

# 1. Digest of ERASMUS+ Guidelines relating to Strategic Partnerships

## Cooperation within the Education Sub-programme (ERASMUS+)

Through the *strategic framework for education and training*, member states have identified **four common objectives** to address these challenges by 2020:

- Making lifelong learning and *mobility* a reality;
- Improving the *quality and efficiency* of education and training;
- Promoting *equity, social cohesion, and active citizenship*;
- Enhancing creativity and innovation, including *entrepreneurship*, at all levels of education and training.

### ERASMUS+ KEY ACTION 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES

This Key Action supports:

- **Transnational Strategic Partnerships** aimed to develop initiatives addressing one or more fields of education training and youth and promote innovation, exchange of experience and know-how between different types of organisations involved in education, training and youth or in other relevant fields. Certain mobility activities are supported in so far as they contribute to the objectives of the project;
- **Knowledge Alliances** between higher education institutions and enterprises which aim to foster innovation, entrepreneurship, creativity, employability, knowledge exchange and/or multidisciplinary teaching and learning;
- **Sector Skills Alliances** supporting the design and delivery of joint vocational training curricula, programmes and teaching and training methodologies, drawing on evidence of trends in a specific economic sector and skills needed in order to perform in one or more professional fields;
- **Capacity Building** projects supporting cooperation with Partner Countries in the fields of higher education and youth. Capacity Building projects aim to support organisations/institutions and systems in their modernisation and internationalisation process. Certain mobility activities are supported in so far as they contribute to the objectives of the project;
- IT support platforms, such as **eTwinning**, the **European Platform for Adult Learning (EPALE)** and the **European Youth Portal**, offering virtual collaboration spaces, databases of opportunities, communities of practices and other online services for teachers, trainers and practitioners in the field of school and adult education as well as for young people, volunteers and youth workers across Europe and beyond.

The Actions supported under this Key Action are expected to **bring positive and long-lasting effects on the participating organisations, on the policy systems in which such Actions are framed as well as on the persons directly or indirectly involved in the organised activities.**

This Key Action is expected to result in the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European levels.

For the participating organisations, projects supported under this Key Action are intended to produce the following outcomes:

- innovative approaches to addressing their target groups, by providing for example: more attractive education and training programmes, in line with individuals' needs and expectations; use of participatory approaches and ICT-based methodologies; new or improved processes of recognition and validation of competences; greater effectiveness of activities for the benefit of local communities; new or improved practices to cater for the needs of disadvantaged groups and to deal with social, linguistic and cultural diversity; the opportunity to be awarded the European Language Label for excellence in language learning or teaching;
- a more modern, dynamic, committed and professional environment inside the organisation: ready to integrate good practices and new methods into daily activities; open to synergies with organisations active in different fields or in other socio-economic sectors; strategic planning of professional development for staff in line with individual needs and organisational objectives;
- increased capacity and professionalism to work at EU/international level: improved management competences and internationalisation strategies; reinforced cooperation with partners from other countries, other fields of education, training and youth and/or other socio-economic sectors; increased allocation of financial resources (other than EU funds) to organise EU/international projects in the field of education, training and youth; increased quality in the preparation, implementation, monitoring and follow-up of EU/international projects.

Projects funded under this Key Action are also likely to have a positive impact on the persons directly or indirectly involved in the activities, such as, for example:

- increased sense of initiative and entrepreneurship;
- increased competence in foreign languages;
- increased level of digital competence;
- greater understanding and responsiveness to social, linguistic and cultural diversity;
- improved levels of skills for employability and new business creation (including social entrepreneurship);
- more active participation in society;
- more positive attitude towards the European project and the EU values;
- better understanding and recognition of skills and qualifications in Europe and beyond;
- improved competences, linked to their professional profiles (teaching, training, youth work, etc.);
- broader understanding of practices, policies and systems in education, training or youth across countries;

- **greater understanding of interconnections between formal, non-formal education, vocational training, other forms of learning and labour market respectively;**
- increased **opportunities for professional development;**
- increased **motivation and satisfaction** in their daily work.

At systemic level, they are expected to **trigger modernisation and reinforce education**, training and youth systems **response to the main challenges of today's world** (employment, economic stability and growth, as well as active participation in democratic life). Therefore, the impact of this Key Action is intended to be:

- **increased quality of education and training and youth work in Europe and beyond:** combining higher levels of excellence and attractiveness with increased opportunities for all, including those at disadvantage;
- **education, training and youth systems that are better aligned to the needs of and opportunities offered by the labour market**, and closer links to business and the community;
- **improved provision and assessment of basic and transversal skills**, particularly entrepreneurship, language competences and digital skills;
- **increased synergies and links and improved transition between the different systems of education**, training and youth at national level, with improved use of European reference tools for recognition, validation and transparency of competences and qualifications;
- **promotion of the use of learning outcomes** when describing and defining qualifications, parts of qualifications and curricula, in support to teaching and learning and in assessment;
- new and increased inter-regional and cross-border cooperation of public authorities in the fields of education, training and youth;
- **more strategic and integrated use of ICTs and open educational resources (OER) by education**, training and youth systems;
- increased motivation for language learning through innovative teaching methods and better links to practical use of language skills required by the labour market;
- **reinforced interaction between practice, research and policy in each system.**

## Strategic Partnerships

Strategic Partnerships offer the opportunity to organisations active in the fields of education, training and youth, as well as enterprises, public authorities, civil society organisations active in different socio-economic sectors to cooperate in order to implement innovative practices leading to high quality teaching, training, learning and youth work, institutional modernisation and societal innovation. Erasmus+ offers great flexibility in terms of activities that Strategic Partnerships can implement, as long as the proposal demonstrates that these activities are the most appropriate to reach the objectives defined for the project.

Strategic Partnerships support a wide and flexible range of activities in order to implement innovative practices, promote development and modernisation of organisations, and support policy developments at European, national and regional level.

Depending on the objectives of the project, the participating organisations involved, the expected impact, and other elements, Strategic Partnerships can be of different sizes, and adapt their activities accordingly. In simplified terms, this action enables participating organisations to gain experience in international cooperation and to strengthen their capacities, but also to produce high quality innovative deliverables. The quality assessment of the project application will be proportional to the objectives of the cooperation and the nature of the organisations involved.

#### **WHAT ARE THE AIMS OF A STRATEGIC PARTNERSHIP?**

Strategic Partnerships aim to support the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European levels with the aim of:

- enhancing the quality and relevance of the learning offer in education, training and youth work by developing new and innovative approaches and supporting the dissemination of best practices;
- fostering the provision and the assessment of key-competences, including basic skills and transversal skills particularly entrepreneurship, languages and digital skills;
- increasing labour market relevance of learning provision and qualifications and reinforcing links between education, training or the youth fields with the world of work;
- promoting take-up of innovative practices in education, training and youth by supporting personalised learning approaches, collaborative learning and critical thinking, strategic use of Information and Communication Technologies (ICT), open educational resources (OER), open and flexible learning, virtual mobility and other innovative learning methods;
- promoting structured inter-regional and cross-border cooperation: enhancing the commitment of local and regional public authorities in the qualitative development of the education, training and youth fields;
- enhancing the professional development of those working or active in the education, training and youth fields by innovating and increasing the quality and range of initial and continuing training, including new pedagogies, ICT-based methodologies and use of OER;

- improving the capacities of organisations active in the fields of education, training and youth, notably in the areas of strategic development, organisational management, leadership, quality of learning provision, internationalisation, equity and inclusion, qualitative and targeted activities for specific groups;
- fostering equity and inclusion in education, training and youth, to enable quality learning for all as well as to prevent drop-out and promote participation of disadvantaged groups in society;
- promote entrepreneurship education to develop active citizenship, employability and new business creation (including social entrepreneurship), supporting future learning and career paths for individuals in line with their personal and professional development;
- increasing participation in learning and employability by developing quality career guidance, counselling and support services;
- **facilitating the transition of learners through different levels and types of formal/non-formal education and training through the use of European reference tools for the recognition, validation and transparency of competences and qualifications.**

These objectives will be achieved through projects that:

- address policy objectives, challenges and needs of a specific field (i.e. higher education, vocational education and training (VET), school education, adult education, youth); or
- **address policy objectives, challenges and needs relevant to several fields of education**, training and youth.

[Strategic Partnerships should] **FOCUS ON:**

- **creativity, innovation and modernisation;**
- strategic use of Information and Communication Technologies (ICTs) methodologies and virtual collaboration;
- open educational resources (OER);
- **quality of education**, training and youth work;
- **entrepreneurship education** (including social entrepreneurship);
- **equity and inclusion;**
- basic skills and transversal skills (language skills, digital skills and entrepreneurship);
- **recognition and validation of learning outcomes across formal, non-formal and informal learning;**
- **promotion of flexible learning pathways;**
- **professionalisation and professional development in education**, training and youth work;
- management and leadership skills;

- active participation of young people in society;
- inter-institutional cooperation;
- inter-regional cooperation;
- synergies between policy and practice.

#### **TARGETS AND PARTICIPANTS:**

- practitioners;
- staff active in education and training;
- youth workers;
- experts, specialists, professionals;
- students, trainees, apprentices, school pupils, adult learners, young people, volunteers;
- NEETs (people not in employment, education or training);
- young people with fewer opportunities;
- early school leavers;
- decision-makers;
- researchers.

#### **WHO CAN TAKE PART IN A STRATEGIC PARTNERSHIP?**

Strategic Partnerships are open to any type of organisation active in any field of education, training and youth or other socio-economic sectors as well as to organisations carrying out activities that are transversal to different fields (e.g. local and regional authorities, recognition and validation centres, chambers of commerce, trade organisations, guidance centres, cultural organisations). Depending on the objective of the project, Strategic Partnerships should involve the most appropriate and diverse range of partners in order to benefit from their different experiences, profiles and specific expertise and to produce relevant and high quality project results.

As a general rule, Strategic Partnerships target the cooperation between organisations established in Programme Countries. However, organisations from Partner Countries can be involved in a Strategic Partnership, as partners (not as applicants), if their participation brings an essential added value to the project.

#### **PARTNERS THAT MAY BE INVOLVED IN THE SAME PROJECT**

- education, training and youth organisations;

- organisations that work across a range of fields and sectors (e.g. skills centres or chambers of commerce, etc.) public sector bodies;
- enterprises, companies, **representatives of business and labour market**;
- **community organisations**;
- **research and innovation bodies**;
- **civil society organisations**;
- **social partners**.

#### **ACTIVITIES:**

- **curricula, courses, joint study programmes, common modules (including e-modules), integration of a greater variety of learning modes (distance, part-time, modular learning)**;
- **learning, teaching, training, youth work materials and methods, pedagogical approaches and tools**;
- **project-based collaboration, peer-learning, workshops, virtual laboratories, virtual collaboration spaces**;
- **capacity building and networking activities**;
- **elaboration and implementation of strategic cooperation plans**;
- **information, guidance, coaching and counselling activities**;
- **surveys, comparative analyses, evidence-gathering, studies of real life cases**;
- **definition of qualitative standards and competence-based/occupational profiles**;
- **improvement of qualifications frameworks, credit transfer, quality assurance, recognition and validation**;
- **training, teaching and learning activities**;

Furthermore, all Strategic Partnerships will be expected to **undertake a targeted and wide dissemination of their results so as to encourage their wider use and increase their impact beyond the organisations directly participating in the project**. The requirements for dissemination will be proportional to the objective and scope of the project.

**Organisations, institutions from different fields of education, training and youth, as well as from other socio-economic sectors can jointly cooperate in order to achieve –through their projects –the objectives in one or in several fields of education, training and youth. The following typologies of**

activities are particularly meaningful in each given field to achieve the policy objectives described in Part B of the Guide, within or across sectorial boundaries.

**HIGHER EDUCATION:**

- Develop, test, adapt and implement innovative practices relating to:
  - joint study programmes and joint curricula, intensive programmes and common modules –including e-modules – between partnership members from different countries, disciplines and economic sectors (public/private), ensuring the relevance towards the needs of the labour market;
  - project-based transnational collaboration between enterprises and students/staff at higher education institutions to study real life cases;
  - pedagogical approaches and methodologies especially those delivering transversal competences, entrepreneurship mindset and creative thinking, including by introducing multi-, trans- and interdisciplinary approaches, building learning mobility more systematically into curricula ('embedded mobility') and through a better exploitation of ICT;
  - the integration of a greater variety of study modes (distance, part-time, modular learning), notably through new forms of personalised learning, strategic use of open educational resources and virtual mobility and virtual learning platforms;
  - new approaches to facilitate permeability between education sectors (i.e. through validation of prior learning and possibility of flexible learning -modular studies, blended learning etc.);
  - the engagement of HEIs with local/regional authorities and other stakeholders based on a collaborative work in an international setting to promote regional development and cross sectoral cooperation to build bridges and share knowledge between the different formal and informal education and training sectors;

**SCHOOL EDUCATION:**

- Develop, test, adapt and adopt/implement innovative practices relating to:
  - new curricula, courses, learning materials and tools;
  - learning and teaching methodologies and pedagogical approaches, especially those delivering key competences and basic skills, language skills, and focusing on the use of ICT;
  - new forms of practical training schemes and study of real life cases in business and industry;
  - new forms of learning and providing education and training, notably strategic use of open and flexible learning, virtual mobility, open educational resources and better exploitation of the ICT potential;
  - guidance, counselling and coaching methods and tools;
  - tools and methods for professionalization and professional development of teachers, trainers, and other staff, with particular focus on improved initial education and in-service training for teachers;
  - management and leadership of education and training institutions;
  - outreach activities between organisations in different education, training and youth sectors;
  - strategic cooperation between learning providers on the one hand and local/regional authorities on the other hand.
- Exchange experiences and good practice, carry out peer learning activities and workshops.
- Carry out joint research, surveys, studies and analyses.
- Facilitate recognition and certification of skills and competences at

<ul style="list-style-type: none"> <li>○ cooperation and exchange of practice between staff responsible for support services, such as guidance counselling, coaching methods and tools, development of systems that help track student progress; or those involved in student support services, to increase quality (i.e. attract and retain non-traditional learners, e.g. adults, and underrepresented groups in higher education).</li> <li>▪ Facilitate recognition and certification of skills and competences at national level through effective quality assurance based on learning outcomes and by referencing them to European and national Qualification Frameworks.</li> </ul>	<p>national level by referencing them to European and national Qualification Frameworks and using EU validation instruments.</p>
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<b>ELIGIBILITY CRITERIA</b>	
<b>Eligible participating organisations</b>	<p>A participating organisation can be any public or private organisation, established in a Programme Country or in any Partner Country of the world (see section "Eligible Countries" in Part A of this Guide).</p> <p>For example, such organisation can be:</p> <ul style="list-style-type: none"> <li>▪ a higher education institution;</li> <li>▪ a school/institute/educational centre (at any level, from pre-school to upper secondary education<sup>19</sup>, and including vocational education and adult education);</li> <li>▪ a non-profit organisation, association, NGO;</li> <li>▪ a public or private, a small, medium or large enterprise (including social enterprises);</li> <li>▪ a public body at local, regional or national level;</li> <li>▪ a social partner or other representative of working life, including chambers of commerce, industry, craft/professional associations and trade unions;</li> <li>▪ a research institute;</li> <li>▪ a foundation;</li> <li>▪ an inter-company training centre;</li> <li>▪ enterprises providing shared training (collaborative training);</li> <li>▪ a cultural organisation, library, museum;</li> <li>▪ a body providing career guidance, professional counselling and information services;</li> <li>▪ a body validating knowledge, skills and competences acquired through non-formal and informal learning;</li> </ul>

	<ul style="list-style-type: none"> <li>▪ a European Youth NGO;</li> <li>▪ a group of young people active in youth work but not necessarily in the context of a youth organisation (i.e. informal group of young people).</li> </ul> <p>Higher education institutions (HEIs) established in a Programme Country must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries, but they will have to sign up to its principles.</p>
<b>Who can apply?</b>	Any participating organisation established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.
<b>Number and profile of participating organisations</b>	<p>A Strategic Partnership is transnational and involves minimum three organisations from three different Programme Countries. All participating organisations must be identified at the time of applying for a grant.</p> <p>However, the following types of projects may involve two organisations from minimum two Programme Countries:</p> <ul style="list-style-type: none"> <li>▪ Strategic Partnerships involving only schools;</li> <li>▪ Strategic Partnerships promoting cooperation between local/regional school authorities. These projects must involve minimum two local or regional school authorities from two different Programme Countries. From each respective country, the partnership must also include at least: <ul style="list-style-type: none"> <li>○ one school; and</li> <li>○ one local organisation active in another fields of education, training and youth or in the labour market.</li> </ul> </li> <li>▪ Strategic Partnerships in the youth field.</li> </ul>
<b>Duration of project</b>	<p><b>Partnerships in the youth field:</b> between 6 months and 2years.</p> <p><b>Other types of Partnerships:</b> 2 or 3 years.</p> <p>The duration has to be chosen at application stage, based on the objective of the project and on the type of activities planned over time.</p> <p>In exceptional cases, the duration of a Strategic Partnership may be extended, upon request by the beneficiary and with the agreement of the National Agency, of up to 6 months and provided that the total duration does not exceed 3 years. In such a case, the total grant will not change.</p>
<b>Where to apply?</b>	<p>To the National Agency of the country in which the applicant organisation is established.</p> <p>Per deadline, the same consortium of partners can submit only one application and to one National Agency only.</p>
<b>When to apply?</b>	<p><b>Partnerships in the youth field:</b> applicants have to submit their grant application by:</p> <ul style="list-style-type: none"> <li>▪ <b>30 April at 12pm (midday Brussels time)</b> for projects starting between 1 September of the same year and 28 February of the following year;</li> <li>▪ <b>1 October at 12pm (midday Brussels time)</b> for projects starting between 1 February and 30 September of the following year.</li> </ul> <p><b>Other types of Partnerships:</b> applicants have to submit their grant application by:</p> <ul style="list-style-type: none"> <li>▪ <b>30 April at 12pm (midday Brussels time)</b> for projects starting as of 1 September of the same year.</li> </ul>

If the Strategic Partnership foresees training, teaching or learning activities, the following criteria must be respected, in addition to those listed above:

<b>Eligible Activities</b>	<p>Blended mobility combining short-term physical mobility (less than 2 months) with virtual mobility;</p> <ul style="list-style-type: none"> <li>▪ Short-term exchanges of groups of pupils (5 days to 2 months);</li> <li>▪ Intensive Study Programmes (5 days to 2 months);</li> <li>▪ Long-term study mobility of pupils (2 to 12 months);</li> <li>▪ Long-term teaching or training assignments (2 to 12 months);</li> <li>▪ Long-term mobility of youth workers (2 to 12 months);</li> <li>▪ Short-term joint staff training events (5 days to 2 months).</li> </ul> <p>Activities of learners as well as long-term activities of staff or youth workers from or to Partner Countries are not eligible.</p>
<b>Venue(s) of the activity</b>	<p>Activities must take place in the countries of the organisations participating in the Strategic Partnership.</p>
<b>Eligible participants</b>	<p>Students registered in a participating HEI and enrolled in studies leading to a recognised degree or other recognised tertiary level qualification, up to and including the level of doctorate(in Intensive Study Programmes and blended mobility activities);</p> <ul style="list-style-type: none"> <li>▪ Apprentices, VET students, adult learners, and young people in blended mobility;</li> <li>▪ Pupils of any age, accompanied by school staff(in short-term exchanges of groups of pupils);</li> <li>▪ Pupils aged 14 or older enrolled in full-time education at a school participating in the Strategic Partnership(in long-term study mobility of pupils);</li> <li>▪ Professors, teachers, trainers and educational and administrative staff employed at a participating organisation, youth workers.</li> </ul>

## 2. OBJECTIVES AND PRIORITIES [*Creative Europe – support to European Networks p.3*]

### 2.1 Objectives and priorities

The main objectives of the support for European networks are:

- to offer co-financing in order to implement activities aiming at strengthening the capacity of the cultural and creative sectors to operate trans-nationally and internationally and to adapt to change;
- to offer co-financing with a view to achieving the general objectives of fostering and promoting cultural and linguistic diversity and strengthening the competitiveness of the cultural and creative sectors, also through the promotion of innovation.

The support for European networks is intended to have a structuring effect on players in the cultural and creative sectors and therefore a limited number of networks with broad coverage will be supported across a balanced range of sub-sectors. Greater synergies between existing networks in order to reinforce their organisational and financial structure and avoid duplication of efforts would be welcomed, where feasible.

The priorities of the Sub-programme relating to the reinforcement of the sector's capacity to operate trans-nationally and around which applicants are specifically asked to base their application are:

- supporting actions providing cultural and creative players with skills, competences and know-how that contribute to strengthening the cultural and creative sectors, including encouraging adaptation to digital technologies, testing innovative approaches to audience development and testing of new business and management models;
- supporting actions enabling cultural and creative players to cooperate internationally and to internationalise their careers and activities in the Union and beyond, when possible on the basis of long-term strategies;
- providing support to strengthen European cultural and creative organisations and international networking in order to facilitate access to professional opportunities.

In order to find out more about the audience development priority, please refer to Annex 2 of these guidelines.

Unlike under the European platforms scheme, the objectives and priorities of the support to European networks are "business to business" oriented in the sense that it will support the activities where cultural professionals will help other cultural players to professionalise themselves through

networking, peer learning, exchanges, etc. European platforms are more "business to consumers" oriented in the sense that priority is given to the identification and visibility of cultural organisations committed to showcase and/or present non-national emerging artists.

## 2.2 Targeted projects

Networks play an important role in bringing together fragmented national actors across Europe. Furthermore, they are important multipliers vis-à-vis their sectors and can help accelerate their adjustment to the challenges identified through knowledge sharing and awareness raising activities, thereby contributing to a supportive environment for cultural operators.

To support the activities of those networks whose activities are in line with the objectives and priorities of the Creative Europe Culture Sub-programme, the network scheme will be implemented through framework partnership agreements to be signed in 2014 and in 2017 of respectively 3 years and 4 years. The maximum grant per specific agreement awarded under the framework partnership agreement will be EUR 250 000 per year.

Purely illustrative examples of the activities that can be supported within projects, if they contribute to the above objectives and priorities, include the following (please note this list is not exhaustive):

- The organisation of meetings, conferences, workshops and/or the development of tools, including digital tools to foster information exchange, exchange of practice and informal peer learning which are important to strengthen the capacity of the sectors, in particular internationalising and professionalising them.
- Facilitating multilateral exchanges, professional networking and partnership and project development. Exchanges may be among professionals, or multi-layered, for example with artists, policy-makers, etc.
- The analysis and comparison of policies, programmes and impediments to the development of culture at European, national, regional and local levels. The dissemination of accessible and re-usable knowledge to cultural operators, decision-makers, investors and public opinion.
- The collection of quantitative and qualitative data on sector developments and the development of methodologies for collecting comparable data and their interpretation by these networks where possible. This will help to address the current lack of comparable quantitative and qualitative data on various sectors.
- The preparation of newsletters and the maintenance of professional databases to assist cultural professionals, artists or audiences.

The scheme shall support, in particular, not-for-profit projects.

On top of the specific features of the scheme, and in compliance with the principle of subsidiarity, **the supported projects shall contribute to create European added value** as defined in Article 5 of Regulation XX establishing the Creative Europe Programme.

#### 5.4 Eligible projects

A call for proposals will be launched in 2013 for establishing 3-year framework partnership agreements and in 2016 for establishing 4-year framework partnership agreements:

- The application for the framework partnership agreement must include an **action plan covering the entire duration of the agreement**.
- The projects covered by the framework partnership agreement must also include a **full description of activities to be carried out during the first year**. For the subsequent 2 years (2014 applications) or 3 years (2017 applications), applicants selected under a framework partnership agreement will be invited by the Agency to submit a full description of activities for each specific year.
- The specific annual grants awarded under the framework partnership agreement shall not exceed EUR 250 000.

The action plan and the full description of activities to be carried out during the first year will be assessed according to the criteria laid down in the present guidelines and, in particular, according to the award criteria laid down in section 8 and following the procedure detailed in section 13.5 of the guidelines. If successful, applicants will be awarded a framework partnership agreement and a specific agreement for the first year.

For the subsequent 2 years (2014 applications) or 3 years (2017 applications), the full description of activities to be carried out during the year will be assessed annually by the Agency until the end of the framework partnership agreement according to the same award criteria.<sup>5</sup> Only those applicants who meet the award criteria to the same extent as they did for the award of the framework partnership agreement and the specific agreement for the first year will be awarded with annual specific grants for the following years.

Beneficiaries who have an on-going framework partnership agreement and who are re-applying under the 2nd call for proposals should ensure that there is no overlap in timing between the duration of an existing grant under this scheme and the start date of a potential future grant.

## 5.5 Eligible activities

Eligible activities to be taken into consideration are the activities which intend to achieve the objectives and priorities set in section 2 of these guidelines

The activities of the network **must relate to the cultural and creative sectors as defined in Article 2 of Regulation XXX of the European Parliament and of the Council establishing the Creative Europe Programme (2014-2020)** and repealing Decisions Nos 1718/2006/EC, 1855/2006/EC and 1041/2009/EC with the exception of activities dedicated exclusively to the audiovisual sectors. However, audiovisual activities may be eligible as long as they are ancillary to networking activities dedicated to the non-audiovisual cultural and creative sectors.

## 5.6 Eligible period

Activities must start between **September and December of year 2014 for a 3 year framework partnership agreement** and between **May and December of year 2017 for a 4 year framework partnership agreement**.

However, **an EU grant may be awarded for a project which has already begun** only if the applicant can demonstrate the need to start the project before the agreement has been signed. In any case, the **Agency will have to approve the justification of the need** to start the project before the agreement has been signed and the **project cannot start before the deadline for submission** indicated in section 3 of these guidelines.

The activities covered by the specific agreements for subsequent years may not overlap with the eligibility period of the previous specific grant agreement.

No grant may be awarded retroactively for projects already completed.

Furthermore, **applications for projects scheduled to run for a longer period than that specified in these guidelines will not be considered as eligible**.

No extension to the eligibility period beyond the maximum duration will be granted.

## 8. AWARD CRITERIA

## 1. Relevance (30)

This criterion evaluates how the activities of the network will contribute to reinforcing the sector's professionalization and capacity to operate trans-nationally, to promoting transnational circulation of cultural and creative works and mobility of artists and to improving access to cultural and creative works.

- How relevant is the project to one or more of the following priorities considered as instrumental to the achievement of the objectives of the Sub-programme:
  - **Providing cultural players with skills, competences and know-how**, including encouraging adaptation to digital technologies, testing new approaches to audience development and testing new business and management models;
  - **Enabling cultural players to cooperate internationally** and to internationalise their careers and activities in the EU and beyond;
  - **Strengthening European cultural and creative organisations** and international networking in order to facilitate access to professional opportunities;
  - **Supporting audience development** as a means of stimulating interest in European cultural works.
- Are there **other priorities** identified in the framework of the project and how appropriate are they to achieve the specific objectives of the Sub-programme?
- Is the network seeking **to work inter-disciplinarily and/or beyond the cultural sector**?
- To what extent is the project aiming at producing **results which will go beyond the sole interest of the network members and direct participants** and have potential long-term impacts on the cultural and creative sector?
- How **complementary** is the project **to cultural actions implemented at national, regional or local level**?

## 2. Quality of the content and activities (25)

This criterion evaluates how the project will be implemented in practice (quality of the activities and the deliverables, the experience of the staff in charge of the project and working arrangements).

- Are there **concrete and well defined project outputs** and how appropriate are they towards the overall objectives of the project?
- Is an **assessment of the results** foreseen and how clear and appropriate is it?
- How **concrete and well defined** are the **actions** to be implemented in the framework of the project? How clearly related are the objectives and activities of the projects to the identified needs of the target groups?

- How **relevant is the experience of the team** taking part in the project in terms of, for example organisational skills, experience and track record in the cultural and creative sectors, communication and language skills? For this purpose, the CVs of the persons responsible for the submitted project within the applicant organisation will be assessed.
- How appropriate is the **allocation of the budget and human resources** to the actions undertaken in the framework of the work programme?
- How **clear and realistic is the time-table** for the work programme?

### 3. Communication and dissemination (15)

**This criterion evaluates the network's approach to communicating its activities and results and to sharing knowledge and experiences with the sector and across borders. The aim is to maximise the impact of the project results by making them available as widely as possible at local, regional, national and European levels, so that they have a reach beyond those directly involved in the project and an impact beyond the project's lifetime.**

- How **clear and appropriate** is the **strategy to communicate** on the activities of the network, including the objectives, target groups, tools<sup>8</sup>, channels<sup>9</sup>, media, impact and timeline?
- How will **EU support** be **made visible** throughout the duration of the project and beyond?
- How and to whom will the experience and knowledge acquired through the project be **disseminated**, including beyond the duration of the project?

### 4. Quality of the European network (30)

**This criterion evaluates how broad the coverage of the activities of the network is and the way in which it will ensure that these activities can be supported and their outcome disseminated beyond the members of the network.**

- **How broad is the coverage of the network** both in terms of geography and within the sector in which it operates?
- To what extent does the network bring together **members from the countries which joined the European Union in 2004 and onwards**?
- How does the functioning of the relationship between **members** ensure their **direct and active involvement**?
- How **open** is the network **to non-members**?

## ANNEX 2 – Audience development

Audience development is an important new priority in Creative Europe which helps European artists/cultural professionals and their works reach as many people as possible across Europe and extend access to cultural works to under-represented groups. It also seeks to help cultural organisations adapt to the need to engage in new and innovative ways with audiences both to retain them, to build new audiences, diversify audiences including reaching current "non-audiences", and to improve the experience for both existing and future audiences and deepen the relationship with them.

In some cases, developing audience development skills and capacity may be one of the aims of the project itself. In other cases, for example projects involving co-creations, co-productions, performances touring seeking to help artists/cultural professionals with their careers, projects should have a clear strategy for audience development to accompany the project, so that they do not focus solely on the "supply" side and to ensure that the activities have the largest possible impact. Similarly, projects with artists in exchange programmes and residences should seek to interact with local communities and audiences, rather than confining their mobility experience to their immediate peers. The approach to audience development will play an important role in assessing the quality of the projects and their contribution to the objectives and priorities of the programme.

In developing a strategy for audience development, some of the questions which you might consider include the following (non-exhaustive):

### Why?

- What are your motives for working on audience development?
  - Economic necessity
  - An obligation imposed by funders
  - The conviction of the organisation of the importance of this dimension of your work

### What?

- What is the aim of your audience development work?
  - To widen your audience (i.e. attract more people with the same profile as the current audience)?
  - To diversify your audience (i.e. attract people with a different profile from the current audience)?
  - To deepen the relationship with your current audience (i.e. to create a better experience for your current audience, such as helping them understand complex work)?

### Who?

- Do you know who your existing target groups are?
- Which new target groups do you wish to reach and why?
- Do you research your audience and non-audience, and if not, why?

### **How?**

- Is audience development integrated fully into your work? Do you have an explicit strategy?
- How do you intend to develop audiences?
  - Upstream by involving them in programming, creation or crowd-funding;
  - In the process through participatory art;
  - Downstream through dialogue about the works afterwards (e.g. through physical meetings with the artists, etc., or through social media, etc.)
  - Developing partnerships with other sectors/ other cultural organisations
  - Through volunteering
- How will you attract your current non-audiences?
- Do you have staff members who are assigned specifically to audience development tasks?
- Do you have training on audience development for your staff?
- Is audience development embedded in the management of your organisation?
- Will you evaluate the progress and success of your audience development activities?