in the field by the project partners and by other organisations, using our means of dissemination to the wider European community.

### H.2.6. Any other information

No other information.

## H.3. Sustainability

### H.3.1. How to make results sustainable

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.

We expect in relation to:

1. **Embedding:** The project partners will anchor and embed the developed methodology in their organisations ordinary practise to increase the involvement of their key staff in promoting co-creative activities with a high potential of bridging social capital
2. **Multiplication:** Neighbour organisations and network from the participating countries will learn from the good examples and start to incorporate the methodology in their own practise. Some organisations from the wider European sector of amateur arts, voluntary culture and heritage will due to our dissemination and use of our European network and the new Erasmus+ training events learn about the possibilities of the new methodology, and start to some degree to incorporate it in their own practise.
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 by the partner organisations to continued regional or national short in-service training events in the 2 - 4 areas in each country (anchoring).
2. Ongoing pilot work by the partner organisations in other areas in their country using the developed methodology and gained practise knowledge (embedding).
3. Provision by the project partners of new Erasmus+ training events with focus on different aspects of the new methodology and its practical application (multiplication).
4. Ongoing dissemination of the continued activities and upstart of new pilot works in other areas and by other organisations, using our means of dissemination to the wider European community.
5. Support and counselling from the partnership to neighbour organisations that intend to start similarly development work in the countries participating in the project, using the developed methodology and exemplary practise (multiplication on national level).
6. Support and counselling from the partner organisations to neighbour organisations in other European countries that intend to start similarly development work, using the developed methodology and exemplary practise (multiplication on European level).
7. Further development work with the methodological frame by the project consortium as a whole or by some of the project partners.

**NEED FOR EXTRA RESSOURCES**

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, Key Action 1.

The fourth activity can be seen as a minor investment to gain extra promotion of own organisations.

The fifth and sixth activity may need some extra resources, either by own financing or financial contributions from the organisations seeking support, or by new national or multilateral funding, or as a combination.

The seventh 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.

# Work Programme

## Outline work programme, version 1 and 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **BRIDGING work programme** | | | **Period: Sept 2017 - Aug 2019 (24 months)** | | | |
| **WP**  **no** | **Act.**  **no** | **Work Package titles** | **Version-1**  **application** | **Version-2**  **12-08-2017** | **Type support**  **\*)** | **Lead**  **partners** |
| **FIRST PHASE: PROVIDE PORTAL AND BASELINE** | | |  |  |  |  |
| WP 01 | M1 | Start-up management | Sept - Oct 2017 | Ditto | M- support | P1, KSD |
| WP 02 | P1 | First partner meeting, DK | **Oct 2017** | Ditto | P-support | P1, KSD |
| WP 03 | O1 | Communication Portal | Oct 2017 – Aug 2019 | Ditto | O-support  X-Exceptional | P8, LKCA |
| WP 04 | O2 | State of the art survey, EN | Oct 2017 – Mar 2018 | Ditto | O2: survey | P5, EDUC |
| **SECOND PHASE: PILOT WORK** | | |  |  |  |  |
| WP 05 | P2 | Second partner meeting, PL | March 2017 | Ditto | P-support | P4, FAIE |
| WP 06 | O3 | Idea compilation and thematic  compendia, seven languages | Mar – Aug 2018 | Mar – Sept 2018 | O-support | P3, VAN |
| WP 07 | O4 | Curricula guidelines, EN | 15 Mar - May 2018 | Ditto | O-support | P2, IF |
| WP 08 | O5,  t1-t7 | Develop curricula  National pilot courses | June – Oct 2018 | June – Nov 2018 | O -support  X-Exceptional | P7, JSKD |
| WP 09 | O6,  T1-T2 | Develop curricula  European pilot courses in LT | June – Nov 2018 | Ditto | O-support  T-support | P4, FAIE  (P6, LPDA) |
| WP 10 | P3 | Third partner meeting, LT | Nov 2018 | Ditto | P-support | P6, LPDA |
| WP 11 | O7 | Curricula Compendia,  seven languages | Nov 2018 - Mar 2019 | Ditto | O-support | P2, IF |
| **THIRD PHASE: VALORISE THE RESULTS** | | |  |  |  |  |
| WP 12 | O8 | Plan Erasmus+ courses | Nov 2018 - Feb 2019 | **None** | O-support | P2, IF |
| WP 13 | E1-E7 | Seven national conferences | Jan - April 2018 | Dec 2018 - Apr 2019 | E1-E7support | P4, FAIE |
| WP 14 | P4 | Fourth partner meeting, AT | May 2019 | Ditto | P-support | P5, EDUC |
| WP 15 | O9 | Project summary report | May – 15 Aug 2019 | Ditto | O-support | P1, KSD |
| **WHOLE PERIOD: TRANSVERSAL WORK** | | |  |  |  |  |
| WP 16 | M2 | Trans dissemination ex portal | Oct 2017 – Aug 2019 | Ditto | M-support | P3, VAN |
| WP 17 | M3 | Trans evaluation | Oct 2017 - Aug 2019 | Ditto | M-support | P5, EDUC |
| WP 18 | M4 | Project Management | Sept 2017 - Aug 2019 | Ditto | M-support | P1, KSD |
| **\*) Man. and implement (M) / Partner Meeting (P) / Intellectual Output (O) / Training events (T) / Multiplier event (E) / Exceptional costs (X)** | | | | | | |

## Outline work programme with types of support, version-2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **BRIDGING, types of support** | | | | **Period: Sept 2017 - Aug 2019** | | **V2, 12.08.2017** | |
| **WP**  **no** | **Act.**  **no** | | **Work Package titles** | **Version-2**  **12-08-2017** | **Change of support** | **Type support \*)** | **Lead**  **partners** |
| **FIRST PHASE: PROVIDE PORTAL AND BASELINE** | | | |  |  |  |  |
| WP 01 | M1 | Start-up management | | Sept - Oct 2017 | M - unchanged | M- support | P1, KSD |
| WP 02 | P1 | First partner meeting, DK | | **Oct 2017** | P - unchanged | P-support | P1, KSD |
| WP 03 | O1 | Communication Portal | | Oct 2017 – Aug 2019 | O - reduced 20 pct | O-support | P8, LKCA |
| WP 04 | O2 | State of the art survey, EN | | Oct 2017 – Mar 2018 | O - reduced 25 pct | O2: survey | P5, EDUC |
| **SECOND PHASE: PILOT WORK** | | | |  |  |  |  |
| WP 05 | P2 | Second partner meeting, PL | | March 2017 | P - unchanged | P-support | P4, FAIE |
| WP 06 | O3 | Idea compilation and thematic  compendia, seven languages | | Mar – Sept 2018 | O - Reduced 15 pct | O-support | P3, VAN |
| WP 07 | O4 | Curricula guidelines, EN | | Mar – May 2018 | O - Unchanged | O-support | P2, IF |
| WP 08 | O5,  t1-t7 | Develop curricula  National pilot courses | | June – Nov 2018 | O - Reduced 15 pct  X – Reduced for some | O -support  X-Exceptional | P7, JSKD |
| WP 09 | O6,  T1-T2 | Develop curricula  European pilot courses in LT | | June – Nov 2018 | O – reduced 20 pct  **T - cancelled** | O-support  T-support | P4, FAIE  (P6, LPDA) |
| WP 10 | P3 | Third partner meeting, LT | | Nov 2018 | P - reduced 1 unit support, 575 euro | P-support | P6, LPDA |
| WP 11 | O7 | Curricula Compendia,  seven languages | | Nov 2018 - Mar 2019 | O - Reduced 20 pct | O-support | P2, IF |
| **THIRD PHASE: VALORISE THE RESULTS** | | | |  |  |  |  |
| WP 12 | O8 | Plan Erasmus+ courses | | **None** | **O - cancelled** | O-support | P2, IF |
| WP 13 | E1-E7 | Seven national conferences | | Dec 2018 - April 2019 | E - unchanged | E1-E7 support | P4, FAIE |
| WP 14 | P4 | Fourth partner meeting, AT | | May 2019 | P - unchanged | P-support | P5, EDUC |
| WP 15 | O9 | Project summary report | | May - Aug 2019 | O - unchanged | O-support | P1, KSD |
| **WHOLE PERIOD: TRANSVERSAL WORK** | | | |  |  |  |  |
| WP 16 | M2 | Trans dissemination ex portal | | Oct 2017 – Aug 2019 | M - unchanged | M-support | P3, VAN |
| WP 17 | M3 | Trans evaluation | | Oct 2017 - Aug 2019 | M - unchanged | M-support | P5, EDUC |
| WP 18 | M4 | Project Management | | Sept 2017 - Aug 2019 | M - unchanged | M-support | P1, KSD |

## FIRST PHASE: PROVIDE PORTAL AND BASELINE

### WP 01 - M1: Start-up management, Sept – Oct 2017

#### Aim, objectives and deliverables – why and what to deliver to whom

|  |  |
| --- | --- |
| **Aim of WP 01** | **Lead partners** |
| The overall aim is to get the project management on track from the start and get a subsequent well-prepared kick-off partner meeting. | P1, IF |

|  |  |  |
| --- | --- | --- |
| **Objectives** | **Deliverables** | **Target groups** |
| Prepare and clarify legal matters | Partner Agreement  Rules of Procedure | Partnership |
| Prepare and clarify financial guidelines | Financial Guidelines  Financial templates for cost refunding | Partnership |
| Provide financial documentation | Bank Account info  Documentation of salary level | Partnership |
| Clarify internal communication & documentation | Guidelines for use of ICT  Contact info for partnership  Common Documentation site | Partnership |
| Prepare dissemination strategies | Overall dissemination strategy  Partners’ dissemination plans  Partners’ mailing lists of target groups  Templates, partners dissemination reports  Design of visual identity  Design of project web-site | Partnership /  Public target groups |
| Prepare evaluation strategies | Overall evaluation strategy  Templates, partners’ process evaluation  Templates, partners’ impact evaluation | Partnership |
| Adjust work programme and budget | Revised budget, v3 (100 pct refunding of travel& subsistence, less salary refunding) | Partnership |

#### Key activities and deadlines – who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities (Jan – Feb 2016)** | **Deadlines** |
| 1 |  | Prepare proposals and guidelines | 15 Sept 2017 |
| 2 |  | Send questionnaire on start-up management questions etc, | 15 Sept 2016 |
| 3 |  | All partners fill-in the questionnaire | 2 Oct 2017 |
| 4 |  | Adjust legal and financial documents if needed and send latest 1 week before the kick-off meeting | 9 Oct 2017 |
| 5 |  | Adjust work programme and budget if needed, and send latest 1 week before the kick-off meeting | 9 Oct 2017 |
| 6 |  | Evaluate the work package/ part of WP 07b | 29 Feb 2016 |
| 7 |  | Coordinate the work package as lead partner | 29 Feb 2016 |

#### Budget

#### Description of main deliverables

|  |  |  |
| --- | --- | --- |
| **Title** | **Specifications** | **Process and division of work** |
| None to mention |  |  |

#### Extra comments / possible adjustments

|  |  |  |
| --- | --- | --- |
| **Issues** | **Comments** | **Decided: how & when** |
| None to mention |  |  |
|  |  |  |

,

### WP 02 - P1: First partner meeting in Copenhagen, Oct 2017

#### Aim, objectives and deliverables – why and what to deliver to whom

|  |  |
| --- | --- |
| **Aim of WP 02: First meeting** | **Lead partners** |
| The overall aim of this kick-off meeting is to engage the essentials of the project idea  and clarify management issues. | P2, KSD  (and P1, IF) |

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Objectives** | **Deliverables** | **Target groups** |
| 1 | To get to know each other and promote shared ownership and high commitment | Presentations of own organisations and experiences in the field | Partnership |
| 2 | To consolidate a strong mutual understanding of the project concept, needs and aims | Good atmosphere | Partnership |
| 3 | To prepare and discuss the five local pilot work plans | Initial outlines of the local pilot plans | Partnership |
| 4 | To clarify and adopt legal matters | Partner Agreement and Rules of Procedure | Partnership |
| 5 | To clarify and adopt financial guidelines and procedures | Financial Guidelines and templates | Partnership |
| 6 | To clarify internal communication & documentation procedures | Guidelines for use of ICT, Netiquette  Common Documentation site | Partnership |
| 7 | To clarify dissemination strategies, procedures and means | Dissemination strategy and procedures  Design of visual identity  Design of project web-site | Partnership |
| 8 | To clarify evaluation strategies and procedures | Overall evaluation strategy and reporting procedure (process and impact evaluation) | Partnership |
| 9 | To clarify and adjust work programme and budget | Revised budget, v3 (100 pct refunding of travel& subsistence, less salary refunding) | Partnership |

#### Key activities and deadlines – who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities (Jan – Feb 2016)** | **Deadlines** |
| 1 | P1, IF and P2, KSD | Plan the meeting: agenda and practical issues | 14 Sept 2017  (4 weeks before) |
| 2 | P1, IF and P2, KSD | Send the draft programme,v1 latest 4 weeks before the meeting | 15 Sept 2017 |
| 3 | P1, IF | Send adjusted programme, v2 latest 1 week before | 9 Oct 2018 |
| 4 | All | All partners prepare presentations of own association and their expectations as well as a short example of good practise of bridging | 9 Oct 2017 |
| 5 | All | All partners participate in the meeting   * Presentation of persons and organisations * Present and discuss project idea and partners’ initial plans for pilot work * Discus and adopt documents for legal and financial matters * Discuss and adopt internal communication, dissemination and evaluation strategies * Detail planning of next steps * Evaluation of preceding work and current meeting | 16 – 17 Oct 2017 |
| 6 | All | All partners send evaluative feeds about the meeting to Educult | 24 Oct 2017 |
| 7 | P1, IF | Follow-up: P1, IF provide Minutes and Task plans for next step | 31 Oct 2017  (2 weeks after) |

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **First meeting in Copenhagen, Oct 2017** | | | | | | **Transnational Project Meeting, unit support** | | | | | | | | |
| Partners | | **Country** | **Total persons** | **Distance**  **band \*** | **Unit support** | **Distribution to partnership** | | | | | | | | |
| **P1, KSD** | **P2, IF** | **P3, VAN** | **P4, FAIE** | **P5, EDUC** | **P6, LPDA** | **P7, JSKD** | **P8, LKCA** | **Total** |
|  | P1, KSD | DK | 1 | 0 - 100 km | 0 | 0 |  |  |  |  |  |  |  |  |
|  | P2, IF | DK | 1 | 100- 1999 km | 575 |  | 575 |  |  |  |  |  |  |  |
|  | P3, VAN | UK | 1 | 100 - 1999 km | 575 |  |  | 575 |  |  |  |  |  |  |
|  | P4, FAIE | PL | 1 | 100 - 1999 km | 575 |  |  |  | 575 |  |  |  |  |  |
|  | P5, EDUC | AT | 1 | 100 - 1999 km | 575 |  |  |  |  | 575 |  |  |  |  |
|  | P6, LPDA | LT | 1 | 101 - 1999 km | 575 |  |  |  |  |  | 575 |  |  |  |
|  | P7, JSKD | SI | 1 | 102 - 1999 km | 575 |  |  |  |  |  |  | 575 |  |  |
|  | P8, LKCA | NL | 1 | 103 - 1999 km | 575 |  |  |  |  |  |  |  | 575 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gross unit support | | | | | | 0 | 575 | 575 | 575 | 575 | 575 | 575 | 575 | 4.025 |

#### Description of main deliverables

|  |  |  |
| --- | --- | --- |
| **Title** | **Specifications** | **Process and division of work** |
| None to mention |  |  |

#### Extra comments / possible adjustments

|  |  |  |
| --- | --- | --- |
| **Issues** | **Comments** | **Decided: how & when** |
| None to mention |  |  |
|  |  |  |

### WP 03 - O1: Communication Portal, whole period

#### Revisions demanded by NA

The Danish NA mentions that because O8 (plan Erasmus+ courses) and the Learning, Teaching and Training activities, C1 and C2, have not been granted, the Communication Portal will therefore not include promotional activities on expected European courses. Consequently, parts of the envisaged work will fall away. Therefore, NA demand the work days in this Intellectual Output must be reduced by approximately 20 %.

The reduction will be made proportionally with 20 pct for cat 2 and cat 3 for all partners.

#### 1. Budget – first 6 months

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of work days after reduction of approx 22 pct.** | | | | | | | | | | | | | | | | |
| **P1, KSD** | | **P2, IF** | | **P3, VAN** | | **P4, FAIE** | | **P5, EDUC** | | **P6, LPDA** | | **P7, JSKD** | | **P8, LKCA** | | **Total** |
| Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | **days** |
| 2 | 1 | 4 | 1 | 2 | 1 | 2 | 1 | 3 | 1 | 2 | 1 | 2 | 1 | 6 | 5 | **35** |

#### 2. Time schedule, 1st half year (Sept 2017 – March 2018) - who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **Decided at the first partner meeting, 16 – 17 October 2017 in Copenhagen** | | | |
| **No** | **Who** | **Key activities:** | **Deadlines** |
| 1 | LKCA | Present design and menu structure etc 1 week before the partner meeting | 9 Oct 2017 |
|  | LKCA | Send a more detailed description of the tasks that the partners must deliver. | 27 Oct 2017 |
| 2 | LKCA | Design and publish the initial portal | 15 Nov 2017 |
| 3 | All | All partners validate the initial design of the Portal, test the functionality of the website and provide recommendations for improvements. | 1 Dec 2017 |
| 4 | LKCA | publication of the first version of the portal | 15 Dec 2017 |
|  | MOST | Partners doing local surveys send national summaries to be publish at the portal | 15 Feb 2018 |
| **5** | LKCA +  EC, IF | Provide desk research on culture policy trends and new primary research results | 15 Feb 2018 |
| **6** | VA, KSD, JSKD | provide information about the state of art, sharing good practise in the European communities (summaries of national surveys) | 15 Feb 2018 |
| **7** | FAIE, IF | Provide information about new funding opportunities for cross-national and multilateral pilot work in the field. | 15 Feb 2018 |
| **8** | JSKD + FAIE, LPDA | Manage the innovative observatory and dialogue forum for exchange of ideas and new practises. | 15 Feb 2018 |
| 9 | LKCA | Manages the news service, and the project library as well as presentation of the project, its informative contents and main outcome. | 28 Feb 2018 |
| 10 | IF +  LPDA | promote service for sustainable Erasmus+ training courses, national courses, and new European seminars | 28 Feb 2018 |
| 11 | LKCA + Educult, IF | LKCA coordinate information for the Portal, in collaborating with Educult (AT) and Interfolk (DK) and by ongoing dialogue with the other partners. | 28 Feb 2018 |
| 12 | LKCA | Design, refinement and on-going updates | ongoing |

#### 3. Output Description

**AIM**

To provide a web-based Communication Portal with field and desk research and other supporting services for the project as well as presentations of the project work and its outputs to the virtual audiences.

**OUTPUT**

This web-based Communication Portal will be the project's window to the virtual world, and it will provide supporting services and information about the key issues of the project, including field research of the state of arts and the supplementing desk research. It will also have additional functions to support the sustainable long term goals of the project.

The web-portal will consist of eight main functions:

1. Provision of the field research and supplementing desk research about the state of arts regarding the essentials of the project in the wider European sector of amateur arts, voluntary arts and heritage, sharing good practise and pilot work on a wider European scale.
2. Provision of essential Desk research on new culture policy trends in EU and the member states with relevance for the project issue as well as new research results and perspectives with relevance for the project issue.
3. An innovative observatory where everyone can consult the documents, exchange ideas and engage in the reflective practice that is essential part of the innovation process and indispensable if quality outcomes are to be achieved.
4. A partner contact service for voluntary culture associations and culture agencies in the European community that wish to find partners for future cross-border pilot work in the field, including a comprehensive link menu.
5. Information about new funding opportunities for cross-national and multilateral pilot work in the field, including guidance on application processing.
6. A presentation of the project, its informative contents and outputs, its partners, funders and the aims and objectives to the virtual audiences, including a project library where all documents, outputs and reports are stored for consultation or reference purposes. It will also store for easy access the webcasts of the training courses and multiplier events.
7. An integrated news service, using news-mail, face book, twitter and other means of communication for the project consortium and related stakeholders of the project, to disseminate the results to the wider European target groups of the project.
8. A promotion service for the developed sustainable Erasmus+ training courses, national courses, and new European seminars and conferences, provided after the end of the project as well as other relevant European events in the field.

The language of the website will be English, because today all viewers have the opportunity to translate it to their national languages by using Google Chrome, which we also will emphasise multilingual at the welcome site.

#### 4. Key tasks and division of work

**TIME SCHEDULE**

The design, refinement and on-going updates will take place during the whole project period, Oct 2017 – Aug 2019 (months 2 - 24).

The Portal with key functionalities will - after the final review at the second partner meeting, March 2018 and subsequent refinements – be published at the end of April 2018 (month 8) and will be developed and updated throughout the project life-cycle.

**DIVISION OF WORK**

P8, LKCA (NL) is lead partner - with 15 cat 2-days for coordination and research and 10 cat-3 days for the ICT-design.

P2, Interfolk (DK) and P5, Educult (AT) has extended tasks with providing desk research - each with 13 cat-2 days for research and 4 cat-3 days for supporting tasks.

All partners share according to the work plan the tasks of providing supporting services and information about the key issues - where the other partners have 8 cat-2 days for research and expert tasks and 3 cat-3 days for supporting tasks, except P3, VA that only has 7 cat-2 days and 2 cat-3 days due to lesser work with English translations and proof-reads.

**KEY ACTIVITIES**

1. The lead partner, LKCA (NL) will design and develop the Portal and update it throughout the project life-cycle.
2. LKCA (NL) will coordinate the needed information for the Portal, in close collaborating with Educult (AT) and Interfolk (DK) and by ongoing dialogue with the other partners.
3. All partners will discuss and validate the initial design of the Portal contents and format, test the functionality of the website and provide recommendations for improvements.
4. LKCA (NL), Educult (AT) and Interfolk (DK) will be responsible for providing desk research on new culture policy trends and new primary research results in dialogue with the partnership circle and other resource persons.
5. Voluntary Arts (UK), KSD (DK) and JSKD (SI) will be responsible for providing information about the state of art in the field, sharing good practise and pilot work in the wider European communities.
6. FAIE (PL) and Interfolk (DK) will be responsible for providing information about new funding opportunities for cross-national and multilateral pilot work in the field.
7. JSKD (SI) is lead partner and FAIE (PL) and LPDA (LT) co-partners. They are responsible for managing the innovative observatory and dialogue forum for exchange of ideas and new practises.
8. LKCA (NL) will be responsible for managing the news service, and the project library as well as the presentation of the project, its informative contents and main outcome.
9. Interfolk (DK) will be responsible for the promotion service for the sustainable Erasmus+ training courses, national courses, and new European seminars and conferences, provided after the end of the project. The partnership circle share responsibility to identify and promote other relevant European events in the field.

**METHODOLOGY & RELATIONS**

The desk research and information compilation provided for the Portal especially in the first 8 months of the project will enable the project team to consolidate already existing know-how in the key areas of the project and to better define and establish the project’s innovative edge within its context of use. It will also help the team to establish a sustainable dissemination that will reinforce the project’s up-to-date nature in the long run.

#### 5. Period

Start: 01-10-2017

End: 30-08-2019

Months: 23

#### 6. Language and media

Language

English

Media:

Website, Text, Video, Database, Interactive Resource, Social Media

#### 7. Lead organisation and partners

Lead: P8, LKCA / Partners: All partners

### WP 04 - O2: State of the Art Survey, seven language editions, Oct 2017 – March 2018

#### Revisions demanded by NA

NB: The Danish NA assesses the budgeted number of work days as too high compared to the expected output. They demand an unchanged quality of the outcome, but the number of work days must be reduced with approx. 25 pct.

The reduction will be made proportionally with 25 pct for cat 2 and cat 3 for all partners.

#### 1. Lead organisation and partners

Lead: P5, EDUCULT

Partners: All partners

#### 2. Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Number of work days** | | | | | | | | | | | | | | | | |
| **P1, KSD** | | **P2, IF** | | **P3, VAN** | | **P4, FAIE** | | **P5, EDUC** | | **P6, LPDA** | | **P7, JSKD** | | **P8, LKCA** | | **Total** |
| **O2** | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 | Cat 2 | Cat 3 |  |
| **Local Surveys** | 6,50 | 3,75 | 2,25 | 0,00 | 7,50 | 3,75 | 7,50 | 3,75 | 7,50 | 0,75 | 2,25 | 1,50 | 7,50 | 3,75 | 2,25 | 1,50 | **62,00** |
| **Survey report** | 1,50 | 3,75 | 1,50 | 1,50 | 3,00 | 4,50 | 3,00 | 4,50 | 7,50 | 3,75 | 3,00 | 4,50 | 3,00 | 4,50 | 3,00 | 4,50 | **57,00** |

#### 3. Time schedule - who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **Decided at the first partner meeting, 16 – 17 October 2017 in Copenhagen** | | | |
| **No** | **Who** | **Key activities:** | **Deadlines** |
| 1 | P5, EC | Lead partner outlines research methodology | 10 Oct 2017 |
| 2 | All | Quantitative questionnaires and qualitative guides are sent to everybody in English by EC, partners translate questionnaires and sent them back to EC | 27 Oct 2017 |
| 3 | EC | EC puts surveys online and sends links back to partners | 1 Nov 2017 |
| 3 | KSD, VA, FAIE, JSKD | The four associations start disseminating the surveys and start with interviews. | 15 Nov 2017 |
| 4 | EC | The online surveys are closed, EC begins with analysis | 15 Jan 2018 |
| 6 | KSD, VA, FAIE, JSKD | The four partners present/sent summaries of the interviews to EC | 1 Feb 2018 |
| 7 | EC | Lead partner, Educult collates the partners’ summaries and results of the surveys in a Summary Report, draft | 1 Mar 2018 |
| 8 | All | All partners comment the draft Summary report | 5 Mar 2018 |
| 9 | All | The draft Summary Report is discussed at second meeting | 12 – 13 March |
| 10 | EC | Lead partner, Educult prepare the final version incl. layout and publish English master version | 25 March 2018 |
| 11 | ALL, except VA | All partners (except the UK partner) translate the English master edition to their national languages (DK, PL, DE, LT, SI and NL). | 20 April 2018 |
| 12 | ALL, except VA | All partners (except the UK partner) adjust the common layout and complete proof-reads and publish the reports as PDF-publications. | 1 May 2018 |

#### 4. Output Description

AIM & SCOPE

The aim is to clarify the baseline as well as to find examples of best practice of bridging social capital and promoting inclusion, cohesion and trust in our communities by providing a multilateral field survey of the state of arts of the participatory and co-creative culture activities in the sector of amateur arts, voluntary culture and heritage.

Hereby the subsequent development work and related impact evaluation get a baseline to start with, a clearer picture of the needs and refined guidelines for the idea compilation. We can present the possible gaps between the desired status and current status and finding out the ways to fill that gap. The difference, between where we are now and where we want to be, defines where our development work shall concentrate its effort. The multilateral survey report will thereby also act as benchmarks to assess the quality and relevance of the subsequent development work and will be a key tool in the project valorisation process.

METHODOLOGY

The planned series of four national field research will focus on the essential learning outcomes of participatory and co-creative culture activities, where former segregated groups are engaged in shared cross-over cultural activities, such as

Inter-social learning (include marginalised groups: poor, low-educated, etc.)

Inter-generational learning (include more generations in shared learning activities)

inter-regional learning (include groups from city and countryside, centre and periphery)

Inter-cultural (inclusion of minority cultures)

Inter-European (include cross-border activities where different European traditions/cultures are engaged with a European added value)

The field research will compile the essential learning outcome by engaging representative groups of learners, learning providers and stakeholders in the associations and networks of the four voluntary arts and culture associations from the project consortium, KSD (DK), VA (UK), FAIE (PL), and JSKD (SI).

The applied research methodology will combine quantitative data using questionnaires and qualitative data using interviews and narrative methods. The four national field surveys will use the same questionnaires and interview guides to secure the processed data can be compared and presented in a multilateral context.

The four national surveys will target the following respondent groups:

1. Learning providers (the managers and lead staff of the voluntary arts, culture and heritage associations in the partners’ own organisations and related networks):

* Qualitative interviews in 4 countries, each with 3-5 respondents
* Questionnaires in 4 countries, each with 25 respondents

In total: Approx. 120

1. Learners (members or participants in the partners’ own organisations and related networks):

Qualitative interviews in 4 countries, each with 3-5 respondents

Questionnaires in 4 countries, each with 25 respondents

In total: Approx. 120

1. Stakeholders (representatives from departments of culture and leisure time in the related municipalities, arts and culture institutions in the involved municipalities, other civil society associations in the field of social, humanitarian and welfare, sport, etc.)

Qualitative interviews in 4 countries, each with 3-5 respondents

Questionnaires in 4 countries, each with 25 respondents

In total: Approx. 120

In all: approx. 360 respondents

**OUTPUT**

Each partner makes summaries of the qualitative as well as quantitative results, with datasets summarising the questionnaires and 4-6 pages summarising the interviews. The feeds are presented first in own language by each organisation for own use, and then translated to English for common use.

The multilateral report will present the series of field research with a possible disposition

Foreword on background and aims for the series of seven local field surveys (1-2 page)

Introduction of used methodology and variations of local approaches (4-5 pages)

Presentations of the seven field surveys (7 x 6 pages, 42 pages)

Outline essential conclusions (10 pages)

Concluding perspectives on common needs and challenges and recommendations for the essentials of the subsequent compilation of five thematic compendia in IO-3 (4-6 pages).

The text of the multilateral report will be approx. 65 standard pages (like 2400 characters per page, 40 lines of 60 characters), excluding photos from exemplary activities in the partner associations or their network.

The Summary Research Report will be published in the seven partner languages: English, German, Polish, Dutch, Danish, Slovenian and Lithuanian. The seven reports will have the same layout, using the adopted visual identity of the project, including the Erasmus+ logo. The colophon will also acknowledge the European Union’s support.

Published as PDF-publication for wide dissemination. Possible paper publications of the Reports imply extra funding from other national funders.

#### 5. Key tasks and division of work

**TIME SCHEDULE**

The design, completion and reporting of the field surveys as well as the editing, layout, translations and virtual publishing of the multilateral survey report, seven language editions will take place in Oct 2017 – Mar 2018 (months 2 - 7).

**DIVISION OF WORK**

EDUCULT (AT) is lead partner - with 20 cat 2-days for designing the research methodology, coordinating the series of national surveys and editing the concluding English multilateral report and 6 cat-3 days for supporting tasks.

KSD (DK), Voluntary Arts (UK), FAIE (PL) and JSKD (SI) complete national field surveys – each with 12 cat-2 days for research tasks and 5 cat-3 days for supporting tasks as well as 5 cat-3 days for translation of the English Report to national languages or for proof-reads of the English version by Voluntary Arts.

LPDA (LT) and LKCA (NL) have only tasks of reading and commenting the surveys and translating the English survey report to own language - with 7 cat-2 days and 8 cat-3 days primary for translations and layout.

Interfolk (DK) has only tasks of reading and commenting the surveys and supporting KSD with the translation to Danish – with 5 cat-2 days and 2 cat-3 days.

**KEY ACTIVITIES**

1. Oct 2017: The lead partner, EDUCULT will in dialogue with the partners outline the common research methodology to document the baseline and to present the state of the arts practice as well as provide guidelines for the survey presentations.
2. Ultimo Oct - Dec 2017 : The four partners – KSD, VA, FAIE and JSKD - plan their specific research strategy, design online forms using Google Forms or SurveyMonkey, translate the English questionnaires to national languages, and engage the needed respondent groups for the questionnaires and interviews. KSD will conduct local research in Denmark; VA will conduct local research in United Kingdom; FAIE will conduct local research in Poland; and JSKD will conduct local research in Slovenia.
3. Medio Jan 2018: The four partners complete the surveys and present summaries of their field research according to the common guidelines. Approx. 5-8 pages in national language, and then translated to English.
4. Ultimo Jan 2018: All partners read and comment the four surveys and outline recommendations for the subsequent development work.
5. Medio jan - Feb 2018: The lead partner and editor, EDUCULT collates the partners’ reports in a Summary Report. The editor prepares the colophon, foreword and introduction of methodology, edit the series of local draft reports and the section on essential findings, and the concluding section with recommendations.
6. Primo Feb 2018: The partners will be engaged in a shared dialogue on refinements of the draft editions of the English master report.
7. Feb 2018: VA will proof-read the manuscript, and EDUCULT will prepare the layout of the English master edition using the visual identity of the project, and this layout will be used in the other six language editions.
8. Primo Mar 2018: All partners (except the UK partner) translate the English master edition to their national languages (DK, PL, DE, SI and LT).
9. Ultimo Mar 2018: All partners (except the UK partner) adjust the common layout and complete proof-reads and publish the reports as PDF-publications.

**IMPACT & TRANSFERABILITY POTENTIAL**

The individual research reports will be available on the project website in the national language as well as in English, and they will be the key evidence base for the development work of the consortium.

The local summary draft reports in edited form can also be used for articles in own magazines and online articles at own websites.

**RELATIONS**

The multilateral survey report is an independent output (IO-2) that brings important new knowledge, but it will also function as a mean or a help to plan and focus the succeeding compilation of the five thematic compendia about bridging social capital with participatory and co-creative culture activities, where former segregated groups are engaged in shared cross-over cultural activities (IO-3).

#### 6. Period

Start: 01-10-2017

End: 31-03-2018

Months: 6

#### 7. Language and media

Language

English, German, Polish, Dutch, Danish, Lithuanian, Slovenian

Media:

Book, Website, Social Media

## SECOND PHASE: PILOT WORK

### WP 05 - P2: Second partner meeting in Bielsko-Biala, March 2018

#### Aim, objectives and deliverables – why and what to deliver to whom

|  |  |
| --- | --- |
| **Aim of WP 05: Second partner meeting in Vilnius, June 2016** | **Lead partners** |
| The overall aim of this second meeting is to summarize the state of the project and lead the way forward for the project and for the partners, including to bridge the results of the survey (WP 04/IO-2) to the succeeding compilation of good practise in thematic fields of bridging (WP 06 /IO-3), the provision of Curricula Guidelines (WP 07/IO-4) and the design and test of the national pilot courses (WP 08/IO-5). | P4, FAIE  (and P1, IF) |

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Objectives** | **Deliverables** | **Target groups** |
| 1 | To assess and adjust guidelines for the Communication Portal (IO-1) |  | Partnership |
| 2 | To evaluate the State of the Art Survey and clarify recommendations (IO-2) |  | Partnership |
| 3 | To schedule the compilation of best practise and provision of five thematic compendia (IO-3) |  | Partnership |
| 4 | To schedule the design of the initial guidelines of curriculum and certification (IO-4) |  | Partnership |
| 5 | To schedule the design and test of national pilot course packages (IO-5 / t1-t7) |  | Partnership / public target groups |
| 6 | To schedule the design and test of European pilot course packages (IO-6 / T1-T2) |  | Partnership |
| 7 | To plan the first impact evaluation in relation to the pilot courses |  | Partnership |
| 8 | To assess the current dissemination and possible adjust the dissemination strategy |  | Partnership |
| 9 | To inform about the preceding project reporting in the Mobility+ Tool |  | Partnership |
| 10 | To evaluate/assess the current PM and possible refine the procedures |  | Partnership |
| 11 | To decide time and place of third partner meeting |  | Partnership |

#### Key activities and deadlines – who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities: May – June 2016** | **Deadlines** |
| 1 | P4,FAIE and P1, IF | Plan the meeting: agenda and practical issues of second meeting, 12th and 13th of March 2018 in Bielsko-Biala | 11 Feb 2018 |
| 2 | P1, IF | Send the draft programme, v1 to the partnership | 12 Feb 2018 |
| 3 | P1, IF | Send adjusted programme, v2 latest 1 week before | 5 March 2018 |
| 4 | All | Prepare presentations to the meeting | 5 March 2018 |
| 5 | All | All partners participate in the meeting | 12 – 13 March 2018 |
| 6 | All | All partners send evaluative feeds about the meeting to Educult (1 week after) | 20 March 2018 |
| 7 | P1, IF | Follow-up: P1, IF provide Minutes and Task plans for next step | 27 march 2018  (2 weeks after) |

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Second meeting in Bielsko-Biala, March 2018** | | | | | | **Transnational Project Meeting, unit support** | | | | | | | | |
| Partners | | **Country** | **Total persons** | **Distance**  **band \*** | **Unit support** | **Distribution to partnership** | | | | | | | | |
| **P1, KSD** | **P2, IF** | **P3, VAN** | **P4, FAIE** | **P5, EDUC** | **P6, LPDA** | **P7, JSKD** | **P8, LKCA** | **Total** |
|  | P1, KSD | DK |  | 100- 1999 km | 575 | 575 |  |  |  |  |  |  |  |  |
|  | P2, IF | DK | 1 | 100- 1999 km | 575 |  | 575 |  |  |  |  |  |  |  |
|  | P3, VAN | UK | 1 | 100 - 1999 km | 575 |  |  | 575 |  |  |  |  |  |  |
|  | P4, FAIE | PL | 2 | 0 - 100 km | 575 |  |  |  | 0 |  |  |  |  |  |
|  | P5, EDUC | AT | 1 | 100 - 1999 km | 575 |  |  |  |  | 575 |  |  |  |  |
|  | P6, LPDA | LT | 1 | 101 - 1999 km | 575 |  |  |  |  |  | 575 |  |  |  |
|  | P7, JSKD | SI | 1 | 102 - 1999 km | 575 |  |  |  |  |  |  | 575 |  |  |
|  | P8, LKCA | NL | 1 | 103 - 1999 km | 575 |  |  |  |  |  |  |  | 575 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gross unit support | | | | | | 575 | 575 | 575 | 0 | 575 | 575 | 575 | 575 | 4.025 |

#### Description of main deliverables

|  |  |
| --- | --- |
| **Title** | **Specifications** |
| None to mention |  |

#### Extra comments / possible adjustments

|  |  |  |
| --- | --- | --- |
| **Issues** | **Comments** | **Decided: how & when** |
| None to mention |  |  |
|  |  |  |

### WP 06 - O3: Five Thematic Compendia, seven language editions, Mar – Sept 2018

#### Revisions demanded by NA

NB: The Danish NA assesses the budgeted number of work days as too high compared to the expected output. They demand an unchanged quality of the outcome, but the number of work days must be reduced with approx. 15 pct.

The reduction will be made proportionally with 15 pct for cat 2 and cat 3 for all partners.

#### 1. Output Description

**AIM**

The aim is

to compile good practice examples and develop innovative approaches and methodologies of participatory and co-creative culture activities in the sector of amateur arts, voluntary culture and heritage;

and to present the results in a series of five Thematic Compendia that can be used as new teaching material for further education of learning providers in the voluntary cross-cultural sector.

**OUTPUT**

The good practise examples and innovative approaches will be compiled in five thematic contexts, where the focus is changed not only from individual creativity to collective creativity, but the co-creation is based on bridging five types of segregated groups, such as

1. Inter-social learning (include marginalised groups: poor, low-educated, etc.)
2. Inter-generational learning (include more generations in shared learning activities)
3. inter-regional learning (include groups from city and countryside, centre and periphery)
4. Inter-cultural (inclusion of minority cultures)
5. Inter-European (include cross-border activities where different European traditions/cultures are engaged with a European added value).

The five compendia will all have the same possible disposition:

Foreword on common background and aims for the series of compendia and on the specific thematic issues of this compendium (1-2 page)

Introduction of this type of segregation and how participatory and co-creative activities can help to bridge social capital (3-4 pages)

Presentation of a series of good practice examples of bridging this specific type of segregated groups in the main fields of amateur arts, voluntary culture and heritage (4 – 6 examples of 3 pages)

Presentation of the essentials of innovative approaches and methodologies for bridging this specific type of segregated groups (5 pages)

Concluding recommendations on how to initiate, implement and evaluate such new participatory and co-creative activities with a high potential of bridging social capital (3-4 pages).

The text of each compendium will be approx. 30 standard pages (like 2400 characters per page, 40 lines of 60 characters), exclusive photos from exemplary activities in the partner associations or their network.

The five Thematic Compendia will be published in the seven partner languages: English, German, Polish, Dutch, Danish, Slovenian and Lithuanian. The seven compendia will have the same layout, using the adopted visual identity of the project, including the Erasmus+ logo. The colophon will also acknowledge the European Union’s support.

**INNOVATIVE ELEMENTS**

We intend to give high priority to the new methodologies of participatory culture and co-creation,

where the learning context are changed not only from individual creativity to collective creativity, but the co-creation and peer-to-peer relations can be developed to bridge social capital between people normally outside of each other’s direct social networks - not just bonding social capital between similar individuals, which is common across other forms of participation, but bridging former segregated groups.

**IMPACT & TRANSFERABILITY**

Published as PDF-publication to be used as teaching or course materials or stand-alone reading for the key target groups. Possible paper publications of the Reports imply extra funding from other national funders.

#### 2. Key tasks and division of work

**TIME SCHEDULE**

The compilation of good practice and provision of innovative approaches in the five thematic areas of bridging social capital as well as editing and publishing the series of five compendia, seven languages editions will take place in March 2018 – Aug 2018 (months 7 - 12).

**DIVISION OF WORK**

• Voluntary Arts (UK) is lead partner - with 21 cat-2 days to take part in the compilation of good practise and innovative approaches, coordinating and editing the concluding five Compendia as English master editions and 13 cat-3 days for supporting tasks and proof-reads and layout.

FAIE (PL) is supporting lead partner – with 22 cat-2 days as coordinator to compile good practice and innovative approaches, to provide articles as the other partners to the five thematic compendia and 13 cat-3 days for supporting tasks and translations, proof-reads and layout of the Polish versions of the five compendia.

KSD (DK), EDUCULT (AT), LPDA (LT), JSKD (SI) and LKCA (NL) get 20 cat-2 days for compilation of good practice and innovative approaches and providing articles to the five thematic compendia, and 13 cat-3 days for supporting tasks and translations, proof-reads and layout of their own national versions of the five compendia.

Interfolk (DK) get 18 cat-2 days for compilation of good practice and innovative approaches and providing articles to the five thematic compendia (with 2 days less than partners due to lesser tasks with the national versions) and 5 cat-3 days for supporting tasks (with no tasks for translation, proof-reads and layout of the Danish version).

The tasks as editors for five compendia have been divided in the following manner:

Voluntary Arts (UK) is editor of 1st compendia: Inter-social co-creation

JSKD (SI) is editor of 2nd compendia: Inter-generational co-creation

KSD (DK) is editor of 3rd compendia: Inter-regional / centre-periphery co-creation

LKCA (NL) is editor of 4th compendia: Inter-cultural co-creation

FAIE (PL) is editor of 5th compendia: Inter-European co-creation

**KEY ACTIVITIES**

1. March 2018: The lead partner, Voluntary Arts will in dialogue with the partners with reference to the preceding state of the arts survey (IO-2) elaborate the application’s draft disposition of the five thematic compendia and clarify the time schedule for the main steps from the initial idea compilation to the publishing of the seven language editions of the five compendia.
2. March – May 2018: The supporting lead partner, FAIE will coordinate the compilation of good practice with reference to the preceding survey and all partners will be engaged in presenting innovative approaches and methodologies in their thematic field.

**1st compendia: Inter-social: Voluntary Arts (UK) as editor and Interfolk (DK) and LKCA (NL)**

**2nd compendia: Inter-generational: JSKD (SI)as editor and LACM (LT) and FAIE (PL)**

**3rd compendia: Inter-regional: KSD (DK) as editor and Voluntary Arts (UK) and FAIE (PL)**

**4th compendia: Inter-cultural: LKCA (NL) as editor and KSD (DK) and EDUCULT (AT)**

**5th compendia: Inter-European: FAIE (PL) as editor and EDUCULT (AT) and Interfolk (DK)**

1. June 2018: The five compendia editors present in collaboration with their 2 supporting partners the compendia drafts and gets feedback from the partners.
2. Ultimo June: The lead partner, Voluntary Arts provide the standard colophon and the layout of the English master editions using the visual identity of the project, and this layout will be used in the other six language editions.
3. July – Aug 2018: Primo August the five final English Compendia are provided as word documents with final layout, and each national partner translates, proof-reads and adjusts the colophon and layout of their national version.
4. Ultimo Aug 2018: The seven language editions of the series of five thematic compendia are published as virtual PDF-publications.

**RELATIONS**

The publishing of the series of five thematic compendia in seven language versions is an independent output (IO-3) that present good practice and innovative approaches in different societal contexts, but the series will also function as key evidence base for the design of new curricula and certification methods in the next output (IO-4) and as key course materials for the succeeding national pilot course packages (IO-5) and the European pilot course packages (IO-6).

The series of five thematic compendia will be available for downloads on the Project Portal in English as well as in the six other national languages, and they will as the preceding survey report (IO-2) be the key evidence base for the development work of the consortium.

The content of the five thematic compendia can in edited form also be used for articles in own magazines and online articles at own websites.

Start: 01-03-2018

End: 30-08-2018

Months: 6

#### 4. Language and media

Language

English

German

Polish

Dutch

Danish

Lithuanian

Slovenian

Media:

Publications

Website

Social Media

#### 5. Lead organisation and partners

Lead: P3, Voluntary Arts Network

Partners: All partners

#### 6. Budget

#### 7. Time schedule - who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities:** | **Deadlines** |
| 1 | P3, VA  (P4, FAIE) | Lead partner, VA and supporting partner, FAIE will with reference to the survey and in dialogue with partners outline the disposition and approach | 10 Mar 2018 |
| 2 | All | All partners present innovative approaches in their thematic field | 15 May 2018 |
| 3 | P3, P7, P1, P8, P4 | The five compendia editors – VA JSKD, KSD, LKCA, FAIE - present drafts | 1 June 2018 |
| 4 | All | All partners give feedback to the drafts | 15 June 2018 |
| **5** | P3, P7, P1, P8, P4 | The editors – VA JSKD, KSD, LKCA, FAIE - prepare final versions | 1 July 2018 |
| **6** | **VA** | VA layout and proof-reads the five English master editions | 1 Aug 2018 |
| **7** | All (ex VA and IF) | The partners translate and edit the text to own language | 25 August 2018 |
| **8** | All (ex VA and IF) | The partners provide final layout and proof-read of own editions | 31 August 2018 |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |

### WP 07 - O4: Curriculum Guidelines, March – May 2018

#### Revisions demanded by NA

NB: The planned output and budgeted number of work days has been approved without comments

#### 1. Output Description

**AIM**

The overall aim is to develop curricula and certification methods for further education of educators (managers, consultants, teachers, trainers, instructors, etc.) in the cross-cultural sector of amateur arts, voluntary culture and heritage on how to use new participatory culture and co-creation learning methodologies with a high potential of bridging social capital.

**OUTPUT**

The developed curriculum and certification method will

be designed with reference to the key findings of the previous state of the arts survey (IO-2) and the compilation of good practice and innovative approaches (IO-3), and it

will present the key competences and skills, the essential content, the appropriate pedagogical approach and certification methods, which will be applied for further education of the educators in the voluntary cross-cultural sector.

The planning of the curriculum for in-service training courses for educators (learning providers) engaged in the voluntary cross-cultural sector will presuppose that the potential participants have a basic knowledge about and experience from being engaged in the sector of amateur arts, voluntary culture and heritage.

The curriculum will address key elements of participatory and co-creative arts and culture activities, seen from respectively the perspective of managers and educators in arts and culture associations and from members and participants that wish to be or already are engaged in co-creative activities.

The final curriculum will be developed during the project, but preliminary we can emphasise the following key elements:

1. Self insight and validation of own competence profile, gained by formal education as well as prior learning, especially by engagement in voluntary arts and culture associations.
2. Insight knowledge and shared experiences of the current challenges for our societies to bridge social capital and strengthen inclusion, cohesion and trust in our communities.
3. Insight knowledge and shared experiences of the societal role of the voluntary art and culture associations and their potentials to bridging social capital.
4. Insight knowledge and shared experiences of the new participatory culture and co-creation activities, including their potentials for involving and bridging former segregated social groups.
5. Insight knowledge and shared experiences of other stakeholders that may support and/or be part of new participatory culture and co-creation activities that can bridge social capital in the local communities and other contexts.
6. High level skills in planning, coordinating and monitoring of new activities of participatory culture and co-creation.
7. Specific expertise and skills in promoting participatory culture and co-creation for former segregated groups, respectively for one or more of the five contexts of bridging activities.
8. High level knowledge and skills on how to document and validate the new participatory culture and co-creation activities to key stakeholders.

**PEDAGOGICAL FORM:**

The training must be based on participatory and activity-based methods, integrating theory and shared experience. It will include a blend of short concise lectures, plenary discussions, workshops on case studies, pair work and individual learning. Short presentations on the topic prepared by participants themselves will be part of the course.

We intend to embed validation procedures in the content of the course programme, because an integrated validation contributes both to the recognition of the outcome for the participants and to the quality of the course.

**METHODS OF RECOGNITION AND VALIDATION:**

The methods of validating the learning outcome can have reference to the LEVEL5-system, which GINGO, the network of former Grundtvig and currently Erasmus course organisers has developed for validation of European in-service training courses (see later, G.3, sub-section “describe the arrangements for recognition or validation of the learning outcomes”).

The presentation of the curriculum can have the possible outline:

1. Foreword on common background and aims for the curriculum plan (1 page).
2. Introduction of the curricula with reference to the key findings of the state of arts surveys, IO-2 and the compilation of good practice and innovative approaches, IO-3 (5 pages).
3. Presentations of the curriculum frame (10 pages).
4. Presentation of certification methods (4 pages)
5. Presentation of pedagogical approaches and typical course frames (4 pages).
6. Concluding recommendations for the key elements in the planning of in-service training courses (2-3 pages).

The text of the curricula frame will only be in English and approx. 26 standard pages (like 2400 characters per page, 40 lines of 60 characters). The illustrations will include at least one exemplary photo per country plus some extra. The layout must use the adopted visual identity of the project, including the Erasmus+ logo.

#### 2. Key tasks and division of work

**TIME SCHEDULE**

The development of the curriculum and certification methods will take place in March – May 2018 (months 7 - 9).

**DIVISION OF WORK**

Interfolk (DK) is lead partner - with 12 cat 2-days for coordinating the partner dialogue and developing the curriculum with reference to the preceding reference to the key findings of the previous state of the arts survey (IO-2) and the compilation of best practise and innovative approaches (IO-3) and 3 supporting cat-3 days for translation, proof-reads layout of the 25 pages English curriculum guidelines.

JSKD (SI) and LPDA (LT) will as lead partners for designing and testing respectively the national pilot courses and the two European pilot courses be extra dialogue partners about the curricula and course frames – each with 8 cat-2 days and 1 supporting cat-3 day.

The other partners, KSD (DK), Voluntary Arts (UK), FAIE (PL), EDUCULT (AT) and LKCA (NL) is dialogue partners for the development work – each with 4 cat-2 days and 1 supporting cat-3 day.

**KEY ACTIVITIES**

1. March 2018: The lead partner, Interfolk outlines the curricula and certification methods in dialogue with the two supporting partners, JSKD and LPDA.
2. April 2018: Interfolk presents the draft curriculum guidelines to the partnership.
3. Primo May: All partners comment the draft with recommendations for adjustments.
4. May 2018: Interfolk adjusts, proof-reads, layouts the Curricula Guidelines publishes it as a PDF-publication latest ultimo May 2018.

**RELATIONS**

The published Curricula Frame, English version is an independent output (IO-4) that in short and concise form presents the need and aim of the new curricula and outlines the essential elements and the appropriate pedagogic form and certification method for future in-service courses for staff in the European sector of amateur arts, voluntary culture and heritage.

But the Curricula Frame will also function as key evidence base for the design and test of the succeeding national pilot course packages (IO-5) and the European pilot course packages (IO-6).

#### 3. Period

Start: 15-03-2018

End: 31-05-2018

Months: 2½

#### 4. Language and media

Language

English

Media:

Publications

Website

Social Media

#### 5. Lead organisation and partners

Lead: P2, Interfolk

Partners: All partners

#### 6. Budget

#### 7. Time schedule - who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities:** | **Deadlines** |
| 1 | P2, IF  (P7, P6) | Lead partner, Interfolk outlines the curricula and certification methods in dialogue with the two supporting partners, JSKD and LPDA | 25 March 2018 |
| 2 | All | All partners comment the outline – dialogue in the group | 1 April 2018 |
| 3 | P2, IF | Interfolk presents the draft curriculum guidelines to the partnership. | 5 May 2018 |
| 4 | All | All partners comment the draft with recommendations for adjustments. | 15 May 2018 |
| **5** | **P2, IF** | Interfolk adjusts, proof-reads, layouts the Curricula Guidelines publishes it as a PDF-publication | 31 May 2018 |
| **6** |  |  |  |

### WP 08 - O5 - T1-T7: Design and test national pilot courses, June – Oct 2018

#### Revisions demanded by NA

NB1: The Danish NA assesses the budgeted number of working days allocated for O5 as too high compared to the expected output. Also much of the work in this Intellectual Output is expected to be continued and further developed in O6. The working days are therefore reduced by approx. 20 %.

The reduction will be made proportionally with 20 pct for cat 2 and cat 3 for all partners.

NB2: The Danish NA also assesses the exceptional costs/support to complete the national pilot courses as too high for the partner countries with a lower salary level, and they demand an unchanged quality of the planned outcome, but the total grant for Exceptional cost (75 pct of the total costs) must be reduced from 10.500 € to 7.607 € by the following mean:

P1, KSD (DK) - unchanged 1.500

P2, IF (DK) - unchanged 0

P3, VAN (UK) - reduced to 1.332

P4, FAIE (PL) - reduced to 461

P5, Educult (AT) - unchanged 1.500

P6, LPDA (LT) - reduced to 461

P7, JSKD (SI) - reduced to 853

P8, LKCA (NL) - unchanged 1500

#### 1. Output Description

**AIM**

The aim is to design, test and provide 2-3 ready to use formative in-service training packages in a regional or national context for staff in the European sector of amateur arts, voluntary culture and heritage.

**OUTPUT**

We will complete regional or national pilot courses in all seven partner countries, and we will agree on designing and testing different ready to use trainings packages, representing 1 – 4 work day courses or 2-day weekend courses, but due to economy only non-residential courses.

Furthermore we will in the partnership divide the test of the five thematic contexts of bridging social segregation in accordance with the division of work with the five thematic compendia (IO-3). See next section regarding division of work.

**The target groups for the pilot courses are learning facilitators in amateur art and voluntary cultural associations working on a part-time or full-time basis, paid or voluntary, including directors, managers, board members, consultants, counsellors, and other management staff as well as teachers, instructors and other pedagogical staff. Number of trainees may vary from 10 – 20.**

The course frame may be extended by the partners and /or changed to a residential weekend course with more follow-up sessions and distance learning sessions and supervision may also be included, if the partners will increase their own financing or manage to get extra national or local funding and sponsor support.

**FRAME OF COURSE DESIGN**

The main curricula and essentials of the training sessions.

The pedagogical approach and certification methods.

The QA approach and methods to validate the learning outcome.

**The essential of the course programme include**

Session with validation of own competence profile, gained by formal education as well as prior learning, especially due to engagement in the activities of voluntary arts and culture associations.

Lecture on the current challenges to bridge social capital and strengthen inclusion, cohesion and trust in our communities.

Lecture on the emergence of participatory and co-creative activities in the cross-cultural sector of amateur arts, voluntary culture and heritage.

Presentation and workshop on the essentials of using participatory and co-creative as well as other culture activities for bridging social capital.

Workshops about involvement of stakeholders that may support and/or be part of new participatory culture and co-creation activities that can bridge social capital in the local communities and other contexts.

Extra presentations about participatory co-creation in one or two of the five contexts of bridging segregation.

Workshops and pair work with plenary reporting about participatory co-creation in one or two of the five contexts of bridging segregation.

Presentation and case study on how to document and validate the new participatory culture and co-creation activities to key stakeholders.

Course evaluations and validation of own learning outcome.

**On completion of the course, the participants will be able to**

Interpret and understand the current societal challenges to bridge social capital and strengthen inclusion, cohesion and trust in our communities.

Explore issues about the essentials of using participatory and co-creative as well as other culture activities for bridging social capital

Apply efficient ways of initiating and coordinating new participatory and co-creative activities with potential for bridging social capital.

Apply efficient ways of involving key stakeholders that may support and/or be part of new participatory culture and co-creation activities.

Apply efficient ways to document and validate the new participatory culture and co-creation activities to key stakeholders

**PEDAGOGICAL METHODS**

The course will be based on participatory and activity-based methods, integrating theory and shared experience. There will be a blend of short concise lectures, plenary discussions, workshops on case studies, pair work and individual learning. Short presentations on the topic prepared by participants themselves will be part of the course.

We intend to embed validation procedures in the content of the course programme, because an integrated validation contributes both to the recognition of the outcome for the participants and to the quality of the course.

#### 2. Key tasks and division of work

**TIME SCHEDULE**

The design, test and evaluation of the series of short training courses in the partner countries and the subsequent provision of formative short course packages will take place June – Oct 2018 (months 10 - 14), and the courses will be completed medio Sept - Medio Oct 2018.

**DIVISION OF WORK**

JSKD (SI) is lead partner - with 9 cat 2-days for coordinating the course planning of the partners and to design, test and evaluate own national course as well as to engage in refinement of the new ready-to-use formative training packages, and with 4 supporting cat-3 days for course administration and translations of evaluations and proposals.

The other partners as KSD (DK), Voluntary Arts (UK), FAIE (PL), EDUCULT (AT), LPDA (LT) and LKCA (NL) get each 8 cat-2 days to participate in the overall course planning, to design, test and evaluate own national course as well as to engage in refinement of the new ready-to-use formative training packages, and each get also 4 supporting cat-3 days for course administration and translations of evaluations and proposals.

Interfolk (DK) will participate in the overall course planning and dialogue on refinement and will have reduced tasks for the national Danish course, and gets thereby only 4 cat-2 days and 2 supporting cat-3 days.

**KEY ACTIVITIES**

1. Primo June 2018: The lead partner, JSKD (SI) outlines the common course design, with reference to the developed Curricula Frame (IO-4) and the developed five thematic compendia, where the national language versions will be key course materials.
2. Medio June 2018: All partners take part in shared dialogue on the common course design and the division of course types to test in each country.
3. Ultimo June – Medio Aug 2018: All partners (with Interfolk supporting KSD in DK) plan their own draft course programme with focus on their thematic issue\*) so the preliminary course programme can be announced before the summer holidays, and English versions of the draft programmes are send to the partners for mutual information, and possible corrections by the lead partner.
4. Medio Aug – Medio Sept 2018: The partners detail the final course programmes and select and enrol the participants, provide course materials and information about home work before the course.
5. Medio Sept – Medio Oct 2018: The partners complete the courses and send evaluation reports to the partnership and follow-up material to the participants and other stakeholders.
6. Ultimo Oct 2018: The lead partner coordinates the dialogue on refinements of the final 2-3 ready-to-use formative training packages (where the final decisions will be made at the third partner meeting in November 2018 in Lithuania, just after the European pilot courses.

\*) The partners will divide the focus on the five thematic contexts of bridging social segregation, where distribution will follow the division of work with the five thematic compendia (IO-3), so in the course planning:

Voluntary Arts (UK) will focus on the Inter-social context

JSKD (SI) will focus on the Inter-generational context

KSD (DK) and Interfolk (DK) will focus on the Inter-regional context

LKCA (NL) will focus on the Inter-cultural context

FAIE (PL) will focus on the Inter-European context

LPDA (LT) will focus on a combined inter-generational and inter-social context

EDUCULT (AT) will focus on a combined inter-cultural and inter-European context

**RELATIONS**

After the test and evaluation of the series of national pilot courses, the formative training packages will be enhanced and if needed corrected, so they become available in tested and optimized versions, which the partners can provide on a regularly basis after the end of the project and which other culture associations in other EU countries also can use to plan own regional and national in-service courses.

The formative training packages will be available in English on the Project Portal.

The intention is to provide ready-to-use course packages, allowing their broad outreach and replication throughout Europe by other associations from the cross-cultural sector of amateur arts, voluntary culture and heritage.

**ECONOMY**

Other costs - than salary for the design, test, evaluation and refinements of the formative course packages - such as rent of venue and ICT, course materials, external speakers, and meals will to some degree be covered by the support from exceptional costs with 100 euro per participants, but a high degree of own financing is expected.

#### 3. Period

Start: 01-06-2018

End: 31-10-2018

Months: 6

#### 4. Language and media

Language

English

German

Polish

Dutch

Danish

Lithuanian

Slovenian

Media:

Event

Oral

Text

Broadcast

Social Media

#### 5. Lead organisation and partners

Lead: P7, JSKD

Partners: All partners

#### 6. Budget

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **National pilot course** | | | | | | | **Version-2, 12.08.2017** | |
| **Lead partner** | **Country** | **Period** | **Number of particip.** | **Number of days** | **Euro per day per part** | **Adjusted**  **total cost** | **75 pct by EU** | **25 pct own financing** |
| P1, KSD | DK | Oct 2018 | 20 | 1 | 100,00 | 2.000 | **1.500** | 500 |
| P2, IF | DK | 0 | 1 | 100,00 | 0 | **0** | 0 |
| P3, VAN | UK | Oct 2018 | 20 | 1 | 88,80 | 1.776 | **1.332** | 444 |
| P4, FAIE | PL | Oct 2018 | 20 | 1 | 30,73 | 615 | **461** | 154 |
| P5, EDUC | AT | Oct 2018 | 20 | 1 | 100,00 | 2.000 | **1.500** | 500 |
| P6, LPDA | LT | Oct 2018 | 20 | 1 | 30,73 | 615 | **461** | 154 |
| P7, JSKD | SI | Oct 2018 | 20 | 1 | 56,87 | 1.137 | **853** | 284 |
| P8, LKCA | NL | Oct 2018 | 20 | 1 | 100,00 | 2.000 | **1.500** | 500 |
| **Total** | | | | | | **10.143** | **7.607** | **2.536** |

#### 7. Time schedule - who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities:** | **Deadlines** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
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### WP 09 - O6: Design and test two European pilot courses – partly cancelled

#### Revisions demanded by NA

The Danish NA mentions that all Learning, Teaching and Training activities, C1 and C2 (the two parallel 5-day courses in Lithuania), has been removed and are not granted. This has been done since Intellectual Output O8 (to design and announce Erasmus+ training events after the end of the project) is not considered eligible for funding.

But even though we need to cancel the two European pilot courses in Lithuania, the Danish NA still accept we can use work days to develop O6 (new exemplary course packages and Curricula know-how) as a continuation of the work in O5, so the work days must just be reduced with approx. 20 pct.

The reduction will be made proportionally with 20 pct for cat 2 and cat 3 for all partners.

Lead partner changed from P6, LPDA to P4, FAIE.

#### 1. Output Description (in application)

**AIM**

The aim is to design and test the curricula for two 5-days Erasmus+ pilot courses for staff in the European sector of amateur arts, voluntary culture and heritage with focus on respectively the thematic context 1-3 (inter-social, inter-generational and inter-regional) and the thematic context 4-5 (inter-cultural and inter-European).

No - the revised aim is not to test, but to elaborate course packages and curricula in continuation of O5: Design and test national pilot courses

**OUTPUT**

The two residential 5-days pilot Erasmus+ courses are planned as parallel courses with some common lectures, plenum meetings and joint cultural activities. The working language is English. The number of trainees is 14 for each course, with 2 participants from each of the seven partner countries. The number of trainers is 4 for each course.

The first course with focus on the thematic context 1-3 will have trainers from KSD (DK), Voluntary Arts (UK), JSKD (SI) and LPDA (LT), while the second course with focus on the thematic context 4-5 will have trainers from Interfolk (DK), FAIE (PL), EDUCULT (AT) and LKCA (NL).

No – none output of actual pilot courses, which is cancelled; instead just continued design of new course packages and curricula.

But it also means, that the descriptions below of course design, essential programme, learning outcome, pedagogical form and validation methods still are appropriate as guidelines for the work in this Intellectual Output.

**The course design includes descriptions of**

The main curricula and essentials of the training sessions.

The pedagogical approach and certification methods.

The QA approach and methods to validate the learning outcome.

**The essential of the two course programmes include**

Session with validation of own competence profile, gained by formal education as well as prior learning, especially due to engagement in the activities of voluntary arts and culture associations

Lecture on the current challenges to bridge social capital and strengthen inclusion, cohesion and trust in our communities.

Lecture on the emergence of participatory and co-creative activities in the cross-cultural sector of amateur arts, voluntary culture and heritage

Presentation and workshop on the essentials of using participatory and co-creative as well as other culture activities for bridging social capital

Extra presentations about participatory co-creation with focus in the first course on the thematic context of inter-social, intergenerational and inter-regional bridging, and in the second course on the thematic context of inter-cultural and inter-European bridging.

Workshops and pair work with plenary reporting about participatory co-creation in one or two of the five contexts of bridging segregation.

Workshops about involvement of stakeholders that may support and/or be part of new participatory culture and co-creation activities that can bridge social capital in the local communities and other contexts.

Presentation and case study on how to document and validate the new participatory culture and co-creation activities to key stakeholders.

Course evaluations and validation of own learning outcome.

**On completion of the course, the participants will be able to**

Interpret and understand the current societal challenges to bridge social capital and strengthen inclusion, cohesion and trust in our communities.

Explore issues about the essentials of using participatory and co-creative as well as other culture activities for bridging social capital.

Apply efficient ways of initiating and coordinating new participatory and co-creative activities with potential for bridging social capital.

Apply efficient ways of involving key stakeholders that may support and/or be part of new par-ticipatory culture and co-creation activities.

Apply efficient ways to document and validate the new participatory culture and co-creation activities to key stakeholders.

**Pedagogical form:**

Both courses will be based on participatory and activity-based methods, and the intercultural learning about each other at the professional and the personal level will be a cross-curricular topic.

The courses will focus on knowledge exchange and shared experiences. There will be a blend of lectures, trainers’ presentations, plenum discussions, workshops, small group work, and individual learning. Short presentations on the topic prepared by participants themselves will be part of the course.

Sites visits to cultural activities in the area will help the participants to experience “participatory culture activities” within the areas of focus.

**Validation and certification:**

We intend to embed validation procedures in the content of the course programme, because an integrated validation contributes both to the recognition of the outcome for the participants and to the quality of the course. We expect - as outlined later in section F3: How to recognise/validate the learning outcome for participants - to use the online LEVEL5-system, developed by GINGO, and to help the participants to use the EUROPASS CV.

#### 2. Key tasks and division of work (in application)

**TIME SCHEDULE**

The design, test and evaluation of the two Erasmus+ pilot courses and the subsequent provision of formative in-service training packages will take place June – Nov 2018 (months 10 - 15), and the courses will be completed medio Nov 2018 at one of the Manors that are member of the Lithuanian Association of Castles and Manors.

NB: The test and evaluation of the two pilot courses are cancelled; instead we just continue to elaborate course packages and curricula.

**DIVISION OF WORK**

New lead partner is P4, FAIE (and not P6, LPDA) with 15 cat 2-days for coordinating the design, test and evaluation of the two cross-national courses as well as to engage in refinement of the formative training packages, and with 5 supporting cat-3 days for course administration and translations of evaluations and proposals.

Interfolk (DK) is supporting lead partner – with 13 cat-2 days for co-coordinating the design and especially for coordinating the evaluation and refinement of the formative training packages; and with 2 supporting cat-3 days for translations of evaluations and proposals.

The other partners as KSD (DK), Voluntary Arts (UK), FAIE (PL), EDUCULT (AT), JSKD (SI) and LKCA (NL) get each 10 cat-2 days to participate in the overall course planning with design, test and evaluation of the two pilot courses as well as to engage in refinement of the new formative training packages, and each get also 2 supporting cat-3 days for translations of evaluations and proposals.

**KEY ACTIVITIES**

1. Primo June 2018: The lead partner, LPDA (LT) outlines time and place, the common course design, with reference to the developed Curricula Frame (IO-4) and the developed five Thematic Compendia, where the national language versions will be key course materials.
2. Medio June 2018: All partners take part in shared dialogue on the common course design and the certification and evaluation methods, and the two preliminary course programmes can be announced to prioritised target audiences before the summer holidays.
3. Ultimo June – Aug 2018: KSD (DK), Voluntary Arts (UK), JSKD (SI) and LPDA (LT) plan the content of the first course with focus on context 1-3 (inter-social , Inter-generational and Inter-regional) and Interfolk (DK), FAIE (PL), EDUCULT (AT) and LKCA (NL) plan the content of the first course with focus on context 4-5 (inter-cultural and inter-European).
4. Sept 2018: The partners announce the final course programmes and select and enrol the participants, provide course materials and information about home work before the course.
5. Oct 2018: The partners provide course materials and information about home work to their participants; and the project team prepare the evaluation procedures.
6. Medio Nov 2018: The two pilot courses are completed and all partners send evaluation reports to the partnership and follow-up material to the participants and other stakeholders.
7. Ultimo Nov 2018: The lead partner coordinates the dialogue on refinements of the final formative training packages (where the guidelines will be decided at the third partner meeting in November 2018 in Lithuania, just after the European pilot courses.

**RELATIONS**

The test and evaluation will be used to refine the curricula programme frame as feeds for the succeeding provision of the Curriculum Report (IO-7) as well as the provision of sustainable Erasmus+ training packages (IO-8), where the first versions will be offered in the school year, Aug 2019 – July 2020, and latest announced in January 2019.

#### 3. Period

Start: 01-06-2018

End: 30-11-2018

Months: 6

#### 4. Language and media

Language

English

Media:

Event

Oral

Text

Video

Broadcast

Social Media

#### 5. Lead organisation and partners

Lead: P6, LPDA

Partners: All partners

#### 6. Budget

#### 7. Time schedule - who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities:** | **Deadlines** |
| 1 |  |  |  |
| 2 |  |  |  |
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| **5** |  |  |  |
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### WP 09 - C1: Pilot course about inter-social, inter-generational and inter-regional contexts

#### 1. Fields and type:

Adult Education and short-term joint staff training events

#### 2. Activity Description

**SCHEDULE**

This first 5-days Erasmus+ pilot in-service training event about co-creation in

**inter-social, inter-generational and inter-regional contexts** will take place medio Nov 2018 (month 15) at one of the Manors that are member of the Lithuanian Association of Castles and Manors.

The course is arranged parallel with the second 5-days Erasmus+ pilot training event about co-creation in **inter-cultural and inter-European contexts.**

**AIM**

The overall aim is to test the curriculum (IO-6) developed for a 5-days Erasmus+ in-service training event about new participatory culture and co-creation activities bridging social capital within the inter-social, inter-generational and inter-regional contexts.

**DIVISION OF WORK**

LPDA (LT) is host and lead partner and coordinates the planning of the two course programme in dialogue with the partners.

Interfolk (DK) is supporting lead partner for planning the curriculum and essential content, pedagogical form and certification methods to be tested.

KSD (DK), Voluntary Arts (UK), JSKD (SI) and LPDA (LT) take part in planning the programme and preparing the validation and evaluation methods.

**TRAINEES AND TRAINERS**

The number of trainees is 14 representative staff from the European sector of amateur arts, voluntary culture and heritage with 2 participants from each of the seven partner countries.

The number of trainers is 4 with representatives from the four partner organisations: KSD (DK), Voluntary Arts (UK), JSKD (SI) and LPDA (LT).

The course is arranged parallel with the second 5-days Erasmus+ pilot training event, where the contexts for the co-creation activities were inter-cultural and inter-European, and here the 4 trainers comes from the 4 other partner organisations: : Interfolk (DK), FAIE (PL), EDUCULT (AT) and LKCA (NL).

The two courses will have some common lectures, plenum meetings and joint cultural activities; and we will seek to enhance the synergy by having two parallel courses with interrelated groups of participants. The working language of both courses is English.

**ESSENTIALS OF CONTENT, PEDAGOGIC AND EVALUATION**

The essentials of content, pedagogical form and validation are described in IO-6: Develop and test curriculum for two Erasmus+ pilot courses. To summaries, we can mention that

1. The pedagogical form will be based on participatory and activity-based methods.
2. The curriculum will address the key elements of participatory culture and co-creation activities bridging social capital within the context of Inter-cultural and Inter-European segregation.
3. Validation procedures with reference to the online LEVEL5-system, developed by GINGO are embedded in the content of the course programme; and the overall assessment framework provided by the lead partner for evaluation, EDUCULT (AT).

**COURSE MATERIALS, HOME-WORK AND FOLLOW-UP**

The course materials will include

The state of the arts Survey, English PDF-edition (IO-2)

The five Thematic Compendia, English PDF-editions (IO-3)

The initial Curriculum Frame, English PDF-edition (IO-4)

Links to the desk research, policy documents and state of the art tendencies, presented at the Communication Portal (delivered in IO-1)

The home-work includes that the participants familiarise themselves with the course materials and further more prepare short presentations on the topic that as examples and cases can be part of the course.

The participants will complete an evaluation questionnaire at the end of the course about the hopes realized, the setting for the course, the programme of the course, the contents transferred etc.

After the course the participants will receive summaries of the course evaluations, contact lists, the presentations, workshop reports and other course outcome.

**CERTIFICATION**

We expect - as outlined later in section F3: How to recognise/validate the learning outcome for participants - to use the online LEVEL5-system, developed by GINGO, and to help the participants to make their own EUROPASS CV.

**DISSEMINATION & IMPACT**

The lectures, plenum debates and selected workshops will be video recorded and later uploaded to the project’s communication portal. Likewise, the programme, back-ground articles, power-points and reports from the plenary debates and workshops will be uploaded to the communication portal, allowing the board outreach of the key issues of the course.

#### 3. Participants

Number of participants: 18

Number with special needs: 0

Accompanying Persons: 0

Duration (days) 5

Participating organisations: The 8 partner associations

### 

### WP 09 - C2: Pilot course about inter-cultural and inter-European contexts

#### 1. Fields and type:

Adult Education and short-term joint staff training events

#### 2. Activity Description

**SCHEDULE**

This second 5-days Erasmus+ pilot in-service training event about co-creation in

**inter-cultural and inter-European contexts** will take place medio Nov 2018 (month 15) at one of the Manors that are member of the Lithuanian Association of Castles and Manors.

The course is arranged parallel with the second 5-days Erasmus+ pilot training event about co-creation in **inter-social, inter-generational and inter-regional contexts**

**AIM**

The overall aim is to test the curriculum (IO-6) developed for a 5-days Erasmus+ in-service training event about new participatory culture and co-creation activities bridging social capital within the inter-cultural and inter-European contexts.

**DIVISION OF WORK**

LPDA (LT) is host and lead partner and coordinates the planning of the two course programme in dialogue with the partners.

Interfolk (DK) is supporting lead partner for planning the curriculum and essential content, pedagogical form and certification methods to be tested.

Interfolk (DK), FAIE (PL), EDUCULT (AT) and LKCA (NL) take part in planning the programme and preparing the validation and evaluation methods.

**TRAINEES AND TRAINERS**

The number of trainees is 14 representative staff from the European sector of amateur arts, voluntary culture and heritage with 2 participants from each of the seven partner countries.

The number of trainers is 4 with representatives from the four partner organisations: Interfolk (DK), FAIE (PL), EDUCULT (AT) and LKCA (NL).

The course is arranged parallel with the first 5-days Erasmus+ pilot training event, where the con-texts for the co-creation activities were inter-social, inter-generational and inter-regional , and here the 4 trainers comes from the 4 other partner organisations: KSD (DK), Voluntary Arts (UK), JSKD (SI) and LPDA (LT).

The two courses will have some common lectures, plenum meetings and joint cultural activities; and we will seek to enhance the synergy by having two parallel courses with interrelated groups of participants. The working language of both courses is English.

**ESSENTIALS OF CONTENT, PEDAGOGIC AND EVALUATION**

The essentials of content, pedagogical form and validation are described in IO-6: Develop and test curriculum for two Erasmus+ pilot courses. To summaries, we can mention that

1. The pedagogical form will be based on participatory and activity-based methods.
2. The curriculum will address the key elements of participatory culture and co-creation activities bridging social capital within the context of Inter-cultural and Inter-European segregation.
3. Validation procedures with reference to the online LEVEL5-system, developed by GINGO are embedded in the content of the course programme; and the overall assessment framework provided by the lead partner for evaluation, EDUCULT (AT).

**COURSE MATERIALS, HOME-WORK AND FOLLOW-UP**

The course materials will include

The state of the arts Survey, English PDF-edition (IO-2)

The five Thematic Compendia, English PDF-editions (IO-3)

The initial Curriculum Frame, English PDF-edition (IO-4)

Links to the desk research, policy documents and state of the art tendencies, presented at the Communication Portal (delivered in IO-1)

The home-work includes that the participants familiarise themselves with the course materials and further more prepare short presentations on the topic that as examples and cases can be part of the course.

The participants will complete an evaluation questionnaire at the end of the course about the hopes realized, the setting for the course, the programme of the course, the contents transferred etc.

After the course the participants will receive summaries of the course evaluations, contact lists, the presentations, workshop reports and other course outcome.

**CERTIFICATION**

We expect - as outlined later in section F3: How to recognise/validate the learning outcome for participants - to use the online LEVEL5-system, developed by GINGO, and to help the participants to make their own EUROPASS CV.

**DISSEMINATION & IMPACT**

The lectures, plenum debates and selected workshops will be video recorded and later uploaded to the project’s communication portal. Likewise, the programme, back-ground articles, power-points and reports from the plenary debates and workshops will be uploaded to the communication portal, allowing the board outreach of the key issues of the course.

#### 3. Participants

Country of Venue: Lithuania

Number of participants: 18

Number with special needs: 0

Accompanying Persons: 0

Duration (days) 5

Participating organisations: The 8 partner associations

#### WP 08 - 09: Added value of the training

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?

After the testing of the courses, the learning providers (the project consortium) deliver a comprehensive evaluation using the assessment framework developed in the previous Intellectual Output: Guidelines of Curriculum and Certification Methods (IO-4). Hereby the formative training packages can be enhanced and if needed corrected, so they becomes available in tested and optimized versions.

The added value is on short-term that the evaluations of the applied curricula and essentials of the programme can be used as feeds for the subsequent provision of the Curriculum Report (IO-7).

The added value is on the long term that the test and evaluation can be used for the planning of enhanced and sustainable Erasmus+ training package, to be used in varied forms after the conclusion of the project, including at least two Erasmus+ training events, respectively in the autumn 2019 at Musisk Center Danmark / Askov High School, DK and the spring 2020 at the Manor of Bistrampolis, LT. The Training events can be announced ultimo Dec 2018 in good time before the deadline for the Erasmus mobility applications, primo February 2019, and thereby reaching out to new European audiences hitherto not addressed after the conclusion of the project.

The gained know-how can also have a sustainable derivative effect, where the 5-days pilot course programme can be adjusted to different sorts of national training courses and shorter non-residential events, with other pedagogical forms but with the essential same content, - which also can be provided in the different national contexts after the conclusion of the project.

#### WP 08 - 09: Contact to 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.

**SELECTION OF PARTICIPANTS**

The partnership circle wills latest at the second partner meeting, March 2018 outline shared criteria on how to recruit and select the participants, where each partner country must select 4 participants to the two parallel week courses.

Preliminary, we can emphasise that the announcement and recruitment procedures must be transparent and public, also to increase the awareness-raising among the direct and indirect target groups. The selection process must also follow the criteria decided at the second partner meeting. One of the criteria is a reasonable level of English.

**PRACTICAL SUPPORT**

The transnational pilot course will take place in Lithuania, and all partner countries are member of EU, so the groups of participants don’t need visa.

The national project leaders will arrange the group travel, the host organisation, LPDA will organise the local transport and accommodation. We expect to book a specific travel assurance for the trainees in relation to the booking of flights, and most will have a national assurance that also covers help in Lithuania.

But there may special questions, we need to consider so we can guarantee the safety of the participants and the project team (the trainees and the trainers). These questions must also be clarified and decided latest at the second partner meeting, March 2018.

**PROGRAMME SUPPORT**

All participants will latest 3 weeks before the courses in November 2018 receive the course papers, including guidelines for their preparation of short presentations on the topic that as examples and cases can be part of the course.

No special linguistic support will be provided, because one of the selection criteria of participants will be their level of English.

**FOLLOW-UP SUPPORT**

The participants will complete an evaluation questionnaire at the end of the course about the hopes realized, the setting for the course, the programme of the course, the contents transferred etc.

After the course the participants will receive summaries of the course evaluations, contact lists, the presentations, workshop reports and other course outcome.

#### WP 08 - 09: Validation methods

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 expect to clarify this latest when developing the Guidelines of Curriculum and certification methods, March – May 2018 (IO-4), before we start to design the national and European pilot courses, May – Nov 2018.

Preliminary we expect to use an adapted version of the online LEVEL5-system, which GINGO, the network of former Grundtvig and currently Erasmus course organisers, has developed for validation of European in-service training courses.

We prefer the GINGO approach, because it contrary to the EQF system (and its derivative systems as ECTS and ECVET) also include the emotional/affective competence dimension to be considered. We also prefer the GINGO approach, because it is more open for non-formal and informal learning in voluntary associations and 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.

### WP 10 - P3: Third partner meeting in Riga, Nov 2018

#### Aim, objectives and deliverables – why and what to deliver to whom

|  |  |
| --- | --- |
| **Aim** | **Lead partners** |
| The overall aim of this third meeting is to bridge the initiation of the pilot work (WP 06) to the  implementation of the pilot work (WP 09), summarizing the state of the project and lead the way forward for the project and the partners. | P6, LACM  (and P1, IF) |

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Objectives** | **Deliverables** | **Target groups** |
| 1 | To promote performing teams with a shared ownership and high commitment to the project tasks | Ownership and commitment | Partnership |
| 2 | To present, discuss and clarify the outcome of the initiation of the pilot work (WP 06) | Essential recommendations for the implementation of the pilot work | Partnership |
| 3 | To detail plan implementation of the local pilot work | Refined time schedule of pilot plans | Partnership |
| 4 | To elaborate the dissemination activities | Elaborated dissemination plans | Partnership / public target groups |
| 5 | To elaborate the evaluation plan and procedures | Elaborated evaluation plans | Partnership |
| 6 | To evaluate the preceding work and current meeting | Oral evaluations sessions | Partnership |

#### Key activities and deadlines – who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities** | **Deadlines** |
| 1 | P1, IF and P2, KSD | Plan the meeting: agenda and practical issues | Primo March 2017 |
| 2 | All | Prepare presentations of the key results and outcome of the initiation of the pilot work including pilot courses (WP 06) | Primo April |
| 3 | All | Prepare presentations of the plans for implementing the pilot work (WP 09) | Primo April |
| 4 | All | All partners participate in the meeting   * Present and discuss outcome of the initiated pilot work (WP 06) * Present and discuss plans for implementing the pilot work (WP 09) * Present and discuss dissemination plans and activities (WP 12a) * Detail planning of next work packages, including date of fourth meeting * Evaluation of preceding work and current meeting | 10 - 11 April |
| 5 | P1, IF | Follow-up: P1, IF provide Minutes and Task plans for next step | 25 April |
| 6 | All | All partners evaluate the work package/ part of WP 12b | Ultimo April |
| 7 |  |  |  |

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Third meeting in Vilnius, Nov 2018** | | | | | | **Transnational Project Meeting, unit support** | | | | | | | | |
| Partners | | **Country** | **Total persons** | **Distance**  **band \*** | **Unit support** | **Distribution to partnership** | | | | | | | | |
| **P1, KSD** | **P2, IF** | **P3, VAN** | **P4, FAIE** | **P5, EDUC** | **P6, LPDA** | **P7, JSKD** | **P8, LKCA** | **Total** |
|  | P1, KSD | DK | 1 | 100- 1999 km | 575 | 575 |  |  |  |  |  |  |  |  |
|  | P2, IF | DK | 1 | 100- 1999 km | 575 |  | 575 |  |  |  |  |  |  |  |
|  | P3, VAN | UK | 1 | 100 - 1999 km | 575 |  |  | 575 |  |  |  |  |  |  |
|  | P4, FAIE | PL | 1 | 100 - 1999 km | 575 |  |  |  | 575 |  |  |  |  |  |
|  | P5, EDUC | AT | 1 | 100 - 1999 km | 575 |  |  |  |  | 575 |  |  |  |  |
|  | P6, LPDA | LT | 2 | 0 - 100 km | 0 |  |  |  |  |  | 0 |  |  |  |
|  | P7, JSKD | SI | 1 | 102 - 1999 km | 575 |  |  |  |  |  |  | 575 |  |  |
|  | P8, LKCA | NL | 1 | 103 - 1999 km | 575 |  |  |  |  |  |  |  | 575 |  |
|  | P9, MNT | HU | 0 | 104 - 1999 km | 575 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gross unit support | | | | | | 575 | 575 | 575 | 575 | 575 | 0 | 575 | 575 | 4.025 |

#### Description of main deliverables

|  |  |
| --- | --- |
| **Title** | **Specifications** |
| None to mention |  |

#### Extra comments / possible adjustments

|  |  |  |
| --- | --- | --- |
| **Issues** | **Comments** | **Decided: how & when** |
| None to mention |  |  |
|  |  |  |

### WP 11 - O7: Curriculum Report, seven languages, Nov 2018 – March 2019

#### Revisions demanded by NA

NB: The Danish NA assesses the budgeted number of work days as too high compared to the expected output. They demand an unchanged quality of the outcome, but the number of work days must be reduced with approx. 20 pct.

The reduction will be made proportionally with approx. 20 pct for cat 2 and cat 3 for all partners.

#### 1. Output Description

**AIM**

The overall aim is to provide a tested and refined Curriculum including certification methods and formative training packages in regional, national and European context for further education of educators (managers, consultants, teachers, trainers, instructors, etc) in the cross-cultural sector of amateur arts, voluntary culture and heritage on how to use new participatory culture and co-creation learning methodologies with added value social inclusion, cultural cohesion and non-segregation.

**OUTPUT**

The Curricula Report will have the following outline:

1. Foreword on common background and aims for new training courses in the field (1-2 page)
2. Introduction of used methodology with reference to the tests and evaluations of the series of national pilot courses (IO-5) and of the two Erasmus+ pilot courses (IO-6) as well as the desk research at the Communication Portal (IO-1), the initial State of the Arts Survey (OI-2), the compiled five Thematic Compendia (IO-3) and the initial Curriculum Guidelines (IO-4) . All these intellectual outputs have to varied degrees provided feeds to the final design of the Curriculum (8-9 pages).
3. Presentations of the essential curriculum and its variations in relation to bridge social capital in the five contexts of inter-social, inter-generational, inter-regional, inter-cultural and inter-European segregation (20 pages).
4. Presentation of the appropriate pedagogical method and its variation in the different course contexts (10 pages).
5. Presentation of the methods of recognition and validation of the learning outcome, properly with reference to the LEVEL5-system, which GINGO, the network of former Grundtvig and currently Erasmus course organisers has developed for validation of European in-service training courses (10 pages).
6. Concluding perspectives on common needs and challenges and recommendations on how to initiate new training courses for staff in the European sector of amateur arts, voluntary culture and heritage that wish to promote new participatory and co-creative activities (5 pages).

The text of the multilateral report will be approx. 55 standard pages (like 2400 characters per page, 40 lines of 60 characters) plus illustrations that will include a series of exemplary photos from the surveys, compilation of best practise examples and training sessions during the project.

The Curriculum Report will be published in the seven partner languages: English, German, Polish, Dutch, Danish, Lithuanian and Slovenian. The seven Compendia will have the same layout, using the adopted visual identity of the project, including the Erasmus+ logo. The colophon will also acknowledge the European Union’s support.

They will be published as PDF-publication for wide dissemination. Possible paper publications of the Reports imply extra funding from other national funders.

#### 2. Key tasks and division of work

**TIME SCHEDULE**

The editing, proof-reads, layout and virtual publishing of the English master edition and subsequent translation, proof-read, layout and virtual publishing of the other six language editions (DE, PL, NL, DK, LT and SI) will take place in Nov 2018 – March 2019 (months 15 - 19).

**DIVISION OF WORK**

Interfolk (DK) is lead partner - with 16 cat 2-days for coordinating the dialogue and editing the English master edition with supporting proof-reads from Voluntary Arts (UK); and 5 supporting cat-3 days for translations and layout, including proof-reads of the Danish version.

Voluntary Arts (UK) gets 4 cat-2 days for dialogue and refinements of the manuscript and 5 cat-3 days for proof-reads and other supporting tasks.

FAIE (PL), EDUCULT (AT), LACM (LV), JSKD (SI) and LKCA (NL) get 4 cat-2 days for dialogue and refinements of the manuscript and 5 cat-3 days for translation, proof-read and extra layout of their national versions.

KSD (DK) gets 4 cat-2 days for dialogue and refinements of the manuscript and only 3 cat-3 days for translation and extra layout (due to supporting tasks of Interfolk).

**KEY ACTIVITIES**

1. Ultimo Nov 2018: The lead partner, Interfolk will in dialogue with the partners – with reference to the initial Curriculum Guidelines (IO-4) and the evaluations of the series of national pilot courses (IO-5) and the two European pilot courses (IO-6) - elaborate the application’s draft disposition of the Curriculum Report and clarify the time schedule.
2. Dec 2018 – medio Jan 2019: The editor, Interfolk prepares the draft manuscript, Voluntary Arts make proof-reads, and the draft is send to the partnership.
3. Ultimo Jan 2019: The partners have commented and delivered refined text.
4. Medio Feb 2019. The editor, Interfolk provide layout, Voluntary Arts make the last proofread and the final English master edition is delivered as a word document for the partners to translate.
5. Medio Feb – medio March 2019: The six partners translate, adjust the colophon, proof-read and make extra layout, and publish their seven national language versions.
6. Ultimo March 2019: The seven language editions of the Curriculum Report is published as virtual PDF-publications, uploaded to the Portal and disseminated to the main target groups.

**RELATIONS**

The Curriculum Report is an independent output (IO-7) that brings important new knowledge, but it will also function as a mean or a help to plan and focus the succeeding design of two specific training packages (IO-8).

#### 3. Period

Start: 01-11-2018

End: 31-03-2019

Months: 5

#### 4. Language and media

Language

English

German

Polish

Dutch

Danish

Lithuanian

Slovenian

Media:

Book

Website

Social Media

#### 5. Lead organisation and partners

Lead: P2, Interfolk

Partners: All partners

#### 6. Budget

#### 7. Time schedule - who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities:** | **Deadlines** |
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### WP 12 - O8: Design and promote Erasmus+ courses – cancelled

#### Revisions demanded by NA

NB: The Danish NA has not approved this IO-8. They don’t consider it as an Intellectual Output to develop Erasmus+ KA1 courses, where future participants have to apply to be granted by Erasmus+ KA1, because all project results e.g. have to be freely accessible to the public.

It means all the budgeted work days are cancelled.

#### 1. Output Description

**AIM**

The overall aim is to develop two specific training packages, namely two Erasmus+ 5-days training events that will be announced January 2019 and are planned to take place the autumn 2019 at Askov High School, DK and the spring 2020 at the Manor of Bistrampolis, LT.

**OUTPUT**

The two residential 5-days Erasmus+ in-service training events are for staff in the European sector of amateur arts, voluntary culture and heritage.

The number of trainees is min. 12 and max. 24 for each course; and the course leader groups will be members from the project consortium. The working language is English.

The courses will use and refine the participatory and activity-based pedagogical methods used in the former Erasmus+ pilot courses, including sites visits to cultural activities in the area of the courses. Likewise, we intend to embed validation procedures in the content of the course programme.

The two training events will as the pilot courses address the key elements of the developed curriculum for staff that intend to promote new participatory culture and co-creation activities with added value for social inclusion, cultural cohesion and non-segregation.

However, due to the lessons learned during the project including the Erasmus+ pilot courses, the curriculum and course content may be elaborated and more focused on specific needs expressed by the target audiences.

**IMPACT & TRANSFERABILITY**

A major challenge will be to improve the chances of having enough participants, who manage to get an Erasmus+ mobility grant.

We know from our European network in the culture sector that there is high interest to participate in European training events, and our former European pilot events, - such as the pilot Grundtvig courses, June 2011 in Ljubljana during the former LOAC project, the ART-AGE seminar in Utrecht, April 2014, and the pilot Grundtvig courses in Nova Gorica, June 2015 during our former GUIDE project - indicated the value of such cross-border training events and the strong interest for participating in such events.

Even though the new Erasmus plus mobility programme (Key Action 1) implies that it is the organisations and not the individuals, who can apply each year primo February for an amount of mobilities, which their staff can use from August to July in the succeeding school year, it still is quite demanding to make the applications, especially for associations in a sector that haven’t much tradition for using this possibility.

Therefore, the provision and dissemination of such courses should be supported by an informative dissemination and a guidance service about preparing the applications to organisations that wish to exploit the possibilities. We have therefore included an intensive dissemination and minor guidance service in Dec 2018 – Jan 2019 to improve the chances of the new Erasmus+ courses to be realised after the conclusion of the project.

#### 2. Key tasks and division of work

**TIME SCHEDULE**

The design and promotion of two specific Erasmus+ training events will take place in Nov 2018 – Jan 2019 (month 15 - 17) in good time before the deadline, primo February 2019 for applying for Erasmus mobility grants for the succeeding school year, Aug 2019 – July 2020.

**DIVISION OF WORK**

Interfolk (DK) is lead partner - with 7 cat 2-days to coordinate the development of the training packages and the specific course programmes and 4 supporting cat-3 days for translations and dissemination of the two new Erasmus+ courses.

The other partners will all get 3 cat-2 days for taking part in the planning and promotion of the two Erasmus+ training events, and 2 supporting cat-3 days for dissemination of the two new Erasmus+ courses.

**KEY ACTIVITIES**

1. Primo Nov 2018: The lead partner, Interfolk clarify time and place for the two courses with the two host organisations, KSD (DK) and LPDA (LT).
2. Medio Nov 2018: The lead partner, Interfolk present a draft programme, including curriculum, pedagogical form, validation and certification methods as well as the time and place of the first course in the autumn 2019 in DK and the other in the spring 2020 in LT.
3. Ultimo Nov 2018: The partners will be engaged in a shared dialogue on refinements of the course programmes, including appointments of the course leaders, teachers and speakers.
4. Primo Dec 2018: The lead partner publish the final Erasmus+ course programmes including links to the shared guidance service (help desk) for preparing applications, and the partners share responsibility for a wide and efficient dissemination to their national and European network .
5. Primo Dec - Jan 2019: A minor project team shares the tasks of providing guidance service (help desk) for associations in the European sector of amateur arts, voluntary culture and heritage that intends to apply for mobility grants, primo February 2019.
6. The project team will make follow-up dissemination of the new Erasmus+ courses during the remaining project period.

**RELATIONS**

The design and promotion of two specific Erasmus+ training events (IO-8) are an independent output that at the same time brings a high potential of sustainability for the project idea and continuation of collaboration of the partnership circle after the end of the project.

#### 3. Period

Start: 01-11-2018

End: 15-02-2019

Months: 3½

#### 4. Language and media

Language

English

Media:

Text

Website

Internet

Social Media

#### 5. Lead organisation and partners

Lead: P2, Interfolk

Partners: All partners

#### 6. Budget

#### 7. Time schedule /cancelled

## THIRD PHASE: VALORISE THE RESULTS

### 

### WP 13 - E1 – E7: Seven national conferences, Dec 2018 - April 2019

Grant support for Multiplier Events can only be asked for if the project intends to produce substantial Intellectual Outputs. Other dissemination activities will be supported via the grant item Project Management and Implementation.

### E1. National conference in Copenhagen, April 2019

#### Revisions demanded by NA

No revision. Danish NA approved the activity and budget.

#### 1. Event Description

**SCHEDULE**

The preparation, promotion, completion and evaluation of the conference will take place in Jan - April 2019 (month 17 - 20). The 1-day national conference will take place April 2019 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 (presented in section H.2.) in a sustainable manner. KSD and IF will together organise the event

**KEY FEATURES**

The projects' 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 foreign key speaker from the project consortium will present results from the other partner countries.

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 video recorded and later uploaded to the project’s communication portal together with articles, power-points and other presentation materials from the conference.

EDUCULT designs as lead partner for the project evaluation a online questionnaire, which the partners translate to their national language and ask the attendees to fill-in after the end of the conference. KSD 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:

1. 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.
2. 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: 55 - 75.

#### 3. Period

Start: 01-01-2019

End: 30-04-2019

Months: 4

#### 4. Intellectual Outputs Covered

Communication Portal

State of the Art Survey, seven language editions

Good Practice compilation and five Thematic Compendia, seven language editions

Design and test series of national course packages

Design and test two European pilot courses

Curriculum Report, seven language editions

Design and promote sustainable Erasmus+ in-service week courses

Project Summary Report

#### 5. Lead organisation, partners and language

Lead: P1, KSD

Partners: P2, Interfolk

Language: Danish (and English)

#### 6. Budget

We only apply for support to 32 national participants and 5 foreign participants due to the limit of 30.000 euro to multiplier events per project. A minor conference fee is planned to keep the budget.

To get some cross-national or European dimension in the national conference, we plan to invite 5 foreign guests from our international networks, where we can refund costs up to 200 euro to the guests. 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, from 10:00 – 17:00.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity no** | **Multiplier Events** | **Country** | **Period** | **Partner recruiting participants** | **Number local participants** | **Number foreign participants** | **EURO per local participant** | **EURO per foreign participant** |
|
| E1 | National conference in DK | DK | April 2019 | P1, KSD | 20 | 3 | 100 | 200 |
| P2, IF | 12 | 2 | 100 | 200 |
| E2 | National conference in UK | UK | April 2019 | P3, VAN | 33 | 5 | 100 | 200 |
| E3 | National conference in PL | PL | April 2019 | P4, FAIE | 33 | 5 | 100 | 200 |
| E4 | National conference in AT | AT | April 2019 | P5, EDUC | 33 | 5 | 100 | 200 |
| E5 | National conference in LT | LT | April 2019 | P6, LPDA | 33 | 5 | 100 | 200 |
| E6 | National conference in SI | SI | April 2019 | P7, JSKD | 33 | 5 | 100 | 200 |
| E7 | National conference in NL | NL | April 2019 | P8, LKCA | 33 | 5 | 100 | 200 |
| E8 | National conference in HU | HU | April 2019 |  | 0 | 0 | 100 | 200 |

#### 7. Time schedule - who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities:** | **Deadlines** |
| 1 |  |  |  |
| 2 |  |  |  |
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### E2. National conference in Birmingham, April 2019

#### Revisions demanded by NA

No revision. Danish NA approved the activity and budget.

#### 1. Event Description

**SCHEDULE**

The preparation, promotion, completion and evaluation of the conference will take place in Jan - April 2019 (month 17 - 20). The 1-day national conference will take place April 2019 in Birmingham at the impressive volunteer-run Crescent Theatre.

**AIM & LEADS**

The aim is to disseminate the key outcome of the project to the main British target groups (presented in section H.2.) in a sustainable manner. Voluntary Arts will organise the event.

**KEY FEATURES**

The projects' 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 foreign key speaker from the project consortium will present results from the other partner countries.

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 video recorded and later uploaded to the project’s communication portal together with articles, power-points and other presentation materials from the conference.

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

**TARGET GROUPS & PARTICIPANTS**

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

1. 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 British cross-cultural sector of amateur arts, voluntary culture and heritage.
2. 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: 75.

#### 3. Period

Start: 01-01-2019

End: 30-04-2019

Months: 4

#### 4. Intellectual Outputs Covered

Communication Portal

State of the Art Survey, seven language editions

Good Practice compilation and five Thematic Compendia, seven language editions

Design and test series of national course packages

Design and test two European pilot courses

Curriculum Report, seven language editions

Design and promote sustainable Erasmus+ in-service week courses

Project Summary Report

#### 5. Lead organisation, partners and language

Lead: P3, VAN

Partners: None

Language: English

#### 6. Budget

**BUDGET**

We only apply for support to 33 national participants and 5 foreign participants due to the limit of 30.000 euro to multiplier events per project. A minor conference fee is planned to keep the budget.

To get some cross-national or European dimension in the national conference, we plan to invite 5 foreign guests from our international networks, where we can refund costs up to 200 euro to the guests. 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, from 10:00 – 17:00.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity no** | **Multiplier Events** | **Country** | **Period** | **Partner recruiting participants** | **Number local participants** | **Number foreign participants** | **EURO per local participant** | **EURO per foreign participant** | **Total euro** |
| E2 | National conference  in Birmingham | UK | April 2019 | P3, VAN | 33 | 5 | 100 | 200 | 4.300 |

#### 7. Time schedule - who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities:** | **Deadlines** |
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### E3. National conference in Bielsko Biala, April 2019

#### Revisions demanded by NA

No revision. Danish NA approved the activity and budget.

#### 1. Event Description

**SCHEDULE**

The preparation, promotion, completion and evaluation of the conference will take place in Jan - April 2019 (month 17 - 20). The 1-day national conference will take place April 2019 in Bielsko Biala at the municipal art gallery and culture centre, Bielska Gallery BWA.

**AIM & LEADS**

The aim is to disseminate the key outcome of the project to the main Polish target groups (presented in section H.2.) in a sustainable manner. FAIE will organise the event.

**KEY FEATURES**

The projects' 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 foreign key speaker from the project consortium will present results from the other partner countries.

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 video recorded and later uploaded to the project’s communication portal together with articles, power-points and other presentation materials from the conference.

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

**TARGET GROUPS & PARTICIPANTS**

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

1. 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.
2. 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: 75.

#### 3. Period

Start: 01-01-2019

End: 30-04-2019

Months: 4

#### 4. Intellectual Outputs Covered

Communication Portal

State of the Art Survey, seven language editions

Good Practice compilation and five Thematic Compendia, seven language editions

Design and test series of national course packages

Design and test two European pilot courses

Curriculum Report, seven language editions

Design and promote sustainable Erasmus+ in-service week courses

Project Summary Report

#### 5. Lead organisation, partners and language

Lead: P4, FAIE

Partners: None

Language: Polish (and English)

#### 6. Budget

We only apply for support to 33 national participants and 5 foreign participants due to the limit of 30.000 euro to multiplier events per project. A minor conference fee is planned to keep the budget.

To get some cross-national or European dimension in the national conference, we plan to invite 5 foreign guests from our international networks, where we can refund costs up to 200 euro to the guests. 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, from 10:00 – 17:00.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity no** | **Multiplier Events** | **Country** | **Period** | **Partner recruiting participants** | **Number local participants** | **Number foreign participants** | **EURO per local participant** | **EURO per foreign participant** | **Total euro** |
| E3 | National conference  in Bielsko-Biala | PL | April 2019 | P4, FAIE | 33 | 5 | 100 | 200 | 4.300 |

#### 7. Time schedule

### E4. National conference in Vienna, April 2019

#### Revisions demanded by NA

No revision. Danish NA approved the activity and budget.

#### 1. Event Description

**SCHEDULE**

The preparation, promotion, completion and evaluation of the conference will take place in Jan - April 2019 (month 17 - 20). The 1-day national conference will take place April 2019 in Vienna.

**AIM & LEADS**

The aim is to disseminate the key outcome of the project to the main Austrian target groups (presented in section H.2.) in a sustainable manner. EDUCULT will organise the event.

**KEY FEATURES**

The projects' 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 foreign key speaker from the project consortium will present results from the other partner countries.

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 video recorded and later uploaded to the project’s communication portal together with articles, power-points and other presentation materials from the conference.

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

**TARGET GROUPS & PARTICIPANTS**

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

1. 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.
2. 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: 75.

#### 3. Period

Start: 01-01-2019

End: 30-04-2019

Months: 4

#### 4. Intellectual Outputs Covered

Communication Portal

State of the Art Survey, seven language editions

Good Practice compilation and five Thematic Compendia, seven language editions

Design and test series of national course packages

Design and test two European pilot courses

Curriculum Report, seven language editions

Design and promote sustainable Erasmus+ in-service week courses

Project Summary Report

#### 5. Lead organisation, partners and language

Lead: P5, Educult

Partners: None

Language: German (and English)

#### 6. Budget

We only apply for support to 33 national participants and 5 foreign participants due to the limit of 30.000 euro to multiplier events per project. A minor conference fee is planned to keep the budget.

To get some cross-national or European dimension in the national conference, we plan to invite 5 foreign guests from our international networks, where we can refund costs up to 200 euro to the guests. 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, from 10:00 – 17:00.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity no** | **Multiplier Events** | **Country** | **Period** | **Partner recruiting participants** | **Number local participants** | **Number foreign participants** | **EURO per local participant** | **EURO per foreign participant** | **Total euro** |
| E4 | National conference  in Vienna | AT | April 2019 | P5,  EDUCULT | 33 | 5 | 100 | 200 | 4.300 |

#### 7. Time schedule

### E5. National conference in Vilnius, April 2019

#### Revisions demanded by NA

No revision. Danish NA approved the activity and budget.

#### 1. Event Description

**SCHEDULE**

The preparation, promotion, completion and evaluation of the conference will take place in Jan - April 2019 (month 17 - 20). The 1-day national conference will take place April 2019 in Vilnius.

**AIM & LEADS**

The aim is to disseminate the key outcome of the project to the main Lithuanian target groups (presented in section H.2.) in a sustainable manner. LPDA will organise the event.

**KEY FEATURES**

The projects' 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 foreign key speaker from the project consortium will present results from the other partner countries.

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 video recorded and later uploaded to the project’s communication portal together with articles, power-points and other presentation materials from the conference.

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

**TARGET GROUPS & PARTICIPANTS**

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

1. 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 Lithuanian cross-cultural sector of amateur arts, voluntary culture and heritage.
2. 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: 75.

#### 3. Period

Start: 01-01-2019

End: 30-04-2019

Months: 4

#### 4. Intellectual Outputs Covered

Communication Portal

State of the Art Survey, seven language editions

Good Practice compilation and five Thematic Compendia, seven language editions

Design and test series of national course packages

Design and test two European pilot courses

Curriculum Report, seven language editions

Design and promote sustainable Erasmus+ in-service week courses

Project Summary Report

#### 5. Lead organisation, partners and language

Lead: P6, LPDA

Partners: None

Language: Lithuanian (and English)

#### 6. Budget

We only apply for support to 33 national participants and 5 foreign participants due to the limit of 30.000 euro to multiplier events per project. A minor conference fee is planned to keep the budget.

To get some cross-national or European dimension in the national conference, we plan to invite 5 foreign guests from our international networks, where we can refund costs up to 200 euro to the guests. 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, from 10:00 – 17:00.

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| **Activity no** | **Multiplier Events** | **Country** | **Period** | **Partner recruiting participants** | **Number local participants** | **Number foreign participants** | **EURO per local participant** | **EURO per foreign participant** | **Total euro** |
| E5 | National conference  in Vilnius | LT | April 2019 | P6, LPDA | 33 | 5 | 100 | 200 | 4.300 |

#### 7. Time schedule

### E6. National conference in Ljubljana, April 2019

#### Revisions demanded by NA

No revision. Danish NA approved the activity and budget.

#### 1. Event Description

**SCHEDULE**

The preparation, promotion, completion and evaluation of the conference will take place in Jan - April 2019 (month 17 - 20). The 1-day national conference will take place April 2019 in Ljubljana.

**AIM & LEADS**

The aim is to disseminate the key outcome of the project to the main Slovenian target groups (presented in section H.2.) in a sustainable manner. JSKD will organise the event.

**KEY FEATURES**

The projects' 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 foreign key speaker from the project consortium will present results from the other partner countries.

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 video recorded and later uploaded to the project’s communication portal together with articles, power-points and other presentation materials from the conference.

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

**TARGET GROUPS & PARTICIPANTS**

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

1. 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.
2. 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: 75.

#### 3. Period

Start: 01-01-2019

End: 30-04-2019

Months: 4

#### 4. Intellectual Outputs Covered

Communication Portal

State of the Art Survey, seven language editions

Good Practice compilation and five Thematic Compendia, seven language editions

Design and test series of national course packages

Design and test two European pilot courses

Curriculum Report, seven language editions

Design and promote sustainable Erasmus+ in-service week courses

Project Summary Report

#### 5. Lead organisation, partners and language

Lead: P7, JSKD

Partners: None

Language: Slovenian (and English)

#### 6. Budget

We only apply for support to 33 national participants and 5 foreign participants due to the limit of 30.000 euro to multiplier events per project. A minor conference fee is planned to keep the budget.

To get some cross-national or European dimension in the national conference, we plan to invite 5 foreign guests from our international networks, where we can refund costs up to 200 euro to the guests. 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, from 10:00 – 17:00.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity no** | **Multiplier Events** | **Country** | **Period** | **Partner recruiting participants** | **Number local participants** | **Number foreign participants** | **EURO per local participant** | **EURO per foreign participant** | **Total euro** |
| E6 | National conference  in Ljubljana | SI | April 2019 | P7, JSKD | 33 | 5 | 100 | 200 | 4.300 |

#### 7. Time schedule

### E7. National conference in Utrecht, April 2019

#### Revisions demanded by NA

No revision. Danish NA approved the activity and budget.

#### 1. Event Description

**SCHEDULE**

The preparation, promotion, completion and evaluation of the conference will take place in Jan - April 2019 (month 17 - 20). The 1-day national conference will take place April 2019 in the conference centre of LKCA, Utrecht.

**AIM & LEADS**

The aim is to disseminate the key outcome of the project to the main Dutch target groups (presented in section H.2.) in a sustainable manner. LKCA will organise the event.

**KEY FEATURES**

The projects' 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 foreign key speaker from the project consortium will present results from the other partner countries.

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 video recorded and later uploaded to the project’s communication portal together with articles, power-points and other presentation materials from the conference.

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

**TARGET GROUPS & PARTICIPANTS**

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

1. 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 Dutch cross-cultural sector of amateur arts, voluntary culture and heritage.
2. 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: 75.

#### 3. Period

Start: 01-01-2019

End: 30-04-2019

Months: 4

#### 4. Intellectual Outputs Covered

Communication Portal

State of the Art Survey, seven language editions

Good Practice compilation and five Thematic Compendia, seven language editions

Design and test series of national course packages

Design and test two European pilot courses

Curriculum Report, seven language editions

Design and promote sustainable Erasmus+ in-service week courses

Project Summary Report

#### 5. Lead organisation, partners and language

Lead: P8, LKCA

Partners: None

Language: Dutch (and English)

#### 6. Budget

We only apply for support to 33 national participants and 5 foreign participants due to the limit of 30.000 euro to multiplier events per project. A minor conference fee is planned to keep the budget.

To get some cross-national or European dimension in the national conference, we plan to invite 5 foreign guests from our international networks, where we can refund costs up to 200 euro to the guests. 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, from 10:00 – 17:00.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity no** | **Multiplier Events** | **Country** | **Period** | **Partner recruiting participants** | **Number local participants** | **Number foreign participants** | **EURO per local participant** | **EURO per foreign participant** | **Total euro** |
| E7 | National conference  in Utrecht, NL | NL | April 2019 | P8, LKCA | 33 | 5 | 100 | 200 | 4.300 |

#### 7. Time schedule

### WP 14 - P4: Fourth partner meeting in Vienna, May 2019

#### Aim, objectives and deliverables – why and what to deliver to whom

|  |  |
| --- | --- |
| **Aim of WP 05: Second partner meeting in Vilnius, June 2016** | **Lead partners** |
| The overall aim of this second meeting is to bridge the planning work (WP 03 and WP 04) to the initiation of the pilot work (WP6), summarizing the state of the project and lead the way forward for the project and for the partners. | P6, LPDA  (and P1, IF) |

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Objectives** | **Deliverables** | **Target groups** |
| 1 | To promote performing teams with a shared ownership and high commitment to the project tasks | Ownership and commitment | Partnership |
| 2 | To present, discuss and clarify the outcome of the baseline surveys (WP 03) | Essential recommendations for pilot work | Partnership |
| 3 | To present, discuss and clarify the provided local pilot strategies (WP 04) | Adjusted pilot work strategies | Partnership |
| 4 | To detail plan the upstart of the local pilot work | Refined time schedule of pilot plans | Partnership |
| 5 | To elaborate the dissemination activities | Elaborated dissemination plans | Partnership / public target groups |
| 6 | To elaborate the evaluation plan and procedures | Elaborated evaluation plans | Partnership |
| 7 | To evaluate the preceding work and current meeting | Oral evaluations sessions | Partnership |
| 8 |  |  |  |
| 9 |  |  |  |

#### Key activities and deadlines – who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities: May – June 2016** | **Deadlines** |
| 1 | P1, IF and P6, LPDA | Plan the meeting: agenda and practical issues | (First meeting and)  Mid May 2016 |
| 2 | All | Prepare presentations of the key results and outcome of the local baseline surveys as well as the final multilateral baseline report (WP 03) | Primo June |
| 3 | All | Prepare presentations of the common multilateral pilot strategy as well as the  local pilot strategies and local concept materials to stakeholders (WP 04) | Primo June |
| 4 | All | All partners participate in the meeting   * Present and discuss outcome of baseline surveys * Present and discuss local pilot strategies * Present and discuss dissemination plans and activities * Detail planning of next work package: Initiate local pilot work, June – Dec 2016 * Evaluation of preceding work and current meeting | Mid June |
| 5 | P1, IF | Follow-up: P1, IF provide Minutes and Task plans for next step | Ultimo June |
| 6 | All | All partners evaluate the work package/ part of WP 07b | Ultimo June |
| 7 |  |  |  |

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fourth meeting in Vienna, May 2019** | | | | | | **Transnational Project Meeting, unit support** | | | | | | | | |
| Partners | | **Country** | **Total persons** | **Distance**  **band \*** | **Unit support** | **Distribution to partnership** | | | | | | | | |
| **P1, KSD** | **P2, IF** | **P3, VAN** | **P4, FAIE** | **P5, EDUC** | **P6, LPDA** | **P7, JSKD** | **P8, LKCA** | **Total** |
|  | P1, KSD | DK | 1 | 100- 1999 km | 575 | 575 |  |  |  |  |  |  |  |  |
|  | P2, IF | DK | 1 | 100- 1999 km | 575 |  | 575 |  |  |  |  |  |  |  |
|  | P3, VAN | UK | 1 | 100 - 1999 km | 575 |  |  | 575 |  |  |  |  |  |  |
|  | P4, FAIE | PL | 1 | 100 - 1999 km | 575 |  |  |  | 575 |  |  |  |  |  |
|  | **P5, EDUC** | **AT** | **1** | **0 - 100 km** | **0** |  |  |  |  | **0** |  |  |  |  |
|  | P6, LPDA | LT | 1 | 101 - 1999 km | 575 |  |  |  |  |  | 575 |  |  |  |
|  | P7, JSKD | SI | 1 | 102 - 1999 km | 575 |  |  |  |  |  |  | 575 |  |  |
|  | P8, LKCA | NL | 1 | 103 - 1999 km | 575 |  |  |  |  |  |  |  | 575 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gross unit support | | | | | | 575 | 575 | 575 | 575 | 0 | 575 | 575 | 575 | 4.025 |

#### Description of main deliverables

|  |  |
| --- | --- |
| **Title** | **Specifications** |
| None to mention |  |

#### Extra comments / possible adjustments

|  |  |  |
| --- | --- | --- |
| **Issues** | **Comments** | **Decided: how & when** |
| None to mention |  |  |
|  |  |  |

### WP 15 - O9: Project Summary Report, May – Aug 2019

#### Revisions demanded by NA

The planned output and budgeted number of work days has been approved without comments by the Danish NA.

#### 1. Output Description

**AIM**

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

**OUTPUT**

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' Communication Portal, Surveys, the five thematic Compendia, the national and European Training Packages, the Curriculum Report, the concluding multiplier events and the new offerings of national and European in-service training events after the end of the project.

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

The Communication Portal with supplementing desk research and extra services (IO-1)

The key findings of the previous state of the arts survey, seven language ed. (IO-2)

The compilation of best practise and innovative approaches, presented in five Thematic Compendia, seven language ed. (IO-3)

The initial Curricula Frame, English ed. (IO-4)

The ready-to-use formative training packages for national in-service courses (IO-5)

The formative training package for European in-service courses (IO-6)

The Final Curriculum Report, seven language ed. (IO-7)

The provision of sustainable Erasmus+ training courses in the school year, Aug 2019 – July 2020, that will be announced latest January 2019 (IO-8)

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 (4-5 pages)
3. Overview of development history of intellectual outputs and multiplier events (10 pages)
4. Summary of the impact evaluations completed after the national and European pilot courses as well as after the final multiplier events (10 pages)
5. Summary of the critical discussion and evaluation of the project by the project team and key stakeholders (7-8 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 (like 2400 characters per page, 40 lines of 60 characters) plus illustrations will include exemplary photos from the surveys, compilation of best practise examples and training sessions during the project. 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.

#### 2. Key tasks and division of work

**TIME SCHEDULE**

The design, compilation, editing, layout and virtual publishing of the Project Summary Report, English edition will take place in May – Aug 2019 (months 21 - 24).

**DIVISION OF WORK**

KSD (DK) is lead partner - with 10 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.

Interfolk (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 and other text as agreed with the editor, but none cat-3 days.

**KEY ACTIVITIES**

1. 1) May 2018: The lead partner and editor, KSD outlines the refined disposition of the Report, including the specific provision of text by each partner.
2. 2) Medio May 2018: The disposition and distribution of tasks are discussion and decided at the concluding fourth partner meeting in Vienna, May 2019.
3. 3) June 2019: EDUCULT presents primo June the summary of the impact evaluations for comments from the partnership medio June.
4. 4) Medio May – medio June 2019: The lead partner, KSD coordinates the critical discussion and gets reviews from all partners medio June.
5. 5) June – July 2019: The lead partner, KSD and supporting partner, Interfolk present the draft of the Project Summary Report ultimo June and gets comments from partners latest primo July.
6. 6) Primo Aug 2019: The editor, KSD publishes the final Summary Report, English ed. as a PDF publication.
7. 7) Medio August 2019: All partners disseminate the Project Summary Report to their main target groups.

**RELATIONS**

The Project Summary Report will be the core products aimed at validating the BRIDGING project to the key stakeholders. It will be used for the final dissemination and it will be available at the project portal. It can also be a key annex for the final reporting to the National Erasmus Office, Sept 2019).

The essentials of the Report can also be used for articles in own magazines and online articles

at own websites.

#### 3. Period

Start: 01-05-2019

End: 15-08-2019

Months: 3½

#### 4. Language and media

Language

English

Media:

Publications

Website

Social Media

#### 5. Lead organisation and partners

Lead: P1, KSD

Partners: All partners

#### 6. Budget

#### 7. Time schedule - who do what when

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| **No** | **Who** | **Key activities:** | **Deadlines** |
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## TRANSVERSAL PHASE, WHOLE PERIOD

### WP 16 - M2: Trans dissemination, Oct 2017 – Aug 2019

#### Aim, objectives and deliverables – why and what to deliver to whom

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| --- | --- |
| **Aim of WP 07a: Transversal dissemination** | **Lead partners** |
| The aim of the Dissemination Strategy is to ensure that the desk research, learning and findings of the BRIDGING project are properly used to influence future activities across Europe. As well as sharing the results of the two-year project as widely as possible, we aim to use this strategy to promote the activities in the early stages of the project to help involve a diverse range of participants in the work. | P3, VAN |

#### OUTPUTS

The main outputs and activities of this work, as described in the application, are:

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 up-dated during the project.
2. Promotion at the websites of the associations participating in the project, with links to the Project's Communication Portal.
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 Communication Portal, which presents desk research, policy documents and state of the arts activities in the wider European community as well as gives 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 multilateral publications (State of Arts Survey, Series of Thematic Compendia, Curriculum Report and Project Summary Report) together with press-releases in own languages for target groups of the countries of the partnership and in English for other countries in the wider European community.

NB: 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.

1. Wide range promotion of the new Erasmus+ training events after the end of the project via own channels and not least via EPALE.
2. Main valorisation in relation to the concluding multiplier events, both before, during and as follow-up.
3. Focused exploitation initiatives, with personal meetings with main decision-makers, researchers and other multipliers during and especially at the final stage of the project.

#### 2. Key tasks and division of work

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Voluntary Arts (VA)**  Lead partner oversees: Dissemination strategy, logo design and visual identity, templates, thematic compendia and ensuring all partners are complying with this strategy’s timetable, dissemination in UK and also France, Spain, Portugal and Ireland. | | | | | |
| **Interfolk (IF)**  Dissemination in Denmark and also Ukraine and northwest Russia, added responsibility for mainstreaming to European decision-makers and multipliers. | | **LKCA**  Dissemination in Netherlands and also Belgium, Luxembourg and Germany, lead partner for Communication Portal, added responsibility for mainstreaming to European decision-makers and multipliers. | | **EDUCULT**  Dissemination in Austria and also Romania, Bulgaria and Greece, added responsibility for mainstreaming to European decision-makers and multipliers. | |
| **KSD**  Dissemination in Denmark and also other Nordic countries. | **FAIE**  Dissemination in Poland and also Czech Republic, Slovakia and Hungary. | | **LACM**  Dissemination in Latvia and also Lithuania, Estonia, Russia and Belarus. | | **JSKD**  Dissemination in Slovenia and also Italy, Croatia and Serbia. |

Voluntary Arts (VA) will be the lead partner on the Dissemination, though LKCA will be leading on the development of the Communication Portal (WP3: O1), and these work packages will have some natural overlap. IF, LKCA and EDUCULT all have additional responsibility for mainstreaming to European decision-makers and multipliers as shown above. Each partner is responsible for the successful dissemination within their own country and also additional named countries.

VA will be responsible for ensuring that all partners adhere to this strategy and complete the relevant tasks on time. VA will oversee the dissemination work and provide templates and guides as detailed in the activities.

#### Key activities and deadlines – who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| No | Who | Activity | Deadline |
| 1 | VA | draft of the overall dissemination strategy | 16 Oct 2017 |
| 2 | VA | design visual identity and logo | 31 Oct 2017 |
| a | ALL | first news-mail about the project | ASAP |
| b | ALL | mention bridging at own websites | ASAP |
| c | VA | prepare and send template for reporting dissemination | ASAP |
| 3 | VA, KSD, FAIE, JSKD, LKCA, EC | begin dissemination of the state of the arts surveys | 15 Nov 2017 |
| 4 | All | compile initial mailing lists of planned target groups | 15 Nov 2017 |
| 5 | VA, IF | design and produce project information leaflets | 30 Nov 2017 |
| 5a | All | translate leaflet to own languages | 15 Dec 2017 |
| 6 | LKCA | publication of first version of communication portal | 15 Dec 2017 |
| 7 | All | project information leaflets shared on partner websites and project communication portal | 20 Dec 2017 |
| 8 | All | links to communication portal active on own websites | 19 Jan 2018 |
| 9 | All | initial social media promotion of communication portal | 26 Jan 2018 |
| 10 | All | promotion of project/leaflet/portal in own newsletters | 2 Feb 2018 |
| 11 | All | promotion of project in at least one organisation meeting | 28 Feb 2018 |
| 12 | ALL | fill-in the reporting template | 28 Feb 2018 |

VA will present tasks 1 and 2 at the first partner meeting in Copenhagen for discussion. These are to be agreed by all partners before proceeding.

All partners should provide contacts for the overall mailing list of planned target groups to VA by the deadline date (Task 4). These will be recorded in the project archive site and added to throughout the project period.

As the communication portal is established and the promotional material about the project develops, each partner will be required to undertake promotion through their own channels (Tasks 7-10). Evidence of the completion of these tasks should be submitted to VA by deadline date. These can be in the form of links to web content or images showing promotion.

#### Budget

### WP 17 - M3: Trans evaluation, Oct 2017 – Aug 2019

#### Aim, objectives and deliverables – why and what to deliver to whom

|  |  |
| --- | --- |
| **Aim of WP 7b: Transversal QA, monitoring and evaluation** | **Lead partners** |
| The overall aim is to apply systematic evaluation methods during the whole lifespan of the project to assess and improve the planning, implementa­tion and impact of the work programme.  The two main objectives of the evaluation strategy are   * To gain direction for improving the project as it is developing (process evaluation) * To determine its effectiveness after it has had time to produce results (impact evaluation) | P5, EDUCULT |

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Objectives** | **Deliverables** | **Target groups** |
| 1 | Design evaluation plan | Evaluation plan | Partnership |
| 2 | Prepare reporting templates and questionnaires | Evaluation templates and questionnaires | Partnership |
| 3 | Process evaluation of all work packages, | Process evaluations of all work packages,  all partners fill-in online questionnaires | Part of target groups |
| 4 | Monitoring by partnership | Monitoring procedures | Partnership |
| 5 | Overall evaluation of dissemination (after second meeting, and after WP 06: Initiate pilot work) | Overall evaluation of dissemination | Part of target groups |
| 6 | Secure Quality Assurance, correct deviations | Quality Assurance | Partnership |
| 7 |  |  |  |

#### Key activities and deadlines – who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities: Jan - Dec 2016** | **Deadlines** |
| 1 | P1, IF | Design evaluation plan | 1 Feb 2016 |
| 2 | P1, IF | Prepare reporting templates and questionnaires | 1 Feb 2016 |
| 3 | All | Process evaluation, all work packages, by all partners | Ongoing |
| 4 | None | No impact evaluations, during 1st phase | - |
| 5 | All | Monitoring by partnership | Ongoing |
| 6 | P1, IF | Overall evaluation (after second meeting, after WP 06: Initiate pilot work) | 30 June 2016  15 Dec 2016 |
| 7 | All | Quality Assurance, correct deviations | Ongoing |
| 8 |  |  |  |

#### Budget

#### Description of main deliverables

|  |  |
| --- | --- |
| **Title** | **Specifications** |
| Target groups | See above section III-4, page 8 in this Project Bible |
| Dissemination plan | See above section IV-2, page 10 – 11 in this Project Bible |

#### Extra comments / possible adjustments

|  |  |  |
| --- | --- | --- |
| **Issues** | **Comments** | **Decided: how & when** |
| None to mention |  |  |
|  |  |  |

### WP 18 - M4: Project management, Sept 2017 – Aug 2019

|  |  |
| --- | --- |
| **Aim of WP 7c: Project management** | **Lead partners** |
| The overall aim is by efficient management and engaged leadership to establish a performative cooperation between the partners providing a smooth running of the work programme. | P1, IF |

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Objectives** | **Deliverables** | **Target groups** |
| 1 | Plan and complete legal management: | Legal management, 1st year | Partnership |
| 2 | Plan and complete financial management, incl. cost refunding, book keeping, account | Financial management, 1st year | Partnership |
| 3 | Plan and refine Internal communication and  project documentation | Internal communication, 1st year | Partnership |
| 4 | Provide overall coordination | Overall coordination, 1st year | Partnership |
| 5 | Provide management tasks by all partners | Management tasks, all partners, 1st year | Partnership |
| 6 | Dialogue and service for external audit | External audit report, interim and final, 1st year | Partnership / auditor |
| 7 | Reporting to NCM: Interim and final, 1st year | Interim and final reports to NCM, 1st year | Partnership /  NCM |
| 9 |  |  |  |

#### Key activities and deadlines – who do what when

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities: Jan – Dec 2016** | **Deadlines** |
| 1 | P1, IF | Legal management: | Ongoing |
| 2 | P1, IF | Financial management, cost refunding, book keeping, | Ongoing |
| 3 | P1, IF | Internal communication and project documentation | Ongoing |
| 4 | P1, IF | Overall coordination | Ongoing |
| 5 | All | Management tasks by all partners | Ongoing |
| 6 | P1, IF | Dialogue and service for external audit | June and Dec |
| 7 | P1, IF | Reporting to NCM: Interim and final, 1st year | 30 June 2016  30 Dec 2016 |
| 8 |  |  |  |

#### Budget

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type of unit support** | **Distribution to partnership, according to budget summary** | | | | | | | | |
| **P1, KSD** | **P2, IF** | **P3, VAN** | **P4, FAIE** | **P5, EDUC** | **P6, LPDA** | **P7, JSKD** | **P8, LKCA** | **Total** |
| Gross Project Management and Implementation | 12.000 | 6.000 | 6.000 | 6.000 | 6.000 | 6.000 | 6.000 | 6.000 | 54.000 |

#### Description of main deliverables

|  |  |
| --- | --- |
| **Title** | **Specifications** |
| None to mention |  |

#### Extra comments / possible adjustments

|  |  |  |
| --- | --- | --- |
| **Issues** | **Comments** | **Decided: how & when** |
| None to mention |  |  |
|  |  |  |