**Version 2 / 18.04.2017**

**“Project Bible” of the SPAR project**

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

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# I. Basic Information

## 1. Programme

Erasmus +, key activity 2, strategic partnerships for Adult education, de elopement of innovation.

Period: Sept 2016 to Aug 2018 (24 months/2 years)

Grant: Maximum 24 months of 12.500 euro = 300.000 euro

Deadline for application: 31 March 2016

## 2. Project title:

Curricula for culture volunteers and managers in sparsely populated areas

(Project acronym: SPAR)

Common English meanings of “spar”

* [Spar (sailing)](https://en.wikipedia.org/wiki/Spar_(sailing)), part of a sailing vessel
* Spar hitch, also called [ground-line hitch](https://en.wikipedia.org/wiki/Ground-line_hitch), is a knot used to attach the end of a rope to a spar, beam or pole.
* [Spar (aeronautics)](https://en.wikipedia.org/wiki/Spar_(aeronautics)), part of an aircraft
* Spar, engage in [sparring](https://en.wikipedia.org/wiki/Sparring), a form of mock combat

## 3. Period:

Start 01.09.2016 – End: 31.08.2018

## 4. Applicant

Voluntary Arts Network to the National Agency in United Kingdom

## 5. Budget frame

Total grant: 273.130 EUR

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type of unit support** | | **Total euro** | **Division to partnership** | | | | | | |
| **Acronym** | **Title** | **P1, VAN** | **P2, KSD** | **P3,**  **IF** | **P4, MNT** | **P5, FAIE** | **P6,**  **ML** | **Total** |
| P | Project management and Implementation | 42.000 | 12.000 | 6.000 | 6.000 | 6.000 | 6.000 | 6.000 | 42.000 |
| M | Transnational Project Meetings | 21.975 | 4.025 | 1.910 | 2.485 | 4.395 | 4.970 | 4.190 | 21.975 |
| O | Intellectual Outputs | 113.390 | 25.606 | 28.141 | 29.323 | 8.056 | 7.760 | 14.504 | 113.390 |
| E | Multiplier Events | 30.000 | 5.600 | 3.800 | 1.800 | 7.600 | 5.600 | 5.600 | 0.000 |
| T | Transnational training events | 36.665 | 7.200 | 5.660 | 2.220 | 7.880 | 7.880 | 5.825 | 36.665 |
| X | Exceptional costs | 29.100 | 18.120 | 2.745 | - | 2.745 | 2.745 | 2.745 | 29.100 |
| **Total** | | **273.130** | **72.551** | **48.256** | **41.828** | **36.676** | **34.955** | **38.864** | **273.130** |

# II. Project summary

BACKGROUND

During the last years, we have seen more political and public interest for reviving the rural and sparsely populated areas and to counter the current migration from rural to urban areas.

One of more ways to counter this trend is to provide more available and involving arts and culture activities with added community values. To secure cultural sustainability in these areas, we need to strengthen the “citizen help citizen" or "peer to peer approach", where civil society associations from the cross-cultural sector of amateur arts, voluntary culture, and heritage are engaged.

AIM AND OBJECTIVES

The overall aim is to improve the competences of the voluntary associations and their volunteers to provide enlivening arts and culture opportunities in the sparsely populated communities with an added value for civic and democratic participation, community bonding and local identity.

The objectives are

1. To develop innovative ways of outreach to citizens engaged in arts and culture to become resourceful culture volunteers.
2. To develop high quality courses tailored to these groups on how to organise cultural activities with an added community value.
3. To develop the competences and skills of the voluntary associations to support volunteering and cooperation with stakeholders.
4. To develop appropriate methods to assess the involved knowledge, skills and attitudes to fulfil such demanding voluntary work.

OUTLINE OF ACTIVITIES

The innovative dimension of this project is its integrated adult education approach, where we will:

1. Complete local field surveys of the current competence profiles of culture volunteering to get a baseline as well as state of the art examples for the succeeding development work;
2. Develop an integrated curricula frame for culture volunteers as well as culture managers to provide enlivening cross-culture activities with added community values.
3. To design and test a series of national pilot courses for culture volunteers and managers in the varied contexts of the partner countries.
4. To design and test new Erasmus+ pilot courses for culture volunteers as well as culture managers with the aim to offer sustainable Erasmus+ training events as well as high quality national courses after the end of the project.
5. To provide a Communication Portal with desk research and other supporting information about the issues of the project as well as presentations of the project’s pilot work and outputs to the virtual audiences.

THE PARNERSHIP CIRCLE

includes

* Two national umbrellas for voluntary culture: Voluntary Arts Network in United Kingdom and Cultural Councils in Denmark;
* One national association for liberal adult education: The Hungarian Folk High School Society;
* Two organisations from the liberal adult education and NGO work, with expertise in field research and curricula planning: Foundation of Alternative Educational Initiatives in Poland, and Interfolk, institute for Civil Society from Denmark;
* One public body, the Municipality of Lousada, Portugal.
* Furthermore, ActKnowledge from New York will be involved in the pilot work as external evaluator to incorporate the Theory of Change methodology in the impact evaluations.

This multilateral partnership circle with a huge dissemination potential represents a transnational European totality of varied expertises and experiences in the field, which we cannot find in just one of the countries.

IMPACT

The tangible impact will be sustained by:

1. Embedding: The project partners will anchor the provision of regional /national courses in their future activities, and cooperate to offer Erasmus+ courses after the end of the project.
2. Multiplication: Other voluntary culture organisations from the participating countries will in co-operation with projects partners or alone replicate the courses; and some associations from other EU countries will incorporate it in their own practise.
3. Mainstreaming: On-going dissemination during the project, involvement of multipliers and follow-up initiatives to the indirect target groups will promote continued interest and support after the funding period in the wider European community.

The intangible impact includes changes of attitudes and values on:

1) Individual level / the course participants and their immediate environment:

* New learning perspective on their prior learning and competences and skills as resourceful volunteers.
* Enhanced awareness of the benefits of voluntary arts and culture for the local communities.

2) Organizational level / the voluntary arts and culture associations:

* Insight in the need for upgrading the competences of their key staff.
* Enhanced community engagement and insight in the societal benefits of the activities.

3) Stakeholder level:

* New insights that the revival of rural areas is not only a question of economic conditions and infrastructure, but also of more available arts and culture and the involvement of civil society actors.

# III. Project description

## Reference to Programme priorities

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

1. HORIZONTAL: Improve achievement in relevant and high-level basic and transversal competences in a lifelong learning perspective
2. ADULT EDUCATION: Improving and extending the offer of high quality learning opportunities
3. ADULT EDUCATION: Extending and developing educators' competences

Please comment on your choice of priorities.

SELECTED PRIORITIES

We have selected the first of the three horizontal priorities:

H1: "Improve achievement in relevant and high-level basic and transversal competences in a lifelong learning perspective, through formal or non-formal education and training (..)"

We have also selected the first and second of the three specific priorities in adult education:

S1: "Improving and extending the offer of high quality learning opportunities that are tailored to individual adult learners’ needs, including through innovative ways of validation, guidance and delivery to groups most in need".

S2: "Extending and developing educators’ competences, particularly in the effective use of IT in adult learning, for better outreach and improved learning outcomes."

COMMENTS

First, in general the rationale of the project is (with reference to H1):

* To apply the lifelong developed transversal key competences among citizens active in local arts and culture activities, especially the 5th: "learning to learn", 6th: "social and civic competences", the 7th:"sense of initiative and entrepreneurship", and the 8th: "cultural awareness and expression",
* To meet and further develop these transversal key competences by engaging and train culturally active citizens to be local culture volunteers, organising enlivening arts and culture opportunities in the local communities with an added value for civic and democratic participation and community bonding.

Secondly, our aims are (with reference to S1):

* To develop new creative possibilities for citizens in sparsely populated areas to contribute to the public domain.
* To develop innovative ways of outreach and delivery and new high quality learning opportunities tailored to citizens engaged inarts and culture to become resourceful volunteers in cross-cultural activities in the local communities.
* To develop appropriate methods to assess and certificate the involved knowledge, skills and attitudes to fulfil such demanding high-level voluntary work.

Thirdly, our means are (with reference to S2):

* To develop the abilities of the learning providers in the cross-cultural sector of amateur arts, voluntary culture and heritage to deal with these valuable groups of learners as potential future learning providers.
* To develop innovative ways of outreach and delivery of new lifelong learning opportunities to these groups of learners, making use of new technologies for better outreach and teaching outcomes.
* To develop new methods to document and validate the practise of the organisations and their paid and voluntary staff to fulfil these aims.

## 1. The rationale

- What is the rationale of this project, in terms of objectives pursued and needs and target groups to be addressed? Why should this project be carried out transnationally?

During the last years, we have seen more political and public interest in most member states of the European Union for reviving the rural and sparsely populated areas and to counter the current trend, where citizens are moving from rural to urban areas.

There are not only economic but also cultural reasons for this trend. Especially, well-skilled and higher-educated younger people seek to the bigger cities, not only due to lack of well-paid job opportunities in the rural areas, but also due to lack of culture and leisure time opportunities. Likewise, most companies and businesses opt out to establish new activities in these areas, not because

of logistic problems, but because it is difficult to attract employees with the needed competences despite the lower living costs here. The well skilled don’t wish to live there, because it seems as boring places without available and involving arts and culture. It has low status.

One of more ways to counter this trend is to promote better culture and leisure time opportunities, and here new initiatives in the third sector by voluntary culture associations and culture volunteers can make a difference. Sparsely populated areas can represent an opportunity to revive the local community and strengthen local identity through artistic and cultural activities. A splendid example of what makes culture strong and sustainable in remotely populated areas has been documented in the report by Francois Matarasso "Stories and Fables - Reflections on culture development in Orkney" (commissioned by Highlands and Islands Enterprise), where a strong ethos of volunteering and working together combined with the natural archaeological and historical assets of the islands have helped to revive the local communities.

This and other examples indicate that voluntary art and culture associations can play a major role to make our marginal areas more attractive to new residents, tourism and businesses, because:

* Art and culture help to create the community and unity that can save a village or area from being emptied of content.
* Inclusion in art and culture gives new life and creates responsible citizens.
* A vibrant cultural life and an enhanced community can create a more sustainable society, where all citizens are ready to take responsibility for their own and others' lives and for the local community as a whole.

To secure cultural sustainability in these areas, we need to strengthen the “citizen help citizen" or "peer to peer approach", where civil society associations from the cross-cultural sector of amateur arts, voluntary culture, and heritage are engaged to provide available and involving arts and culture with an added value for civic and democratic participation, community bonding and local identity.

Therefore, in this project we intend

1. To develop innovative ways of outreach to citizens engaged in arts and culture to become resourceful volunteers in cross-cultural activities in the local communities.
2. To develop high quality learning opportunities tailored to these groups to learn how to initiate and organise local cultural activities with an added value for civic participation, community bonding and local identity.
3. To develop the know-how and abilities of the voluntary associations in this cross-cultural sector to support volunteering and cooperation with local stakeholders to initiate enlivening arts and culture opportunities with added community values.
4. To develop appropriate methods to assess and certificate the involved knowledge, skills and attitudes to fulfil such demanding voluntary work.

WHY TRANSNATIONAL

The partnership circle includes six organisations with a balanced geographic composition with partners from the Northern, Western, Eastern and Southern part of EU. The consortium also has a balanced multilateral composition with two national associations from the sector of voluntary arts and culture, three liberal adult education associations with academic competences in pedagogical theory and curricula planning, and one municipality. This mix of public and civil society associations with a huge dissemination potential represent a transnational European totality of varied expertises and experiences in the field, which we cannot find in just one of the countries.

## 2. Innovation

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

NEW APPROACHES

The intention is to apply the citizen-help-citizen approach to make the sparsely populated areas more attractive by strengthening the capacity of the voluntary associations and the competences of the volunteers to provide more available and involving arts and culture opportunities for the local communities with an added value for civic and democratic participation, community bonding and local identity.

During the last years, we have seen more political and public interest for reviving the rural and sparsely populated areas, but the main focus has been on improved economic conditions, better transportation and infrastructure, relocation of government jobs from the centres to the periphery, etc, while there haven’t been done much to provide better and more available arts and culture opportunities. Many municipalities in the rural areas have tried to improve the culture and leisure time opportunities, but their focus have mainly been on the public services and new market offerings and less on the involvement of the civil society associations in the cultural area; Even though we have outstanding examples as the Orkney initiative.

In general, the idea of promoting “cultural sustainability” by applying the "citizen help citizen” approach is quite new. It was for example introduced by the Nordic Council of Ministers some years ago as a new programme priority for the culture policy in the Nordic countries, and even here it still haven’t been applied much in specific political initiatives or systematic development work, and especially not in relation to sparsely populated areas.

A mapping of the granted European projects since 2010 in the LLL-programme, former Grundtvig and now Erasmus+, also indicate that there haven’t been development projects in relation to arts and culture activities in a civil society contexts in sparsely populated areas.

ADDED VALUE TO PREVIOUS INITIATIVES

The approach of this project is new in the Lifelong Learning programmes of the European Commission, but the genuine innovative of this project, also compared to other national or local projects, we know of with some tangents to the this project idea, is its integrated and holistic adult education approach. Because:

1. It is core concepts from the liberal adult education that outline the frame and aims by applying the transversal key competences and skills to define the needed curricula for the involved culture volunteers and managers.
2. The new integrated curricula will address the key competences and skills of culture volunteering in sparsely populated areas, seen respectively from the perspective of managers in arts and culture associations and from active citizens that wish to be or already are engaged as culture volunteers. The point is that the initiative must be double and integrated, because the managers in the voluntary associations cannot do much without volunteers with high-skilled competences, and conversely the volunteers need support to do the job from managers with supplementary competences and skills.
3. The integrated curricula do not just focus on competences to organise enlivening arts and culture activities, but to organise them in ways that brings added values for active citizenship and community bonding in the local communities.
4. Furthermore, this complex integrated curriculum will de developed in a transnational and multilateral context, with an added European value.
5. Finally, we will concurrently develop and test a new assessment framework, including methods to validate the personal learning outcome of the training activities and to assess the quality and impact of the pilot courses, on a national as well as European level.

In short, the essential innovative is the holistic learning approach, where we in a unique context meet the main aims of lifelong learning – active citizenship, social inclusion, cultural cohesion and personal fulfilment - as defined in the EU Commission’s Memorandum on Lifelong Learning, November2000, and the subsequent Message “Making a European area for lifelong learning a Reality”, November 2001.

## 3. Quality of the partnership

How did you choose the project partners and what experiences and competences will they bring to the project? How was the partnership established and does it involve organisations that have never previously been involved in a similar project? How will the tasks and responsibilities be distributed among the partners?

COMPOSITION:

P1: Voluntary Arts (VA) and P2: Cultural Councils in Denmark (KSD) are active founding members and as P3: Interfolk (IF) active member of Amateo, the European Network of national organisations set up to promote cultural participation.

P2: KSD and P3: IF have worked together before in the Grundtvig Multilateral Project, 2009 - 2011, entitled "Learning Outcome of Amateur Culture” (LOAC).

P1: VA, P2: KSD and P3: IF has worked together in the Grundtvig Learning Partnership, 2012 – 2014, entitled “Art based learning and active ageing” (ART-AGE), and all three have worked together with P4: The Hungarian Folk High School Society (MNT) in the Grundtvig Multilateral Project, 2013 - 2015, entitled "Culture guides for marginalised social groups" (GUIDE)

P2: IF has been in the board of BNAL, Baltic Network for Adult Learning together with P5: Foundation of Alternative Educational Initiatives (FAIE); and P2: KSD and P2: IF currently work together with P5: FAIE in a 3-year NGO-project for the Baltic Sea Region, supported by the Nordic Council of Ministers.

P2: IF was last year contacted by P6: The Municipality of Lousada regarding possible project cooperation, and P6: ML takes part in several EU projects, and can as a public entity bring new experiences and a more holistic approach to the project.

COMPETENCE PROFILES:

The partnership circle includes six organisations with supplementary competence profiles:

Two national umbrella associations of amateur arts and voluntary culture:

* Voluntary Arts Network in United Kingdom as well as the Republic of Ireland, representing more than 300 national and regional umbrella bodies, and through them, their member groups of local voluntary arts practitioners.
* National Association of Cultural Councils in Denmark, representing local cultural councils in most of the Danish municipalities that are umbrellas for the local amateur arts, voluntary culture and heritage associations, which in total organises 528,000 individuals, which is a fairly significant part of the Danish cultural life.
* Both organisations have expertise in volunteering, courses planning, surveys and reporting; and dissemination.

One national association for liberal adult education: The Hungarian Folk High School Society, representing more than hundred member organisations in Hungary with strong networks to local governments, labour offices, NGOs, VET institutions, universities and churches, both locally and nationally. MNT has expertise in planning of curricula and courses; educational surveys and reporting; and dissemination.

Two organisations from the field of liberal adult education and NGO work.

* FAIE runs the EURODESK Regional Information Point, and has a wide European network to third sector associations and cooperates with several Third Age Universities and Craftsmen Associations in the Southern region of Poland. FAIE has expertise in NGO counselling, planning of curricula and courses; and surveys in a civil society contexts.
* Interfolk has a strong Nordic- Baltic and European network in the area of liberal adult education and voluntary culture activities. IF has expert knowledge of the Grundtvigian Enlightenment tradition and expertise in research and development work regarding lifelong learning and democratic participation in a civil society contexts, curricula planning, and validation of prior learning in non-formal adult education and informal learning in voluntary arts and culture activities.

One public body, the Municipality of Lousada, Division of communication, heritage, culture, education and sport gives high priority to use arts and culture to support the more sparsely populated communities of the Municipality. The department has expertise in all the core issues of the project.

DIVISION OF WORK:

The tasks and responsibilities will be shared. All participate with varying workloads and responsibilities in all the work packages, and all are lead partners for some of the main work packages.

Intellectual Output:

P1, VA for O1: The Communication Portal

P2, KSD for O2: Series of baseline surveys; and O3: Baseline Survey Report, five languages ed.

P3, IF for O4: The integrated curricula for culture volunteers and managers

P5, FAIE for O5: Test series of national pilot courses

P7, ML for O6: Test of two Erasmus+ pilot courses

P2, IF for O7: Curricula Compendium five languages ed.

P4, MNT for O8: Design and promote sustainable Erasmus+ courses

The multiplier events:

All partners organise national conferences (E1-E5)

P4, MNT organises the European Conference (E6)

Transversal work packages:

P1, VA is lead partner for the on-going dissemination and the project management.

P2, IF is main dialogue partner for the (impact) evaluation, which will be handled by the external expert, ActKnowledge from New York with reference to the "Theory of Change".

## 4. Communication and cooperation

How will cooperation and communication happen among all project partners and with other relevant stakeholders? What will be the purpose and frequency of the transnational project meetings and who will participate in them?

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 plus 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. P1, VA and P3, IF will prepare draft proposals on legal and financial matters, communication, evaluation and dissemination strategies. P1, VA will prepare the design of the visual identity and logo for the network, and prepare the design of the Communication Portal. All partners prepare own mailing lists to their main target groups. All partners give feedback to the proposals, so they can be adjusted to the kick-off meeting.

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 - 2010)
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 and Google Hangout)
5. An agreed netiquette clarifying the code of good virtual behaviour.
6. 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.

PROJECT MEETINGS

We have planned four 2-day partner meetings, where 2 project members from each of the five project countries participate, in total 10 per meeting. Furthermore, 2 external evaluators from ActKnowledge will participate in parts of the first, third and fourth meeting.

The overall aim of the partner meetings are to bridge the main project steps, by summarizing the state of the project and leading the way forward for the project and the partners.

First kick-off partner meeting in London, Oct 2016 (month 2)

The objectives are

* To discuss and clarify the essentials of the project
* To outline the design of the Communication Portal (O1)
* To outline the methodology of the initial baseline surveys (O2)
* To outline the Summary Survey Report, five languages ed. (O3)
* To decide the Evaluation methodology/assessment framework in dialogue with invited ActKnowledge experts
* To adopt the Partner Agreement, the Rules of procedure, and the Financial Guidelines

Second partner meeting in Copenhagen, April 2017 (month 8)

The objectives are

* To assess and adjust the design of the Communication Portal
* To evaluate the Baseline Surveys and the Summary Survey Report
* To guide the design of the integrated course curricula (O4)
* To guide the design and tests of the national pilot courses (O5)
* To guide the design and tests of the two Erasmus+ pilot courses (O6)

Third partner meeting in Lousada, Oct 2017 (month 14)

The objectives are

* To evaluate the project outcome so far (interim evaluation) in dialogue with the external evaluator, ActKnowledge
* To evaluate the national pilot courses and the Erasmus+ pilot courses
* To outline the editorial plan of the Curricula Compendium (O7)
* To outline the design and promotion of sustainable Erasmus+ courses (O8)
* To plan the frame of the five national conferences in the final project phase (E1-E5)
* To plan the frame of the European conference in Budapest (E6)

Fourth partner meeting (after the European conference) in Budapest, June 2018 (month 22)

* To the national conferences and the European conference
* To plan the last dissemination activities
* To plan sustainable follow-up activities after the conclusion of the project
* To evaluate the project in dialogue with the external evaluator, ActKnowledge

## 5. Topics addressed

What are the most relevant topics addressed by your project? Select in priority order three topics.

1. New innovative curricula/educational methods/development of training courses
2. Rural development and urbanisation
3. Creativity and culture

## 6. Expected results

What results are expected during the project and on its completion? Please provide a detailed description of the expected results (if they are not listed in intellectual outputs, multiplier events or learning, training, teaching activities).

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

The material results will include several intellectual outputs, transnational training events, multiplier events and tangible dissemination products, and they are 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 external evaluator, ActKnowledge will conduct in cooperation with the partnership circle.

The intangible outcome refers to a change of attitudes and values on:

1) Individual level (the course participants and their immediate environment):

* New learning perspective on their prior learning and own competences and skills. Typically active in voluntary arts and culture don’t think in learning discourses and the courses may help them to gain a new learning reflection with a transformative self-insight.
* Clearer understanding why the prior learned competences and the enhanced skills learned during the courses are important for acting as resourceful culture volunteers.
* Enhanced awareness of the importance of the civil society activities and especially the social benefits of voluntary arts and culture for the local communities in sparsely populated areas.

2) Organizational level (the voluntary arts and culture associations):

* Understanding the need for upgrading the competences and capacity of their key staff to provide innovative ways of outreach and delivery to citizens engaged in arts and culture to become resourceful volunteers.
* New insight in the societal benefits of the activities, with higher priority of working not only for the members’ specific leisure time interests but for the common goods of the local communities.
* Expanded awareness of the added community values of arts, culture and heritage activities, especially in sparsely populated areas.

3) Stakeholder level:

In general some changes of attitudes, where sustainable solutions to revive rural and sparsely populated areas are not only seen as a question of economic conditions and infrastructure, but also of more available arts and culture. The change for the different stakeholder groups could be:

* Local politicians and administrators may adjust the culture policy to give higher priority to involve, support and cooperate with the local arts and culture associations.
* Local public arts and culture institutions may give more priority to cooperate with the voluntary culture associations and to involve voluntary staff.
* Other local NGO’s may to a higher degree recognise the benefits of the voluntary culture and strengthen their cooperation to meet common socio-cultural problems in the communities.
* Local commerce associations, other private businesses and media may be more attentive and interested to support the voluntary arts and culture to counter the challenges of the rural areas.

4) The public sphere:

The outcome may not be much change in the wider public sphere, but it may have some impact on decision-makers, opinion-formers and other multipliers with relation to the civil society sector of voluntary arts, culture and heritage. In fact, there could be a need for an impact especially on the voluntary associations themselves.

Several surveys, - such as the Survey of the voluntary cultural sector, published by the Danish Ministry of Culture, May 2006, and the Survey of volunteering and non-profit in Denmark, published by the Social Research Institute, 2006 that was part of the international survey of the Johns Hopkins Comparative Non-profit Sector Project – indicated a wide-spread lack of social values and political engagement among associations in the voluntary culture area, contrary to most other civil society associations.

The surveys conclude that the associations have a low engagement in political and societal issues, because they are typically not linked to values of ideological, spiritual, political or social nature. Very few organizations are concerned about what their activities can bring the wider society or feel a responsibility for the common good. The surveys give the impression of a myriad of small democratic, but self-sufficient reserves without any greater interest and vision for the wider community. In the associations “they fiddle while Rome burns”.

These surveys may not be quite fair, and they neglect the many associations and groups that in fact apply arts and culture to include and empower marginalised and disadvantages groups in our communities. Anyhow, the tendency to self-sufficiency cannot be explained away, and an underlying objective of this project is to reverse this trend.

## 7. Participants

Approximately, how many persons will benefit indirectly from or will be target of the activities organised by the project? (i.e. participants for whom a specific grant is not foreseen, such as local participants in multiplier events, or other types of events, etc.)

39.750 participants will be target

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

SPAR 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.

We can mention that the civil society sector of voluntary arts, culture and heritage include a vast number of cultural and educational associations provide learning activities for about 20 to 30 per cent of the populations in the EU member states. The sector of voluntary arts and culture is next to amateur sport the biggest sector in the European voluntary field, and the sector with the current highest rate of expansion in members and new associations.

We surely don't expect to reach all the citizens that are engage in this sector, but we expect to reach a good part of the associations in our own countries and the major national associations in the other member states of EU.

There are two main groups of indirect benefiters:

I. Participants in the project activities without a specific grant: Approx. 39.750

II. Direct receivers of dissemination, such as news-mails recipients, social media followers, meeting audiences, own magazine readers, visitors to the Project Portal. Approx. 85.200

I. PARTICIPANTS WITHOUT A SPECIFIC GRANT - In total 39.750

The baseline surveys (during WP 03 / O2) in five partner countries involve interviews and questionnaires with three main respondent groups: Learning providers, learners and stakeholders. Approx 5 countries x 3 groups x 30 persons, like 450 plus four-fold numbers of other persons in the immediate environment that will be involved, like 1800. In total 2250.

The recruitment and national training courses for respectively culture volunteers and managers (during WP 05 / O4) in five partner countries involve announcements, promotions and a selection process, where local associations discuss the possibility and select persons to recommend as participants, and the course providers select the final groups of participants. Approx. 5 countries x 50 local associations x 25 persons, in total 6250.

The recruitment to and completion of two Erasmus+ pilot courses for culture volunteers and management staff from the cross-cultural sector of amateur arts, voluntary culture and heritage (during WP 06 / O5 / T1-T2) involve announcements, promotions and a selection process, where local associations select members and others to participate. Approx. 5 partner countries x 50 local associations x 25 persons, in total 6250.

For the five national conferences (during WP 10 / E1-E5) we expect at least 75 per conference. The planning includes announcements, promotions and a local selection process, where local associations present the event at own meetings and select persons to participate. Approx. 5 countries x 100 local associations x 25 persons, in total 12500.

For the concluding European conference (during WP 11 / E6) we expect at least 75 participants. The planning includesannouncements, promotions and a local selection process, where local associations present the event at own meetings and select persons to participate. Approx. 25 countries x 20 local associations x 25 persons, in total 12500.

II. RECIPIENTS OF DISSEMINATION - In total: 85.200

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, 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

P2, KSD (DK):

- News-mails: 500

- KSD facebook: 250

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

- Articles: 6000

In total: 7.500

P3, 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

P4, MNT (HU):

- News-mails: 400

- Social media: 500

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

- Articles: 8000

In total: 9.900

P6, FAIE (PL):

- News-mails: 300

- Social media: 150

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

- Articles: 3950

In total: 5.000

P7, ML (PT):

- News-mails: 4000

- ML-facebook: 500

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

- Articles: 11.100

In total: 16.350

IN TOTAL, EX THE PORTAL: 56.800 RECEIVERS

VISITORS TO THE PROJECT PORTAL: Estimate – 50 pct of the receivers, like 28.400

TOTAL: Approx. 85.200

## 8. Participants with fewer opportunities

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

No special focus on these groups.

# IV. Preparation and management

## 1. Preparation before start of project

Please describe what will be done in preparation by your organisation and by your partners before the actual project activities take place, e.g. administrative arrangements, etc.

The preparation has two main stages, first the detail planning of the project concept, work programme, budget and assessment framework 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, it includes a planning of the QA and evaluation methodology, especially because we intend to apply a performance management approach, where the essentials of strategic planning, quality assurance, documentation and evaluation are integrated, by using the methodology of Theory of Change. In short, ToC revises the way of thinking about initiatives from what you are doing to what you want to achieve and starts there.

The lead action research organization for the Theory of Change methodology is ActKnowledge with main office in New York, which is setting the state of art world wide in the field of performance management for community organizations, not-for-profits, foundations and governmental agencies to transform traditional institutions and environments for social change. We have asked the director of ActKnowledge, Helene Clark, if they could be external evaluator, and they have made a very favourable offer in terms of content and price (See below, section F.1.b: Evaluation approach).

Back in 2006, the Danish Minister for Social Affairs and the Interior recommended to develop a new documentation culture in the voluntary social associations, and the National Volunteer Centre in Denmark published in 2009 “Viden og Virkning. En håndbog om dokumentation af frivilligt socialt arbejde”. This Handbook incorporated ToC as the state of Art methodology for the sector of voluntary social and humanitarian work with a link to the “Center for Theory of Change” in New York.

Likewise, In 2015 the Dutch Minister for Foreign Trade and Development Cooperation published new guidelines on how to use the ToC methodology in granted partnership projects, see “Order of the Minister for Foreign Trade and Development Cooperation of 19 March 2015, no. DSO/GA-113/15”, page 8 as well as the f footnote 7, with a link to the “Center for Theory of Change” in New York.

There is no tradition in the European sector of voluntary culture associations to use the Theory of Change methodology, and we see the cooperation with ActKnowledge as external evaluator as a first important step to integrate this methodology in development activities in the European cross-cultural sector. We don't think, we can find an external evaluator in our partner countries with the same expertise in impact evaluation with reference to the Theory of Change as ActKnowledge. Even if we could, we don't think it would be cheaper. We see the offer by ActKnowledge as providing best value for money.

PLANNING DURING THE START-UP STAGE

We have included a start-up work package, Sept - Oct 2016 with the aim to organise a comprehensive and engaging start-up, ensuring the kick-off meeting can start from a high level of involvement, knowledge and preparation by all partners.

The objectives are trough 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 initiate the strategy of monitoring and evaluation.

- To initiate 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 refine the work programme and detail budgets.

## 2. Project Management approach

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

ORGANISATION OF WORK

P1, VA (UK) is applicant and beneficiary organisation, and will take care of legal matters and the financial management and accountant. 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 for each work package including job-logs and ensure necessary claim documents,
* 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 secures 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.

GUIDELINES FOR REIMBURSEMENTS

The planned Rules of financial management 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 six project leaders).

All partners fill-in reimbursement templates for their work days and other costs at the end of each work package. The administrator receives the attested reimbursements sheets, and will check and certificate all claim documents, the eligibility of expenditure and its congruence with the budget and expected quality of the tasks (done on time with the agreed quality).

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 administrator 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.

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

During the application stage, January 2016, all partners signed a Financial Agreement stating how this unit support shall be put in a common account to cover the estimated work days by all partners for tasks beside the Intellectual Outputs, such as dissemination, evaluation and management as well as to cover a wide range of other costs during the project. Without this "financial agreement" some partners could expect, they could keep it in their own pocket as an overhead, and we could risk all sorts of disagreements at the start-up and an endangering lack of team spirit.

CONTRIBUTION TO THE PROJECT FROM SOURCES OTHER THAN THE EU GRANT

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 will also imply some own financing.

We apply for exceptional costs to cover rent of venue and catering to the series of national pilot courses (O6) and the external evaluation provided by ActKnowledge, where we pay 25 pct of the total cost as own financing.

We calculate with a minor fee for participants at the six national conferences and the European conference to cover the extra costs with more participants than we can apply grants for, due to the limit of 30.000 euro for multiplier events during the project.

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

## 3. Evaluation approach

How will the quality of the project's activities and results be monitored and evaluated? Please mention the involved staff profiles and frequency of such quality checks.

APPROACH:

We will apply a suitable Performance management method, where the essentials of strategic planning, quality assurance, documentation and evaluation are integrated, by using the methodology of Theory of Change. Hereby, the focus on the project activities is changed from what we are doing to what we want to achieve, and it draws attention to the benefits and impact of the project activities to the local community and its citizens.

The ToC methodology uses backwards mapping requiring us to think in backwards steps from the long-term goal to the intermediate and then early-term changes that would be required to cause the desired change. This creates a set of connected outcomes known as a ”pathway of change”, which defines all the building blocks that, taken together, are required to reach a given long-term goal.

It is underpinned by an analysis of the problem being tackled, the context, the actors, the premises, the conditions and the results being aimed at – outputs, outcomes and impact - all presented in a logical way. The theory of change serves as a basis for defining interventions at each step of the process, and makes clear what role each of the stakeholder’s plays. The premises explain why the building blocks will lead to the attainment of the goals of the process of change.

EVALUATION DESIGN:

We intend to apply the following Evaluation Design for our project, as proposed by Helene Clark, director of ActKnowledge (AK) (see: [www.actknowledge.org](http://www.actknowledge.org) and [www.theoryofchange.org](http://www.theoryofchange.org)

to get an overview of the ToC methodology).

Introduction:

The project focuses on implementation of the outreach, training and support to culture volunteers in sparsely populated areas to gain new competences and know-how to provide cross-disciplinary arts and culture opportunities for the local communities with an added value for civic participation, community bonding and local identity.

Scope:

* First, all evaluation benefits from interviews with all partners and stakeholders on how they believe the program activities will reach the target group and lead to ultimate population change. AK constructs a basic Theory of Change, which represents how and why the project partners believe they will be effective.
* Second, to save labour costs and aid local learning, each partner keep records, according to protocols the evaluators develop on what they are doing – each activity, when, who reached, barriers, opportunities and lessons.
* Third, AK designs instruments to see if and how many of the target groups are reached.
* Finally, AK will synthesize the work with the Theory of Change to see if outputs are carried out as anticipated, if program assumptions held true and differences made to target groups.

Deliverables:

1. A ToC summary of how the outputs and activities are linked to reaching target groups and population change.
2. Interim annual reports on implementation, from data supplied by partners.
3. Final report on qualitative and quantitative measures of program quality and design and population reached.

We recommend one trip per year from New York to meetings with partners and review progress, in addition to basic evaluation cost. Probably two senior evaluators to save time and divide interviews.

Timeline and Budget:

We estimate the following tasks and costs:

1. Attend kick-off meeting, make introductions, explain evaluation methodology, bring instruments for discussion and begin short version of Theory of Change to guide the evaluation as programs are implemented. (approx. 8 person days). Staff: one senior, one assistant.
2. Finalize design of instruments and ToC graphic, and assist each partner in how to use. (approx. 6 person days). Staff: one senior, one assistant.
3. Collect implementation data on programs and target groups reached (approx. 16 person days).
4. Interim and final report (approx. 10 person days).

Total person days: 40 days

The tasks requires the evaluators to attend at least three partner meetings, which by doing face-to-face in a day or two will save many days of long-distance back and forth.

It could be the first meeting, Oct 2016 in London; the third meeting, June 2017 in Lousada (during/after pilot courses); and the fifth meeting, June 2018 in Budapest (during/ after the European conference).

The senior evaluator requires a lower cost assistant to collect maximum data. We calculate using 300 EUs per day for the senior evaluator, Director of ActKnowledge and 200 EUs per day for a mid-level assistant experienced in evaluation and ToC as well.

In total 40 days for two years of an average of 250 euro, like 10.000 euro plus travel and subsistence costs for three visits in the 2-year period by 2 persons, like 3 visits x 2 persons of 1250, like 7.500 euro. In total 17.500 euro, where 75 pct, like 13.125 euro is covered as exceptional costs, and 25 pct, like 4.375 euro is own financing.

We see this offer by ActKnowledge as providing best value for money.

## 4. Risk handling

What are your plans for handling project risks (e.g. conflict resolution processes)?

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 to:

1. 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. Poor performance level, where partners make contributions to the content of products at an unacceptable level of quality.

It is our experience from other 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.

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 withdrawal of a project partner appears to be the only way out. This could happen, if one partner does not deliver crucial contributions to the project products and thus endangers the success of the whole project. If two repeated email reminders, and at least one bilateral talk will not improve the situation, a formal and fast action is required by a simple majority decision of the Steering Committee (the six project leaders), 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."

## 5. Indicators of achievement

Which activities and indicators of achievement (quantitative and qualitative) will you put in place in order to assess whether and to what extent, the project reaches its objectives and results?

Our assessment framework will include process as well as impact evaluation. The process evaluation is the least demanding part and it will be managed by the coordinator, while the more demanding impact evaluation will be designed, guided and reported by the external evaluator, ActKnowledge (see above section F).

As previously mentioned (see section E: Expected Results), the project outputs will fit one of two categories: material (survey results, curricula design, tests of training, pilot work, 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 practises in the engaged communities, primarily will be assessed as part of the impact evaluation, designed and guided by ActKnowledge.

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 baseline surveys in each partner country will 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 curriculum development and assessment framework will set out clear guidelines for levels of education and allow a validation of the developed key competences.

The external evaluator, ActKnowledge will in the start-up of the project in a dialogue with the partnership circle design the specific evaluation methodology and introduce the instruments and ToC graphic, 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 8 intellectual outputs, 6 multiplier events and 2 transnational training courses. First we mention the deliverables and then the indicators; we will use to access them with.

A) The 10 intellectual outputs include:

- O1: The communication Portal

- O2: Series of baselines surveys, National languages and English translations

- O3: Multilateral Baseline Report, five languages editions

- O4: Curricula frame, English ed.

- O5: Design and test curriculum for two Erasmus+ pilot courses, English ed.

- O6: Design and test series of national course curricula, National languages and English translations

- O7: Multilateral Curricula Compendium, five languages editions

- O8: Sustainable Erasmus+ courses, English ed.

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.

B) The 7 multiplier events:

- E1-E5: The five national 1-day conferences, March - April 2019

- E6: The European 2-day conference, June 2019 in Budapest

The indicators for process evaluation focuses on, whether the planned multiplier events have been completed on time with the agreed quality with reference to the Event descriptions, and within the allocated project budget - thus keeping the project on the track.

C) Transnational training activities:

- T1-T2: The two 5-days pilot Erasmus+ training courses, June 2017 in Lousada

The indicators for process evaluation focuses on, whether the planned training events have been produced on time with the agreed quality with reference to the described curriculum, and within the allocated project budget - thus keeping the project on the track.

## 6. PM and implementation

Please elaborate on the methodology you intend to apply in your project. Please also 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".

METHODOLOGY

The tasks of coordination, monitoring, evaluation and quality assurance are close connected in a well organised project.

The design of the work programme is primarily chronological, consisting of 8 work packages with Intellectual Outputs (O1 – O8) including 2 training events (as part of O5), two work packages with multiplier events (E1-E6), and 1 start-up package and 3 supporting transversal work packages (dissemination, evaluation and project management). The first three partner meetings function as bridges between the main project tasks, and the final fourth meeting functions as a bridge to sustainable activities after the end of the project.

The chronological flow of the work packages makes it easier to monitor the work progress, because the 11 chronological work packages correspond to the 11 main 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 with corresponding budget lines for each work package, and it 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 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 he will 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.

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 focuses 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 evaluation questionnaires and financial reporting templates at the conclusion of the wok 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.

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 ActKnowledge; and the external evaluator will make annual interim reports, and the final report on qualitative and quantitative measures of program quality and design, population reached and the short term and long term impact.

USE OF UNIT SUPPORT TO MANAGEMENT AND IMPLEMENTATION

During the application stage, Jan 2016, we made a Financial Agreements on how the needed work and extra costs of work packages without intellectual output must use this unit support:

WP 02: Communication Portal: The 25 pct of the exceptional costs to ICT-firm and extra programme.

WP 03: Series of field surveys: Extra costs for local travels and meetings with respondent groups.

WP 06: National pilot courses: At least 25 pct own financing of “exceptional support”

WP 07: Erasmus+ pilot courses: Extra costs for external speakers, culture features and excursions.

WP 11: European Conference: Extra support to external speakers and culture features.

WP 12: Dissemination, ongoing work and other costs for pr-materials, local visits to stakeholders, etc.

WP 13: Evaluation, own QA and evaluative feeds plus 25 pct. own financing of “exceptional support” to external evaluator

WP 01 & WP 14: The partners own management, while the extra unit support to the applicant will cover the extra task of overall management.

# V. impact and dissemination

## 1. Expected impact

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 (see below, section H.2.) as well as some intangible impact on values and attitudes in the local communities and public opinion.

TANGIBLE IMPACT ON DIRECT TARGET GROUPS

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

1. Our own organisations and network will to a high degree anchor the provision of regional / national courses for culture volunteers and managers in sparsely populated areas as well as with some derivative effects an enhanced course activity for volunteers and managers in other areas (embedding).

* provide alone or in network with neighbour partners at least 4 – 8 new courses per year.

1. Other voluntary culture associations in the partner countries will be aware of the pilot work and to some degree replicate the course provisions in their own practise (multiplication).

* provide 2 - 4 new courses per year in each partner country.

1. Voluntary culture associations in other EU countries will to some degree be aware of the development work and replicate the ready-to-use course packages (multiplication).

* Replicate and provide in average 1-2 courses per year in other countries.

TANGIBLE IMPACT ON INDIRECT TARGET GROUPS

We expect a varied mainstreaming for the indirect target groups after the end of the project:

1. Decision-makers in the municipalities gain more interest to support and cooperate with the local voluntary culture associations.
   * At least 3-4 new municipalities in the partner countries with sparsely populated areas will replicate the courses for the voluntary culture associations in their communities.
   * At least 1 new municipality in other EU countries will do the same.
2. Local culture institutions will give more priority to involve the culture associations and volunteers in their services to the local communities.
   * In 3-4 new municipalities in the partner countries, a section of the local culture institutions will pay the course fees to the new courses for their volunteers.
   * In at least 1 municipality in other EU countries, a section of the local culture institutions will do the same.
3. Other civil society associations will give higher priority to include culture as leverage of community bonding and civic participation and to cooperate with the voluntary culture associations.
   * At least in 3-4 municipalities in the partner countries, the voluntary social associations will pay course fees for their own volunteers to participate in the regional courses.
   * At least in 1-2 municipalities in other EU countries, the social associations will do the same.
4. 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 to and media coverage of the activities of the voluntary culture associations 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 other EU countries.
5. Research institutions related to the interdisciplinary subjects of rural development, voluntary culture and civil society capacity building will express interest of the results of the pilot work.
   * At least 2-3 new research project inspired by the project in the partner countries.
   * At least in average 1 new research project inspired by the project in other EU countries.

We expect in relation to the END-USERS (culture volunteers and managers) an increased self-consciousness of own competences and increased interest to be involved as high-skilled culture volunteers after the end of the project, from the volunteers themselves as well as from the voluntary organisations.

* At least a 8 pct increase of high-skilled volunteer staff in sparsely populated communities in the participating countries.
* At least in average a 4 pct increase of high-skilled volunteer staff in rural areas in other EU countries.

INTANGIBLE IMPACTS ON THE LOCAL COMMUNITIES AND PUBLIC OPINION

We expect some change of attitudes and values on:

1. Individual level (the course participants and their immediate environment):

* New learning perspective on their prior learning and own competences and skills.
* Enhanced awareness of the benefits of voluntary arts and culture for the local communities.

1. Organizational level (the voluntary arts and culture associations):

* Increased priority of competence development of key staff
* Increased community engagement and nsight in the societal benefits of the activities.

1. Stakeholder level:

* Some change of attitudes; where sustainable solutions to revive sparsely populated areas give higher priority to involve voluntary culture associations to secure more available arts and culture in the local communities.

ActKnowledge will help to provide these intangible impact evaluations.

## 2. Desired impact on levels

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

Culture associations in sparsely populated areas are the front-line for engaging the volunteers in the local community work. Without involvement at the local level, the volunteers cannot become resourceful volunteers in the cross-cultural activities in the local communities.

The most important stakeholders are the direct target groups of the local voluntary culture associations, because they are the main actors a) to recruit, train and support the culture volunteers, and b) to initiate collaboration with the other important local stakeholders / the 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 to involve citizens as culture volunteers in the local communities;
2. The public culture institutions in the local communities that may wish to involve citizens as volunteers in their art and culture services to the local communities;
3. Other civil society associations in the areas of social, humanitarian, and welfare activities, that may wish to engage citizens in cross-sector activities.
4. The local commerce associations, private businesses and local media that may support, sponsor and promote the new initiatives in the 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, 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 and Interior, which may support the initiative with legal and financial means.
2. The national associations and related knowledge centres of other civil society associations 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) and support and sponsor the new initiatives.
4. The national media and public service radio and TV channels that may see good stories and new public agendas in the new initiatives.
5. The research institutions with interdisciplinary subjects of rural development, voluntary associations and civil society capacity building may see new research issues to investigate with helpful 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 develop network 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 national organisations set up to promote cultural participation; IATA, the world body of amateur theatre; the Audiences Europe Network (AEN), The European Choral Association (ECA); The European Network of Cultural Centres (ENCC); and Culture Action Europe (CAE), that may promote the project to their member and thereby support the national level.

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 practises in the member states. Here the 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 rural development, adult education, culture, and volunteering, etc.

## 3. Measurement of impact

How will you measure the previously mentioned impacts?

Our assessments framework was presented above in section F1, and the Summary impact evaluation will as mentioned be designed, guided and reported by the external evaluator, ActKnowledge.

A number of quantitative indicators for tangible impact were described and the qualitative indicators for intangible impact were hinted above in section H.1, and the qualitative indicators for change of values and attitudes were also described above in section E. Results. The qualitative indicators will be finally clarified during the start-up in dialogue with ActKnowledge.

MEASUREMENT OF TANGIBLE IMPACT

The quantitative indicators refer to the tangible impact on the defined target groups, where we have mentioned a number of primarily quantitative indicators for the expected impact. The defined target groups can be divided as follows:

**1. The direct target groups**

1.1 Local and national level with 3 sub-groups:

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.

1.2 European level with 2 sub-groups:

a) European associations, where 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**

2.1. Local level with 4 sub-groups:

a) the culture and -leisure time departments of the municipalities,

b) the local public arts and culture institutions,

c) other voluntary social and welfare associations, and

d) local commerce associations, private businesses and media.

2.2 National level with 5 sub-groups:

a) political decision-makers in parties, parliament and government,

b) other national civil society associations,

c) Big businesses and corporations,

d) national media and public service radio and TV, and

e) research institutions.

2.3 European level with 2 sub-groups:

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 tangible impact on the targets groups at the end of the project, May – June 2018, with the following division of work:

- All partners measure the impact on the target groups in their own countries

- KSD measure impact in the other Nordic and Baltic countries

- MNT measure impact in the Balkan countries

- FAIE measure impact in Czech Republic, Slovakia and Austria

- ML measure impact in the other Latin countries: Spain, Italy and France.

- Interfolk measure impacts in Germany and the Benelux countries.

MEASUREMENT OF INTANGIBLE IMPACT

The qualitative indicators refer to possible change of attitudes among the primary direct and indirect target groups. It means target groups that lives in areas, where the voluntary culture associations did send participants to either the national or European pilot courses.

The qualitative indicators will be assesses at the end of the project by means of questionnaires and interviews with representative groups for the direct and indirect target groups.

ActKnowledge will be involved in the design of 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.

## 4. Definitions and Target groups

To whom will you disseminate the project results inside and outside your organisation? Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

DISSEMINATION PLAN – 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 is thereby also a process that 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 practice.
* "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, who have direct access to the end-users and may use the results in similar activities ("multiplication").
* The term "indirect" target groups refers to decision-makers and other multipliers, who only have indirect access to the end-users, but by political, economical and ideological support can help the direct target groups to improve their services to the end-users ("mainstreaming")
* The term "end-users" (long term beneficiaries) refers to the learners, who may benefit from the results, because they are incorporated in the practice of the learning providers (direct target groups), and supported by the decision-makers and other multipliers (indirect target groups), so the provision of the results to the learners is improved.

TARGET GROUPS

**The direct target groups** include learning providers - such as managers, board members, consultants, instructors, teachers, and other paid and voluntary learning facilitators - from the cross-cultural sector of amateur arts, voluntary culture and heritage that provide informal and non-formal cultural learning activities in the sparsely populated areas.

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 are other decision-makers, policy-makers, opinion-formers and funders that may support the activities with political, ideological and financial means.
2. The second groups include culture institutions in the local communities that can cooperate with the voluntary culture associations to provide arts and culture activities.
3. The third groups include other civil society associations or local NGO's in the areas of social, humanitarian, and welfare activities that may support varied forms of community bonding and civic and democratic participation.
4. The fourth groups include local commerce associations, other private businesses and local media, who may sponsor and promote the activities.
5. The fifth indirect target groups include research institutions related to the interdisciplinary subjects of rural development, voluntary associations and civil society capacity building, who may put focus on the topic and promote the key outcome

The end-users or long term beneficiaries are potential culture volunteers and managers of voluntary associations in sparsely populated areas,

1. first in the countries of the project partners and
2. secondly in other member states in the European Union.

## 5. Division of dissemination and partner expertise

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?

We have planned a transversal work package, entitled "Dissemination, whole period" (WP 12)

The objectives are

* To raise awareness of the project and its outcome among our target groups
* To transfer the results to own organisations and their networks (embedding to first direct target groups)
* To transfer the results to related organisations from the cross-sector of amateur arts, voluntary culture, and heritage (multiplication to second and third direct target groups),
* To achieve support from main decision-makers and other multipliers (mainstreaming to indirect target groups)

Collaboration:

Voluntary Arts (UK) is lead partner for the dissemination. All partners complete valorisation activities in their own countries. VA has extended responsibility for mainstreaming to European decision-makers and multipliers; and Interfolk has extended responsibility for dissemination to other European countries and trans-European organisations.

Expertise:

P1: 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.

P2: KSD (DK) is the national association for the local voluntary cultural councils that have been established in most of the Danish municipalities, and represent a total of approximately 528,000 individuals, which is a fairly significant part of the Danish cultural life. A major activity for KSD is to pro-vide information to its local member associations and to conduct national dissemination campaigns.

P3: Interfolk (DK) has wide experience with European projects, including tasks as lead partner for the 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.).

P4: MNT (HU) has more than one hundred member organisations in Hungary. MNT and its member organisations co-operate with local governments, labour offices, NGOs, VET institutions, universities and churches both locally and nationally. MNT has been a member of the European Association for the Education of Adults (EAEA) since 1992, and the president of MNT served as the elected president of the EAEA between 2002 and 2008.

P5: FAIE (PL) cooperates with several Third Age Universities and Craftsmen Associations in the Southern region of Poland. FAIE has participated in several European projects and runs the EURODESK Regional Information Point, and has a wide European network to third sector associations.

P6: Municipality of Lousada, Division of communication, heritage, culture, education and sport division (PT) has special opportunities to embed the results in the municipality and to multiplicate and mainstream the results to other Portuguese municipalities. Furthermore, ML has the last years prioritised European project cooperation and developed a strong European network and become partner in several EU multilateral projects.

VA and KSD are active founding members and Interfolk active member of Amateo, the European Network of national organisations set up to promote cultural participation (www.amateo.info). Amateo has currently 23 member organisations in 12 EU Member States, and Amateo has strong networks to several 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), that want to put culture at the heart of the public debate and decision-making at every level.

Resources:

The parties have signed a Financial Agreement, Feb 2016, regarding how the unit support to "project management and implementation" must be used for common tasks respectively for dissemination, evaluation and management as well as to cover a wide range of other costs during the project.

We have agreed that an amount of 60 euro of the monthly support of 250 euro per partner must be used for salary and other costs to implement the planned dissemination.

## 6. The dissemination plan – what, how and whom

What kind of dissemination activities do you intend to carry out and through which channels?

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 at least 5 electronic newsletters (news-mails). Special mail-lists for the planned target groups are made by all partners at the start-up of the project 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 present 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 two multilateral Reports (The baseline Survey and Curricula Compendium), all in English and the four other national languages 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. The electronic Reports will also be distributed to the public library systems of the participating countries, at least in Denmark. We may find extra funding or other financial means to print the reports in a minor edition (50 - 100 items per report) for distribution to main stakeholders and the library systems.
9. Wide range promotion of the new Erasmus+ training events after the end of the project via own channels and via the European network of voluntary arts that organises Erasmus+ training events (see http://www.erasmus-eva.eu).
10. Main valorisation in relation to the multiplier events in the final third phase, both before, during and as follow-up.
11. Focused exploitation initiatives, with personal meetings with main decision-makers, researchers and other multipliers during and especially at the final stage of the project.
12. Information at EPALE, the multilingual open virtual European community for adult learning, funded by the European Commission.

PROGRESS OF DISSEMINATION

During the start of 1st project phase: Provide Baseline and Communication Portal, Sept 2016 – April 2017, 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 (O1), and the results of the series of baseline surveys (O2) and the Baseline Report, five languages ed. (O3) are used to valorise the relevance of the project, and first articles in own and other media are published.

During 2nd phase: Development Work, April 2017 – Jan 2018, we elaborate the e-mail lists, update the Communication Portal, distribute 2nd and 3rd news-mails, use to a high degree social media,, and continued to inform about the project progress at own and other meetings and contexts, and new articles in own and other media are published.

* Here the national pilot courses (O5) and the Erasmus+ pilot courses (O6) are announced and exploited, and the Curricula Frame (O4) and the Curricula Compendium (O7) are disseminated.

During 3rd phase: Valorise the results, Dec 2017 - Aug 2018, we distribute 4th and 5th news-mails, up-date the Communication Portal, use the social media, make presentations at own and other events, establish contacts to decision-makers and other multipliers, and provide new articles in own and other media.

* Here we also promote the Erasmus+ training course, planned to take place after the end of the project, disseminate the five national conferences and the concluding European conference, and establish contacts to decision-makers and other multipliers, also at European level.

## 7. Free access

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 are surveys, curricula and course programmes and the final Curricula Compendia, provided in the form of E-publications.

Most of the other deliverables - presented in section E: Expected results - such as Minutes from partner meetings, dissemination products as leaflets, news-mails, articles and presentations, evaluation reports, programme of transnational training events 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 as well as from the project site at EPALE, the Erasmus+ dissemination platform.

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.

## 8. Free availability

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 - as mentioned below in section H.3: Sustainability - to disseminate follow-up activities by using the project portal and EPALE, the Erasmus+ dissemination platform, 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 project portal, at EPALE, at own web-sites 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 other organisations, using our means of dissemination to the wider European community.

## 9. Extra information

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

No other information.

## 10. Sustainability

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

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 provision of national / regional training courses for culture volunteers and managers being active in sparsely populated areas in their organisations ordinary practice; and at least some partners will continue with integrated pilot work and design of new courses in the field.
2. Multiplication: Neighbour organisations and network from the participating countries will learn from the good examples and start to either incorporate similar course activities or collaborate with the partner organisations to provide common courses for a wider group of participants. 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 initiatives, and start to provide similar courses 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 after the end of the project to secure sustainability will be

1. Continued provision of upgraded versions of the regional / national courses for culture volunteers and managers with activities in sparsely populated areas by project partners (embedding).
2. Collaboration with other associations from the cross-cultural sector of amateur arts, voluntary culture and heritage to provide upgraded regional /national courses to other groups and areas in the participating countries (embedding and multiplication).
3. Provision by the project partners of new Erasmus+ training events to a wider European audience with focus on different aspects of the project issues and its practical application (multiplication).
4. Dissemination of the continued course activities and upstart of new pilot works in other areas, using the Communication Portal and other means of dissemination to the wider European community.
5. Continued exploitation activities to decision-makers and other multipliers to gain financial and legal support, media promotion and new research initiatives regarding the issues of the project (mainstreaming).
6. Support and counselling from the partner organisations to neighbour organisations in other European countries that intend to start similarly course activities for volunteers and voluntary associations in their sparsely populated areas (multiplication).
7. Further development work with the interrelated course services and local pilot by some of the project partners.

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 and fifth activity can be continued by some minor own financing and can be seen as an investment to gain extra promotion of the project issues and the involved organisations.
* The 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.

# VI. Activity plans

Please provide detailed information about the activities that your project will organise and elaborate on the methods you intend to use.

## Task plan, v1 from application

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Application form /Chronological model** | | | **Period: Sept 2016 - Aug 2018 (24 months)** | | |
| **WP**  **no** | | **Work Package titles** | **Period** | **Intellectual Output (IO) Partner Meeting (M)**  **Training events (T)**  **Multiplier event (E)**  **Exceptional costs (X)**  **Man. and implement (I)** | **Lead**  **partners** |
| **FIRST PHASE: PROVIDE PORTAL AND BASELINE** | | |  |  |  |
| 1 | Start-up, essential plans and management | | Sept – Oct 2016 | I- support | P1, VA |
|  | First partner meeting in London, UK | | Oct 2016 | M-support | P1, VA |
| 2 | Knowledge portal – share and support pilot work | | Nov 2016 – Aug 2018 | IO-1: Portal  X1: Exceptional costs | P1, VA |
| 3 | Need analysis, series of local surveys | | Nov 2016 – Jan 2017 | IO-2: survey | P2, KSD |
| 4 | Survey Report, five languages PDF-editions | | Jan – April 2017 | IO-3: Report | P2, KSD |
| **SECOND PHASE: PILOT WORK** | | |  |  |  |
|  | Second partner meeting in Copenhagen, DK | | April 2017 | M-support | P2, KSD |
| 5 | Develop curricula for culture boosters | | March - May 2017 | IO-4: Curricula | P3, IF |
| 6 | Test national pilot 2-day /weekend courses | | May – Sept 2017 | IO-5: National pilot course  X2: Exceptional costs | P5, FAIE |
| 7 | Test Erasmus one 5-day pilot course in Lousada | | May – Oct 2017 | IO-6: Erasmus+ courses  T1-T2: Training events | P6, ML |
|  | Third partner meeting in Lousada, PT (after course) | | Oct 2017 | M-support | P6, ML |
| 8 | Curricula Compendia, five language PDF-editions | | Oct 2017 - Jan 2018 | IO-7: Curricula Report | P3, IF |
| 9 | Plan & announce Erasmus+ courses (after project) | | Nov 2017 - Feb 2018 | IO-8: Erasmus programme | P1, VA |
| **THIRD PHASE: VALORISE THE RESULTS** | | |  |  |  |
| 10 | Complete five national conferences, Mar-April 2018 | | Jan - April 2018 | E1-5: national conferences | P5, FAIE |
| 11 | European conference, June 2018 in Budapest | | Feb - June 2018 | E6: European Conference | P4, MNT |
|  | Fifth 2-day partner meeting in Budapest (after conf) | | June 2018 | M-support | P4, MNT |
| **WHOLE PERIOD: TRANSVERSAL WORK** | | |  |  |  |
| 12 | Dissemination ex portal | | Oct 2016 – Aug 2018 | I-support | P1, VA |
| 13 | Impact evaluation, whole period (external expert) | | Sept 2016 - Aug 2019 | X3: Exceptional costs +  I-support | TOC |
| 14 | Project Management, whole period | | Sept 2016 - Aug 2018 | I-support | P1, VA |

## Task plan, v2 – 30-12-2016

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Application form /Chronological model** | | | **Period: Sept 2016 - Aug 2018 (24 months)** | | | |
| **WP**  **no** | | **Work Package titles** | **Period**  **V1** | **Period**  **V2** | **Intellectual Output (IO) Partner Meeting (M)**  **Training events (T)**  **Multiplier event (E)**  **Exceptional costs (X)**  **Man. and implement (I)** | **Lead**  **partners** |
| **FIRST PHASE: PROVIDE PORTAL AND BASELINE** | | |  |  |  |  |
| 1 | Start-up, essential plans and management | | Sept – Oct 2016 | Sept – Oct 2016 | I- support | P1, VA |
|  | First partner meeting in London, UK | | Oct 2016 | 31 Oct – 1 Nov 2016 | M-support | P1, VA |
| 2 | Knowledge portal – share and support pilot work | | Nov 2016 – Aug 2018 | Dec 2016 – Aug 2018 | IO-1: Portal  X1: Exceptional costs | P1, VA |
| 3 | Need analysis, series of local surveys | | Nov 2016 – Jan 2017 | Jan 2016 –  medio Mar 2017 | IO-2: survey | P2, KSD |
| 4 | Survey Report, five languages PDF-editions | | Jan – April  2017 | Medio Mar – May 2017 | IO-3: Report | P2, KSD |
| **SECOND PHASE: PILOT WORK** | | |  |  |  |  |
|  | Second partner meeting in Copenhagen, DK | | April 2017 | 19 – 20 April  2017 | M-support | P2, KSD |
| 5 | Develop curricula for culture boosters | | March - May 2017 | June  2017 | IO-4: Curricula | P3, IF |
| 6 | Test national pilot 2-day /weekend courses | | May – Sept 2017 | June – Sept 2017 | IO-5: National pilot course  X2: Exceptional costs | P5, FAIE |
| 7 | Test Erasmus one 5-day pilot course in Lousada | | May – Oct 2017 | June – Oct 2017 | IO-6: Erasmus+ courses  T1-T2: Training events | P6, ML |
|  | Third partner meeting in Lousada, PT (after course) | | Oct 2017 |  | M-support | P6, ML |
| 8 | Curricula Compendia, five language PDF-editions | | Oct 2017 - Jan 2018 |  | IO-7: Curricula Report | P3, IF |
| 9 | Plan & announce Erasmus+ courses (after project) | | Nov 2017 - Feb 2018 |  | IO-8: Erasmus programme | P4, MNT |
| **THIRD PHASE: VALORISE THE RESULTS** | | |  |  |  |  |
| 10 | Complete five national conferences, Mar-April 2018 | | Jan - April 2018 |  | E1-5: national conferences | P5, FAIE |
| 11 | European conference, June 2018 in Budapest | | Feb - June 2018 |  | E6: European Conference | P4, MNT |
|  | Fifth 2-day partner meeting in Budapest (after conf) | | June 2018 |  | M-support | P4, MNT |
| **WHOLE PERIOD: TRANSVERSAL WORK** | | |  |  |  |  |
| 12 | Dissemination ex portal | | Oct 2016 – Aug 2018 |  | I-support | P1, VA |
| 13 | Impact evaluation, whole period (external expert) | | Sept 2016 - Aug 2019 |  | X3: Exceptional costs +  I-support | TOC |
| 14 | Project Management, whole period | | Sept 2016 - Aug 2018 |  | I-support | P1, VA |

## FIRST PHASE: PROVIDE PORTAL AND BASELINE, Sept 2016 – May 2017

### WP 01: Start-up, essential plans and management, Sept – Oct 2016

#### Lead partner:

P1, VAN

#### Period

#### Title

#### Output Description

#### Key activities

#### Media

#### Languages

#### Budget

### M1: First partner meeting in Birmingham, 31 Oct – 1 Nov 2017

#### Lead partner:

P1, VAN

#### Time and place:

31 Oct – 1 Nov 2017 in Birmingham, UK

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Transnational Project Meeting, unit support** | | **Number of participants** | **Distance**  **band \*** | **Unit support** | **Distribution to partnership** | | | | | | |
| **P1, VAN** | **P2, KSD** | **P3,**  **IF** | **P4, MNT** | **P5, FAIE** | **P6, ML** | **Total** |
| First meeting in Birmingham | |  |  |  |  |  |  |  |  |  |  |
|  | P1, VAN | 1 | 100 - 1999 km | 575 | 575 |  |  |  |  |  |  |
|  | P1, VAN | 1 | <= 100 km | 0 | 0 |  |  |  |  |  |  |
|  | P2, KSD | 1 | 100- 1999 km | 575 |  | 575 |  |  |  |  |  |
|  | P3, IF | 1 | 100 - 1999 km | 575 |  |  | 575 |  |  |  |  |
|  | P4, MNT | 2 | 100 - 1999 km | 575 |  |  |  | 1150 |  |  |  |
|  | P5, FAIE | 2 | 100 - 1999 km | 575 |  |  |  |  | 1150 |  |  |
|  | P6, ML | 2 | 101 - 1999 km | 575 |  |  |  |  |  | 1150 |  |
|  | Total first meeting |  |  |  | 575 | 575 | 575 | 1150 | 1150 | 1150 | 5.175 |

### WP 02: Knowledge portal – share & support pilot work, Dec 2016 – Aug 2018 / O1 + X1

#### Lead partner:

P1, VAN

#### Period

From 01-10-2016

to 31-08-2018

#### Title

O1 - Knowledge portal

#### Output description

The overall aim is to provide a web-based Communication Portal with desk research and other supporting information about the issues of the project as well as presentations of the project’s pilot work and outputs to the virtual audiences.

The project will include two main types of research:

* First, field research provided in the need analysis in WP 02: Series of local need analysis and WP 03: Publishing of the multilateral baseline report as well as follow-up field research as essential parts of WP 13: Evaluation of the impact of the project, that will be framed, guided and reported by the external evaluator, ActKnowledge.
* Secondly, desk research of new political tendencies, new primary research, exemplary pilot work and new funding possibilities related to the project issues in the wider European communities, provided at WP 02: The Communication Portal.

The Portal will not only provide information about the field research during the project, and the supplementing desk research on the state of art in the field. It will also have additional functions to support the sustainable long term goals of the project.

The web-portal will consists of six main functions:

1. Provision of essential Desk research regarding
   1. New culture policy trends in EU and the member states with relevance for the project issue.
   2. New research results and perspectives with relevance for the project issue.
   3. The state of art in the wider European sector of amateur arts, voluntary arts and heritage with reference to the project issues, sharing good practise and pilot work on a wider European scale.
2. An innovative observatory (dialogue forum), where everyone can consult the documents, network, 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;
3. 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.
4. 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.
5. 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.
6. 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.

#### Key activities

The design, refinement and on-going updates will take place from the start of the project, Oct 2016 – Aug 2018 (months 2 - 24).

The key activities are

1. The lead partner, VA will design and develop the website and update it throughout the project life-cycle.
2. All partners will discuss and validate the initial design of the website contents and format, test the functionality of the website and provide recommendations for improvements.
3. P1: VA will coordinate the needed information for the Portal, in close collaborating with P3: IF and P6: ML and by ongoing dialogue with the other partners.
4. P1: VA and P3: IF 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. P6: ML and P5: FAIE 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. P2: KSD and P4: MNT will be responsible for managing the innovative observatory and dialogue forum for exchange of ideas and new practises.
7. P1: VA 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.
8. P4: MNT and P3: IF 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.

#### Media

Website – Image – Database - Interactive Resource – Merchandising – Publications – Video - Social Media

#### Languages

English, Danish, Hungarian, Polish, Portuguese

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **O1** | Communication portal | **Number of work days** | | | | | | | | | | | | |
| **P1, VAN** | | **P2, KSD** | | **P3, IF** | | **P4, MNT** | | **P5, FAIE** | | **P6, ML** | | **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 |  |
| Number of work days | | 20 | 15 | 11 | 4 | 15 | 5 | 11 | 4 | 11 | 4 | 11 | 4 | **115** |
| Total per category, euro | | 4.280 | 2.430 | 2.651 | 760 | 3.615 | 950 | 814 | 220 | 814 | 220 | 1.507 | 408 |  |
| Total per partner | | 6.710 | | 3.411 | | 4.565 | | 1.034 | | 1.034 | | 1.915 | | **18.669** |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title** | **Sprcification of costs** | **Total costs** | **75 pct by EU** | **25 pct own financing** | **Distribution to partnership - EURO** | | | | | | |
| **P1, VAN** | **P2, KSD** | **P3,**  **IF** | **P4, MNT** | **P5, FAIE** | **P6, ML** | **Total** |
| Portal | ICTsubcontractor  web firm, estimate | 3.000 | 2.250 | 750 | 2.250 |  |  |  |  |  | 2.250 |

### WP 03: Need analysis, series of local surveys, Jan 2016 – medio Mar 2017 / O2

#### Lead partner:

P2, KSD

#### Title

O2 - Mapping essential competences of culture volunteers in sparsely populated areas

#### Time schedules

|  |  |  |  |
| --- | --- | --- | --- |
| **Versions** | **Start** | **End** | **Length of period** |
| Schedule from application, v1 | 01-10-2016 | 31-01-2017 | 3 months |
| Adjusted schedule, v2 | 01.01.2017 | 20.03.2017 | 2½ months |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities** | **Deadlines** |
| 1 | P2, KSD  - P3, IF  - all | The lead partner, KSD and the supporting partner, Interfolk outline the common research methodology (common questionnaire and interview guide) | 15.01.2017 |
| 2 | All | The partners and the external evaluator, ActKnowledge give feedback on the proposals | 20.01.2017 |
| 3 | P2, KSD  - P3, IF | The final questionnaire and interview guide is distributed to the partners | 25.01.2017 |
| 4 | All  (ex IF) | Each partner plans their specific research strategy, providing field research in different areas of the cross-cultural sector | 01.02.2017 |
| 5 | All  (ex IF) | All partners complete the surveys, analyses the data and deliver feeds to the common survey, including recommendations for the succeeding development work | 05.03.2017 |
| 6 | All  (ex IF) | All partners present the survey in English to secure common dialogue on the results and recommendations for the subsequent development work. | 15.03.2017 |
| 7 | P2, KSD  - P3, IF  - all | The lead partner collects and summarises the main needs and key recommendations and present it to the partners to get an initial feedback | 20.03.2017 |
|  | All | The partners give an initial feedback before the editor starts to prepare the outline of the multilateral report | 25.03.2017 |
| 8 | All | Evaluate the work packages / process evaluation | 25.03.2017 |

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **O2** | Mapping  key cvompetences | **Number of work days and salary levels** | | | | | | | | | | | | |
| **P1, VAN** | | **P2, KSD** | | **P3, IF** | | **P4, MNT** | | **P5, FAIE** | | **P6, ML** | | **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 |  |
| Support per day, euro | | 214 | 162 | 241 | 190 | 241 | 190 | 74 | 55 | 74 | 55 | 137 | 102 |  |
| Number of work days | | 11 | 2 | 19 | 4 | 11 | 4 | 11 | 4 | 11 | 4 | 11 | 4 | **96** |
| Total per category, euro | | 2.354 | 324 | 4.579 | 760 | 2.651 | 760 | 814 | 220 | 814 | 220 | 1.507 | 408 |  |
| Total per partner | | 2.678 | | 5.339 | | 3.411 | | 1.034 | | 1.034 | | 1.915 | | **15.411** |  | 814 | 220 | 1.507 | 408 | **15.411** |

#### Output description

The overall aim of the multilateral field survey is to clarify the baseline as well as to find examples of best practise or state of the art of the currently practice in the cross-cultural sector of amateur arts, voluntary culture and heritage on how they engage and train culture volunteers in sparsely populated areas to provide cross-disciplinary arts and culture opportunities for the local communities with an added value for civic participation, community bonding and local identity.

Hereby the subsequent development work and related impact evaluation get a baseline to start with, a clearer picture of the applied competences and refined guidelines for improvement. 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 series of baseline surveys 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 valorisation process.

The planned field research will address a number of areas to inform project development actions. Some of the areas to be addressed are:

1. The essential competence profiles and key skills of currently engaged culture volunteers in sparsely populated areas with added value for civic participation and community bonding.
2. The needed learning opportunities tailored to provide extra competences to the culture volunteers in the local communities.
3. The best ways of outreach and delivery to engage active citizens as volunteer staff.
4. The needed know-how and abilities of the learning providers from associations in this cross-cultural sector to involve these valuable groups as volunteers.
5. The assessment framework suitable to facilitate the measurement of attainment of the main objectives.

This list of topics is only indicative of the type of questions that the research will address. The final research framework will outline all the topics and issues to be examined, and it will also be designed in cooperation with the external evaluators from ActKnowledge.

Specification of output:

1) Presentation of the applied research methodology, combining qualitative and quantitative data.

2) Presentation of the field surveys in five countries with representative groups of learning providers, cultural volunteers, and stakeholders in own organisations and network.

The five surveys target the following respondent groups:

a) 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 5 countries, each with 3-5 respondents

- Questionnaires in 5 countries, each with 25-30 respondents

Total: 140 – 175.

b) Learners (active members who to some degree already are/or can be engaged as volunteer staff in the sector of cross-cultural activities):

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

- Questionnaires in 5 countries, each with 25-30 respondents

Total: 140 – 175.

c) Stakeholders (representatives from organisations for seniors, , departments of culture and leisure time in the related municipalities, arts and culture institutions in the involved municipalities, other civil society associations working in the areas of social, humanitarian and welfare activities, and local commerce associations, private businesses and media):

- Qualitative interviews in 6 countries, each with 3-5 respondents

- Questionnaires in 6 countries, each with 25-30 respondents

Total: 140 – 175.

In total: Approx 500 respondents

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.

#### Key activities

The planning, completion and reporting of the field surveys will take place in Oct 2016 – Jan 2017 (months 2 - 5).

The key activities are

1. The lead partner, KSD and the supporting partner, Interfolk outline in dialogue with the partners and the external evaluator, ActKnowledge the common research methodology to document the baseline and validate the benchmarks of best practise.
2. Each partner plans their specific research strategy, providing field research in different areas of the cross-cultural sector and for different subgroups of culture volunteers (the division of different areas and groups to examine will be clarified in the partnership).
3. All partners complete the surveys and deliver feeds to the common survey, including recommendations for the succeeding development work. All partners will present the survey outcome in own language and translate it into English to secure common dialogue on the results and recommendations for the subsequent development work.
4. The lead partner collects and summarises the data for the succeeding Survey report to clarify the needs and means to overcome the gaps between the current and desired status.

The individual research reports will be available on the project website in the national languages 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 can in edited form also be used for articles in own magazines and online articles at own websites.

#### Media

Dataset - Text File – Publications – Internet - Social Media

#### Languages

English, Danish, Hungarian, Polish, Portuguese

### WP 04: Survey Report, five languages PDF-editions, Medio Mar – May 2017 / O3

#### Lead partner:

P2, KSD

#### Title

O3 - Multilateral Competence Report, five languages

#### Time schedules

|  |  |  |  |
| --- | --- | --- | --- |
| **Versions** | **Start** | **End** | **Length of period** |
| Schedule from application, v1 | 01-02-2017 | 30-04-2017 | 3 months |
| Adjusted schedule, v2 | 20.03.2017 | 31.05.2017 | 2½ months |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities** | **Deadlines** |
| 1 | P2, KSD  - P3, IF | The lead partner, KSD (DK) prepares as editor the outline of the report and provides guidelines for the presentations of the national surveys. | 01.04.2017 |
| 2 | All | The partners present summaries of their field research according to the common guidelines. Approx. 5-8 pages in national language, and then translated to English. (before second partner meeting, 19 – 20 April in Copenhagen) | 15.04.2017 |
| 3 | P2, KSD  - P3, IF | The editor, KSD 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. | 25.04.2017 |
| 4 | All | The partners will be engaged in a shared dialogue on refinements of the draft editions of the English master report. | 01.05.2017 |
| 5 | VA | VA will proof-read the English manuscript and send to the partners | 07.05.2017 |
| 6 | P2, KSD | KSD prepares the layout of the English master edition using the visual identity of the project, and this layout will be used in the other four languages editions. | 15.05.2017 |
| 7 | All  (ex VA) | All partners (except the UK partner) translate the English master edition to their national languages (DK, HU, PL and PT), | 25.05.2017 |
| 8 | All  (ex VA) | The partners adjust the common layout, complete proof-reads, and publish the reports in own languages as PDF-publications | 01.06.2017 |
| 9 | All | Evaluate the work packages / process evaluation | 01.06.2017 |

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **O3** | **Competence report,**  **five languages** | **Number of work days and salary levels** | | | | | | | | | | | | |
| **P1, VAN** | | **P2, KSD** | | **P3, IF** | | **P4, MNT** | | **P5, FAIE** | | **P6, ML** | | **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 |  |
| Support per day, euro | | 214 | 162 | 241 | 190 | 241 | 190 | 74 | 55 | 74 | 55 | 137 | 102 |  |
| Number of work days | | 7 | 0 | 19 | 4 | 4 | 0 | 8 | 4 | 8 | 4 | 8 | 4 | **70** |
| Total per category, euro | | 1.498 | - | 4.579 | 760 | 964 | - | 592 | 220 | 592 | 220 | 1.096 | 408 |  |
| Total per partner | | 1.498 | | 5.339 | | 964 | | 812 | | 812 | | 1.504 | | **10.929** |  | 814 | 220 | 1.507 | 408 | **15.411** |

#### Output Description

The overall aim is to present the results of the series of field research in a multilateral baseline report, stating the competence baseline as well as the state of art examples and providing common guidelines for the subsequent development work.

The Report will present the series of field research with this possible outline:

1. Foreword on background and aims for the series of five local field surveys (1-2 page)
2. Introduction of used methodology and variations of local approaches (4-5 pages)
3. Presentations of the five field surveys (5 x 6 pages, 30 pages)
4. Outline essentials of competence profiles, needs for learning opportunities, means of outreach to culture volunteers as well as the needed capacities of the voluntary associations to provide outreach and tailored training and support, and to apply the appropriate assessment framework (15 pages)
5. Concluding perspectives on common needs and challenges and recommendations on how to initiate new pilot work in the field (4-6 pages)

The text of the multilateral report will be approx. 55 – 60 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 Research Report will be published in the five partner languages: English, Danish, Hungarian, Polish and Portuguese. The five 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.

#### Key activities

The editing, proof-reads, layout and virtual publishing of the English master edition and subsequent translation, proof-reads, layout and virtual publishing of the other four language editions (DK, HU, PL and PT) will take place in Jan – April 2017 (months 5 - 8).

The key activities are:

1. The lead partner, KSD (DK) prepares as editor the outline of the report and provides guidelines for the presentations of the national surveys.
2. The partners present summaries of their field research according to the common guidelines. Approx. 5-8 pages in national language, and then translated to English.
3. The editor, KSD 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.
4. The partners will be engaged in a shared dialogue on refinements of the draft editions of the English master report.
5. VA will proof-read the manuscript, and KSD 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 four languages editions.
6. All partners (except the UK partner) translate the English master edition to their national languages (DK, HU, PL and PT), adjust the common layout, complete proof-reads, and publish the reports as PDF-publications

#### Media

Book – Internet - Social Media

#### Languages

English, Danish, Hungarian, Polish, Portuguese

## SECOND PHASE: PILOT WORK, June 2017 – Feb 2018

### M2: Second partner meeting in Copenhagen, 19 – 20 April 2017

#### Lead partner:

P2, KSD

#### Time and place

Second partner meeting in Copenhagen, Wednesday – Thursday, 19 – 20 April 2017

#### Languages

English

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Transnational Project Meeting, unit support** | | **Number of participants** | **Distance band \*** | **Unit support** | **Distribution to partnership** | | | | | | |
| **P1, VAN** | **P2, KSD** | **P3,**  **IF** | **P4, MNT** | **P5, FAIE** | **P6, ML** | **Total** |
|  | P1, VAN | 2 | 100 - 1999 km | 575 | 1150 |  |  |  |  |  |  |
|  | P2, KSD | 0 | 100- 1999 km | 575 |  | 0 |  |  |  |  |  |
|  | P3, IF | 1 | 100 - 1999 km | 575 |  |  | 575 |  |  |  |  |
|  | P4, MNT | 2 | 100 - 1999 km | 575 |  |  |  | 1150 |  |  |  |
|  | P5, FAIE | 2 | 100 - 1999 km | 575 |  |  |  |  | 1150 |  |  |
|  | P6, ML | 2 | >= 2000 km | 760 |  |  |  |  |  | 1520 |  |
|  | Total second meeting |  |  |  | 1150 | 0 | 575 | 1150 | 1150 | 1520 | 5.545 |

### WP 05: Develop curricula for culture boosters, June 2017 / O4

#### Lead partner:

P3, IF

#### Title

O4 - Integrated curricula for culture volunteers and managers in sparsely populated areas

#### Time schedules

|  |  |  |  |
| --- | --- | --- | --- |
| **Versions** | **Start** | **End** | **Length of period** |
| Schedule from application, v1 | 01-03-2017 | 31-05-2017 | 3 months |
| Adjusted schedule, v2 | 15.05.2017 | 30.06.2017 | 1½ months |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Who** | **Key activities** | **Deadlines** |
| 1 | P3, IF  - ActKn | The lead partner, IF outlines the curricula frame, with support from the external evaluator, ActKnowledge regarding the assessment framework. | 20.05.2017 |
| 2 | All | The partners will be engaged in a shared dialogue on refinements of the draft Curricula frame | 25.05.2017 |
| 3 | P3, IF | IF present draft curricula compendium, English ed. | 05.06.2017 |
| 4 | All | The partners gives feedback | 10.06.2017 |
| 5 | P3, IF | IF prepare the final English Master edition | 15.06.2017 |
| 6 | P1, VA | VA proof-reads the manuscript | 20.06.2017 |
| 7 | P3, IF | IF prepares the layout of the English edition using the visual identity of the project, and publish the reports as a PDF-publication. | 30.06.2017 |
| 8 | All | Evaluate the work packages / process evaluation | 30.06.2017 |

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **O4** | **Develop curricula** | **Number of work days and salary levels** | | | | | | | | | | | | |
| **P1, VAN** | | **P2, KSD** | | **P3, IF** | | **P4, MNT** | | **P5, FAIE** | | **P6, ML** | | **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 |  |
| Support per day, euro | | 214 | 162 | 241 | 190 | 241 | 190 | 74 | 55 | 74 | 55 | 137 | 102 |  |
| Number of work days | | 4 | 0 | 4 | 0 | 13 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | **33** |
| Total per category, euro | | 856 | - | 964 | - | 3.133 | - | 296 | - | 296 | - | 548 | - |  |
| Total per partner | | 856 | | 964 | | 3.133 | | 296 | | 296 | | 548 | | **6.093** |  | 814 | 220 | 1.507 | 408 | **15.411** |

#### Output Description

The overall aim is to develop an integrated curriculum for the essential competences and skills for respectively culture volunteers and culture managers proving enlivening arts and culture opportunities in sparsely populated communities with an added value for civic and democratic participation and community bonding.

This integrated curriculum will be designed with reference to the key findings of the previous base-line survey and it will present the needed key competences and skills, the pedagogical methodology and the validation and certification methods.

The curriculum planning will presuppose that the recruited culture volunteers (and the culture managers) already lifelong as prior learning have developed transversal skills or key competences, especially "social and civic competences", "sense of initiative and entrepreneurship", and "cultural awareness and expression”. The aim is to meet and further develop these key competences by engaging and training motivated citizens in sparsely populated communities to become culture volunteers with support from staff within established voluntary culture associations.

Curriculum:

The curriculum will address the key elements of culture volunteering in sparsely populated areas, seen from respectively the perspective of managers in arts and culture associations and from senior citizens that wish to be or already are engaged as culture volunteers.

**The curriculum for the culture volunteers includes:**

* Self insight and validation of own prior learning and lifelong developed transversal skills and key competences, especially the “learning to learn”, "social and civic competences", "sense of initiative and entrepreneurship" and "cultural awareness and expression”.
* Insight knowledge and shared experiences of the current challenges to make our marginal areas more attractive for residents and businesses, and the possibilities of arts and culture to help to revive the villages and remote areas.
* Insight knowledge and shared experiences of the cross-cultural sector of amateur arts, voluntary culture and heritage and their activities in sparsely populated areas.
* Insight knowledge and shared experiences of other local stakeholders that may support and/or be part of the cross-culture activities in the local communities.
* High level skills in planning, management and monitoring of culture activities and events with an added value for civic participation and community bonding.
* Enhanced social skills in varied community contexts with different audience groups in the local municipalities.
* Enhanced communication skills and use of a variety of dissemination channels in the local communities.

**The curriculum for culture managers in the third sector includes:**

* Insight knowledge and shared experiences of the prior learning and developed transversal skills and key competences among citizens in the sparsely populated areas and their potentials as culture volunteers.
* Insight knowledge and shared experiences of the current challenges to make our marginal areas more attractive for residents and businesses, and the possibilities of arts and culture to help to revive the villages and remote areas.
* High level knowledge and skills on how to plan, manage and monitor voluntary culture activities and events in sparsely populated areas with an added value for civic participation and community bonding.
* High level knowledge and skills on how to provide innovative ways of outreach and new high quality learning opportunities tailored to active citizens to become resourceful volunteers.
* High level knowledge and skills on how to provide appropriate guidance and delivery of support to the engaged culture volunteers.
* High level knowledge and skills on how to apply the assessment framework to document and validate the practise of the organisations and their voluntary staff to provide enlivening arts and culture opportunities in the communities with an added value for civic and democratic participation.

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”).

#### Key activities

The design, dialogue and provision of the integrated curricula frame will take place in March – May 2017 (months 7 - 9).

The key activities are

1. The lead partner, IF outlines the curricula frame, with support from the external evaluator, ActKnowledge regarding the assessment framework.
2. The partners will be engaged in a shared dialogue on refinements of the draft Curricula frame.
3. VA proof-reads the manuscript.
4. IF prepares the layout of the English edition using the visual identity of the project, and publish the reports as a PDF-publication.

The presentation of Curricula can have the possible outline:

1. Foreword on common background and aims for the Curricula plan (1 page).
2. Introduction of the integrated curricula with reference to the key findings of the baseline surveys (4-6 pages).
3. Presentations of the Curricula frame (10 pages).
4. Presentation of pedagogical approaches (2 – 3 pages).
5. Presentation of the assessments framework, including methods a) to recognise the prior learning of recruited volunteers, b) to validate the outcome of the training courses, and c) to evaluate the succeeding work as culture volunteers in varied contexts (4-6 pages).
6. Presentation of possible certification methods of the courses (2-3 pages).

The text of the curricula frame will be approx. 25 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. The colophon will also acknowledge the European Union’s support.

The English Curricula Frame can function as a reference and guide to the project teams and their main stakeholders for the subsequent development work; and it will be available on the project portal.

The essentials of the Curricula Frame can also be used for articles in own magazines and online articles at own websites.

#### Media

Publications – Internet - Social Media

#### Languages

English

### WP 06: Test national pilot 2-day /weekend courses, Sept 2017 / O5 + X2

#### Lead partner:

P5, FAIE

#### Period

from 01-05-2017

to 15-09-2017

#### Title

O5 - Design and test series of national pilot courses

#### Output Description

The overall aim is to design and test two series of national pilot courses for respectively culture volunteers and culture managers in each of the five partner countries.

The preliminary frame of the courses is 2-day non-residential courses. Number of trainees and trainers for each course are respectively 16 and 4.

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.

The course planning will presuppose that the recruited volunteers (and the culture managers) already by prior learning have developed transversal skills or key competences, especially “learning to learn”, "social and civic competences", "sense of initiative and entrepreneurship", and "cultural awareness and expression”.

The aim is to apply these key competences and add new skills to organise enlivening arts and culture opportunities in the local communities with an added value for civic and democratic participation, community bonding and local identity.

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 course programme **for culture volunteers** include

* Session with validation of own competence profile using the premade online tools.
* Lecture on the current challenges to make our marginal areas more attractive.
* Lecture on the cross-cultural sector of amateur arts, voluntary culture and heritage and their activities in sparsely populated areas, including cooperation with other local stakeholders.
* Lecture on the essentials of using culture activities to create added value for civic participation, community bonding and local identity.
* Lecture on communications in varied community contexts and the possible dissemination channels.
* Workshops and pair work on case studies / own experiences and presentations in plenum.
* Course evaluations and validation of own learning outcome.

On completion of the course, the culture volunteers will be able to

* Recognise and validate their prior learning and articulate their key competence profile and its relevance for working as culture volunteer.
* Interpret and understand the main activities in the cross-cultural sector of voluntary culture associations and the interactions with main stakeholders in the local communities.
* Explore issues related to local culture activities and civic participation and community bonding.
* Apply the team-leading skills necessary to plan, implement and communicate cross-culture activities within a local community context.

The essential of the course programme **for culture managers** in the voluntary associations include

* Lecture on the current challenges to apply voluntary culture initiatives to make our marginal areas more attractive.
* Lecture on the presupposed key competences and skills that characterises culture volunteers in sparsely populated areas.
* Lecture on the cooperation with other local stakeholders that may support and/or be part of the cross-culture activities in the local communities.
* Lecture on innovative ways of outreach and appropriate guidance and delivery of support to the engaged culture volunteers.
* Introduction and sessions on how to document and validate the practise of the organisations and their voluntary staff with focus on the added value for civic participation, community bonding and local identity.
* Workshops and pair work on case studies / own experiences and presentations in plenum.
* Course evaluations and validation of own learning outcome.

On completion of the course, the culture managers will be able to

* Recognise and validate the needed key competences and skills for being a successful culture volunteer in sparsely populated communities.
* Interpret and understand the main challenges to make our marginal areas more attractive and how voluntary culture can make a difference.
* Explore issues related to local culture activities with an added value for civic and democratic participation, community bonding and local identity.
* Apply efficient ways of outreach and appropriate guidance and delivery of support to the engaged culture volunteers.

#### Key activities

The design, recruitment, completion and evaluation of the series of short training courses will take place in May – Sept 2017 (months 9 - 13).

The key activities are

1. With reference to the developed Curricula frames, pedagogical form and certification, and the methods for validation of the learning outcome, provided in the previous IO-4, the lead partner, P6: FAIE outlines the common course frame and each partner detail plan their course programmes.
2. The partners translate the essentials of the course programme to English and send it to the lead partner, FAIE and the other partners to get proposals for refinements and possible adjustments, so the essential curriculum and pedagogical approach follows the previous decided methodology.
3. The partners announce the course programmes and recruit the two groups of participants, respectively 16 culture volunteers, who to some degree already are/or can be engaged as volunteer staff in the sector of cross-cultural activities, and the 16 managers and other lead staff from the cross-cultural sector of amateur arts, voluntary culture and heritage.
4. The partners complete and test the two training courses in each partner country and provide a comprehensive evaluation using the assessment framework developed in the previous IO-4. The evaluation reports are made in the national language and then translated to English to secure a common multilateral evaluation of the courses.

After the delivery of the courses as training activities, the formative training packages will be enhanced and if needed corrected, so they become available in tested and optimized versions, including simple and easy-to-use online tools for validation of personal competence profile and online questionnaires for course evaluations. The formative training packages will be available in all partners’ languages as well as 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.

#### Media

Event - Paper Brochures - Text File – Video – Broadcast – Internet - Social Media

#### Languages

English, Danish, Hungarian, Polish, Portuguese

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **O4** | **Develop curricula** | **Number of work days and salary levels** | | | | | | | | | | | | |
| **P1, VAN** | | **P2, KSD** | | **P3, IF** | | **P4, MNT** | | **P5, FAIE** | | **P6, ML** | | **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 |  |
| Support per day, euro | | 214 | 162 | 241 | 190 | 241 | 190 | 74 | 55 | 74 | 55 | 137 | 102 |  |
| Number of work days | | 21 | 2 | 17 | 2 | 13 | 0 | 22 | 2 | 24 | 2 | 22 | 2 | **129** |
| Total per category, euro | | 4.494 | 324 | 4.097 | 380 | 3.133 | - | 1.628 | 110 | 1.776 | 110 | 3.014 | 204 |  |
| Total per partner | | 4.818 | | 4.477 | | 3.133 | | 1.738 | | 1.886 | | 3.218 | | **19.270** |  | 814 | 220 | 1.507 | 408 | **15.411** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| National pilot courses \* | **Total costs** | **75 pct by EU** | **25 pct own financing** | **Distribution to partnership - EURO** | | | | | | |
| **P1, VAN** | **P2, KSD** | **P3,**  **IF** | **P4, MNT** | **P5, FAIE** | **P6, ML** | **Total** |
| in UK | 3.660 | 2.745 | 915 | 2.745 |  |  |  |  |  |  |
| in DK | 3.660 | 2.745 | 915 |  | 2.745 | 0 |  |  |  |  |
| in HU | 3.660 | 2.745 | 915 |  |  |  | 2.745 |  |  |  |
| in PL | 3.660 | 2.745 | 915 |  |  |  |  | 2.745 |  |  |
| in PT | 3.660 | 2.745 | 915 |  |  |  |  |  | 2.745 |  |
| Total | 18.300 | 13.725 | 4.575 |  |  |  |  |  |  | 13.725 |
| \* Cost per course:  Rent of venue and ICT: 2 courses x 2 days of 150 euro, like 600 euro.  Catering: 2 courses x 20 persons x 2 days of 25 euro, like 2000 euro.  External speakers, Fees and travel: 2 of 375 euro, like 750 euro.  Cultural feature: 1 feature of 310 euro.  In total for exceptional costs: 3660 euro – with 75 pct support, like 2745 euro | | | | | | | | | | |

### WP 07: Test 5-day Erasmus pilot course in Lousada, Oct 2017 / O6 + T1-2

#### Lead partner:

P6, ML

#### Period

From 01-05-2017

to 31-10-2017

#### Title

O6 - Develop and test two Erasmus+ pilot courses

#### Output Description

The overall aim is to design and test the curricula for two 5-days pilot Erasmus+ training courses for respectively management staff and culture volunteers from the voluntary culture associations, with activities in sparsely populated areas.

The two residential 5-days courses are planned as parallel courses with some common lectures, plenary meetings and joint cultural activities. The working language is English.

The number of trainees is 20 for each course, with 4 participants from each of the five partner countries. The number of trainers is 5 for each course.

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 programmes.

Sites visits to cultural activities in the Municipality of Lousada will help the participants to

experience “best practice” within the areas of focus.

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. As mentioned later in section F3: How torecognise/validate the learning outcome for participants, we expect to use the online LEVEL5-system, developed by GINGO, and to help the participants to use the EUROPASS CV.

Curriculum:

The curriculum of the two courses will address the key elements of culture volunteering, seen from respectively the perspective of managers in arts and culture associations and from active citizens that wish to be or already are engaged as culture volunteers.

The curriculum for the culture volunteers includes:

* Self insight and validation of own lifelong developed transversal skills and key competences, especially the “learning to learn”, "social and civic competences", "sense of initiative and entrepreneurship" and "cultural awareness and expression”.
* Insight knowledge and shared experiences of the current challenges to make our marginal areas more attractive for residents and businesses, and the possibilities of arts and culture to help to revive the villages and remote areas.
* Insight knowledge and shared experiences of the cross-cultural sector of amateur arts, voluntary culture and heritage and their activities in sparsely populated areas in different European contexts.
* Insight knowledge and shared experiences of other local stakeholders that may support and/or be part of the cross-culture activities in the local communities in different European contexts.
* High level skills in planning, management and monitoring of culture activities and eventswith an added value for civic participation, community bonding and local identity.
* Enhanced social skills in varied community contexts with different audience groups in the local municipalities.
* Enhanced communication skills and use of a variety of dissemination channels in the local communities.

The curriculum for culture managers in the third sector includes:

* Insight knowledge and shared experiences of the prior learning and developed transversal skills and key competences among many citizens in the sparsely populated areas and their potentials as culture volunteers.
* Insight knowledge and shared experiences of the current challenges to make our marginal areas more attractive for residents and businesses, and the possibilities of arts and culture to help to revive the villages and remote areas.
* High level knowledge and skills on how to plan, manage and monitor voluntary culture activities and events in sparsely populated areas with an added value for civic participation and community bonding.
* High level knowledge and skills on how to provide innovative ways of outreach and new high quality learning opportunities tailored to active citizens to become resourceful volunteers in cross-cultural activities in the local communities.
* High level knowledge and skills on how to provide appropriate guidance and delivery of support to the engaged culture volunteers.
* High level knowledge and skills on how to apply the assessment framework to document and validate the practise of the organisations and their voluntary staff to provide enlivening arts and culture opportunities in the communities with an added value for civic and democratic participation.

#### Key activities

The design, recruitment, completion and evaluation of the two Erasmus+ pilot courses are scheduled to May – Oct 2017 (months 9 - 14), and the two courses take place in the Municipality of Lousada, PT in Oct 2017 (month 14).

The key activities are:

1. With reference to the developed Curricula frames, pedagogical form and certification, and the methods for validation of the learning outcome, provided in the previous IO-4, the lead partner, P7: ML design in dialogue with supporting partner P2: IF (DK) and the other partners the course programmes.
2. The partners announce the course programmes in their national and European network and the teams from the five partner countries find and enrol 4 trainees (from own as well as other countries) to each course, latest 3 weeks before course start.
3. The Lead partner are course leader, and each partner selects 1 trainer/teacher/workshop leader per course to the course leader group, and prepare agreed presentations and other tasks.
4. The course leader group provides with support from the external evaluator ActKnowledge a comprehensive evaluation using the assessment framework previous developed. The course evaluation and validation of the participants learning outcome will especially assess, if the expected learning outcome mentioned below has been reached.

On completion of the course, we expect the culture volunteers will be able to

* Recognise and validate their prior learning and articulate their key competence profile and its relevance for working as culture volunteer.
* Interpret and understand the main activities in the cross-cultural sector of voluntary culture associations and the interactions with main stakeholders in the local communities.
* Explore issues related to local culture activities and civic participation and community bonding
* Apply the team-leading skills necessary to plan, implement and communicate cross-culture activities within a local community context.

On completion of the course, we expect the culture managers will be able to

* Recognise and validate the needed key competences and skills for being a successful culture volunteer in sparsely populated communities.
* Interpret and understand the main challenges to make our marginal areas more attractive and how voluntary culture can make a difference.
* Explore issues related to local culture activities with an added value for civic and democratic participation, community bonding and local identity.
* Apply efficient ways of outreach and appropriate guidance and delivery of support to the engaged culture volunteers

The evaluation is used to refine the curriculum and programme frame as feeds for the succeeding provision of the Curricula Compendium as well as the provision of sustainable Erasmus+ training courses on the topic after the end of the project.

#### Media

Event - Paper Brochures - Text File – Video – Broadcast – Internet - Social Media

#### Languages

English

#### Extra info / added value (application, page 70)

We will as part of IO-6 design and test the curricula for two 5-days pilot Erasmus+ training courses for respectively management staff and culture volunteers from the voluntary culture associations, with activities in sparsely populated.

The two Erasmus+ pilot courses will place in the Municipality of Lousada, PT in Oct 2017 (month 14).

The two residential 5-days courses are planned as parallel courses with some common lectures, plenary meetings and joint cultural activities.

The number of trainees is 20 for each course, with 4 participants from each of the five partner countries. The number of trainers is 5 for each course. The working language is English.

After the testing of the courses, the learning providers (the project consortium) deliver a comprehensive evaluation using the assessment framework developed in the previous IO. 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 in the subsequent provision of the Curricula Compendia (IO-7).

The added value are on the long term that the evaluations can be used for the planning of enhanced and sustainable Erasmus+ training events after the conclusion of the project, including at least two Erasmus+ training sessions (with two parallel courses) in the autumn 2018 and the spring 2019 that can be announced ultimo Nov 2017 in good time before the deadline for the Erasmus mobility applications, primo February 2018, 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 after the conclusion of the project.

#### Extra info / project description (application, page 71-72)

Fields: Adult Education

Activity Type: Two parallel short-term joint staff training events (5-day ourses)

No. of Participants: 25 per course

Activity Description:

First course: 5-days Erasmus+ pilot course for culture volunteers working in voluntary culture associations in sparsely populated areas

Second course: 5-days Erasmus+ pilot course for managers and other lead staff from the voluntary culture associations with activities in sparsely populated areas

The development, completion and evaluation of these two Erasmus+ pilot course are scheduled to June – Oct 2018 (months 22 - 26). P6, ML is lead partner and plan in dialogue with the partners the programme with reference to the developed Curricula frame, pedagogical form and certification, and the methods for validation of the learning outcome, provided in the previous IO-4.

The overall aim is to test the curricula for two 5-days pilot Erasmus+ training course for respectively culture volunteers and management staff in voluntary culture associations on how to organise enlivening arts and culture opportunities in the local communities with an added value for civic participation, community bonding and local identity.

The essentials of form, content and evaluation is described in IO-6: Design and test curriculum for two Erasmus+ pilot courses. To summaries, we can mentioned that

1. The pedagogical form will be based on participatory and activity-based methods.
2. The curriculum will address the key elements of culture volunteering, seen from the perspective of volunteers in arts, culture and heritage associations.
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 developed with support from ActKnowledge will be applied to evaluate the course.

The course materials will include

* The Baseline Report, English ed. (delivered in IO-3)
* The curriculum frame, English ed. (delivered in IO-4)
* Links to desk research, policy documents, and state of the art tendencies - presented at the
* Communication Portal (delivered in IO-1)

The number of trainees per course is 20, with 4 participants from each of the five partner countries. Each partner country sends 1 representative to the course leader group (to work as speakers, teachers, workshop leaders, moderators or excursions guides). The working language is English.

The two courses will have some common lectures, plenum meetings and joint cultural activities; and we will focus on how to enhance the synergy by having two parallel courses with interrelated groups of participants.

The programme, back-ground articles, power-points and other presentation materials, reports from the plenary debates and workshops and photographic evidence will be uploaded to the project’s communication portal, allowing its board outreach.

#### Methods for validation of course outcome (see application page 73)

Please also describe the arrangements for recognition or validation of the learning outcomes of the participants in learning, teachingor 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 at the second partner meeting in Copenhagen, April 2017, when we evaluate the key findings of the baseline surveys (IO-3) and outline the Curricula frame (IO-4).

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.

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **O6** | **Test two Erasmus+ courses in PT** | **Number of work days and salary levels** | | | | | | | | | | | | |
| **P1, VAN** | | **P2, KSD** | | **P3, IF** | | **P4, MNT** | | **P5, FAIE** | | **P6, ML** | | **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 |  |
| Support per day, euro | | 214 | 162 | 241 | 190 | 241 | 190 | 74 | 55 | 74 | 55 | 137 | 102 |  |
| Number of work days | | 22 | 0 | 22 | 0 | 25 | 0 | 23 | 0 | 23 | 0 | 23 | 4 | **142** |
| Total per category, euro | | 4.708 | - | 5.302 | - | 6.025 | - | 1.702 | - | 1.702 | - | 3.151 | 408 |  |
| Total per partner | | 4.708 | | 5.302 | | 6.025 | | 1.702 | | 1.702 | | 3.559 | | **22.998** |  | 814 | 220 | 1.507 | 408 | **15.411** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **two courses**  **in Portugal** | | | **Travel support** | | | |  | **Individual support /subsistence** | | | |  | **Total support to partners** | | | | | | |
| **Parti-cip.** | **Distance band \*** | **Unit supp** | **Total support** |  | **Parti-**  **Cip.** | **Days** | **Unit support** | **Total support** |  |
|  |  | **P1, VAN** | **P2, KSD** | **P3, IF** | **P4, MNT** | **P5, FAIE** | **P6, ML** | **Total** |
| culture volunteers | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | P1, VAN | | 4 | 100 - 1999 km | 275 | **1.100** |  | 4+1 | 5 | 100 | **2500** |  | 3.600 |  |  |  |  |  |  |
|  | P2, KSD | | 3 | >= 2000 km | 360 | **1.080** |  | 3 | 5 | 100 | **1500** |  |  | 2.580 |  |  |  |  |  |
|  | P3, IF | | 1 | >= 2000 km | 360 | **360** |  | 1+1 | 5 | 100 | **1000** |  |  |  | 1.360 |  |  |  |  |
|  | P4, MNT | | 4 | >= 2000 km | 360 | **1.440** |  | 4+1 | 5 | 100 | **2500** |  |  |  |  | 3.940 |  |  |  |
|  | P5, FAIE | | 4 | >= 2000 km | 360 | **1.440** |  | 4+1 | 5 | 100 | **2500** |  |  |  |  |  | 3.940 |  |  |
|  | P6, ML | | 3 | <= 100 km | 0 | **-** |  | 3+1 | 5 | 100 | **2000** |  |  |  |  |  |  | 2.000 |  |
|  | P6, ML | | 1 | 100 - 1999 km | 275 | **275** |  | 1 | 5 | 100 | **500** |  |  |  |  |  |  | 775 |  |
|  | **Total 1st course** | | **20** |  |  | **5.695** |  | **25** |  |  | **12.500** |  | **3.600** | **2.580** | **1.360** | **3.940** | **3.940** | **2.775** | **18.195** |
| Managers | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | P1, VAN | 4 | 100 - 1999 km | 275 | 1.100 |  | 4+1 | 5 | 100 | 2500 |  | 3.600 |  |  |  |  |  |  |
|  | | P2, KSD | 3 | 100- 1999 km | 360 | 1.080 |  | 3+1 | 5 | 100 | 2000 |  |  | 3.080 |  |  |  |  |  |
|  | | P3, IF | 1 | 100 - 1999 km | 360 | 360 |  | 1 | 5 | 100 | 500 |  |  |  | 860 |  |  |  |  |
|  | | P4, MNT | 4 | 100 - 1999 km | 360 | 1.440 |  | 4+1 | 5 | 100 | 2500 |  |  |  |  | 3.940 |  |  |  |
|  | | P5, FAIE | 4 | 100 - 1999 km | 360 | 1.440 |  | 4+1 | 5 | 100 | 2500 |  |  |  |  |  | 3.940 |  |  |
|  | | P6, ML | 2 | <= 100 km | 0 | - |  | 2+1 | 5 | 100 | 1500 |  |  |  |  |  |  | 1.500 |  |
|  | | P6, ML | 2 | 100 - 1999 km | 275 | 550 |  | 2 | 5 | 100 | 1000 |  |  |  |  |  |  | 1.550 |  |
|  | | Total 2nd course | **20** |  |  | **5.970** |  | **25** |  |  | **12.500** |  | **3.600** | **3.080** | **860** | **3.940** | **3.940** | **3.050** | **18.470** |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total two courses** | | |  |  |  | **11.665** |  | **50** |  |  | **25.000** |  | **7.200** | **5.660** | **2.220** | **7.880** | **7.880** | **5.825** | **36.665** |

### M3: Third partner meeting in Lousada, PT (after course)

#### Lead partner:

P1, VAN

#### Time and place

October 2017 in Lousada, PT

#### Languages

English

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Transnational Project Meeting, unit support** | | **Number of participants** | **Distance band \*** | **Unit support** | **Distribution to partnership** | | | | | | |
| **P1, VAN** | **P2, KSD** | **P3, IF** | **P4, MNT** | **P5, FAIE** | **P6, ML** | **Total** |
| Third meeting in Lousada | |  |  |  |  |  |  |  |  |  |  |
|  | P1, VAN | 2 | 100 - 1999 km | 575 | 1150 |  |  |  |  |  |  |
|  | P2, KSD | 1 | >= 2000 km | 760 |  | 760 |  |  |  |  |  |
|  | P3, IF | 1 | >= 2000 km | 760 |  |  | 760 |  |  |  |  |
|  | P4, MNT | 2 | >= 2000 km | 760 |  |  |  | 1520 |  |  |  |
|  | P5, FAIE | 2 | >= 2000 km | 760 |  |  |  |  | 1520 |  |  |
|  | P6, ML | 2 | <= 100 km | 0 |  |  |  |  |  | 0 |  |
|  | Total third meeting |  |  |  | 1150 | 760 | 760 | 1520 | 1520 | 0 | 5.710 |

### WP 08: Curricula Compendia, five language PDF-editions, Oct 2017 – Jan 2018 / O7

#### Lead partner:

P3, IF

#### Period

From 01-10-2017

to 31-01-2018

#### Title

O7 - Multilateral Curricula Compendium, five languages

#### Output Description

The overall aim is to publish a curricula compendium presenting the used curricula and validations and certification methods for training courses with focus on how to use the new methodology to engage culture volunteers to organise enlivening arts and culture opportunities in the local communities with an added value for civic participation, community bonding and local identity.

The Curricula Compendium may have this possible outline:

1. Foreword on common background and aims for new training courses in the field (1 page)
2. Introduction of used methodology with reference to the key findings of the initial baseline Report (IO-3), the developed curricula frame (IO-4), the test of the national courses (IO-5) and the tests the Erasmus+ pilot courses IO-6). All these intellectual outputs have to varied degrees provided feeds to the final design of the Curriculum (5-8 pages).
3. Presentations of the essential curriculum and its variations in the two main type of training for respectively senior culture volunteers and culture managers and the priorities and levels for short 2-3 days national courses and 5-days European courses (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 (6 pages).
6. Concluding perspectives on common needs and challenges and recommendations on how to initiate new training courses for culture volunteers and the managers in voluntary culture associations that in sparsely populated areas (5 pages).

The text of the multilateral report will be approx. 50 standard pages (like 2400 characters per page, 40 lines of 60 characters). The illustrations will include a series of exemplary photos from the training sessions during the project.

The Curricula Compendium will be published in the five partner languages: English, Danish, Hungarian, Polish and Portuguese.

The five 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.

#### Key activities

The editing, proof-reads, layout and virtual publishing of the English master edition and subsequent translation, proof-reads, layout and virtual publishing of the other four language editions (DK, HU, PL and PT) will take place in **Oct 2017 - Jan 2018** (months 14 - 17).

The key activities are:

1. Interfolk (DK) prepares as editor the draft manuscript.
2. The partners will be engaged in a shared dialogue on refinements of the draft editions of the English master edition.
3. VA will proof-read the final manuscript.
4. Interfolk 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 four languages editions.
5. All partners (except the UK partner) translate the English master edition to their national languages (DK, HU, PL and PT) and adjust the common layout and complete proof-reads and publish the reports as PDF-publications.

#### Media

Book – Internet - Social Media

#### Languages

English, Danish, Hungarian, Polish, Portuguese

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **O7** | **Curricula Compendium, five languages** | **Number of work days and salary levels** | | | | | | | | | | | | |
| **P1, VAN** | | **P2, KSD** | | **P3, IF** | | **P4, MNT** | | **P5, FAIE** | | **P6, ML** | | **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 |  |
| Support per day, euro | | 214 | 162 | 241 | 190 | 241 | 190 | 74 | 55 | 74 | 55 | 137 | 102 |  |
| Number of work days | | 7 | 3 | 3 | 6 | 21 | 2 | 3 | 6 | 3 | 6 | 3 | 6 | **69** |
| Total per category, euro | | 1.498 | 486 | 723 | 1.140 | 5.061 | 380 | 222 | 330 | 222 | 330 | 411 | 612 |  |
| Total per partner | | 1.984 | | 1.863 | | 5.441 | | 552 | | 552 | | 1.023 | | **11.415** |  | 814 | 220 | 1.507 | 408 | **15.411** |

### WP 09: Plan and announce Erasmus courses (after project), Nov 2017 – Feb 2018 /O8

#### Lead partner:

P4, MNT

#### Period

From 01-11-2017

to 28-02-2018

#### Title

O8 - Sustainable Erasmus+ training events (after project)

#### Output Description

The overall aim is to design and promote standard 5-days Erasmus+ training courses for respectively managers and other lead staff from the voluntary culture associations and culture volunteers, and thereby reaching out to new European audiences hitherto not addressed after the conclusion of the project.

The two sessions of parallel 5-days Erasmus+ courses are preliminary planned to take place after the end of the project, in the autumn 2018 and spring 2019 in respectively Lousada, PT and Askov, DK.

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 curriculum of the two parallel courses will as the pilot courses address the key elements of culture volunteering in sparsely populated areas, seen from respectively the perspective of managers in arts and culture associations and from active citizens that wish to be or already are engaged as culture volunteers.

The curriculum for the culture volunteers as well as for the culture managers in the third sector will include the same main elements as the pilot Erasmus+ course, mentioned previously in IO-6.

However, due to the lessons learned from the pilot Erasmus+ courses, the curriculum may be adjusted, and we will especially focus on how to enhance the synergy by having two parallel courses with interrelated groups of participants.

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 much interest to participate in European training events. The pilot Grundtvig courses, June 2011 in Ljubljana during the former LOAC project, the ART-AGE seminar in Utrecht, April 2014, and the two pilot Grundtvig courses in Nova Gorica, June 2015 during the GUIDE project indicated the value of such cross-border training events and the high interest in 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 that must apply each year primo February for an amount of mobilities to their staff to use from August to July in the succeeding period, 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 a guidance service on preparing the applications to organisations that wish to exploit the possibilities. We have thus included a minor guidance service in Dec 2017 – Jan 2018 to the associations in the European sector of voluntary arts, culture and heritage to improve the chances of the new Erasmus+ courses to be realised after the conclusion of the project.

#### Key activities

The design and promotion of sustainable Erasmus+ training events will take place in Nov 2017 – Feb 2018 (month 15 - 18) in good time before the deadline of the Erasmus mobility applications, primo February 2018.

The key activities are:

1. The lead partner, MNT outlines the curriculum, pedagogical form, validation and certification methods as well as the time and place of one session in the autumn 2018 and another in the spring 2019, with two parallel 5-day Erasmus+ courses in each session for respectively culture volunteers and managers in voluntary culture associations.
2. The partners will be engaged in a shared dialogue on refinements of the course programmes, including appointments of the course leaders, teachers and speakers.
3. The lead partner publish the final Erasmus+ course programmes primo Dec 2017, including links to the shared guidance service for preparing applications, and the partners share responsibility for a wide and efficient dissemination to their national and European network.
4. A minor project team shares the tasks of providing guidance service (help desk) in Dec 2017 – Jan 2018 for associations in the European sector of amateur arts, voluntary culture and heritage that intends to apply for mobility grants, primo February 2018.
5. The project team will make follow-up dissemination of the new Erasmus+ courses during the remaining project period.

#### Media

Paper Brochures - Text File – Internet - Social Media

#### Languages

English

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **O8** | **Plan and announce Erasmus+ courses** | **Number of work days and salary levels** | | | | | | | | | | | | |
| **P1, VAN** | | **P2, KSD** | | **P3, IF** | | **P4, MNT** | | **P5, FAIE** | | **P6, ML** | | **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 |  |
| Support per day, euro | | 214 | 162 | 241 | 190 | 241 | 190 | 74 | 55 | 74 | 55 | 137 | 102 |  |
| Number of work days | | 11 | 0 | 6 | 0 | 11 | 0 | 12 | 0 | 6 | 0 | 6 | 0 | **52** |
| Total per category, euro | | 2.354 | - | 1.446 | - | 2.651 | - | 888 | - | 444 | - | 822 | - |  |
| Total per partner | | 2.354 | | 1.446 | | 2.651 | | 888 | | 444 | | 822 | | **8.605** |  | 814 | 220 | 1.507 | 408 | **15.411** |

## THIRD PHASE: VALORISE THE RESULTS, Jan – June 2018

### WP 10: Complete five national conferences, Mar-April 2018 / E1-E5

#### Lead partner:

All partners

#### Period

From 01-01-2018

to 30-04-2018

#### Title

E1 – E5: Five National Conferences in Liverpool, Copenhagen, Budapest, Krakow, Lousada

#### Output Description

This 1-day national conference will take place primo April 2018 (month 20) in the five partner countries

The preparation, promotion, completions, evaluation and follow-up of the conference will take place in Jan – April 2018 (month 17 - 20). VA will organise the event.

The aim is to valorise the key outcome of the project to the main target groups in the partner countries in a sustainable manner.

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

1) The direct target groups, i.e. learning providers (leaders, board members, consultants, and other paid and voluntary learning facilitators) from the voluntary associations in the cross-cultural sector of amateur arts, voluntary culture and heritage on the British Isles.

2) The indirect target groups, including

1. The public culture institutions;
2. The cultural/leisure time departments in the Municipalities;
3. Representatives from other civil society associations or local NGO's in the areas of social, humanitarian, and welfare activities;
4. Private stakeholders from the local commerce associations, other private businesses and local media;
5. Research institutions of culture and education related to the interdisciplinary subjects of rural development, voluntary culture and civil society capacity building;
6. Other appropriate decision-makers and multipliers.

Expected number of participants per conference: At least 75.

NB: We only apply for support to 40 local and 2 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.

The projects' methodologies and main results will be presented. Key speakers from relevant areas to the project will be invited to deliver talks on core issues and reviews of the project.

* A foreign key speaker from the project consortium will also 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 be part of the programme.
* The lead partner for the series of national conferences, FAIE (PL) will with support from the external evaluator, ActKnowledge design a brief questionnaire in English. It will be filled-in by the attendees at the national conference.
* VA will summarise the result of the British questionnaires and collate other feedback from stakeholders to secure the needed evaluative feedback to the project consortium.
* The lectures, plenary 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.

#### Intellectual Output covered

* Multilateral Competence Report, five languages
* Multilateral Curricula Compendium, five languages
* Sustainable Erasmus+ training events (after project)
* Knowledge portal

#### Languages

English, Danish, Hungarian, Polish, Portuguese

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Act no** | **National conferences** | **Partners** | **local particip** | **foreign particip** | **EURO per local participant** | **EURO per foreign participant** | **Distribution to partnership - EURO** | | | | | | |
| **P1, VAN** | **P2, KSD** | **P3,**  **IF** | **P4, MNT** | **P5, FAIE** | **P6,**  **ML** | **Total** |
| E1 | in UK | P1, VA | 40 | 2 | 100 | 200 | 4.400 |  |  |  |  |  |  |
| E2 | in DK | P2, KSD | 30 | 1 | 100 | 200 |  | 3.200 |  |  |  |  |  |
| E2 | P3, IF | 10 | 1 | 100 | 200 |  |  | 1.200 |  |  |  |  |
| E3 | in HU | P4, MNT | 40 | 2 | 100 | 200 |  |  |  | 4.400 |  |  |  |
| E4 | in PL | P5, FAIE | 40 | 2 | 100 | 200 |  |  |  |  | 4.400 |  |  |
| E5 | in ML | P6, ML | 40 | 2 | 100 | 200 |  |  |  |  |  | 4.400 |  |
|  | **Total** |  |  |  |  |  |  |  |  |  |  |  | **22.000** |

### WP 11: European conference, June 2018 in Budapest / E6

#### Lead partner:

P4, MNT

#### Period

From 01-02-2018

to 30-06-2018

#### Title

E6 - Complete European conference in Budapest

#### Output Description

This 2-day European conference will take place June 2018 (month 22) in Budapest. The preparation, promotion, completion and evaluation of the conference will take place in Feb - June 2018 (month 18 - 22).

P4, MNT is lead partner. The Partnership shares responsibility for preparing and completing the 2-day conference. Representatives, teachers and educators from all partners will prepare presentations and take part as conference and workshop leaders. The conference language will be English, and we will not include interpreting services in the programme.

The aim is to valorise the key outcome of the project to main European target groups, especially to other countries than the countries of the project partners and to trans-European associations, thereby reaching out to European audiences hitherto not addressed.

The dissemination of the European conference will reach-out to:

1. The direct target groups, i.e. learning providers (leaders, board members, consultants, and other paid and voluntary learning facilitators) from the voluntary associations in the cross-cultural sector of amateur arts, voluntary culture and heritage in the European communities.
2. The indirect target groups, especially representatives from the public culture institutions and cultural/leisure time departments in the Municipalities; representatives from other civil society associations or local NGO's in the areas of social, humanitarian, and welfare activities; private stakeholders from the local commerce associations, other private businesses and local media; research institutions of culture and education related to the interdisciplinary subjects of rural development, voluntary culture and civil society capacity building; and to other appropriate decision-makers and multipliers from the European communities.
3. Representatives of the European Parliament, European Commission, UNESCO, and other relevant European institutions will receive personal invitations to attend this event.

Expected number of participants: At least 75.

NB: We only apply for support to 30 foreign and 20 national participants due to the limit of 30.000 euro to multiplier events per project. We include a minor conference fee as well as own financing using parts of the unit support to “project management and implementation” to keep the budget.

The projects' methodologies and main results will be presented. Representatives from the project consortium will present key issues of the project, and function as workshop leaders, moderators and reporters.

Key speakers from relevant areas to the project will be invited to deliver talks on core issues and reviews of the project. A plenary session with round table debate as well as two sessions with parallel workshops on main issues will be part of the programme.

The lead partner, MNT will with support from the external evaluator, ActKnowledge design a brief questionnaire in English, which will be filled-in by the attendees at the end of the conference. MNT will summarise the result of the questionnaires and collate other feedback from stakeholders to secure evaluative feedback to the project consortium.

The lectures, plenary debates and selected workshops will be video recorded and broadcasts live, and later uploaded to the project’s communication portal together with articles, power-points and other presentation materials from the conference.

#### Intellectual Outputs Covered

* Multilateral Competence Report, five languages
* Multilateral Curricula Compendium, five languages
* Sustainable Erasmus+ training events (after project)
* Knowledge portal

#### Languages

English

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Act**  **no** | | **Activity** | **Partners** | **local particip** | **foreign particip** | **EURO per local particip** | **EURO per foreign particip** | **Distribution to partnership - EURO** | | | | | | | |
| **P1, VAN** | **P2, KSD** | **P3, IF** | **P4, MNT** | **P5, FAIE** | **P6, ML** | | **Total** |
| E6 | European conference in HU | | P1, VA | 0 | 6 | 100 | 200 | 1.200 |  |  |  |  |  |  | |
| P2, KSD | 0 | 3 | 100 | 200 |  | 600 |  |  |  |  |  | |
| P3, IF | 0 | 3 | 100 | 200 |  |  | 600 |  |  |  |  | |
| P4, MNT | 20 | 6 | 100 | 200 |  |  |  | 3.200 |  |  |  | |
| P5, FAIE | 0 | 6 | 100 | 200 |  |  |  |  | 1.200 |  |  | |
| P6, ML | 0 | 6 | 100 | 200 |  |  |  |  |  | 1.200 |  | |
|  | **Total** | |  | **20** | **30** |  |  | **1.200** | **600** | **600** | **3.200** | **1.200** | **1.200** | **8.000** | |

### P4: Fourth partner meeting in Budapest (after conf)

#### Lead partner:

P1, VAN

#### Time and place

June 2018 in Budapest, HU

#### Languages

English

#### Budget

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Transnational Project Meeting, unit support** | | **Number of participants** | **Distance band \*** | **Unit**  **support** | **Distribution to partnership** | | | | | | |
| **P1, VAN** | **P2, KSD** | **P3, IF** | **P4, MNT** | **P5, FAIE** | **P6, ML** | **Total** |
|  | P1, VAN | 2 | 100 - 1999 km | 575 | 1150 |  |  |  |  |  |  |
|  | P2, KSD | 1 | 100- 1999 km | 575 |  | 575 |  |  |  |  |  |
|  | P3, IF | 1 | 100 - 1999 km | 575 |  |  | 575 |  |  |  |  |
|  | P4, MNT | 1 | 100 - 1999 km | 575 |  |  |  | 575 |  |  |  |
|  | P4, MNT | 1 | <= 100 km | 0 |  |  |  | 0 |  |  |  |
|  | P5, FAIE | 2 | 100 - 1999 km | 575 |  |  |  |  | 1150 |  |  |
|  | P6, ML | 2 | >= 2000 km | 760 |  |  |  |  |  | 1520 |  |
|  | Total fourth meeting |  |  |  | 1150 | 575 | 575 | 575 | 1150 | 1520 | 5.545 |

## WHOLE PERIOD: TRANSVERSAL WORK, Sept 2016 – Aug 2018

### WP 12: Transverse Dissemination ex portal, Oct 2016 – Aug 2018

#### Lead partner:

P1, VAN

#### Target groups

**The direct target groups** include learning providers - such as managers, board members, consultants, instructors, teachers, and other paid and voluntary learning facilitators - from the cross-cultural sector of amateur arts, voluntary culture and heritage that provide informal and non-formal cultural learning activities in the sparsely populated areas.

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 are other decision-makers, policy-makers, opinion-formers and funders that may support the activities with political, ideological and financial means.
2. The second groups include culture institutions in the local communities that can cooperate with the voluntary culture associations to provide arts and culture activities.
3. The third groups include other civil society associations or local NGO's in the areas of social, humanitarian, and welfare activities that may support varied forms of community bonding and civic and democratic participation.
4. The fourth groups include local commerce associations, other private businesses and local media, who may sponsor and promote the activities.
5. The fifth indirect target groups include research institutions related to the interdisciplinary subjects of rural development, voluntary associations and civil society capacity building, who may put focus on the topic and promote the key outcome

The end-users or long term beneficiaries are potential culture volunteers and managers of voluntary associations in sparsely populated areas,

1. first in the countries of the project partners and
2. secondly in other member states in the European Union.

#### Key activities

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 at least 5 electronic newsletters (news-mails). Special mail-lists for the planned target groups are made by all partners at the start-up of the project 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 present 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 two multilateral Reports (The baseline Survey and Curricula Compendium), all in English and the four other national languages 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. The electronic Reports will also be distributed to the public library systems of the participating countries, at least in Denmark. We may find extra funding or other financial means to print the reports in a minor edition (50 - 100 items per report) for distribution to main stakeholders and the library systems.
9. Wide range promotion of the new Erasmus+ training events after the end of the project via own channels and via the European network of voluntary arts that organises Erasmus+ training events (see http://www.erasmus-eva.eu).
10. Main valorisation in relation to the multiplier events in the final third phase, both before, during and as follow-up.
11. Focused exploitation initiatives, with personal meetings with main decision-makers, researchers and other multipliers during and especially at the final stage of the project.
12. Information at EPALE, the multilingual open virtual European community for adult learning, funded by the European Commission.

PROGRESS OF DISSEMINATION

During the start of 1st project phase: Provide Baseline and Communication Portal, Sept 2016 – April 2017, 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 (O1), and the results of the series of baseline surveys (O2) and the Baseline Report, five languages ed. (O3) are used to valorise the relevance of the project, and first articles in own and other media are published.

During 2nd phase: Development Work, April 2017 – Jan 2018, we elaborate the e-mail lists, update the Communication Portal, distribute 2nd and 3rd news-mails, use to a high degree social media,, and continued to inform about the project progress at own and other meetings and contexts, and new articles in own and other media are published.

* Here the national pilot courses (O5) and the Erasmus+ pilot courses (O6) are announced and exploited, and the Curricula Frame (O4) and the Curricula Compendium (O7) are disseminated.

During 3rd phase: Valorise the results, Dec 2017 - Aug 2018, we distribute 4th and 5th news-mails, up-date the Communication Portal, use the social media, make presentations at own and other events, establish contacts to decision-makers and other multipliers, and provide new articles in own and other media.

* Here we also promote the Erasmus+ training course, planned to take place after the end of the project, disseminate the five national conferences and the concluding European conference, and establish contacts to decision-makers and other multipliers, also at European level.

#### Budget

Beside intellectual output support to the Portal, extra dissemination costs must be paid by each partners own unit support for management and implementation.

### WP 13: Transverse evaluation, Oct 2016 – Aug 2018 / X3

#### Lead partner:

ActKnowledge

#### Output Description

APPROACH:

We will apply a suitable Performance management method, where the essentials of strategic planning, quality assurance, documentation and evaluation are integrated, by using the methodology of Theory of Change. Hereby, the focus on the project activities is changed from what we are doing to what we want to achieve, and it draws attention to the benefits and impact of the project activities to the local community and its citizens.

The ToC methodology uses backwards mapping requiring us to think in backwards steps from the long-term goal to the intermediate and then early-term changes that would be required to cause the desired change. This creates a set of connected outcomes known as a ”pathway of change”, which defines all the building blocks that, taken together, are required to reach a given long-term goal.

It is underpinned by an analysis of the problem being tackled, the context, the actors, the premises, the conditions and the results being aimed at – outputs, outcomes and impact - all presented in a logical way. The theory of change serves as a basis for defining interventions at each step of the process, and makes clear what role each of the stakeholder’s plays. The premises explain why the building blocks will lead to the attainment of the goals of the process of change.

EVALUATION DESIGN:

We intend to apply the following Evaluation Design for our project, as proposed by Helene Clark, director of ActKnowledge (AK) (see: [www.actknowledge.org](http://www.actknowledge.org) and [www.theoryofchange.org](http://www.theoryofchange.org)

to get an overview of the ToC methodology).

Introduction:

The project focuses on implementation of the outreach, training and support to culture volunteers in sparsely populated areas to gain new competences and know-how to provide cross-disciplinary arts and culture opportunities for the local communities with an added value for civic participation, community bonding and local identity.

Scope:

* First, all evaluation benefits from interviews with all partners and stakeholders on how they believe the program activities will reach the target group and lead to ultimate population change. AK constructs a basic Theory of Change, which represents how and why the project partners believe they will be effective.
* Second, to save labour costs and aid local learning, each partner keep records, according to protocols the evaluators develop on what they are doing – each activity, when, who reached, barriers, opportunities and lessons.
* Third, AK designs instruments to see if and how many of the target groups are reached.
* Finally, AK will synthesize the work with the Theory of Change to see if outputs are carried out as anticipated, if program assumptions held true and differences made to target groups.

Deliverables:

1. A ToC summary of how the outputs and activities are linked to reaching target groups and population change.
2. Interim annual reports on implementation, from data supplied by partners.
3. Final report on qualitative and quantitative measures of program quality and design and population reached.

We recommend one trip per year from New York to meetings with partners and review progress, in addition to basic evaluation cost. Probably two senior evaluators to save time and divide interviews.

Timeline and Budget:

We estimate the following tasks and costs:

1. Attend kick-off meeting, make introductions, explain evaluation methodology, bring instruments for discussion and begin short version of Theory of Change to guide the evaluation as programs are implemented. (approx. 8 person days). Staff: one senior, one assistant.
2. Finalize design of instruments and ToC graphic, and assist each partner in how to use. (approx. 6 person days). Staff: one senior, one assistant.
3. Collect implementation data on programs and target groups reached (approx. 16 person days).
4. Interim and final report (approx. 10 person days).

Total person days: 40 days

The tasks requires the evaluators to attend at least three partner meetings, which by doing face-to-face in a day or two will save many days of long-distance back and forth.

It could be the first meeting, Oct 2016 in London; the third meeting, June 2017 in Lousada (during/after pilot courses); and the fifth meeting, June 2018 in Budapest (during/ after the European conference).

The senior evaluator requires a lower cost assistant to collect maximum data. We calculate using 300 EUs per day for the senior evaluator, Director of ActKnowledge and 200 EUs per day for a mid-level assistant experienced in evaluation and ToC as well.

In total 40 days for two years of an average of 250 euro, like 10.000 euro plus travel and subsistence costs for three visits in the 2-year period by 2 persons, like 3 visits x 2 persons of 1250, like 7.500 euro. In total 17.500 euro, where 75 pct, like 13.125 euro is covered as exceptional costs, and 25 pct, like 4.375 euro is own financing.

We see this offer by ActKnowledge as providing best value for money.

#### Budget

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Lead partners** | **Specification of exceptional costs** | **100 pct euro** | **75 pct refunded** | **25 own finance** |
| External evaluation - three visits | P1, VAN | 40 work days of 250 euro, like 10.000 + 3 visits by 2 persons, like 3 visits x 2 persons of 1250, like 7500 euro. In total 17.500 euro | 17.500 | 13.125 | 4.375 |

Beside the support from exceptional costs support to the evaluation, each partner must use parts of own unit support for management and implementation to fulfil their own evaluation activities.

### WP 14: Project management, Oct 2016 – Aug 2018

#### Lead partner:

P1, VAN

#### Output Description

ORGANISATION OF WORK

P1, VA (UK) is applicant and beneficiary organisation, and will take care of legal matters and the financial management and accountant. 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 for each work package including job-logs and ensure necessary claim documents,
* taking care of the book keeping for their own project costs.

#### Budget

Here the net amount from the unit support to management and implementation must be used to fulfil the management tasks,

The gross support was 6.000 euro per partner (24 months x 250 euro) and 12.000 for the coordinator, VAN (24 month x 500 euro).

Extra costs for the project design and the 25 own financing of exceptional costs for extra ICT to the Portal, the national pilot courses and the external evaluation must be paid by this unit support.

The gross support minus the extra cost is like the net unit support.

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