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|  |  |  | ***Application Form***  **Selection: 2015**  **KA2 –** Cooperation for innovation and the exchange of good practices –  **Capacity Building in the field of Higher Education** |
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**Call for Proposal EAC/A04/2014**

Creative Leadership & Entrepreneurship - Visionary Education Roadmap / CLEVER

**DETAILED DESCRIPTION OF THE PROJECT**

***(To be attached to the eForm)***

***Version 1 – 1.10.2014***

# PART D - Quality of the project team and the cooperation arrangements

# D.1. Organisations and activities

*This part must be completed separately by each organisation participating in the project (applicant and partners).*

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| **Partner number** |  | | **P1** |
| **Organisation name & acronym** | **Shenkar - Engineering. Design. Art [SHENKAR]** | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Shenkar - Engineering. Design. Art was founded in 1970 as the “College for Fashion and Textile Technology” and has established itself since then as one of the leading colleges in Israel.  Combining faculties of Engineering, Design and Art, Shenkar has achieved its international reputation and offers a wide variety of programs in these areas:  In the [Azrieli Faculty of Design](http://www.shenkar.ac.il/en/faculties/azrieli-faculty-of-design), 6 departments offer a Bachelor’s Degree in different creative industry sectors: Visual Communications, Textile Design, Interior - Building and Environment Design, Jewelry Design, Industrial Design and Fashion Design.  The [Department of Multidisciplinary Art](http://www.shenkar.ac.il/en/departments/multi-disciplinary-art-department) offers a Bachelor’s Degree in Fine Arts (B.F.A), and the unique program for a Master’s Degree in Design (M.Des), offers a degree in Fashion, Textile, Jewelry and Accessories Design.  In the Pernick Faculty of Engineering, 5 departments offer a Bachelor’s Degree in Science (B.Sc.): Industrial eng. & Management, Plastics eng. Software eng. and Electrical and Electronic eng. A Master’s Degree program is offered in the Department of Plastics eng. and in Industrial eng. & Management.  Furthermore, Shenkar holds a Practical Engineering School (including building engineering and architecture), and a unit for external studies that provide life-long learning certification studies in wide range of programs, such as gastronomy, styling, digital media, sound and gaming.  With this range and capacity Shenkar has a significant ability to influence a wide range of creative industry disciplines in Israel.  The Innovation Center ACT Shenkar, is the research and entrepreneurship authority at the college. ACT Shenkar is the coordinator of Tempus IDEA (2012-2015) project, acknowledged for its successful implementation and quality. The Center has strong links with the local business environment and is responsible for hosting the international "Creative Business Cup" competition in Israel. The college's patents portfolio and commercialization are also under the center responsibilities. ACT Shenkar aims to support the professional development of students, graduates and faculty members, seeking to motivate, train and develop their creative skills, with the main goal of leading those creative ideas towards economic sustainability. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| SHENKAR, the project coordinator, will take the lead of WP7 (dissemination & exploitation) and WP8 (management) as these are 2 strategic WPs for the success of the project.  It will also be responsible for other activities:  Data collection regarding the current involvement of Israeli HEIs towards success of the creative industries in Israel (WP1).  Hosting Israeli Creative Economy symposium (WP1), hosting final event of WP5 in which the consortium submits a white paper for the Israeli policy makers, and 2 GB meetings.  In all other WPs Shenkar will take an equal role as all Israeli HEIs, including:  Developing institutional Creative Leadership strategic plan and roadmap (WP2), faculty training sessions (WP3), Pilot implementation (WP4) and participation in round tables and formation of a white paper as disruptive plan for the creative industries in Israel (WP5) and quality monitoring (WP6). | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| Tami Warshavski | | Head of the Innovation Center ACT Shenkar. Tami hold Master degree in Business Design (MBD), a special program that integrated design driven innovation in various economic sectors. Tami is the Coordinator of Tempus IDEA and partner in Tempus IRIS project. She is responsible for the research, IP, commercialization and entrepreneurship programs at the college. Tami is the coordinator of the Creative Business Cup competition in Israel and a member in the managing board of the National Global Entrepreneurship Week NGO. She has international experience is consulting to national and global companies and public institutions on innovation strategies and market insights. | |
| Dr. Elad Harison | | Elad Harison, PhD, is the Head of the Department of Industrial Engineering and Management at Shenkar. He specializes in the Economics of Innovation and technical change in the context of information technologies and services. He was involved in several research projects on innovation policies and ICT for the European Commission and for several European governments. | |
| Lina Calavres | | Project Coordinator ACT Shenkar. Lina holds a BA in Business Management and Psychology from Tel-Aviv University. Her experience combines various areas related to the promotion of entrepreneurship, including building training programs for entrepreneurs in an accelerator, consulting to Israeli stat-ups and entrepreneurs, project management of pan-European program aimed at promoting technology-based international cooperation under the Israeli Ministry of Economy. | |

### *Please copy and paste tables as necessary*

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| **Partner number** |  | | **P2** |
| **Organisation name & acronym** | **Bezalel Academy of Arts and Design** **[BAAD]** | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| The name Bezalel is synonymous with more than 100 years of Israeli art, innovation and academic excellence. It is Israel’s oldest institute of higher education and a leading art and design academy, with more than 2000 undergraduate and post graduate students studying a range of subjects from fine art and photography to industrial design and architecture.  Bezalel's faculty of 500 teachers takes pride in the generations of graduates working at the cutting edge of their field both in Israel and abroad. Bezalel is active in EU TEMPUS programme, having completed the Corinthiam project (Central Offices Responsible for the Integration at Home of Internationalization as Assurance of Quality in the Media Region), and currently working on ESPRIT (Enhancing the Social Characteristics and Public Responsibility of Israeli Teaching through a HEI-Student Alliance.)    Bezalel has recently established a Center for Teaching Development and is currently in the initial stages of designing and implementing a framework for professional development programs for academic staff, tailored to the unique characteristics of teaching and learning in art and design, i.e. studio teaching methodologies.  The MDes Program is one of Israel's leading graduate programme in design with 11 years of experience and more 187 graduates to date. MDes is structured in three streams: About Design, Technological Design and Design Management. All streams will participate in the project. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| BAAD will take part in all the projects activities, including: Assisting in the data collection and preparation of report in (WP1); Building an HEI implementation plan including participation in related workshops with EU assigned mentors (WP2); Participating ( faculty members) in trainers training and evelopment of CLEVER staff training handbook (WP3), conducting Pilot academic and LLL modules (WP4); participation in roundtabls and Think-Tank to support national action (WP5); Participate in QA activities (WP6), assisting in dissemination efforts (WP7) and management activities (WP8)  A representative from BAAD will sit in CLEVER's Governing Board. | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| Elad Persov | | Elad Persov - A Design Manager, graduate of Pratt Institute, New York. Head of the Design Management Program at Bezalel's MDes program. A PhD candidate at the Porter School of Environmental Studies at Tel Aviv University. Elad is the research leader at the DESURBS Designing Safer Urban Spaces co funded by the 7th Framework. He is also a member at the COST TU1203 Crime Prevention through Urban Design and Planning. Elad worked as a designer and later as a business consultant in a multidisciplinary management firm. He currently teaches three courses and is the thesis advisor of the design management program. He developed a unique syllabus and teaching modules for designers in the fields of business strategy, marketing, economics, financial reporting, research methods, ethics, and other related fields. He is a Member of Israel's National Design committee and a member of Bezalel's Senate. | |
| Dr. Yona Weitz | | Dr Yona Weitz is a Lecturer at the Bezalel Academy of Art and Design, teaching in the undergraduate History and Theory department and the M.Des Industrial Design programme. Together with Elad Persov she developed teaching and researching user-based experience modules for design and design management. In addition she has supervised several researches in the field. She completed her Ph.D. in Anthropology from the Hebrew University in Jerusalem and has extensive field experience specializing in issues of identity, memory and place as socio-political fields of action, as well as in human based research for design, design management and urban spatial planning. Also, she is a research fellow in the Bezalel MDes team for the European Union consortium "DESURBS: Designing Safer Urban Spaces, part of the Seventh Framework Programme". | |
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| **Partner number** |  | | **P3** |
| **Organisation name & acronym** | **Hadassah Academic College [HAC]** | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Hadassah Academic College is a unique educational institution affording students a career focused education. Recognized and accredited by Israel's governing body for colleges and universities, the Council for Higher Education, the College offers undergraduate and graduate degree programs leading to in-demand professions in fields including health sciences and life sciences, and information and computer technology, communication, design, management and more.  HAC is dedicated to imparting its students with the knowledge, skills and sense of personal empowerment they need to build successful careers.  Departments:  Computer Sciences, Photographic Communications, Inclusive Industrial Design, Management of Service Organizations, Politics and Communication, Economics and Accounting, Optometry, Biotechnology, Communication Disorders, Environmental Health Science, Medical Laboratory Science, Vision Science and Optometry.  Many graduates strive to build independent businesses in which they may blend their creative and professional skills with a unique niche approach. Others find their place within larger and established companies where they function as salaried workers without the ability to develop an understanding of the larger business world in which they function.  Nevertheless, it is often true that students who have gained their professional knowledge and gained their skills in the creative communication industries, such as visual communication, media and design, often enter the real world with a basic lack of business acumen and understanding of how to promote themselves within it. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| The main contribution of the Hadassah Academic College Jerusalem to the CLEVER consortium will be through the activities of the department of Photographic Communication. Some assistance may be provided by the department of Economics and Accounting and by the department of Management of Service Organizations.  HAC will be the WP leader of WP6 (quality control and monitoring) and will develop the quality assurance tools for the project that will cross all the target groups involved in CLEVER.  A representative from HAC will sit in CLEVER's Governing Board.  In all other parts HAC will take an equal role as all Israeli HEIs including:  data collection and preparation of report (WP1), developing institutional Creative Leadership strategic plan and roadmap (WP2), faculty training sessions (WP3), Pilot implementation (WP4) and participation in round tables and formation of a white paper as disruptive plan for the creative industries in Israel (WP5), dissemination (WP7) and management (WP8) | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| Dr. Ayelet Kohn | | Chair of the department of Photographic Communication (PC)  Dr. Ayelet Kohn is the head of the Department of Photographic Communication at the Hadassah Academic College. Her main research interests are in multimodality and the uses of visual and verbal texts in social contexts.  She has published in Visual Communication, Journal of Israeli History, Multicultural Education, Emergencies: Journal for the Study of Media and Composite Cultures, Journal of Tourism and Cultural Change and more.  Ayelet’s role would be to oversee and monitor the adaptation of course material produced and adopted by the consortium to the strengths, weaknesses and unique thought process of the students within the department. | |
| Prof. Moshe Caine | | Head of the Digital Communications track in the dept. of PC  As one who has had over 30 years of experience in both the business and academic world, Moshe’s role would be to oversee and monitor the adaptation of such a course to the strengths, weaknesses and unique thought process of the students within the department. | |
| Prof. Michael Berman | | Head of Computers in Medicine, Computer Science Department;  Chair of Authority for Research & Development.  Michael is the author of scientific publications in refereed scientific journals, books and conferences.  In addition to his academic posts, he spent over 20 years in industry. During this period he established and secured funding for 4 new technology entities from scratch, one centre in Switzerland, one centre in Israel, both at Silicon Graphics Inc. (SGI), and two startup companies in Israel. These entities have produced innovative technologies and products.  Michael joined the faculty of Hadassah College in 2011. He is the Head of the Computers in Medicine Track at the Computer Science Department and the Head of the Authority for Research and Development of the College.  Michael’s role in the project would be to encourage and synchronize contributions of other departments at Hadassah Academic College, such as the department of Economics and Accounting and the department of Management of Service Organizations, in order to support the activities of the Photographic Communication department. | |

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| **Partner number** |  | | **P4** |
| **Organisation name & acronym** | **Sapir Academic College [SAP]** | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Sapir is the largest public college in Israel with over 8,000 students currently enrolled in a wide variety of departments.  Sapir is located at the south periphery of Israel with large minorities population.  The college's main attractions are its openness for new quality education programs with innovative human approach. Sapir offers a wide range of different disciplinary studies including:   * Cinema and TV art, Communications, Cultural Studies Software systems & Computer Science, Technological Marketing, Industrial Management and Contorl, Logistics and Operations * Law, Economics & Accountancy, Human Resources Management, Administration and Public Policy, Humanities and Social Sciences, , Economics & Management, Social Work. * Practical Engineers & Technology Programs (Biotechnology, Interactive communications, Sound systems, Digital photography and media, Architecture and interior design, Industrial Design, Civil Engineering, Software systems and computers, Electronics, Water Technologies, Electricity, Chemistry).   Sapir College’s School of Communications (including Cinema, TV art, Cultural Studies Software systems & Computer Science) is considered a leader in communications studies amongst Israel’s public colleges.  The school will be the main involved department in CLEVER project.  The school's activities include a large number of workshops and related practical, hands-on activities. Accordingly, students on the radio track take part in the campus radio station’s broadcasts, print journalism students write and publish a campus journal titled **Spiral**, digital media students contribute to operating the college’s website, and marketing communications students take part in PR and advertising campaigns for a variety of bodies. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| SAP will be responsible to set up the dissemination platform for all digital media outlets for CLEVER (WP7) (creating and maintaining project web site, dedicated Youtube channel and other social media outlets).  A representative from SAP will sit in CLEVER's Governing Board.  In all other parts SAP will take an equal role as all Israeli HEIs including:  data collection and preparation of report (WP1), developing institutional Creative Leadership strategic plan and roadmap (WP2), faculty training sessions (WP3), Pilot implementation (WP4) and participation in round tables and formation of a white paper as disruptive plan for the creative industries in Israel (WP5), quality control and monitoring (WP6), dissemination (WP7) and management (WP8) | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| Dr. Hanan Maoz | | Dr. Hanan Maoz is a senior lecturer in Sapir College in the Technology-Marketing Department and in Tel-Aviv University at the Industrial Engineering Department. Dr. Maoz is leading the ERASMUS+ international projects operations in Sapir College with wide range of education initiatives and services for students, lecturers and the community surround.  Dr. Maoz main academic research focuses on Management of ICT, including applied research in Entrepreneurship, Enterprise Applications, Cloud Computing, Software Investments and ICT for Education. During the past few years, Dr. Maoz initiated few Industry-Academic-Circles in various in Israel and in Europe, to build new international curricula and research, based on constructivist approaches with distance –Learning activities. . Kalogerou, V., Andreou, A-M., **Maoz, H**., “The Development and Implementation of an Advanced Problem Solving Methods Course with Learning Portal System”, 2013 Proceeding of INNODOCT: International Conference of Innovation Documentation and Teaching Technologies: New Changes in Technology and Innovation”, Universitat Politecnica De Valencia, Spain.  Andreou. A.M., Kalogerou, V., Weinberg, L., **Maoz, H.**, “THE DEVELOPMENT AND IMPLEMENTATION OF THE 'ELITE' COURSE WITH THE SUPPORT OF THE LPS”, Proceeding of EDULEARN13, the 5th annual International Conference on Education and New Learning Technologies, Barcelona, Spain.  **Maoz, H.**, Rhonda S., Sigad L., “PANEL: DOIT, a TEMPUS project aiming to meet Challenges and Implement Transformations in Multicultural Education - The Role of DOIT's Portal in contributing to the creative thinking process and collaborative work ”, The European Conference on Education 2013 & The European Conference on Technology in the Classroom 2013, ECE-2013, Brighton, England | |
| Dr. Ronen Arbel | | Dr. Ronen Arbel is specializes in Technology Innovation and Entrepreneurship. His main research and educational efforts are directed into understanding how Entrepreneurs build successful independent business in the new connected and collaborating open world. | |
| Dr. Meir Englert | | Dr. Meir Englert is HEAD of the Technological Marketing Department in Sapir College. Previously, Dr. Englert was a visiting professor in Ben-Gurion University of the Negev, teaching post graduates technology management and strategies.  Dr. Englert completed his doctorate at the Max-Planck Institute in Germany and gained years of management experience in marketing management and technology innovation in large industrial firms, where he built his interdisciplinary orientation for bridging the gaps among Technology investments, Business and social needs, and education implications. | |
| Ms. Ruthy Solomon | | Ruth Salomon holds a BA in Education and Psychology and an MA in Educational Technology, and a knowledgeable member in Tempus/Erasmus+ projects in Sapir College, where she is supporting the creations of selective social and distance learning capabilities and methods.  Ruth gained large experience in deploying and implementing E-learning Technologies in various academics educational projects in schools and colleges throughout Israel: e.g. serving as an integrator of Learning Technologies in the National LLL department (Adult education) and also at the department for Gifted children.  During years of experience in training teachers to leverage technology into curricula, she has implemented social media aspects of constructivist theory of education, and created a teaching model using ICT platforms and informatics to realize it. | |
| Ms. Aylet Calaf | | Ms. Ayelet Calaf holds a BA. In Technology and Marketing with a wide range of understanding and experience in organizational behavior and international projects. Her main interest is to utilize educational efforts on how skilled people with diverse backgrounds and cultural values can work together effectively and efficiently in a social technology communicated world.  Few important aspects of her projects experience is practicing and applying how distance learning models and tools can enable interaction among groups in international HEI projects. | |

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| **Partner number** |  | | **P5** |
| **Organisation name & acronym** | **College of Management-Academic Studies [COMAS]** | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| The College of Management - Academic Studies (COMAS) was established in response to needs that began to emerge in Israel’s higher education system in the 1970s. The system, dominated by seven universities, was essentially rejecting many young people with high potential, forcing them to study abroad to earn a degree.  Founded in 1978, COMAS was the first non-subsidized, non-profit academic institution in Israel to be recognized and certified by Israel's Council for Higher Education. In 1986 COMAS was granted authorization to award a BA degree in Business Administration and Accounting. Official recognition of COMAS’ status was a milestone in the democratization of Israeli higher education.  COMAS is committed to providing all those who have the potential and desire to learn with an opportunity for a quality education, irrespective of their origin or background. Above and beyond its immediate mission of imparting knowledge, the College seeks to instille among students an awareness of the value of social involvement and contribution to the community, the importance of intellectual and professional integrity, as well as a solid sense of personal responsibility.  Student population & degrees –COMAS has about 12,000 students and more than 40,000 alumni, and is the largest college in Israel. It has become a dynamic, innovative and driving force in Israel’s higher education.  Today COMAS consists of 8 academic units: the School of Business, the School of Law, the School of Media Studies, the School of Economics, the School of Computer Science, the School of Behavioral Science, the School of Design, and the School of Psychology. Each of these academic units is officially accredited to grant bachelor degrees. The schools of Business, Law, Behavioral Sciences, Media Studies and Economics are accredited to grant masters degrees as well. Moreover, the College also offers degrees in Family Studies and Organizational Development & Consulting. COMAS business school is very well rooted in entrepreneurial studies with a center for business entrepreneurship and innovation and programs on the new trends of social enterprises. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| COMAS will support the interaction between the business and CI and other bodies as innovation become less about new products and more about new integrations.  In particular COMAS will lead tasks related to creative economy benchmarking in Israel vs. Europe (WP1) to future policies recommendation for Israeli policy makers (WP5)  A representative from COMAS will sit in CLEVER's Governing Board.  In all other parts COMAS will follow the same process as all Israeli HEIs, aiming to adopt creative strategies and methods and sustaining them in the business curriculum. The EU Business schools in CLEVER will help to evoke this strategy. This includes: developing institutional Creative Leadership strategic plan and roadmap (WP2), faculty training sessions (WP3), Pilot implementation (WP4) and participation in round tables and formation of a white paper as disruptive plan for the creative industries in Israel (WP5), quality control and monitoring (WP6), dissemination (WP7) and management (WP8) | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| Dr. Yifat Reuveni | | PhD from McGill university on the New Economy, Lecturer and researcher in the area of social and finance entrepreneurship and alternative business and finance models at Recanati business school in Tel-Aviv university and COMAS business school. Lead practicum courses where students are join forces with entrepreneurs and colleagues from Israel and abroad in order to build innovative new models for business and society. | |

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| **Partner number** |  | | **P6** |
| **Organisation name & acronym** | **LAHAV- Israel Federation of Small Business Organizations [LAHAV]** | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Lahav is the umbrella organization for independent businesspeople and small businesses in Israel. It was founded in 1983 to represent, advance and advocate on behalf of small and medium businesses (SMEs) and the self-employed. Lahav is dedicated to promoting the social rights of the self-employed and to increasing their participation in the Israeli economy, while fighting to eliminate historical discrimination and preventing new discriminating practices. Lahav further strives to enhance their image among the public, government and decision makers. Lahav is the most effective organization in promoting and protecting the interests of the self-employed and SME owners. The membership of Lahav is made up of 45 organizations of self-employed professionals, reflecting a total of 105,000 members. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| LAHAV will represent the business aspect of the Israeli Creative Industry. His role in the projects includes:   * Taking part in identifying and anticipating the Israeli Creative Industry business challenges and the knowhow required to address them (WP1). * Helping to define and develop a scheme of supportive governmental policies and promote them among relevant authorities and decision makers (leader of WP5). * Taking part in all related project activities (LLL module implementation under WP4, QC activities required under WP6 with particular attention to impact on policy, assisting in planning dissemination for policy and public impact in WP7, management activities in WP8)   A representative from LAHAV will sit in CLEVER's Governing Board and participate in its yearly meetings. | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| Sharon Dafni-Elroy | | As the Director, Regulatory Affairs and Development at LAHAV Sharon brings on stage important skills for the promotion of CLEVER:   * Thorough understanding of the Israeli self-employed and SMEs regulatory and business ecosystem. * Ability to analyze and anticipate regulatory and business challenges that may impact SMEs and develop strategies to address them. * Experience with submission of Bills and Law proposals to Parliament and promoting them amongst policy makers. * Experience in interfacing with Governmental and Regulatory Authorities to leverage small business positions and influence legislation impacting their regulatory environment. * Strong strategic skills, creativity and effectiveness in identifying and addressing SMEs challenges. * LL.B. Degree, Tel-Aviv University * MA in CSR Management, Steinbeis Hochschule (ICRM) | |

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| **Partner number** |  | | **P7** |
| **Organisation name & acronym** | **Center for Cultural and Experience Economy [CKO]** | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Center for Cultural and Experience Economy - CKO - is an independent non-profit agency (a public entity), established in 2008 and partly funded by the [Danish Ministry of Business and Growth](http://www.evm.dk/english) and the [Ministry of Culture in Denmark](http://www.kum.dk/da/English/). CKO carries out assignments for public authorities both inside and outside Denmark. CKO is one of the leading expertise centers in Northern Europe on creative industries.  CKO is located in Denmark, but works both nationally and internationally for strengthening the cultural and creative sectors. Its mission is to boost the growth and development of the creative sector. CKO was founded on the basis that the creative sector contributs to sustainable growth, jobs and innovation also in other sectors and that the creative industries contribute to a more dynamic, competitive and innovative society.  CKO work for policy development for the creative industries, as well as on a very practical level on projects, which help the creative professionals to reach their full potential.  CKO's main foci are:   * Organizing the international [Creative Business Cup](http://www.creativebusinesscup.com/) - the world prestigious championships for creative entrepreneurs (Founder: CKO) * Strengthening entrepreneurship and business development in the creative industries * Developing framework conditions for creative industries * Promoting cross-sector innovation   CKO has been active and involved in many European projects supporting the creative industries, some of them are: InnoCreate (H2020-ICT-18-2014), FABulous (FP7-2013-ICT-FI-PPP), European Creative Industries Alliance (ECIA), FAME (DG-ENT), Connecting Art & Business (CA&B) | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| CKO will be WP1 leader (gap analysis between Israel and Europe) contributing from its deep knowledge in the field of creative economy policy in Europe. CKO will also be leader of T5.1 (WP5) in which it will host a roundtable event in Copenhagen involving local experts in the creative economy to advice on policy implementation for the Israeli eco-system. CKO will also mentor 1 Israeli HEI in developing strategy and plan of LLL module for the advancement of the CI workers and graduates (WP2-WP4). CKO representative will sit in CLEVER's Governing Board and will host 1 GB meeting (WP8).  It will also contribute for other WPs , dissemination (WP7) and quality monitoring (WP6) | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| Rasmus Wiinstedt Tscherning | | Rasmus is the Chairman of the European Creative Industries Alliance (ECIA) Policy Learning Platform appointed by the European Commission DG Enterprise. In his daily job, he is the Managing Director of the Center for Cultural and Experience Economy (CKO) of Denmark. His key areas of expertise are policies to support creative industries, industrial innovation policy, policymaking, policy assessment, and instrument development/assessment. He has extensive experience working at EU/international, national and regional local level.  Rasmus has also launched [Creative Business Cup](http://creativebusinesscup.com/), the world championships for entrepreneurs from the creative industries. He is an external lecturer on the subject “Creative Industries: Business, Innovation and Politics” and lectures internationally in French, English, German and Swedish. Rasmus has 19 years of experience related to the creative industries. | |
| Leonardo Ronald Satria | | Leonardo has 10 years of experiences in the creative industry, especially in interactive media and serious games and he has led many research projects (EU-FP7 programme, Danish Industry research programme, Long Life Learning Programme - EACEA) for various research and development activities in the field of game-based learning. He holds a M.Sc. in Multimedia Technology and MBA from Copenhagen Business School. Additionally, he has been active in the serious games society, such as GALA (Network of Excellence for Serious Games, FP7-ICT-NoE-258169), which he holds several talks and teaching on serious games production and workshop for Alignment School and Summer School series. Prior working in CKO, he worked as game developer, innovation coach, designer, and project leader in projects for Sky Games - UK, Sky Italia, Nickelodeon – UK, Disney US, Cartoon Network – US, DHI, Dansk Byggeri, Odense By Museer, DTU in Denmark, etc. | |
| Søren Würtz | | Analytical expert, head of Analytical department, Project management, Evaluation- and performance management, consultant for private companies, consultant for cultural companies. Intersection between culture, economy and society. Entrepreneurship in creative industries, cross-sector innovation. Culture as a catalyst for growth, innovation and job creation, new business models in cultural and creative industries, evaluation of cultural events, experience economy. | |

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| **Partner number** |  | | **P8** |
| **Organisation name & acronym** | **Copenhagen Business School [CBS]** | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Copenhagen Business School (CBS) was established in 1917. Today, it has 20,000 students and 1,500 employees. CBS is thus one of the largest business schools in Europe and is one of the eight Danish universities. It is internationally respected and has all three main international business university accreditations: EQUIS, AMBA and AACSB.  CBS' research profile covers a broad subject area within the social sciences and humanities. The academic breath reflects a societal need to understand business issues in a broader social, political and cultural context. Furthermore, the academic breath is a prerequisite for CBS to underpin CBS’ broad portfolio of research-based educational programmes.  With the advent of the creative economy, we are actively training and preparing our graduates to be creative, innovative and entrepreneurial in the creative industries and also in other sectors. Our education programmes that emphasize on the creative economy include BSc in Business Administration and Service Management (sub-divided into three concentrations: Tourism Management, Art and Culture, and Service innovation), MSc in Business Administration and Service Management, MSc in Management of Creative Business Processes, and MSc in Management of Innovation and Business Development.  In terms of research, many faculty members across the university look at diverse aspects of the creative economy. The range of creative industries investigated include music, film, art, food, heritage, tourism, architecture, advertising, place branding, design and social media. Two research centres concentrate specifically in the creative economy: imagine - Centre for Creative Industries Research, and Centre for Leisure and Culture Services. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| CBS is the WP leader of WP5 (training the trainers) in which it will contribute from its vast pedagogical experience in the creative industries fields. Under this responsivity CBS will coordinate the 1st Training the Trainers workshop that will take place in Israel. In WP2-WP4) CBS will be assigned as mentor to Israeli HEI and will support its roadmap development, staff training and pilot implementation (WP2-WP4). As part of those activities CBS will host faculty (T2.2) and students (T4.1)  It will also support data collection (WP1) and will facilitate contacts to policy makers (WP5) and quality monitoring (WP6)  CBS representative will sit in CLEVER's Governing Board and will participate in its yearly meetings in Israel or EU (WP8). | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| Can-Seng Ooi | | Prof. Can-Seng Ooi is an internationally recognized and award-winning researcher and educator. He has been working on the creative economy since 1996. A sociologist by training, he has been comparing experiences in Denmark and Singapore. Recently, he looks at the meteoric rise of China in the global creative economy. Currently, Ooi is a member of Cre8tv.eu, a research project supported by a grant of the 7th Framework Programme of the European Commission (Socio-economic Sciences and Humanities).  *Main responsibilities:*   * Professor in International Business and Culture Industries * Director, Centre for Leisure and Culture Services Research * Board Member, imagine.. Centre for Creative Industries Research * Study Board Member, BSc in Business Administration and Service Management * Member, Academic Council, CBS * International Advisory Board Member, Yellow River Arts Centre, Yinchuan, China   *Research areas:*   * Creative economy and policy implications * Cultural tourism * Art worlds and cultural development * Place branding * Comparative research: Denmark, Singapore, China   *Select list of publications:*  Ooi, Can-Seng; Håkanson, Lars; and LaCava, Laura. 2014. "Poetics and politics of the European Capital of Culture project", Procedia - Social and Behavioral Sciences. Vol. 148, 420-427. DOI: 10.1016/j.sbspro.2014.07.061.  Ooi, Can-Seng. 2014. “The making of the copy-cat city: accreditation tactics in place branding”. In Berg, P.O. and Björner, E. (eds.) *Branding Chinese Mega-Cities: Policies, Practices and Positioning*. Cheltenham: Edward Elgar. 232-248.  Ooi, Can-Seng and Lai, Shevren. 2014. "Creative heritage: Melaka and its past". In L. Marques and G. Richards (eds)Creative districts around the world. Breda: CELTH/NHTV. 164-169.  **Koning, Juliette and Ooi, Can-Seng. 2013. “Awkward moment and ethnography”, Qualitative Research in Organizations and Management, Vol. 8, No. 1, 16-32.**  **Ooi, Can-Seng. 2012. “The Danish welfare model and the ‘Singapore Inc’ model”. In Yeo L.H. and Turner B. (eds).** *Changing Tides and Changing Ties – Anchoring Asia-Europe Relations in Challenging Times*. Singapore: EU Centre.  Ooi, Can-Seng. 2012."Education and becoming an artist: Experiences from Singapore". In Mathieu C. (ed). Careers in Creative Industries. New York: Routledge. 254-269.  **Ooi, Can-Seng. 2011. “Subjugated in the creative industries: The fine arts in Singapore”,** *Culture Unbound: Journal of Current Cultural Research***, Vol. 3, 119-137.**  **Ooi, Can-Seng and Stöber, Birgit. 2011. “**Creativity unbound – Policies, government and the creative industries”, *Culture Unbound: Journal of Current Cultural Research*, Vol. 3, 113-117.  Ooi, Can-Seng. 2011. "Branding and the accreditation approach: Singapore". In Morgan, N.; Pritchard, A.; and Pride, R. (eds). Destination Branding: Managing Place Reputation, 3rd edition. Oxford: Elsevier. 185-196.  **Ooi, Can-Seng. 2010. "Political pragmatism and the creative economy: Singapore as a City for the Arts",** International Journal of Cultural Policy**, Vol. 16, No. 4, 403-417.**  Ooi, Can-Seng and Strandgaard Pedersen, Jesper. 2010. "City branding and film festivals: Re-evaluating stakeholders' relations", *Place Branding and Public Diplomacy,* Vol. 6, No. 4, 316-332.  Ooi, Can-Seng. 2010. “Cacophony of voices and emotions: Dialogic of buying and selling art”, *Culture Unbound: Journal of Current Cultural Research*, Vol 2, 347-364.  Ooi, Can-Seng. 2008. "Reimagining Singapore as a creative nation: The politics of place branding", *Place Branding and Public Diplomacy*, Vol. 4, 287-302  Ooi, Can-Seng. 2007. "The creative industries and tourism in Singapore". In Richards, G. and Wilson, J. (eds.) *Tourism, Creativity and Development*. London: Routledge. 240-251. | |
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| **Partner number** |  | | **P9** |
| **Organisation name & acronym** | **University of Brighton [UoB]** | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| The University of Brighton is a diverse and multidisciplinary institution of c.22,000 students defined by its commitment to creative, socially purposeful and professional education and to the integration of pedagogic excellence, innovation and impactful research. It provides a balance of scholarship, research and practical application in educating future generations of employable citizens for lifelong careers, with an emphasis on professional formation in subjects including the creative industries. In fulfilling its civic and social responsibilities as a 21st Century university it aims to be a partner of choice engaged with local and global communities in developing an understanding of what it is to be human and of human potential in shaping social justice and equality in a sustainable world.  With an extensive portfolio of undergraduate and postgraduate degrees and a network of partnerships that inform both institutional and student learning by providing placement, employment, entrepreneurial and research opportunities at all levels, it’s mission is outward-looking, underscored by expertise in innovative and socially engaged education. It is supported by a scholarly institutional infrastructure providing support for the brokerage of partnerships and to facilitate the application of projects such as the Brighton FUSE and the Green Growth Platform both developed to stimulate regional prosperity through strategic collaborations and creative fusion across the arts and humanities, digital, IT and the life and physical sciences.  Led by the College of Arts & Humanities, the university has a longstanding partnership with the UK’s Higher Education Academy (HEA), hosting the national Subject Centre for Art, Design & Media (2000-12) and the HEFCE funded Centre for Excellence in Learning & Teaching through Design (2005-10). The university has a network of professional expertise in creative learning and leadership spanning HE, business, professional and cultural organisations; and in fostering the intergration of physical, digital and personal learning environments. It is currently engaged in the HEA’s ‘internationalising the curriculum’ initiative enhancing the development of ‘global graduates’ by fostering a systemic approach to intercultural education in shaping new generations of creative leaders. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| UoB is the WP leader of WP2 (creative leadership education roadmap) leveraging on their deep knowledge of both the EU and the Israeli HE systems. Under this role UoB will coordinate the 1st module development workshop in London, to which UoB with link other local experts. UoB will be assigned as mentor to Israeli HEI and will support its roadmap development, staff training and pilot implementation (WP2-Wp4). As part of those activities UoB will host Israeli faculty (T2.2) and students delegation (T4.1)  It will also support data collection (WP1) and will facilitate contacts to policy makers (WP5) and quality monitoring (WP6)  UoB representative will sit in CLEVER Government Board and will participate in its yearly meetings in Israel or EU (WP8). | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| **Professor Anne Boddington** | | Dean of College of Arts & Humanities, Professor of Design Innovation  Background: Architecture and Cultural Geography  Expertise in creative leadership, quality assurance and enhancement, pedagogic innovation in teaching and learning, (see CETLD) professionalization of teaching, institutional and external and professional benchmarking and pedagogic research.  Research Expertise: in the design and development of learning and research spaces (digital, physical, personal), internationalisation, intercultural and collaborative learning and socially engaged education  Skills and experience:  A senior manager for over 15 years and with 27 years in HE; knowledge of international QA/QE, professional education, external benchmarking and pedagogic innovation.  Prof. Boddington participate in different professional networks and TEMPUS projects with Israeli HEIs (ESPRIT, CORINTHIAM), supporting the Israeli HEIs to address different aspects of the bologna porcess. Prof. Boddigton participated in natioanl conferences of the higher education councile and the bologna training center in Israel.  Selected publications include:   * *2013 -Museums and Higher Education Working Together: Challenges and Opportunities Publisher: Ashgate, Editors and Co-Authors: Boddington, A., Boys, J., Speight, C.* * *2012- Outside In, Chapter in Interiors, Education Futures, Contemporary Insights Rodgers, P. (Ed) Publisher: Libri Publishing ISBN 978-1-907471-52-0* * *2011 -Re-shaping Learning: A Critical Reader. The Future of Learning Space in Post Compulsory Education, Edited by Boys, J. and Boddington, A., Publisher: Sense BV.* * *HOBDAY, MICHAEL, BODDINGTON, ANNE and GRANTHAM, ANDREW (2012)*[*An innovation perspective on design: part 2*](http://eprints.brighton.ac.uk/9396/)*Design Issues, 28 (1). pp. 18-29.* * *Hobday, Mike, Boddington, Anne and Grantham, Andrew (2012)*[*Policies for design and policies for innovation: contrasting perspectives and remaining challenges*](http://eprints.brighton.ac.uk/9426/)*Technovation, 32 (5). pp. 272-281.* * *GRANTHAM, ANDREW, BODDINGTON, ANNE and HOBDAY, MICHAEL (2012)*[*Design thinking as an exercise in the use of design tools in product development: pitfalls, observations and assumptions*](http://eprints.brighton.ac.uk/9427/)*R&D Management.* * *Hobday, M., BODDINGTON, ANNE and GRANTHAM, ANDREW (2011)*[*An innovation perspective on design: part 1*](http://eprints.brighton.ac.uk/9393/)*Design Issues, 27 (4). pp. 5-15.* * *Boddington, Anne and Clews, David, eds. (2007)*[*Teachers' Academy Papers*](http://eprints.brighton.ac.uk/6490/)*University of Brighton, Brighton, UK.* | |
| Ross Clark  Research Officer/Fellow | | Background: Literature and Philosophy  Expertise in analysis of academic and grey literature, quality assurance and enhancement, research impact, socially engaged and creative/design education (ESPRIT), oversight and delivery of Tempus/Erasmus + project | |
| **Ema Findlay** Project Administration | | Administration of EU/Tempus and Interreg Projects | |

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| **Partner number** |  | | **P10** |
| **Organisation name & acronym** | **EBS Education OU (Estonian Business School) [EBS]** | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Established in 1988, Estonian Business School (EBS) is the oldest privately owned business university in the Baltics. With more than 1500 students, EBS’s goal is to provide enterprising people with academic knowledge, skills and values for its successful implementation. In its 25 years EBS has grown into one of the biggest private universities in the Baltic countries, teaching entrepreneurship and business administration at Bachelor’s, Master’s and Doctoral levels. EBS has over 70 partner universities in Europe, America, Australia and Asia, enabling a wide exchange of both students and lecturers. EBS has also a branch in Helsinki, Finland.  EBS has focused in recent years in developing skills and competences in the field of creative economy. Since 2002 EBS has been a member of the Estonian e-University, a consortium of higher education institutions engaged in developing e-learning environments and materials.  Undergraduate Programmes: International Business Administration, specializing on Entrepreneurial Finance, Administration of Service Industry; Entrepreneurship and Business Administration, specializing on technological entrepreneurship or creative economy in cooperation with Estonian Academy of Arts, Administration of Service Industry (including Management of Creative Processes) and more.  Postgraduate Programmes: Cultural Management in cooperation with Estonian Music and Theatre Academy; European Business and Finance; Management and more.  The modules for creative industries and creative economy include Introduction to Creative Economy, Managing Creative Teams and Entreprises, Intellectual Property in the Digital Era, Design Management, Introduction to Design, Creative Industries and Music Entrepreneurship, Creativity Training.  Cultural management programme (implemented in cooperation with Estonian Music and Theatre Academy) includes : Introduction to Cultural Management, Cultural Theory, Law and the Arts, Intellectual Property, Cultural Policy Making, Intermediate Business Law, Cultural Statistics, Subjects on Leadership and Organisational Behaviour, Marketing the Arts, Fundraising and Sponsorship and more.  In 2014, EBS has launched its Creative Economy Competence Center with the aim to support the development of cultural and creative industries in Estonia and provide the sector with competent specialists and high-quality training programs. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| EBS is the leader of WP4 (pilot implementation plan). EBS has a long-term experience in developing creative industries initiatives, curricula related to skills and competences critical in developing creative industry professionals and encouraging crossovers between culture and creative industries and other industries.  EBS will be instrumental in advising project partners in setting up appropriate measures and programmes as well as piloting projects within its creative industries curriculum (WP2-WP4), and will host students for training sessions (T4.1).  In other WPs, EBS will offer experience in national, regional and EU level policy making and strategic initiatives as well as contact network within European Creative Industries Alliance, European Creative Business Network and many others (WP1, WP5).  EBS representative will sit in CLEVER's Governing Board and its yearly meetings (WP8), and will participate in quality monitoring (WP6) and dissemination efforts (WP7). | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| **Ragnar Siil** | | Project Coordinator of EBS Creative Economy Competence Center, former Estonian Undersecretary of the Arts responsible for developing national creative industries policy, Chair of the European Union Expert Group on Cultural and Creative Industries (2010-2014), Member of European Creative Industries Alliance Policy Learning Platform, lecturer on creative industries at Estonian Business School | |
| **Toomas Danneberg** | | Toomas Danneberg is currently working as a Vice-Rector of the Estonian Business School responsible for studies and development initiatives. Toomas Danneberg has specialized in strategic marketing and previously has worked as lecturer and business consultant. | |
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| **Partner number** |  | | **P11** |
| **Organisation name & acronym** | **MTÜ Loov Eesti (Creative Estonia) [CES]** | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Creative Estonia is creative industries development center, which helps to promote and develop creative industries and creative businesses in Estonia.  The program was established in 2009 and since 2010 working as NGO. Creative Estonia's aim is to: • Clearly present the content, unique characteristics, economic, social and regional value of creative industries. Create a platform for the discussion of creative industry problems and solutions at the highest level. •    Support beginning and established creative businesses with much needed information and advice. Develop an attitude that creates a positive image of a business and to increase the business and export ability of creative businesses. Support young entrepreneurs in CI sector.  Furthermore:   * CES is the national host of the Global Entrepreneurial competition – Creative Business Cup. * CES is a partner of youth the entrepreneurship development program ENTRUM, giving out a special prize for CI projects. * CES is offering an opportunity for beginning entrepreneurs to join a virtual product development environment PESA, initiated in 2011. 50 companies with great export potential from different parts of Estonia are taking part in this 9-month support program, meaning we have access to young start-up businesses also through CES's own external networks and services. * Businesses and cultural organizations are also invited to free regional marketing seminars taking place once a year in 5 different towns in Estonia.The networks and databases of CES have direct access to cover Estonia. Via our close cooperation partners we are able to reach a wide range of designers and SMEs all over Europe. •    Encourage and increase cooperation between creative individuals and the industrial and service sectors, so that the latter can learn to make use of the abilities, talents and creativity of creative people with the aim of developing and becoming more competitive. •    Create as many opportunities and channels as possible for the formation of cooperation networks, and the exchange of expertise and information | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| CES is the task Leader of T4.2 – leading Israeli HEIs pilot pedagogical development special for LLL, and as task Leader of T5.2 – hosting roundtable event in Tallinn, Estonia in which it is responsible to gather opinion leaders and public official in Estonia for a Think-Tank discussion on future policy implementation for the Israeli creative economy.  In addition, CES will be assigned as a mentor for one of the Israeli HEIs to guide their LLL program development (WP2-WP4). It will host a trainers' training workshop (T2.2), and GB meeting (WP8).  CES will take part as well in all other related activities: data collection (WP1), QC (WP6), Dissemination (WP7).  CES representative will sit in CLEVER's Governing Board and will participate in its yearly meetings (WP8) | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| Eva Leemet | | MBA, CI expert, accredited business adviser.  CEO of Creative Estonia, promoting creative entrepreneurship in all fields of creative economy in Estonia. Eva has MBA and is a qualified consultant in creative entrepreneurship. Taken part in CI sector development since 2007, she is globally making contacts and gathering experience across the sector to help creative businesses grow and find export channels. | |
| Tiiu Allikmäe | | Head of Communication, 6 years of experiences in the creative industry, especially in raising awareness in creative sector, public sector and business sector.  Project management, mentor for creative companies, intersection between culture, economy and society. Entrepreneurship in creative industries, cross-sector innovation. Culture as a catalyst for growth, innovation and job creation, new business models in CI. | |
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| **Partner number** |  | | **P12** |
| **Organisation name & acronym** | **Iceland Academy of The Arts [IAA]** | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| The Iceland Academy of the Arts (IAA) was founded in 1999. It is a selfgoverning institution and is the only higher education institution in Iceland accredited in the field of arts. The IAA consists of five departments: the Department of Art Education, the Department of Design and Architecture, the Department of Fine Art, the Department of Music, and the Department of Performing Arts.  The role of the IAA is to train students in progressive thinking in the fields of arts through teaching and to stimulate development and innovation in diverse artistic fields. Three principal value criteria guide the focus and general direction of the Academy in all of its work: Curiosity, Understanding, and Courage.  The Department of Design and Architecture offers four three-year 180 ECTS programmes leading to BA degrees in, Architecture, Fashion Design, Product Design and Visual Communication, and one two-year 120 ECTS MA programme, leading to a MA degree in Design. 180 students are enrolled within the department with the intake of 10 – 20 students to each programme annually. All programmes are full-time study programmes.  IAA regards design as a methodology to explore reality with a curious and critical outlook. Emphasis is on placing design in a clear and comprehensive context within critical current issues of our times. The interdisciplinary methodology of design has been a contributing factor in the development of various collaborative projects with external agents. A significant number of courses in the Department engage with or collaborate with external agents through live projects: associations and community groups, public institutions, private companies, other educational institutions and other groups in society. A principal aim of the Department is to develop further a strategy for public engagement and support for models of collaboration through education with an emphasis on the social role of learning. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| IAA is Task Leader of T1.2 creative leaership roadmap, and T3.4 guidelines and framework for the training the trainers handbook, leveraging on their particular capacity and knowhow in Art Education pedagogy.  IAA will be a mentor to guide the development and implementation process of an Israeli HEI along WP2-WP4. Within this responsibility IAA will host faulty for training the trainers workshop (3.3).  IAA will take part as well in all other related activities: data collection (WP1), QC (WP6), Dissemination (WP7).  IAA representative will sit in CLEVER's Governing Board and will participate in its yearly meetings (WP8) | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| Sigrún Birgisdóttir | | Dean Department of Design and Architecture. Architect and founder of “Vatnavinir”, a multidisciplinary design practice.  Management roles at Universities.  Programme development and curriculum writing.  Higher education teaching.  Initiated various collaborative design and research projects through education and practice with public and private enterprises.  Developed structures for various participative processes. | |

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| **Partner number** |  | | **P13** |
| **Organisation name & acronym** | **THNK Social Enterprise BV, School of Creative Leadership [THNK]** | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| THNK is a privately funded school, non-dependent on subsidies, and a social enterprise that reinvests its profits into its dual mission of building the next generation of creative leaders and solving large societal issues. THNK constitutes a new category in executive education – a Creative School (‘C-School’). THNK does not focus on management (‘B-School’) nor on product design (‘D-School') but on innovation leadership and new (social) business design. Dubbed by Stanford University as “the future of higher education”, THNK leads the way in experimentation and innovation in solving societal challenges  THNK has a number of core activities, which include: (1) the Creative Leadership Program, (2) our Challenges, (3) the In-company programs, (4) Research programs, and (5) support to the community of THNK leaders.  THNK is located in Amsterdam, the Netherlands, and embodies the DNA of the city: international orientation, entrepreneurship, creativity and active citizenship. It’s staff, faculty, and community of participants are truly international with impact in over 40 countries.   THNK launched its first program in March 2012. Currently, 200 participants have been partaking in our Creative Leadership program, while hundreds of others have joined our in-company and online programs. At the end of 2014, THNK will open its first international locations in Vancouver and Lisbon, exploring an additional location in Shanghai. Each location will be committed to those innovation topics and leadership programs that are most relevant to its city and region. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| THNK will mentor an Israeli HEI in developing LLL educational programme (WP2-WP4). Based on their proven knowhow In developing educational Creative Leadership model which combined tools, methods and mind-sets of entrepreneurship, design thinking, quantitative and scientific analysis, digital skills, business skills, moral and ethical reasoning, persuasive communication and creative processes. They will support Israeli HEIs in designing new and ambitious educational models that will act as a catalyst of innovation - training students in a broad range of disciplines.  THNK will host Training the trainers' workshop (T3.3) and GB meeting (WP8).  It will also take part in all other related activities: data collection (WP1), QC (WP6), Dissemination (WP7).  THNK representative will sit in CLEVER's Governing Board and will participate in its yearly meetings (WP8) | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| Rajiv Ball | | Leadership program developer (former Mc Kinsey director). Is specialized in program and leadership design. | |
| Menno van Dijk | | Dean and MD (responsible for the original design of the THNK leadership program), former Mc Kinsey Director | |
| Berend Jan Hilberts | | Challenge coordinator – Expert leadership model | |

### *List of Associated Partners*

*(Where applicable)*

*These organisations may provide the consortium with facilities or assistance that enhances the quality of work, but they cannot be responsible for core activities of the project (e.g. management, coordination, monitoring, leader of a work group etc.).* ***No financial contribution from the project grant will be allocated to these organisations.***

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| ***Ref.nr*** | ***Name of organisation*** | ***Type of institution*** | ***City*** | ***Country*** | ***Role in the project*** |
| 14 | Jerusalem Venture Capital (JVP) - Media studio | Private (Venture Capital) | Jerusalem | Israel | JVP will propose new ways to build dialogue between HEIs (and the CI in general) and non-governmental funding entities. JVP will also promote the awareness of the financial sector in Israel for new investment possibilities in creative entrepreneurs |
| 15 | Israel Ministry of Economy (MOE) | Governmental | Jerusalem | Israel | Initiate an internal reflection process as to promoting policy measures towards the Israeli creative industries. MOE is also the body which responsible for all vocational trainings in Israel and as such will be able to further develop future LLL programms for professionals in the CI sector |

*Please insert rows as necessary*

# D.2. Cooperation arrangements, management and communication

*This part must only be completed once by the applicant.*

**D.2.1 - Project management**

*Please define the organisation of the implementation of the project and the division of tasks between the partners. Please explain the allocation of resources for each activity.* Explain *also* how the tasks are distributed amongst the partners and how project "ownership" is ensured *(limit 3000 characters).*

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| CLEVER is built upon the complementary skills of all its partners representing a spectrum of academic, vocational excellence along with private and public experience. Thus, the allocation of tasks and responsibilities is done, using the best resources available at any time.  EU partners will take the lead in CLEVER's preparation and development WPs, whereas Israeli partners are assigned as WP leaders of the Quality, Dissemination & Exploitation and Management WPs as those WPs have a more of a local relevance.  In order to support the WP leaders and increase collaboration, a task leader was defined for each of the tasks listed in the WP. Task leaders selection allows us to allocate more specifically the required resources according to each partner's capacity and skill and the unique task characteristics and benefit from synergies between the partners.  For exmaple, SAP will support SHENKAR under WP7 to set up the Dissemination tools and infrastructure such as website and other digital outlets for dissemination purposes; the business schools in COMAS and SHENKAR will support CKO in writing the summary report and white papers for Israeli Government under WP1 and WP5; LAHAV will work in collaboration with HAC in quality monitoring of policy impact and in reaching to CI worker when relevant in other WPs; IAA will support UoB in developing workshops in WP2; IAA will also support CBS in designing of CLEVER staff Training handbook under WP3; EBS will work in collaboration with EBS as task leader of 2 tasks related to LLL within this WP4; CKO and CES are tasks leaders within WP5 and will collaborate with LAHAV in the implementation of related activities; and so on…  Hosting of events and meetings that are part of CLEVER activities is distributed well between countries and partners (UK, Denmark, Estonia and Israel) emanating from cosiderations of local relevance as well as cost efficiency. Regardless of the event location all partners are invited to actively participate and contribute to the specific debate.  All partners will join effort in data collection (WP1) assessment and dissemination activities (WP6, WP7). All Israeli HEIs are taking equal part in all the projects' implementation activities within their home institutions thus ensuring the project gains the highest impact on the Israeli HE system.  Nonetheless, CLEVER takes a unique approach in ensuring project ownership by each of the partners: WP2-WP4 will be initiated with consortium symposiums on the specific WP topic and will be followed by a more personal mentoring for each Israeli HEI by of 2 EU partners (1 EU HEI and 1 non-academic EU partner). This will allow a personalised implementation plan for each Israeli tailored specifically to the particular needs and analysed gaps in each Israeli HEI and will strengthen the feeling of ownership on the project outcomes by each HEI.  Without contradicting with the above mentioned, all partners will be obliged to act in the spirit of Erasmus+ policy and to share all projects outputs in full transparency with the entire consortium. This sharing principle will be defined clearly in the partnership agreement at the beginning of the project as it is crucial for the overall dissemination and success efforts.  CLEVER Associated partners will also have role in the project lifetime by providing their inputs to the project development and by contributing more significantly to the dissemination and sustainability efforts (WP1 and WP5).  The allocation of resources was planned under the principle of equal resources to partners for same tasks. Additional resources were allocated to WP leaders and Tasks leaders in order to ensure they can carry out their roles. |

**D.2.2 - Cooperation and communication arrangements of the consortium**

*Please explain the overall project and partnership management making specific reference to the management plan and how decisions will be taken. Please describe how permanent and effective communication and reporting will be ensured as well as the measures put in place for conflict resolution* (limit 2000 characters).

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| Different interrelated management tools will be put in place for CLEVER management and coordination:    A. Partnership Agreement – an official agreement will be signed between the coordinator and the partners and will cover in detail the project implementation modalities, financial reporting and monitoring principles, legal aspects, conflict resolution mechanism etc.    B. Project Management Handbook – the coordinator will issue project handbook that will be used by all the consortium partners along the project. The handbook will include the financial guidelines for use within the grant, the project Gantt and budget, WPs and tasks allocations, reporting schedule and tools.    C. Set up of CLEVER Governing Board  A Governing Board (GB) will be composed of one representative from each partner institution and will be ultimate decision making body in the project. The GB will meet once a year to review and monitor the project progress and quality and will be also the official body to solve on a democratic basis any conflict between the partners. The coordinator will be responsible for the daily leadership of the project towards the expected results within the defined timetables, yet it will be flexible and attentive as needed to implement the decision and recommendations of the GB.  D. Reporting Tools and Mechanism – The coordinator will develop specific financial and reporting tools for the project. A financial workshop will be delivered for the partners' administrators giving precise instructions for the financial management required. Financial monitoring will be conducted by the Coordinator with maximal transparency. During the first 2 years, financial reports will be collected and revised by the Coordinator every 6 months. In the 3rd year financial reports will be collected every quarter in order to have tighter monitoring towards the end of the project.  The Coordinator will consult constantly with the nantional Erasmus+ office and with its assigned EU officer for any clarification needed.  E. Communication platform  A communication platform between the consortium members will be avilalable for the partners from the project's beginning. For simplicity as well as cost effectiveness CLEVER will exploit ready-to-use communication and collaboration tools as skype, google drive, doodle, dropbox etc. At a further stage CLEVER website will be online as a more official project broadcasting platform. Day to day communication will be done by all means as emails, Skype and Telephone, ensuring the smooth collaboration between the partners. |

# PART E - Project characteristics and relevance

**E.1. Why does the consortium wish to undertake this project?**

*Please outline the motivation behind your project, clearly identifying the specific needs or problem/s which it intends to solve. Explain how the project proposal fits within the development strategies of the Partner Countries involved and how it addresses the priorities defined at national / regional level. Also explain why this/these problem/s were selected instead of others. In particular, explain how the area of intervention has been explored to guarantee that the project is offering something new compared to the existing situation. Where applicable, explain any synergy with other EU initiatives should be highlighted* (limit 5000 characters)*.*

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| Global labour markets are in constant change in response to emerging mega trends like ageing societies, rapid urbanization and the digital divide. In response to these trends, some industries and career paths are becoming extinct whereas others are rising and advancing now faster than ever. The need to transform and shape careers rather than jobs, requires us to consider what are the core skills we need for the ‘global graduates’ enabling them to maintain a life-long portfolio careers that are flexible and more likely to enhance 21st century circular and creative economies.  As part of the overall global processes, according to the EC Green Paper 'Unlocking the potential of cultural and creative industries' (April 2010), traditional occupations in our technological led era, are progressively being replaced by creative communities whose raw material is their ability to address those challenges, imagine new solutions, create and innovate across disciplinary boundaries. Creativity thus moves from the pure cultural domain into a broader and more productive economic domain when called to address new complex problems.  In this context, the "creative economy" or "creative industries", an evolving concept based on creative assets potentially generating economic growth and development, play a major role. The creative industries are defined as “those industries that have their origin in individual creativity, skill and talent and which have a potential for wealth and job creation through the generation and exploitation of intellectual property” (UK Creative Industries Task Force, 1997). The sector comprises a large variety of creative fields, including the Visual Arts, Performing Arts, Fashion, Design, Architecture, Music and Film industries and many more. They are knowledge-based and labour-intensive industries, creating employment and wealth as well as add to new kinds of products, services and ideas through fusion with other industries.  Whereas in Europe, the creative industries are one of the most dynamic sectors (representing 3.3% of EU economy, and 3% of European employment), in Israel this sector is characterised by a small local market, few employment possibilities and the need to compete globally. Israel's strengths lie in a vibrant ICT economy that, unfortunately, shadows all other parts of the economy.  Due to the lack of opportunities in the employment market, Israeli creative industry graduates are more likely to become self-employed at an early stage of their career. In this sector, the traditional focus of finding employment has been replaced by the concept of career planning skills, entrepreneurship and management.  To date, all stakeholders in this field (including creative HEIs, employers governmental/regional authorities as well as policy makers) have failed to develop an integrated, comprehensive and sustainable eco-system to enhance innovation and employability options that bring value for workers in the creative industries (for this reason the Israel Ministry of economy and other stakeholders had interest in joinning CLEVER).  Today, Israeli academic programs in design and other creative disciplines are not addressing the changing context, and consequntly, the education offered to students does not equip students with the skills competences for business and leadership success in the emerging creative economy. In particular, the absence of theoretical and practical bodies of knowledge and background on global trends, business and entrepreneurial skills and how these might need to be developed in the future is apparent.  The Israeli academic environment needs to fast adapt and respond to these challenges and to align and tune its programmes to introduce new skill sets and knowledge relevant to the emerging creative labour market.  Israeli HEIs need to review and advance their programmes in response to these issues and to raise students' awareness and understanding of the value chains, innovation and commercial viability of their creative skill-set and to develop students' competences to be leaders of transformation and change. This will be done by harnessing creative leadership, talents and critical thinking to the benefit of the society and economic prosperity, while fostering both their understanding of business and of entrepreneurship as it pertains to theirs and other sectors where there is a societal need.  In contrast to Israel, Europe has recently performed some major steps towards incorporating design and creativity in its HE and innovation systems. With the newly proposed “Creative Europe” program (July 2011), Europe has begun to form a unique eco-system in which industries (large and small), academia, governmental actors and NGOs joined hands to foster cultural and creative growth in a sustainable manner.  Striving to align the local CI sector with the European experience and success indicators, the Israeli National Priorities addressed by CLEVER are:  ● University-Enterprise cooperation, in particular entrepreneurship and employability of graduates  ● Lifelong learning, continuing education and;  ● Knowledge triangle & innovation  CLEVER will advance the Israeli HE system and relevant policies building upon Europe's 2020 Strategy and the EC flagship initiatives: “Smart Growth”, “Innovation Union” and “an Agenda for new skills and jobs”.  CLEVER aspires to benefit from the European experience aiming to learn the success indicators of the European system and adapt them to the local economy and HEIs. Our goal at the educational level is to develop new educational models that will themselves act to catalyse innovation – educating and training students in a broad range of disciplines and skills, academic, vocational, formal and informal, with the ultimate goal to build communities that contribute to shaping 21st century visionary leaders able to address global challenges and contribute to economic prosperity, wellbeing and civil society in positive ways. |

*Please describe briefly how your project proposal was prepared (e.g., capitalising on previous experiences, based on achieved outcomes in former projects, following previous cooperation amongst the consortium members, etc.)* (limit 1000 characters)*.*

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| CLEVER is a result of an ongoing dialogue in the past 2 years between HEIs in Israel with their students, graduates, employers and other eco-system stakeholders like the MOE. Several roundtables held with all stakeholders reflected a very humble labour market with a growing demand to create more "employable" degrees. Understanding that Israeli HEI and stakeholders have no experience in promoting such an agenda we turned to external assistance in the matter.  Furthermore, CLEVER draws from experience gained by the coordinator in another TEMPUS project (Tempus IDEA No. 530352.). While IDEA focuses on the Israeli Industry as consumer of design in the innovation processes, and aim to enhance the system and mechanism of collaboration between Industry and Academia, CLEVER takes completely different (yet complementary) approach addressing the human capital development in the CI, Creative Leadership & Entrepreneurship skills enhancements as well as CI policy enhancement. |

*If your proposal is based on the results of one or more previous projects / networks, please provide precise references to this / these project(s) / network(s) in the table below.*

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| **Reference number** |  | | | |
| **Project dates**  *(year started and completed)* |  | | **Programme or initiative** |  |
| **Title of the project** |  | | | |
| **Coordinating organisation** |  | | | |
| **Website** | http:// | | | |
| **Password / login if necessary for website** | |  | | |
| *Please summarise the project outcomes and describe (a) how the new proposal seeks to build on them and, (b) how ownership / copyright issues are to be dealt with* (limit 1000 characters). | | | | |
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*Please copy and paste tables as necessary.*

**E.2. Rationale for the setting-up of the consortium**

*Please explain why the selected partners are best suited to participate in this European project. Describe innovative and or complementary skills, expertise and competences within the consortium directly relating to the planned project activities. If associated partners are involved, please explain their role in the project and the added value to the consortium* (limit 3000 characters)*.*

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| The Programme project's partners were carefully selected based on previous experience and reputation to be in-line with the projects' goals. Partners were sought to reflect all possible channels for expertise uptake: academic, vocational, industrial and governmental.  The consortium presents a strategic cooperation between:  1. different educational sectors (HEIs from the CI fields and Business schools with specialisation in creative industry – EBS, CBS, UoB, IAA)  2. Vocational-life-long-learning and informal educational providers (THNK, CKO, CES) and  3. regional/national public authorities and other stakeholders (MOE, JVP, CKO, CES).  We believe that the synergic engagement, knowledge sharing and collaborative work of all these bodies of knowledge and stakeholders can build bridges and promote the development of the Israeli creative economy in a sustainable manner.  The European HEI partners bring proven expertise in development of educational programmes that emphasize creative economy as well as Entrepreneurship and Creativity Training.  The European governmental and NGO players bring proven expertise in the promotion of national and international entrepreneurship and growth programmes in the creative industries and cross sector innovation as well as actual actions taken in the field of policy development and framework conditions for creative industries.  Form the local (Israeli) point-of-view we emphasized the representation of all Israeli stakeholders relevant for the creative industries. To this end, we recruited to the project 3 different types of partners within Israel:  1. Israeli HEIs – the major bulk of Israeli HEIs educating towards academic and vocational degrees in the creative Industry are represented in this consortium. Representation of the Israeli CI economy – LAHAV, as the NGO representing SMEs and self-employed workers in Israel brings into this project the CI workforce perspective. The rationale in the joining of LAHAV is to assure that issues relating to the CI workforce are addressed not only from a pedagogical point-of-view but also from a vocational and life-long-learning perspective as well as guaranteeing a higher level of exploitation and uptake of the project's results through future legislation of other governmental schemes. JVP (associated partner) – Jerusalem Venture Capital, will support CLEVER in developing academic models that allow HEIs to act as accelerators for new creative business ventures and will propose new ways to build new dialogue between HEIs (and the CI in general) and non-governmental funding entities.  2. Representation of the Israeli government - the Israel Ministry of Economy- MOE (as an associated partner) is the governmental body directly in charge to promoting a creative economy and responsible for all vocational training in the country. MOE will play an instrumental part in the project as a stakeholder,steering the project in directions of consensus, partnership and collaboration with the government. Thus, greatly increasing the probability of take-up to measures developed by the project partners. In addition, the project will allow the MOE to initiate an internal reflection process as to overall policy towards the Israeli creative industry while drawing from the experience of fellow ministries in Europe.  Together, CLEVER partners truly represent all the stakeholders of the CI economy and are able, with the mentorship of the European partners, to advance a change in the Israeli Creative Industry. |

**E.3. European added value**

*Please describe the benefits of and need for European cooperation. Please describe also why the results cannot be achieved through national, regional or local funding* (limit 1000 characters).

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| Unlike other parts of the Israeli economy where HEIs, government and the labour market representatives are working closely and efficiently together to achieve significant results, the Creative Industry received very little focus until now. Consequently, there is no local best practice or relevant experience which can be exploited. Furthermore, Israel has no tradition of investment and encouragement of the creative industries. Within this part of the economy, Israeli can clearly benefit from European success stories and accumulated experience in the advancement of the creative industries. Therefore, no national or regional programme will assist here but rather the gathering of experience gained elsewhere and its customisation to local needs.  Our Programme partners represent a skilled and well round perspective of the European CI economy, including European thought leaders in the subject. For example, Mr. Stefano Marzano (THNK) is a member in the European Design Leadership Board assigned by DG Enterprise. Mr. Rasmus Wiinstedt (CKO) is the Chairman of the European Creative Industries Alliance (ECIA) Policy Learning Platform also appointed by DG Enterprise. |

**E.4. Innovative character**

*Indicate what the project is offering that is new and what are the main innovating elements* (limit 2000 characters).

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| CLEVER brings a unique view into Erasmus+ Capacity Building projects by engaging simultaneously in processes which are both top-down and bottom-up while cross-linking these processes throughout the project. This corresponds to the overall aspiration of CLEVER to not only advance local HEI capacities but rather enable the progress of an entire eco-system surrounding the creative industries.  The main innovative elements are:  • Defining for the first time the Israeli Creative Economy as a sector and creating new support initiatives for the Israeli HEIs as catalyst of change and prosperity of the creative economy  • Introducing creative leadership and career design and planning as new employability skills for the 21st century.  • Breaking the creative practitioners' barrier by connecting local creative skills to regional, national and global challenges and vice versa. CLEVER will encourage and support students and graduates in the creative industry disciplines to open up to new career paths based on their creative skills and aspirations, and to become the creative leaders of tomorrow also affecting innovation in additional sectors of the local and global economy.  • Explore new forms of thinking and approaches to pedagogy in the creative industries. CLEVER is addressing not only a transformation in curriculum content but also seeks for the best ways to implement this new approaches in order to maximise its effectiveness and sustainability, post project;  • Introduction of new teaching tools and methods (e.g. online, face-2-face – which are the effective modules and how might they be delivered differently and accessible beyond the formal education process), students centred learning and project based approach; all with forward looking thinking to support “new skills” agenda from creative leaders.  • Finally, CLEVER introduces a new approach to capacity building by incorporating the entire stakeholder value chain: academic and vocational education providers, employees, employers and the government. This is done with the understanding that a transformation and capacity building in one part in the innovation chain (knowledge triangle) will not be sufficient to sustain the project outcomes and to drive the required change. |

# PART F - Quality of the project design and implementation

**F.1. Aims and objectives**

*Please define the concrete aims and objectives of the project and describe the ways in which the situation set out under the previous section (Part E) will be changed (limit 3000 characters).*

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| CLEVER embraces the recent developments in the global economic environment and aspires to be the catalyst of change in the CI Higher Education as well as the creative economy eco-system in Israel. Thus, the main goal of the project is to enable a state of affairs in Israel where the creative industries play a larger role in local (and global) economic life and where the Israeli labour force in this industry is experiencing an an advanced multi-faceted labour market.  This is an ambitious goal, however, since Israel is a relatively small country, a joint and decisive action taken by all relevant stakeholders that comprise the project, can achieve this objective.  To this end, this project has several wide and specific objectives. Though clearly, not all wider objectives will be achieved within the duration of the project. The project is structured in such a way as to create sustainability of the project achievements and continuation of the work beyond the project's lifetime.    Wider objectives:  • To systematically align the Israeli Higher Education System with global changes and develop new capacities to harness and extend the role of the CI Higher Education beyond its current disciplinary boundaries.  • To improve the CI sector competitiveness, skill sets and access to funding  • To shape a new generation of creative leaders and entrepreneurs that take active role in economy and society as global creative citizens as well as help them to maintain flexible life-long careers and mobility in the labour market.  • To create favourable economic conditions for the growth of the Creative Industry through governmental and non-governmental support.  Specific objectives:  • Understanding and defining the gaps between the European and Israeli creative economy in three main parameters: (a) the labour market (b) education – academic and vocational and (c) governmental-legislative.  • Reaching a consensual definition for the CI industry in Israel by all stakeholders to serve as basis for further research and project dissemination and uptake.  • develop new teaching modules for CI HEIs (implementation of pilot academic and LLL creative leadership teaching modules) that address leadership, employability and entrepreneurial needs which will serve as a basis to further development of curricular change in the Israeli HEIs  • Dedicate a comprehensive effort to prepare and train the Israeli HEI staff to adopt new teaching methods that will address creative leadership educational objectives.  • Gathering and preparing data and recommendations to support governmental and legislative change for the CI economy.  Overall, we aim to start the implementation of change and intervention through the entire Israeli eco-system (HEIs, employers, employees and government) |

**F.2. Project activities and Methodology**

*Please define the activities proposed and the working methodology (project activities/developments including educational and training content and pedagogical approach) to be used for achieving the objectives, including major milestones, measurable indicators, etc.* (limit 6000 characters).

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| CLEVER has taken upon it the ambitious goals of impacting an entire eco-system pertaining to the Creative Industries. Thus, both the selection of partners as well as the various project activities must support this goal. In section E2 we discussed the capacities of various participants and we shall now envisage in detail their roles and activities in the framework of the different work packages.  WP1 (Preparation, Analysis of the current situation and gaps in Israel vs. Europe) - will be the gateway to the entire CLEVER project. The purpose of this WP is to achieve a clear understanding and consensus by partners and stakeholders as to of current situation in Israel and Europe. Simply put, we need to outline problems and inhibiting factors in the Israeli CI eco-system, while identifying success elements in the Programme countries. To this end, Activities of data collection and analysis will be taken by both Israeli and Programme partners. Framing the failure and success factors will be jointly discussed by all project partners until mutual understanding is reached and reports summarising the local and European baselines are issued. WP1 will be finalised in a summary event in Israel to which all stakeholders will be invited and in which the report will be submitted.  WP2 (Development, Creative Leadership Education Roadmap) – Will build on the outputs of WP1 and will strive to formulate an action plan for the Israeli partners to be taken during the project lifetime (and beyond). To this end, the major activities in this WP are two joint workshops of all project partners to be held in participation of the institutional management level and senior faculty members of Israeli HEIs. In these workshops (and in between), through an assisted mentoring process, the Israeli partners will prepare a roadmap that will serve as a plan for Implementation in future WPs. The mentoring methodology was designed to allow each Israeli HEI to benefit from various levels of mentorship: at the consortium level all Israeli HEIs will benefit from joint discussions with all Programme countries members; in addition each Israeli HEI will be assigned two personal European mentors (one academic and one non-academic). Past experience in TEMPUS has shown this dual-level mentorship process to be extremely effective in knowledge transfer. The mentorship process will allow each Israeli HEI to develop a 'creative leadership & entrepreneurship roadmap' which will include curricular changes to be implemented in both academic and life-long-learning (LLL) training; new pedagogical tools and methods to be applied and business models for LLL. WP2 will be finalised in presentation of the 'creative leadership & entrepreneurship roadmap' to each Israeli HEI management and academic committee and their approval of the plan.  WP3 (Development, Trainers' training) – is acting as the liaison WP between the fundamental WPs (WP1, WP2) and the other more actionable WPs. Until this point discussion was taking place mainly at managerial levels, whereas at this point Israeli HEI staff will start taking part in actual preparation and implementation of the pilot teaching modules. Israeli Academic staff selected to lead the local pilot programmes will take part in two training sessions under the mentorship of their assigned European colleagues. During these sessions (and in between), Israeli HEI will develop jointly with their mentors the pilot programmes (academic and vocational) to be implemented in each Israeli HEI. In this WP the value added of up close and personal mentoring is most crucial. The modules will be developed to reflect actual needs and capacities of the specific Israeli HEI involved. WP3 will be finalised in issuing a formal 'CLEVER staff training handbook' personalised for each Israeli HEI.  WP4 (Development, Pilot pedagogical programme) – is the heart of the programme from the Israeli HEIs point of view. Within this WP, the Israeli HEI staff, having completed their training and the development of the academic and LLL modules, will start the implementation. The pilot programme will take place during 1-2 academic semesters for the academic module and minimum of 100 hours for the LLL module. Oversight and troubleshooting by the European mentors will be provided through weekly remote e-communications in the duration of the pilot as well as through specific visits in the course of the semester. WP4 will be finalised in a 2 week study trip of students and faculty to EU and in pilot assessment event with CLEVER partners.  WP5 (Development, Disruptive actions for the Creative Industries) – is the "strategic" WP within CLEVER designed to complement all preceding WPs and align the work of Israeli HEIs to all the other elements of the CI eco-system (i.e. the various Governmental players, CI workforce). As such, it taps directly into the sustainability foundations of the project. WP5 will focus around two main roundtable events which will aim to bring the discussion about the Creative Economy to a national level. These events will bring together All Israeli partners emphasising associated partners MOE and JVP. The round tables will take place in two different EU countries (Denmark and Estonia) to enable the active involvement of national and EU level policy makers (beyond the participation of project partners). These roundtable events will allow for an open discussion and presentation of past successes and failures in advancing of the CI in Europe and elements that could be learned for the Israeli economy- towards a policy recommendation and tool affiliated legislation. WP5 will be finalised by the issue of 'Creative Israel 2020 White Paper' that will be presented to the Israeli Government and other stakeholders followed by an open event with the entire consortium.  WP6 (Quality Plan) - Quality control assessment actions will run in parallel to each WP addressing the relevant target groups. Quality assurance mechanisms are in dialogue with the management WP (WP8) and are described in detail in section F4 and in WP6 in H1.  WP7 (dissemination & exploitation) - CLEVER was developed with high level of dissemination & exploitation capacity embedded in its consortium network and its work-plan. The development WPs were designed to end with a relevant dissemination event or outcome. This allows CLEVER to keep constant awareness and visibility of the project. Further details re the dissemination plan can read in section G2 and in WP7 in H1.  WP8 (management) - The coordinator will use different management tools for the project oversight: a partnership agreement, issuing project management handbook, setting up a GB for the project, conducting a financial workshop for administration and so on. The coordinator and will work closely with all WP leaders and the GB and stay attentive to their various needs and inputs. Further details re the management structure can read in section D2.2., F3 and in WP8 in H1. |

**F.3. Budget and cost effectiveness**

*Please describe the strategy adopted to ensure that the proposed results and objectives will be achieved in the most economical way and on time. Explain the principals of budget allocation amongst partners. Indicate the arrangements adopted for financial management and what co-financing modalities are planned* (limit 3000 characters).

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| Tight financial management is a key factor in the financial planning phase and during the project execution. At the planning phase we made sure that the partners have sufficient yet strict resources that will allow them to carry out their tasks.  CELEVR budget planning was designed inline with Erasmus+ policies and according to relevant unit costs and lump sums allowed. The identification of co-financing budget headings was carefully structured to levy as little co-financing as possible on the Programme countries partners (which are already investing heavily in CLEVER already). Thus, most co-financing is beared by the Israeli partners with a significant part of co-financing considered for staff cost (i.e. Staff cost is not charged for Israeli Faculty travelling to the EU for training purposes).  Budget allocation for tasks was done according to the estimated effort by each partner, where partners get equal resources to carry on the same tasks, including person-days calculation, budget for mobility, sub-contracting and equipment. All Financial and reporting aspects will be set between the partners and the coordinator in an official way at an early stage of the project as part of the Partnership Agreement. The Erasmus+ 'guidelines for the use of the grant' will be circulated among all the partners and a financial workshop will be conducted for the consortium partners including the institutions' administrative employees.  Financial reports will be collected and revised by the Coordinator every 6 months during the first 2 years of the project, while during the third year of the project reports will be revised every quarter in order to have tighter monitoring towards the end of the project. All reporting tools and mechanisms will be designed by the Coordinator to meet the needs of the project and the demands of the EU, ensuring the project keeps high standards of financial monitoring. In Addition, An external auditor will be assigned to the project at an early stage as possible in order to provide the consortium with the guidelines for proper internal processes (financial and managerial). The Coordinator will consult constantly with the National Erasmus+ office and with its assigned EU officer for any clarification needed.  Considering that the workload varies between the consortium partners at different stages of the project, funds allocation between the partners will follow the following principles: at the beginning of the project the Coordinator will allocate to each partner an equal share of its relative budget in the project. When a single partner proves the expenditure of 70% of its initial budget instalment, the next payment will be executed. In such way we ensure that funds are distributed only according the usage and progress and after expenditure was monitored. |

**F.4. Quality control and Monitoring**

*Please explain what mechanisms have been put in place for ensuring the quality of the project and how the evaluation will be carried out.**Please define the specific quality measures established, as well as the benchmarks and indicators foreseen to verify the outcome of the action. Make sure that the information in this section is consistent with the project Logical Framework Matrix* (limit 3000 characters).

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| Quality control tools will address qualitative and quantitative measurements monitored by the following mechanisms:  GB Meetings - A Governing Board (GB) will be set with representation of each project partner. The GB will meet once a year to review and monitor the project process and quality. Quality measures includes: project progress within the timetables, level of dissemination, quality of communication within the consortium, indentification of obstacles for implementation.  Assessment by colleagues and HEIs managements – CLEVER development phases are structured intentionally into 3 main phases: strategic planning (WP2) before implementation, preparation (WP3) and piloting (WP4) before wide implementation. This approach allows institutional reflection between the phases, quality monitoring, allocation of resources and adjustments as needed. The project outcomes will be assessed by internal authorities and colleagues. The strategic plans by the Israeli HEIs management and academic committees, The Training Trainers Handbook by faculty in the Israeli HEIs, students experience by their faculty. Quality measures: HEI commitment to the project implementation and approval of next steps, number of students allocated to the pilot program, required institutional resources allocated to the project implementation  Surveys analysis and assessment meetings- Project quality will be assessed periodically and systematically also by surveys and assessment meeting with the different stakeholders. The surveys will address specifically different stakeholders in the project (management, faculty, students, CI workforce, policy makers and others). The survey analysis will be presented to the consortium and to the GB in order to take actions towards improvement when needed. The involvement of varied stakeholders in the project will constantly provide bottom-up and top-down inputs to the project. Quality measures: number of questionnaires completed, level of satisfaction, level of skills development, number of policy adjustments, number of meetings will governmental bodies.  Financial and Progress Reports – all Partners will report periodically to the coordinator on progress and financial aspects. Financial quality measures: financial reports respect the Erasmus+ policies, financial report delivered on time, financial report approved by the project internal auditor.  Progress quality measures: Number of participants in each project activity/events, staff and students declare their working days according to the plan, number of materials uploaded for the shared site, number of materials uploaded for the external website.  Other mechanisms developed to ensure the quality of the project:  One-on-one mentoring - In CLEVER's development phase (WP2-4), we defined a mechanism of 1 Israeli HEI mentored by 1 EU HEI and 1 EU non-academic partner. This mechanism was proved as most efficient development process. EU mentors thus will closely monitor the progress and quality of implementation in the Israeli HEIs.  Mobility Tools - The coordinator will develop a Mobility Tool Handbook as suggested by the Erasmus+ guide (including: mobility agreements, reports on mobility, guide for mobility preparations actions, etc.).  Meeting with Israeli HEIs presidents - The coordinator will conduct yearly meetings with the HEIs Presidents for progress updates, share elements of success and failure and discussing and overcoming possible obstacles. |

# PART G - Impact, dissemination and exploitation, sustainability

**G.1. Expected impact of the project**

*Please explain who will use these project outputs / products / results and how the consortium will reach them. Describe how the target groups (including participating institutions, stakeholders) will be reached and involved during the life of the project and how the project will benefit the target group at local, regional, national and or European level. Please structure your description according to the different levels of impact and stakeholders* (limit 3000 characters).

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| In this project we were fortunate to bring together all the relevant target groups and stakeholders. This unique situation positions the project in an ideal place to ensure impact, as well as exploitation and dissemination of results beyond the lifetime of the project.  Specifically:  Israeli HEIs - The project will cover and impact wide range of CI disciplines (Industrial Design, Fashion & Jewellery, Architecture, Visual Communication, Film, Photography) – HEIs will use project results to (a) modify their existing curriculum towards the 21st century skill requirements and design new creative leadership & entrepreneurship teaching modules and tools,(b) establish new and improved life-long-learning teaching modules and business models for the benefit of CI professionals and (c) at a longer term, the HEIs will increase their relevance and appeal for future students.  Teaching and academic staff – senior faculty and management in Israeli HEIs will develop a 'creative leadership & entrepreneurship education roadmap' tailored for the needs of their home institutions and will be the ambassadors of this new academic approach. Faculty training sessions will develop their teaching skills and abilities to run creative leadership programmes including the use of new students cantered methods and tools. Faculty members will be responsible to issue 'CLEVER staff training Handbook' (WP3) in order to impact a wide number of faculty members in the HEIs. As part of their practice they will run together with EU mentors pilot academic module (WP4) at each HEI.  Students in CI disciplines – at least 20 students from each Israeli HEIs will participate in creative leadership & entrepreneurship pilot course (WP4). 10 students from each Israeli HEI will be sent for 2 weeks' experience in EU facilities in the pilot academic modules. CLEVER aims to develop a new generation of students with a global mind set and a competitive skillset that will allow them to be active citizens and influence the economy.  Israeli Government – Will be reached directly by the presence of the Israeli MOE as an associated partner in the project. MOE will participate in all policy related round-tables; symposiums and meetings conducted in Israel and will gain a fundamental awareness for the advancement of the field in EU. Once a comprehensive white paper will be issued by CLEVER (WP5), MOE will be able to (a) develop more sustainable and evidence-based programs for the support of the Creative Industry (b) develop governmental vocational learning modules for support of increased employability in the CI and (c) promote evidence-based legislation towards increased employability and creative of a prosperous and competitive market in the CI.  The CI workforce - The consortium will reach this external target group through the HEIs Alumni associations as well as through the collaboration with LAHAV. CI professionals will be able to use the project results to (a) Influence vocational training in the CI according to their needs and (b) have access to new Creative Leadership & Entrepreneurship LLL Training modules proposed by the Israeli HEIs. (c) Better align their activities with Israeli HEIs and the government and to promote evidence-based legislation towards increased employability, prosperous and competitive market in the Creative Industries |

*Please describe how the target groups (including participating institutions, stakeholders) will be reached after the project is finished* (limit 3000 characters).

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| As clearly outlined in the first section of G1, all relevant stakeholders in CLEVER are already embedded as either partners or associated partners within this consortium. CLEVER aspires that the stakeholders will facilitate an ongoing dialogue in Israel for continuous development and prosperity of the sector in Israel.  Israeli HEIs will take ownership of the project results and will be independent in offering new academic and LLL programs which have been piloted in the project. These programmes will continue to run in each Israeli HEIs after the completion of the project and will address both students and workers in CI Disciplines.  Students, graduates and other workers in the CI will be reached through the HEIs alumni associations and through the cross sectorial partnership with LAHAV, MOE and JVP that will be established within the lifetime of CLEVER.  Financial models specifically for LLL education modules will be developed within the project in order to guaranty its feasibility and continuity after the project ends.  Policy reforms proposed in CLEVER Creative Israel 2020 white Paper (WP6) ensure that the project will have an impact on a national level with the chance that policy reform will be implemented even beyond the projects time.  Furthermore, a shared vision and mission of the consortium partners and the leadership of CLEVER by top managements (presidents, head of departments in the HEIs and general directors in non-academic institutions) give a sound basis that the established relationship will last much beyond the project lifetime. |

## Overview of short and long term impact indicators

*Please add rows as necessary according to indicators*

|  |  |  |  |
| --- | --- | --- | --- |
| **Short term impact** | **Target groups/potential beneficiaries** | **Quantitative indicators** | **Qualitative indicators** |
| Increased knowledge of gaps between Israeli vs. EU CI eco-system (WP1, WP5) | * All stakeholders | * Data collection completed and shared * Articles published in local newspapers and academic journals * High participation in benchmarking report submission event | * Higher awareness and interest in the project by its stakeholders |
| Increased teaching skills and competences of Israeli faculty members (WP3) | Israeli HEIs faculty members | * 15-20 faculty members from each Israeli HEI participate in the 1st training trainers session * 5 faculty members from each Israeli HEI completed the 2nd training trainers session * faculty member running pilot program with EU mentor * 15 faculty members reviewing CLEVER Training Handbook * Academic articles published | * Positive feedbacks from faculty members on CLEVER Training Handbook * Positive Assessment and feedbacks from Students regarding their studying experience |
| Acknowledgment and integration of new CLEVER modules (WP2) | Israeli HEIs and external bodies that develop LLL programmes (MOE, LAHAV and others) | * Approval of Creative Leadership implementation roadmap by the Management and Academic Committees at Israeli HEIs * Introducing | High interest of faculty and students to participate in the project |
| CI students and professionals practice new academic and LLL modules and improving their competitiveness, entrepreneurship and employability skills (WP4) | CI students and professionals | * 20 students apply for the pilot academic module * 20 CI workers apply to LLL education module * 10 students from each Israeli HEIs participate in training session in EU | * Positive assessments and feedbacks from students * Increased interest by students about continuity of the program |
| High awareness for the creative economy value in Israel | All stakeholders in particular government and policy makers | * Creative Israel 2020 white paper issued and presented to stakeholders * Articles in newspapers published * 100 participants in Creative Israel 2020 symposium * Participation in Think-Thank event of: representative of Students Association, representative of Alumni Association, all CLEVER partners | * MOE will participate on its own budget in Think-Tank roundtable in EU. * Willingness of Israeli policy makers to implement policy reform actions |

|  |  |  |  |
| --- | --- | --- | --- |
| **Long term impact** | **Target groups/potential beneficiaries** | **Quantitative indicators** | **Qualitative indicators** |
| Public intervention in the CI sector | Public and governmental bodies | * Growing proportion of the CI in the whole economy * National surveys on the local CI and creative economy * New legislation and policies for the promotion of CI in Israel | * Official definition and mapping of the CI in Israel * Recognition of the CI as strategic sector in Israel, |
| CI sector growth and increased role of CI graduates and professionals in the economy | CI graduates and professionals | * Creative ideas and projects exploited in the market * Increased number of 'creative careers' and employment possibilities for creative professionals * Increased interest of other sectors in collaboration with CI | * Increased sector competitiveness * Evidence for positive spill overs on other sectors * Opening of creative leadership LLL teaching modules by external bodies in the market |
| Modernisation and attractiveness of Israeli HEI | CI HEIs and students | * Increasing enrolment of students and CI professionals to the new programs * Increased number of new CI businesses emanating from CLEVER programmes * Integration of new content related to creative leadership and entrepreneurship in more and more academic programs | * Growing links between academic and vocational training * Establishment of incubation units in the HEIs, in collaboration with VCs |
| the CI sector’s economic value and potential is clearly demonstrated to investors | Venture capitals, financial bodies | * Growing investments *in* creative businesses * Development of   new financial tools |  |

**G.2. Dissemination and exploitation strategy**

*Please explain how the dissemination will be organised and how exploitation activities will ensure optimal use of the results within the project's lifetime and after. Explain the roles, responsibilities and target groups* (limit 3000 characters).

|  |
| --- |
| CLEVER was developed with as strong sense for a dissemination & exploitation strategy in mind. Activities will address both internal dissemination (intended towards exploitation of the project outcomes within the Israeli HEIs) and External dissemination efforts (intended to create visibility and awareness among external stakeholders and to drive policy changes) and will be achieved by the joints efforts of all the consortium members.  Dissemination infrastructure:  CLEVER Branding, Logo and visual communication are important elements in enhancing CLEVER visibility, recognition and awareness of the project. Also the high profile and reputation of the consortium members plays a central role in building the credibility and visibility of the project both internally and externally.  Other tools as newsletters, brochures and digital media outlets (developed in WP6) will be at utilised throughout the project lifetime. The projects' results will be constantly updated in the CLEVER website and available to a wide audience. Key presentation in the various projects' events and meetings will be video recorded and will also be uploaded to the CLEVER website and a dedicated Youtube channel.  Internal Dissemination & Exploitation Strategy and tools:  CLEVER takes an advanced approach in regards to internal dissemination & exploitation by embedding them with the project work; most WPs will be concluded with an outcome that is ready for dissemination. This approach intends to facilitate internal engagement and exploitation of project outcomes within all the Israeli HEIs. For exmaple:  WP2 outcome: Creative Leadership & Entrepreneurship Implementation Roadmap. Target group: Israeli HEIs management and academic committees. A comprehensive implementation roadmap will be issues at each Israeli HEI will be approved by top management and academic committee and thus support exploitation and implementation of the outcomes.  WP3 outcome: CLEVER Staff Training Handbook. Target group: Israeli HEIs academic faculty. Each Israeli HEI will develop a training handbook ready for disseminating the gathered knowledge with a wide number of faculty and to last also when the projects ends.  WP4 outcome: A showcase of learning outcomes planed at each Israeli HEIs and in CLEVER consortium meeting. This will allow sharing & reflection with wide audience before long term implementation planning.  External Dissemination and Exploitation Strategy & Tools:  CLEVER addresses the entire spectrum of stakeholders directly in WP1 and WP5. A benchmarking report on "the creative economy in Israel vs. Europe" (WP1) and "Creative Israel 2020, White-Paper" (WP5) will be presented by the consortium to the Israeli government and will be followed by an intensive dissemination campaign (ads, articles in newspapers, participation in national conferences etc.).  THE CLEVER Symposium and Think-Tank roundtables planned under WP2 and WP5, will also involve EU experts in the CI and therefore will highlights the Erasmus+ programme and the EU added value for other EU institutions. Other events that will take place under CLEVER in Israel will be communicated and open for a wider audience outside the consortium.  Furthermore, Many of CLEVER's partner institutions act as coordinators of national or international networks in the CI (CKO, CES, LAHAV, MOE, JVP, THNK). With this capacity there is a real opportunity for multiplier effect and dissemination for CLEVER project. |

**G.3. Sustainability**

*Explain how the impact of this project will be sustained beyond its lifetime. Please list the outcomes that you consider sustainable and describe the strategy to ensure their long lasting use beyond the project's life - financially, institutionally and policy level. Also explain how the results will be mainstreamed and multiplied in the sector of activity and in the participating institutions. Describe the strategy foreseen to attract co-funding and other forms of support for the project* (limit 2000 characters).

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| --- |
| CLEVER sustainability strategy will address 3 main pillars: Institutional-academic, political and financial sustainability.  Institutional-acadmic Sustainability: A proper documentation of outcomes is crucial for building institutional sustainability. CLEVER dedicated the required resources to develop outcomes that will be maintained by the Israeli HEIs after the project ends, including: Creative Leadership & Entrepreneurship Implementation Roadmap (WP2), CLEVER Staff Training Handbook (WP3) and Creative Israel 2020, White-Paper (WP5).  Institutional-academic sustainability will be achieved also by the participation in CLEVER of heads of departments and top institutional management, yearly meeting with Israeli HEIs presidents and periodical updates of HEIs academic committees on project milestones.  Political Sustainability:  CLEVER aims to offer regional/national policy strategic outlines as well as collaborate with international networks as the European Creative Industries Alliance, European Creative Business Network, Creative Business Cup through CLEVER's EU partners.  WP1 and WP5 outcomes 'CI inclusive Comparative Analysis between Israel and the EU' and 'Creative Israel 2020, White-Paper' were specifically designed to influence policy initiatives to support the CI in Israel.  Also, the participation of the Israeli MOE as an associated partner in the project ensures direct access to the highest political levels and project impact on a national level.  Financial sustainability:  Aspects of financial viability of CLEVER's outcomes were considred during the forming of the project. Specifically (a) the academic modules developed will be designed to have an high appeal (and relevance) to prospective students and thus be financially viable. (b) the LLL module will be designed to be appealing to the CI workforce and as such subject to the rules of supply and demand. In addition, CLEVER also views wider objectives of access to finance by CI businesses. In that respect the joint work with MOE and JVP will strive to advance governmental support as well as non-governmental investment by Business Angels, investors and VCs through raising of awareness to the financial potential embodied in CI businesses. |

# LOGICAL FRAMEWORK MATRIX – LFM

|  |  |  |  |
| --- | --- | --- | --- |
| **Wider Objective:**  *What is the overall broader objective, to which the project will contribute?*   * Align the Israeli HE with economic changes by integrating leadership and entreperenurial skills relevant for the local economy into Israeli CI HEIs. * To enhance the CI sector competitivness and access to funding * To shape a new generation of creative leaders and entrepreneurs that will take an active role in economy and society. * To create favourable economic conditions for the growth of the Creative Industry. | *Indicators of progress:* *What are the key indicators related to the wider objective?*   * High CI workers job retention rate * Implementation of policy and legislation reforms relate to the CI. * Growth of the CI industry as evidenced by statistical measures. * evidence for cross-sectorial collaboration with the CIs * increased investments in CI | How indicators will be measured: *What are the sources of information on these indicators?*   * Surveys, interviews, Data collection and statistical measures. * Adoption of legislation. |  |
| **Specific Project Objective/s:**  *What are the specific objectives, which the project shall achieve?*   * 1.Defining gaps between the EU and Israeli creative economy in the (a) labour market (b) education – academic and vocational and (c) governmental-legislative. * 2.Reaching a consensual definition for the CI industry in Israel. * 3.develop new academic and LLL teaching modules for CI HEIs that address leadership, employabilty and entrepreneurial needs. * 4.Prepare and train the Israeli HEI staff to adopt new teaching methods. * 5.Providing recommendations for governmental and legislative change | Indicators of progress: *What are the quantitative and qualitative indicators showing whether and to what extent the project’s specific objectives are achieved?*   * 1.Submission and dissemination of comperative analysis report. * 2. Debate started on CI definition * 3. mentoring workshops underway * 4. trainer's training sessions underway * 5. work towards creative Israel 2020 underway | **How indicators will be measured:**  *What are the sources of information that exist and can be collected? What are the methods required to get this information?*   * 1. Number of participants in CI simposium, publications re the report in media. * 2. CI difinition reached on CI simposium. * 3. quatas for participation in academic and LLL filled. * 4. relevat academic staff located and recruited. * Israeli govt. and other stakehoderls participate in roundtables | **Assumptions & risks:**  *What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?*   * 1. Gaps may be found too difficult to bridge * 2. CI Common definition is required for all stakeohlders joint work. * 3. diffculty to change internal teaching paradigms in Israeli HEIs * 4. Not all Israeli HEI may possess approprite staff for all modules. * 5. low interest by extrenal stakeholders |
| **Outputs (tangible) and Outcomes (intangible):**   * *Please provide the list of concrete DELIVERABLES - outputs/outcomes (****grouped in Workpackages)****, leading to the specific objective/s.:*   WP1: Gaps report leads to obj 1; WP2: HEI implementation plan leads to obj3; WP3: Staff training handbook for each Israeli HEI leads to obj4; WP4:Pilot implementation report leads to obj3; WP5: Creative Israel 2020 whitepaper leads to obj2, 5; WP6: QC reports leading to obj2,3,4,5; WP7: Wide dissemination and visibility of CLEVER leads to obj 2,5;WP8 Succesful implmentation of CLEVER leads to all objs. | **Indicators of progress:**  *What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?*   * WP1: sufficient data collected from Israel and EU; WP2: internal recruitment of HEI staff that will develop the plan, presentation of the plan to approval of the HEI academic committee; WP3: 5 staff from each Israeli HEI selected for training, Handbook is reviewed by colleagues; WP4: syllabus is published, LLL module advertised and modules are running; WP5: Two roundtables conducted in Europe with wide participation of local stakeholders; WP6: QC surveys are completed by all partners; WP7: Dissemination campaign running; WP8: GB set and partner agreement signed. | **How indicators will be measured:**  *What are the sources of information on these indicators?*   * WP1: data sets are complete enough to perform comperative analysis; WP2: exchange of implementation plan versions between the HEIs and their EU mentors, approval of the plan by the academic committee; WP3: participation of HEI staff in training workshops; WP4: 20 students selected for each Israeli HEI academic module, 10 students selected to participate in EU seminar, 20 CI workers registered for LLL module. WP5: roundtables participants: 5 from each Israeli partner, 2 from each EU partner and local stakeholders; WP6: QC surveys completed on time; WP7: visual identity ready, website online, data uploaded to shared platform; WP8: reports are delivered on time. | **Assumptions & risks:**  *What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?*   * WP1: completeness of data is dependent on cooperation of various governmental authorities; WP2: Formal approval and allocation of resources is crucial for exploitation; WP3: preperation for HEI staff is required towards the implementation of new modules; WP4: Pilot required before a wider implementation scheme; WP5: joint efforts of all stakeholders are required in order to foster change;WP6: poor QC leads to low impact of CLEVER; WP7: Dissemination facilitates impact and future opprtunities for CLEVER. WP8: multi-participant projects require a defined management structure and legally backed central coordination. |
| **Activities:**  *What are the key activities to be carried out (****grouped in Workpackages)*** *and in what sequence in order to produce the expected results?*   * WP1: CI data collection and analysis towards in Israel and Europe.; WP2: 2 workshops; WP3 - 2 workshops; WP4: execution of LLL and academic pilot modules and student mobility; WP5: 2 roundtable events and creative Israel 2020 event; WP6: 4 QC reports ; WP7: dissemination pland and campaign; WP8: parterships agreement, project handbook, clever GB and financial reports and auditing. | *Inputs:* *What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?*   * WP1-224 days, travel, editing reports,consulting; WP2- 417 days, travels, EU experts; WP3- 291days, travels, edit handbook, equipment; WP4-464days, travels, edit teaching materials, equipment;WP5-163days, edit White Paper, EU experts; WP6-181days, QC tools &equipment; WP7-277days, design services & equipment; WP8-401days, travels (GB), audit & legal ,equipment. |  | **Assumptions, risks and pre-conditions:**  *What pre-conditions are required before the project starts? What conditions outside the project’s direct control have to be present for the implementation of the planned activities?*   * The institutional commitment for the project implementation is fundamental and reached by the high inolvement of Israeli HEIs management & head of departments. * Readiness of the extrenal stakeholder and governmet is demonstrated by presence of MOE, LAHAV and JVP in the consortium. |

# WORKPLAN

*Please use the model provided. Applicants are expected to complete a one-page work plan for each project year.*

*For each year of your project proposal, please complete a work plan indicating the deadlines for each outcome and the period and location in which your activities will take place. Please create additional work plan tables if further space is needed.*

*The same reference and sub-reference numbers as used in the logical framework matrix must be assigned to each outcome and related activities.*

Activity carried out in the Programme Country: **=** (E.g. activity in France for two weeks in the first month of the project 2= under M1)

Activity carried out in the Partner Country (ies): **X** (E.g., activity in Tunisia for three weeks in the second month of the project: 3X under M2)

**WORKPLAN for project year 1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activities** | | **Total duration**  **(number of weeks)** | **M1** | **M2** | **M3** | **M4** | **M5** | **M6** | **M7** | **M8** | **M9** | **M10** | **M11** | **M12** |
| **Ref.nr/**  **Sub-ref**  **nr** | **Title** |
| T1.1 | Data collection regarding key success indicators for the CI in Programme countries (**Denmark)** | 6 | 1= | 1= | 1= | 1= | 1= | 1= |  |  |  |  |  |  |
| T1.2 | Data collection regarding the current involvement of Israeli HEIs towards success of the creative industries in Israel | 6 | 1x | 1x | 1x | 1x | 1x | 1x |  |  |  |  |  |  |
| T1.3 | Data collection regarding the current role of Israeli regional/governmental authorities / businesses as well as public policies | 5 |  |  |  | 1x | 2x | 2x |  |  |  |  |  |  |
| T1.4 | Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe | 6 |  |  |  |  |  | 1x | 1x | 2x | 2x |  |  |  |
| T2.1 | 1st module development workshop **(UK)** | 4 |  |  |  |  |  |  |  |  |  | 1= | 1= | 2= |
| T6.4 | Project monitoring (annual) | 9 |  |  |  | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x |
| T7.1 | Dissemination plan | 2 |  |  |  |  |  | 2x |  |  |  |  |  |  |
| T7.2 | Dissemination campaign (partner countries) | 7 |  |  |  |  |  | 1x | 1x | 1x | 1x | 1x | 1x | 1x |
| T7.2 | Dissemination campaign **(program countries)** | 7 |  |  |  |  |  | 1= | 1= | 1= | 1= | 1= | 1= | 1= |
| T7.3 | Digital media – web site maintenance, social media | 7 |  |  |  |  |  | 1x | 1x | 1x | 1x | 1x | 1x | 1x |
| T8.1 | Partners agreement and project handbook | 4 | 2x | 2x |  |  |  |  |  |  |  |  |  |  |
| T8.2 | Project Governing Board (GB1) | 1 |  |  | 1x |  |  |  |  |  |  |  |  |  |

**WORKPLAN for project year 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activities** | | **Total duration**  **(number of weeks)** | **M1** | **M2** | **M3** | **M4** | **M5** | **M6** | **M7** | **M8** | **M9** | **M10** | **M11** | **M12** |
| **Ref.nr/**  **Sub-ref**  **nr** | **Title** |
| T2.2 | 2nd module development workshop | 2 | 1x | 1x |  |  |  |  |  |  |  |  |  |  |
| T2.2 | 2nd module development workshop (at EU mentors facilities – **Denmark, Iceland, UK**) | 1 |  |  | 1= |  |  |  |  |  |  |  |  |  |
| T2.3 | HEI implementation plan preparation | 5 |  |  | 1x | 2x | 2x |  |  |  |  |  |  |  |
| T3.1 | Literature review update for Israeli HEI staff **(Denmark+ all partners)** | 2 |  |  |  |  |  | 2= |  |  |  |  |  |  |
| T3.2 | 1st trainers' training workshop | 2 |  |  |  |  |  |  | 2X |  |  |  |  |  |
| T3.3 | 2nd trainers' training workshop (at EU mentors facilities – **Denmark, Netherland, Estonia)** | 1 |  |  |  |  |  |  |  |  | 1= |  |  |  |
| T3.4 | CLEVER staff training handbook | 3 |  |  |  |  |  |  |  |  |  | 1x | 1X | 1X |
| T5.1 | Meeting European national/regional policy makers for the creative industry – roundtable 1 **(Denmark)** | 1 |  |  |  |  | 1= |  |  |  |  |  |  |  |
| T6.1 | QC of trainers' training | 4 |  |  |  |  |  |  |  | 2X |  | 2X |  |  |
| T6.4 | Project monitoring (annual) | 12 | 1X | 1X | 1X | 1X | 1X | 1X | 1X | 1X | 1X | 1X | 1X | 1X |
| T7.2 | Dissemination campaign (partner countries) | 12 | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x |
| T7.2 | Dissemination campaign **(program countries)** | 12 | 1= | 1= | 1= | 1= | 1= | 1= | 1= | 1= | 1= | 1= | 1= | 1= |
| T7.3 | Digital media – web site maintenance, social media | 12 | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x |
| T8.2 | Project Governors Board – GB2 **(Denmark)** | 1 |  | 1= |  |  |  |  |  |  |  |  |  |  |

**WORKPLAN for project year 3**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activities** | | **Total duration**  **(number of weeks)** | **M1** | **M2** | **M3** | **M4** | **M5** | **M6** | **M7** | **M8** | **M9** | **M10** | **M11** | **M12** |
| **Ref.nr/**  **Sub-ref**  **nr** | **Title** |
| T4.1 | Pilot Creative leadership and entrepreneurship academic module implementation (2 weeks students delegations at EU mentors – **UK, Estonia, Denmark** | 2 | 2= |  |  |  |  |  |  |  |  |  |  |  |
| T4.1 | Pilot Creative leadership and entrepreneurship academic module implementation (running pilot in Israel) | 12 |  | 4x | 4x | 4x |  |  |  |  |  |  |  |  |
| T4.2 | Pilot vocational LLL module implementation | 16 | 4x | 4x | 4x | 4x |  |  |  |  |  |  |  |  |
| T4.3 | Implementation review and assessment | 2 |  |  |  |  | 2x |  |  |  |  |  |  |  |
| T5.2 | Meeting European national/regional policy makers for the creative industry – roundtable 2 **(Estonia)** | 1 |  |  |  |  |  |  |  | 1= |  |  |  |  |
| T5.3 | Formulating a policy recommendation tool | 5 |  |  |  |  |  |  |  | 1X | 1X | 2X |  |  |
| T6.2 | QC of pilot implementation | 8 |  | 2X | 2X |  | 2x | 2x |  |  |  |  |  |  |
| T6.3 | QC of policy impact | 3 |  |  |  |  |  |  |  |  |  | 1X | 1X | 1X |
| T6.4 | Project monitoring (annual) | 12 | 1X | 1X | 1X | 1X | 1X | 1X | 1X | 1X | 1X | 1X | 1X | 1X |
| T7.2 | Dissemination campaign (partner countries) | 12 | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x |
| T7.2 | Dissemination campaign (**program countries)** | 12 | 1= | 1= | 1= | 1= | 1= | 1= | 1= | 1= | 1= | 1= | 1= | 1= |
| T7.3 | Digital media – web site maintenance, social media | 12 | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x | 1x |
| T8.2 | Project Governors Board– GB3 **(Netherland)** | 1 |  | 1= |  |  |  |  |  |  |  |  |  |  |
| T8.2 | Project Governors Board– GB4 | 1 |  |  |  |  |  |  |  |  |  |  |  | 1x |
| T8.3 | Financial Reports and Auditing | 10 |  |  |  |  |  |  |  | 2x | 2x | 2x | 2x | 2x |

# PART H - Work packages

*Please enter the different project activities you intend to carry out in your project. Make sure that the information in this section is consistent with the project Logical Framework Matrix.*

**H.1. Description of work packages, outcomes and activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Work package type and ref.nr** | **PREPARATION** | | | **1** |
| **Title** | **Analysis of the current situation and gaps in Israel vs. Europe** | | | |
| **Related assumptions and risks** | The promotion of the Creative Industry in Israel requires as an initial step a thorough analysis of the various elements which are inhibiting it from growing as well as a juxtaposition of these elements to key success factors in programme countries. As this step is crucial towards the application phase of the project we run the risk misidentifying the correct factors and thus navigating the project in an incorrect direction. | | | |
| **Description** | Within this WP an analysis of the local (Israeli) CI eco-system will be performed. This will include investigating all the stakeholders affecting the eco-system (knowledge triangle) i.e. the HEIs, the labour market (businesses) and governmental actors in the field. In parallel, a summary of the European eco-system and related success indicators in programme countries will be performed. Once all data is collected, all project partners will gather to jointly analyse the data, point major gaps between the European and Israeli CI economies and start devising a plan for the project uptake. | | | |
| **Tasks** | T1.1 - Data collection regarding key success indicators for the creative industry in Programme countries, and the role of all stakeholders' (HEIs, regional/governmental authorities and businesses) towards developing new generations of creative leaders. (Task leader: CKO(  T1.2 - Data collection regarding the current involvement of Israeli HEIs towards success of the creative industries in Israel (Task leader: Shenkar(  T1.3 – Data collection regarding the current role of Israeli regional/governmental authorities, bussinesses as well as existing and planned public policies supporting the advancement of leadership and the creative economy in Israel (Task leader: Lahav(  T1.4 – Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe along with practical recommendations for actions to be taken in the duration of the project and to ensure sustainability beyond the cessation of the project. (Task leader: COMAS) | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15-10-2015 | **Estimated End Date (dd-mm-yyyy)** | 15-6-2016 | |
| **Lead Organisation** | CKO | | | |
| **Participating Organisation** | CKO, All EU Partners, (Task 1.1) all Israeli partners (tasks 1.2-1.4) | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 1.1. | | | |
| Title | **Report on key success indicators and role of stakeholders in the success of the Creative industries in Programme countries.** | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | Report on key success indicators and role of stakeholders in the success of the Creative industries in Programme countries. | | | |
| Due date | M6 | | | |
|  | Languages | English | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| Other target groups include Israeli HEIs executive management, Governmental actors, policy makers and relevant local NGOs | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 1.2. | | | |
| Title | **Report on the current role played by Israeli HEIs in the local Creative Industries eco-system** | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | Report on the current role played by Israeli HEIs in the local Creative Industries eco-system. | | | |
| Due date | M6 | | | |
|  | Languages | English | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)*  Other target groups include Israeli HEIs executive management, Governmental actors, policy makers and relevant local NGOs | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 1.3 | | | |
| Title | **Report on the current role played by Israeli regional/governmental authorities in the local Creative Industries eco-system and existing public policies supporting the Creative industries in Israel** | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | Report on the current role played by Israeli regional/governmental authorities in fostering an eco-system to stimulate the local/regional creative economy and existing public policies supporting the creative economy across Israel. | | | |
| Due date | M6 | | | |
|  | Languages | English | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)*  Other target groups include Israeli HEIs executive management, Governmental actors, policy makers and relevant local NGOs | | | | |
| Dissemination level | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 1.4. | | | |
| Title | **Israeli Creative Economy symposium** | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | A 2 day meeting of all the project's partners will be held in Shenkar to discuss and analyse deliverables 1.1, 1.2 and 1.3. the results of the joint discussion will be summarized in deliverable 1.5. External stakeholders will be invited to the event to convey their opinion. | | | |
| Due date | M9 | | | |
|  | Languages | English | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)*  Project participants and the entire Israeli stakeholders in the CI eco-system | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 1.5. | | | |
| Title | **Summary report** | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | Report analysing and identifying the gaps between the Israeli and programme countries in the creative economy and documenting recommendations to be implemented through the project’s duration by its participants and stakeholders that will be impactful and sustainable in the longer term.  This report will be disseminated to a wide spectrum of local stakeholders in order to initiate a nation-wide discussion as to the growth of the Israeli Creative Economy and role of HEIs in advancing this process. | | | |
| Due date | M9 | | | |
|  | Languages | English | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)*  Other target groups include Israeli HEIs executive management, Governmental actors, policy makers and relevant local NGOs | | | | |
| Dissemination level | Department / Faculty  Institution | | Local  Regional | | National  International |

*Please copy and paste tables as necessary.*

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| **Work package type and ref.nr** | **DEVELOPMENT** | | | **2** |
| **Title** | **Creative Leadership Education Roadmap** | | | |
| **Related assumptions and risks** | A proper preparation of the Education Roadmap must be based facts and evidence. Thus, only once gaps between the Israeli and European Creative Industry eco-systems are clearly mapped, project partners now should proceed to developing an action plan addressing those gaps. A clear and highly customised t roadmap (reached through internal debate and consensus) for each Israeli HEI is the best way ensure the implementation and sustainability of the projects actions.  Within this WP we run the risk of misinterpreting the identified gaps into actionable items. | | | |
| **Description** | Based on the work carried out in WP1 and specifically deliverable 1.5 the project partners (European and Israeli partners) will build a joint programme for advancing and modifying selected teaching modules within the Israeli HEIs according to gaps- analysis outlined above. An outline of the programme will be agreed upon during the creative economy analysis meetings (deliverable 1.4) and will be continuously developed under the direction of the WP leader towards 2 different but interrelated workshops developed within this WP. Within these workshops, all Israeli HEIs will develop, with the assistance of their European mentors, new modules relating to:   * Curricular reform of teaching modules to include new fields of study and learning opportunities, including the formation of creative leadership training modules adapted to the needs of the creative economy within new disciplinary fields that fuse the creative industries with other fields of development * Formation of lifelong learning professional development modules drawing on and adapting to the needs of the Israeli Creative Economy. * Education and training programme for Israeli HEIs' staff. * New teaching tools and methods. | | | |
| **Tasks** | T2.1 1st module development workshop Task leader UoB  T2.2 2nd module development workshops Task leader IAA  T2.3 HEI implementation plan Task leader UoB | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 20-6-2016 | **Estimated End Date**  **(dd-mm-yyyy)** | 15-2-2017 | |
| **Lead Organisation** | UOB | | | |
| **Participating Organisation** | All partners | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 2.1. | | | |
| Title | **1st module development workshop** | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | During M12, an initial workshop will take place in the UK with the participation of all the project partners. The workshop, which will occur during 3 full days and involve all the project's partners will be divided into two parts:  Day 1: will be a seminar, in which European partners will highlight methodologies to implement change in the Israeli HEIs in view of the gaps identified in WP1. Leveraging on the event location, additional European special experts in the field will be invited to take part in this discussion and engage in knowledge sharing.  Days 2-3: during these days the partners will break into small session work groups; each Israeli HEI will be assigned two European mentors: one from the academia and one non-academic. These mentors will accompany the Israeli HEIs for the entire duration of the project. Within these sessions each Israeli HEI accompanied by his mentors will:   * Identify changes to content in the curriculum and select specific academic modules as candidates for a curricular reform for creative leadership and entrepreneurship to be developed and piloted by the Israeli HEIs. * Identify educational practices and opportunities for pedagogic development and transformation (e.g. online vs. face-2-face – which are the effective modules and how might they be delivered differently and accessible beyond the formal education process to maximise its effectiveness and sustainability, post project. * Define the mechanisms, business models and specific development for lifelong learning career and professional development modules to be developed and piloted by the Israeli HEIs * Outline a training programme to be carried out by the mentors for the HEI staff.   At the end of the workshop each Israeli HEI and his assigned European mentors should have a clear idea of the modules that require development and outline their future joint work. The European mentors will set clear development objectives to be internally dealt with by the Israeli HEIs in the coming months and be brought to the 2nd workshop (deliverable 2.2) as a starting point for their joint work. | | | |
| Due date | M12 | | | |
|  | Languages | English. | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)*  ***Israeli HEIs managements*** | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 2.2. | | |
| Title | | **2nd module development workshops** | | |
| Type | | Teaching material  Learning material  Training material | | Event  Report  Service/Product |
| Description | | During M15, workshops will be conducted throughout Europe. Each of these 1 week workshops will take place on the location of one of the European mentors and will include only the Israeli HEI and his two European mentors. The raison d'etre behind this is to create a very intensive and focused time together for all participants and greatly advance development stages. Each Israeli HEI will come to meet his European mentors after internal work by him has already been done to define the exact modules to be developed. By the end of the 1 week workshop the joint team should provide:   * A clear implementation plan (including detailed syllabus and academic tools) within the HEI to serve as a basis for experimental creative leadership teaching modules and add-ons. * A complete staff training plan to be carried out in Israel by the European mentors. * A clear implementation plan of lifelong learning vocational modules to be carried out by the Israeli HEI   At the end of the workshop, all results will be compiled into an overall implementation plan (deliverable 2.3) which will serve as a basis for WP3, WP4, WP5 and WP6. | | |
| Due date | | M15 | | |
|  | Languages | | English. | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | National  International | |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 2.3. | | |
| Title | | **HEI implementation plan** | | |
| Type | | Teaching material  Learning material  Training material | | Event  Report  Service/Product |
| Description | | The HEI implementation plan created during the 2nd development workshop will be finalised by each Israeli HEI in the months following the workshop. By M17 each Israeli HEI will issue, in collaboration with his European mentors, a personal implementation plan for his institution.  This implementation plan will serve as the basis for work carried out in WP3, WP4, WP5 and WP6.  The implementation plan will be presented by each Israeli HEI with its European mentor, to the Academic Committee. | | |
| Due date | | M17 | | |
|  | Languages | | English. | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | National  International | |

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| **Work package type and ref.nr** | **DEVELOPMENT** | | | 3 |
| **Title** | **Trainers' training** | | | |
| **Related assumptions and risks** | Israeli HEI staffs need preparation in order to acquire new skills, tools and methods as well as be able to teach new modules.  Locating the most suitable personnel within each Israeli HEI poses a risk to pilot implementation. | | | |
| **Description** | Within WP3, the European partners under their capacity as mentors carry 2 trainers' training sessions.  The training sessions will address both new contents and new pedagogical approaches and transformation towards more student centred and project oriented learning methods (I.e. forum discussions rather than formal lectures, involving industry experts as teachers, personal coaching etc.).  The 1st session will take place at the premises of each Israeli HEI and be conducted by his assigned mentors. The 2nd session will be held in Europe at the premises of the mentors. During this WP, two 3 day sessions will be held (M18, M22) covering academic, vocational and creative leadership topics:  Day 1: Academic training for Israeli HEI staff selected to implement new teaching tools and modules.  Day 2: Vocational-LLL training for Israeli HEI staff selected to implement new lifelong learning modules.  Day 3: Special training on the implementation of creative leadership skills through formal and informal methods to Israeli HEI staff. | | | |
| **Tasks** | T3.1 Literature review update for Israeli HEI staff (including books, on-line videos, articles etc) – Task leader: CBS  T3.2 1st trainers' training workshop – Task leader: CBS  T3.3 2nd trainers' training workshop – Task leader: CBS  T3.4 preparation of CLEVER staff training handbook - IAA | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15-03-2017 | **Estimated End Date**  **(dd-mm-yyyy)** | 15-09-2017 | |
| **Lead Organisation** | CBS | | | |
| **Participating Organisation** | All partners | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 3.1. | | |
| Title | | **Israeli HEI staff selection and preparation** | | |
| Type | | Teaching material  Learning material  Training material | | Event  Report  Service/Product |
| Description | | Consulting their European mentors the management of each Israeli HEI will select at least 10 faculty members to lead the Creative leadership roadmap implementation within its own institution. HEI managements will be encouraged to select academic staff from a wide variety of CI disciplines and business disciplines (if appropriate)  As a preliminary stage to the 1st trainers' training workshop, all Programme countries partners led by CBS will formulate a comprehensive list of relevant literature to serve as a preparation tool for the Israeli HEI staff towards the workshop. Each Israeli will equip its libraries will the relevant materials, which may differ from one HEI to the other as suggested by the personal European mentors. The acquisition of learning materials will serve students as well in the WP4 and years to come. | | |
| Due date | | M18 | | |
|  | Languages | | English. | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | National  International | |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 3.2 | | |
| Title | | **1st trainers' training workshop** | | |
| Type | | Teaching material  Learning material  Training material | | Event  Report  Service/Product |
| Description | | During M18, the first trainers' training workshop will take place in the Israeli HEIs and conducted by their mentors. The workshop will be conducted for 3 days and involve at least 10 Israeli HEI academic staff from each institution :  Day 1: Will be a gathering event of HEIs academic staff from all Israeli HEI institutions with the programme countries partners and will take place in Shenkar. Attending will be the staff selected to implement the new teaching modules. The 1st day will be an introduction session designed to acquaint the Israeli HEI staff with the basic principle involving the new modules while exposing them to different experiences of the various programme countries.  Day 2+3: Each Israeli HEI will host his two European mentors for a tailored training session for his staff. Within each institution, local staff will be divided into two workings group sessions: one dedicated to specific training for academic module and the other for the vocational – LLL module highlighting the special characteristics of each module.  At the end of the workshop, each Israeli HEI and his assigned European mentors will outline tasks to be carried out towards the 2nd workshop (deliverable 3.3). | | |
| Due date | | M19 | | |
|  | Languages | | English. | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | National  International | |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 3.3 | | |
| Title | | **2nd trainers' training workshop** | | |
| Type | | Teaching material  Learning material  Training material | | Event  Report  Service/Product |
| Description | | During M21, the second trainers' training workshop will take place at the premises of the mentors in Europe. The workshop will be conducted for 3 days and involve at least 5 Israeli HEI academic staff from each institution :  Within this 3 day session, all Israeli HEIs will continue their staff training with their hosting European mentors. This session in Europe is specifically designed to allow Israeli HEI academic staff to complete their training in closed environment away from the daily chores. Attendance will be divided into two workings group sessions: one dedicated to specific training for academic module and the other for the vocational – LLL module.  The 2nd training workshop should conclude the formal training activities and allow the Israeli HEIs to start implementing the knowledge learned in existing course and teaching modules. | | |
| Due date | | M21 | | |
|  | Languages | | English. | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | National  International | |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 3.4 | | |
| Title | | **CLEVER staff training handbook** | | |
| Type | | Teaching material  Learning material  Training material | | Event  Report  Service/Product |
| Description | | As the training workshops are concluded, each Israeli HEI will issue its own internal training handbook with the aim of capturing all the lessons learned in a structured fashion that can be shared as a tool among the local academic staff. This handbook will be further revised following the pilot (WP4) and assessments (WP6). This will allow for a proper dissemination of the training outcomes as well as ensuring their sustainability after project's completion. Task leader IAA will provide all Israeli HEIs with mentoring as to format and outline of the Handbook. | | |
| Due date | | M24 | | |
|  | Languages | | English. | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | National  International | |

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| **Work package type and ref.nr** | **DEVELOPMENT** | | | **4** |
| **Title** | **Pilot pedagogical program** | | | |
| **Related assumptions and risks** | Prior to implementation at wider scale, CLEVER is required to carry a small scale pilot programme.  Understanding the scale of CLEVER and outlying risk exists that all activities towards trainers' training will be insufficient to properly train the academic staff.  In addition, the extra commitments put towards CLEVER may impose a burden to Israeli academic staff vis-à-vis their existing commitments. | | | |
| **Description** | Following the trainers' training sessions, each Israeli HEI will start implementing the acquired knowledge within its own institution. Specifically each HEI will deliver the following elements:   * A teaching module relating to identified gaps to be inserted into an existing course/programme as identified in the HEI implementation plan, pertaining to creative leadership skills. * A vocational lifelong learning module of 100 hours to be executed and offered to internal and external students at the HEI.   The HEIs will implement the two modules in the semester that will follow under the continuous guidanceof the European mentors. | | | |
| **Tasks** | T4.1 Pilot Creative leadership and entrepreneurship academic module implementation Task leader: EBS  T4.2 Pilot vocational LLL module implementation Task leader: CES  T4.3 Implementation review and assesment Task leader: EBS | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15-10-2017 | **Estimated End Date**  **(dd-mm-yyyy)** | 31-01-2018 | |
| **Lead Organisation** | EBS | | | |
| **Participating Organisation** | All partners | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 4.1 | | |
| Title | | **Academic module pilot execution** | | |
| Type | | Teaching material  Learning material  Training material | | Event  Report  Service/Product |
| Description | | According to the specific pilot implementation plan adopted by each HEI (the roadmap in WP2 and the handbook in WP3), and following the intensive training of the academic staff, each Israeli HEI will start implementing the pilot academic programme. At least 20 students from different CI disciplines will take part in this pilot teaching module accompanied by 2 staff members. During the semester 10 selected students from each Israeli HEI will travel to their specific academic European mentor HEI for 2 weeks of study under the disciplines, tools and methods of the European HEI. Thus, students will gain the experience of both local and foreign teaching modules and provide a bottom up feedback for fine-tuning the Israeli implementation roadmap. When coming back to Israel, students will share their experience with their peers and faculty for internal dissemination purposes. The mobility of faculty and students within this WP as well other occasions along the project will be operate under the ERAMUS+ guide re mobility arrangements and rules. | | |
| Due date | | M25 | | |
|  | Languages | | English. | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | National  International | |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 4.2 | | |
| Title | | **LLL module pilot execution** | | |
| Type | | Teaching material  Learning material  Training material | | Event  Report  Service/Product |
| Description | | According to the specific pilot implementation plan adopted by each HEI (the roadmap in WP2 and the handbook in WP3), and following the intensive training of the relevant staff, each Israeli HEI will start implementing the pilot LLL programme. 20 CI workers from different CI disciplines will take part in this pilot teaching module. The recruitment of the participants will be assisted by Lahav as well as by HEI Alumni Associations. | | |
| Due date | | M28 | | |
|  | Languages | | English. | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | National  International | |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 4.3 | | |
| Title | | **Pilot implementation report** | | |
| Type | | Teaching material  Learning material  Training material | | Event  Report  Service/Product |
| Description | | Following the pilots each Israeli HEI will compile (assisted by his European mentors) an internal evaluation report on the two pilot modules, including feedback and assessments from all participating staff, students and CI workers. The report will include guidelines and lessons learned for future implementation. In addition, the trainer's Handbook will be revised and updated according to the report's outcomes. | | |
| Due date | | M29 | | |
|  | Languages | | English. | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | National  International | |

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| **Work package type and ref.nr** | **DEVELOPMENT** | | | **5** |
| **Title** | **Disruptive plan for the Creative Industries in Israel** | | | |
| **Related assumptions and risks** | Only a joint effort of all stakeholders can foster a change and growth of the creative economy in Israel. This sitatution hold the risk that Israeli govement will be changed and political conditions will limit the level of national intervantion | | | |
| **Description** | Unlike WP 2-4, which follow a more "traditional" capacity building route in academia, and target goals of a short-to-medium time frame – WP5 is of a more strategic nature and seeks to set the scene for long term goals in assisting the sustainability of the Israeli creative economy. The work within WP5 will be based on the results obtained in WP1 and essentially will be a think tank of all stakeholders in the Creative economy. Israeli HEIs will be encouraged to involve representatives of the student unions and alumni. Together with ministry of Economy and JVP as Associated Partners as well as Lahav (Israeli chamber of SMEs) all Israeli HEIs will strive to create new ways to overcome the major barriers for the Israeli creative economy. Specifically, this WP will be divided into two major parts: in the first part, which will take place during the second year of the project (and in parallel to WP2,3,4) , the project partners will try to gather direct evidence and experience from European counterparts through a series of 2 round table events which will take place in Denmark and Estonia. These countries were chosen as they have similarities to Israel in terms of population size and diversity of the economy. These roundtable events will gather regulators and policy makers at national and EU level to openly discuss past success and failures in advancing of the creative industry in Europe and elements that could be learned for the Israeli economy. Work during the 2nd year of the project will also feed into WP 2,3,4 which are of an academic nature  During the third year based on the evidence gathered in the second year as well as data from WP1 all stakeholders will convene to formulate a comprehensive policy recommendation tool – "the creative economy – Israel 2020" | | | |
| **Tasks** | T5.1 Meeting European national/regional policy makers for the creative industry – roundtable 1. Task Leader: CKO  T5.2 Meeting European national/regional policy makers for the creative industry – roundtable 2. Task Leader: CES  T5.3 Formulating a policy recommendation tool : Task Leader: LAHAV | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15-02-2017 | **Estimated End Date**  **(dd-mm-yyyy)** | 15-07-2018 | |
| **Lead Organisation** | LAHAV | | | |
| **Participating Organisation** | All partners | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 5.1 | | |
| Title | | **Round Table #1** | | |
| Type | | Teaching material  Learning material  Training material | | Event  Report  Service/Product |
| Description | | The 1st round table event will take place in CKO (Denmark). Leveraging of the vast network of CKO, it will gather opinion leaders and public officials for the round table discussion.  The 1st day will be dedicated to international case studies presented by experts.  The 2nd  and 3rd day will be a think tank in which participants will be divided into small groups. In each group there will be representatives of Israeli and European participants. The topics covered will be HE policy guidelines and economy policy guidelines in the CI framework. | | |
| Due date | | M17 | | |
|  | Languages | | English. | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)*  ***All Israeli partners and prograame contries stakeholders*** | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | National  International | |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 5.2 | | |
| Title | | **Round Table #2** | | |
| Type | | Teaching material  Learning material  Training material | | Event  Report  Service/Product |
| Description | | The 2nd round table event will take place in CES (Estonia). CES, will be responsible to gather opinion leaders and public officials for the round table discussion.  The 1st day will be dedicated to international case studies presented by experts.  The 2nd  and 3rd day will be a think tank in which participants will be divided into small groups. In each group there will be representatives of Israeli and European participants. The topics covered will be HE policy guidelines and economy policy guidelines in the CI framework. | | |
| Due date | | M32 | | |
|  | Languages | | English. | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)*  ***All Israeli partners and prograame contries stakeholders*** | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | National  International | |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 5.3 | | |
| Title | | **Report - Creative Israel 2020 whitepaper** | | |
| Type | | Teaching material  Learning material  Training material | | Event  Report  Service/Product |
| Description | | The entire expertise gathered during all the activities in the first two years of the project, will serve as a basis of the initiation of the work on the Creative Israel 2020 whitepaper during year 3.  Lead by Lahav and Shenkar , all Israeli project partners (including the associated partners) will gather several times during that yeas with the goal to localise the EU experience to the Israeli context and form relevant policy recommendation tools. The whitepaper will cover several domains:   1. HEI reform recommendations to the Israeli Council of Higher Education (CHE). 2. Policy reform recommendations to the relevant Governmental ministries. 3. Legislation recommendation of the Israeli Parliament,   The final report will be present to all relevant stakeholders in a special event. This report is a powerful sustainability tool for the CLEVER project. | | |
| Due date | | M34 | | |
|  | Languages | | English. | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)*  ***All CLEVER partners and the entire stakeholders of the Israeli CI eco-system*** | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | National  International | |

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| **Work package type and ref.nr** | **QUALITY PLAN** | | | **6** |
| **Title** | Quality Control and Monitoring | | | |
| **Related assumptions and risks** | The process of knowledge transfer between European and Israeli partners must be supervised and evlauted in a systemic fashion in order to ensure the proper exploitation of project's results. By misdressing quality issues in the project we run the risk of project deliverable delays and low impact of theproject outcomes. | | | |
| **Description** | WP6 aims to ensure the efficinecy and uqality of communication, processes and implementation in the project. The WP leader will deliver annual and WP specific quality surveys adressing the releant target groups (staff, students etc.)  The analysis will be presented in Governing Board meetings which may decide to take specific actions upon the delivered results. Additional quality monitoring on short term policy and eco-system impact will be conducted in collboration with Lahav to ensure that the project stays relevant and links with all stakeholders.  In particular, HAC will monitor the effectiveness of EU knowledge transfer through the module development workshops (WP2), trainers' training workshops (WP3) as well as the various module implementation pilots (WP4).  It Should be empasized that additional quality control process are taking place thorughout the project and outside the formal scope of WP6. These in clude:  Qualityprocess via the GB Meetings (WP8), internal assessment of outcomes by Israeli HEIs (WP2-4), using the one-on-one mentoring approach (WP2-4) and development of a mobility guide (WP4). | | | |
| **Tasks** | T6.1 – QC of trainers' training. HAC  T6.2 – QC of pilot implementation HAC  T6.3 – QC of policy impact LAHAV  T6.4 – Project monitoring (annual) HAC | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15-01-2016 | **Estimated End Date**  **(dd-mm-yyyy)** | 15-10-2018 | |
| **Lead Organisation** | HAC | | | |
| **Participating Organisation** | All partners | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 6.1. | | | |
| Title | QC of trainers' training | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | HAC will closely monitor all events related to trainers' training, including the different workshops and the publication of the handbook. Together wih the GB, HAC will develop specific qualitative and quatitative measurements and parameters to be applied to the monitoring process either prior, during ot after the workshops. In addition, HAC will monitor the progress on the HandBook publication as well as monitor external reviews of the handbook post publication. | | | |
| Due date | M29 | | | |
|  | Languages | English, hebrew | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 6.2. | | | |
| Title | QC of pilot implementation HAC | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | HAC will closely monitor all events related to pilot imlementation, including the different modules delivered in the various Israeli HEIs (academic, LLL and mobility). Together wih the GB and the 2 European mentors assigned to each Israeli HEI, HAC will develop specific qualitative and quatitative measurements and parameters to be applied to the monitoring the processes and outcomes. | | | |
| Due date | M30 | | | |
|  | Languages | hebrew, english | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 6.3. | | | |
| Title | QC of policy impact | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | Forming this deliverable HAC and Lahav will collaborate closely to monitor the short-term impact and dissemination indicators of the project's acitvities thus far. The economic environment extermal to the Israeli HEIs will be assenssed and monitored | | | |
| Due date |  | | | |
|  | Languages | hebrew, english | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)*  ***National stakeholders*** | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 6.4. | | | |
| Title | Project monitoring (annual) | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | Annual review will be formulated by HAC aiming to provide an overview of the entire yearly monitoring carried for the various aspect of the project taking place in parallel. This report will serve as an oversight tool for the GB to monitor the progress and quality of progress. | | | |
| Due date | english | | | |
|  | Languages |  | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)*  ***CLEVER GB*** | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Work package type and ref.nr** | **DISSEMINATION & EXPLOITATION** | | | **7** |
| **Title** | CLEVER Impact | | | |
| **Related assumptions and risks** | Dissemination supports exploitation as well as ensures that knowledge can be shared between wide audiences. In Addition, propoer dissemination and exploitation allows for the capitalisation on unexpetd future developments. Improper dissemination puts the CLEVER project at risk the knowledge gained will only be held by few, disappearing should they move out of the participating HEI organisations. | | | |
| **Description** | Activities under WP7 aim to increase awareness for the project and reaching out to as many potential users as possible. Activities will address both internal dissemination (intended towards exploitation of the project outcomes within the Israeli HEIs) and External dissemination efforts (intended to create visibility and awareness among external stakeholders and to drive policy changes).  It should be empasized that dissemination and exploitation actions are taking place thorughout the project and outside the formal scope of WP7. These include:  Compertive analysis report of the creative economy- Israel vs. Europe, tagerting all relevant israeli stakeholders (WP1); Creative Leadership & Entrepreneurship Implementation Roadmap, targeting the Israeli HEIs management and academic committees. (WP2) and CLEVER Staff Training Handbook, targeting the Israeli HEIs academic faculty (WP3) and the Creative Israel 2020 whitepaper targeting all relevant israeli stakeholders (WP5). | | | |
| **Tasks** | T7.1 – Dissemination plan- SHENKAR  T7.2– Dissemination campaign- SHENKAR  T7.3 – Digital media - SAP | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15-03-2016 | **Estimated End Date (dd-mm-yyyy)** | 15-10-2018 | |
| **Lead Organisation** | SHENKAR | | | |
| **Participating Organisation** | All partners | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 7.1. | | | |
| Title | Dissemination plan | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | A yearly dissemination plan will be presented by Shenkar ot the GB inline with the expected project outcomes and adressing both internal and external dissemination channels. The yearly plan will approved/revised by the GB.  The joint efforts and dissemination capciities of the different project partners will be considered in the dissemination plan and fully exploited. | | | |
| Due date | M6 | | | |
|  | Languages | English | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)*  ***CLEVER GB*** | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 7.2. | | |
| Title | | Dissemination campaign | | |
| Type | | Teaching material  Learning material  Training material | Event  Report  Service/Product | |
| Description | | Branding, logo and communication materials are at a core of a dissemination project able to facilitate engagement and curiosity for the project.  The Dissemination campaign will Involve and address all target groups of the projects: from students, to faculty and policy makers.  The campaign will make use of varied tools as: articles in special press, meeting with key stakeholders, participating in public events, Ads in the Press, open events, academic papers, newsletters etc. | | |
| Due date | | M36 | | |
|  | Languages | | Hebrew | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)*  ***The entire CI eco-system*** | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 7.3. | | |
| Title | | Digital Media | | |
| Type | | Teaching material  Learning material  Training material | Event  Report  Service/Product | |
| Description | | Digital media offers nowdays a powerful tool to reach a well defined stakeholders and audiences. Thus, digital media will be used throught the posssible specturm including website and specific social media outlets. SAP will oversee to the digital media infrastructure for CLEVER. | | |
| Due date | | M36 | | |
|  | Languages | | English | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)*  ***The wider public interested in CLEVER*** | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | | National  International |

*Please copy and paste tables as necessary.*

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| **Work package type and ref.nr** | **MANAGEMENT** | | | **8** |
| **Title** | Project management | | | |
| **Related assumptions and risks** | multi-participant projects require a defined management structure and legally backed central coordination, thus stractural managent tools support all partners in monitoring and eveloping their activities. Unpropoer project management hold the risk for poor expolitation of outcomea and as well as financial risk for all partners involved. | | | |
| **Description** | A defined and structured project management capcity will allow the project partners to facilitate the progress of the project's objectives and to ensure that cirtical milestones are reached on time and in high quality. The coordinator, with proven experience as coordinator of TEMPUS-IDEA, will emploiy successful management tools to ensure the highest standard of project coordination that will respect all EU requirments, including: partnership agreement and project hand book, projects GB board, and Financial Monitoring tools and auditing. | | | |
| **Tasks** | T8.1 – Partners agreements and project hand book  T8.2– Project Governors Board  T8.3 – Financial Reports and Auditing | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15-10-2015 | **Estimated End Date**  **(dd-mm-yyyy)** | 15-10-2018 | |
| **Lead Organisation** | SHENKAR | | | |
| **Participating Organisation** | All partners | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 8.1. | | | |
| Title | **Partners agreements and project hand book** | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | At the beginning of the project, Partnership agreement will be signed between the coordinator and all project partners, to cover all financial, legal, monitoring and implementations aspects related to the project.  A project handbook will be developed by the coordinator and shared between the consortium partners. The Project Handbook will include the workplan, tasks and responsibilities, as well as EU guidelines for the use of the grant. | | | |
| Due date | M3 | | | |
|  | Languages | English | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 8.2. | | |
| Title | | **Project Governors' Board** | | |
| Type | | Teaching material  Learning material  Training material | | Event  Report  Service/Product |
| Description | | A Governors Board (GB) will be set at the beginning of the project composed of one representative from each partner institution. The GB will meet once a year to review and monitor the project progress and quality and will be also the official body to solve on a democratic basis any conflict between the partners. The coordinator will be responsible to lead the project towards the expected results within the defined timetables, yet it will be flexible and attentive as needed to implement the recommendations from the GB. | | |
| Due date | | M3, M14, M26, M36 | | |
|  | Languages | | ENGLISH | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | National  International | |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | | 8.3. | | |
| Title | | **Financial Reports and Auditing** | | |
| Type | | Teaching material  Learning material  Training material | | Event  Report  Service/Product |
| Description | | Financial monitoring will be conducted by the Coordinator with a maximal transparency. Financial reports will be gathered every 6 months in the first 2 years and every quarter during the last year in order to have tighter monitoring towards the end of the project.  All reporting tools and mechanisms will be designed by the coordinator to meet the needs of the project and the demands of the EU, ensuring the project retains a high standarts of financial monitoring.  An external auditor will be assigned to the project in the middle of the projects' lifespan in order to monitor and make reporting corrections on time. | | |
| Due date | | M36 | | |
|  | Languages | | English | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | Local  Regional | | National  International | |

**H.2. Explanation of work package expenditures**

*Please explain what costs will be associated to each work package and covered by lump sums, flat rates, unit costs, and real costs. Provide information on the travels necessary to complete the workpackage. Detailed information on each travel must be indicated in the Budget Excel table. If purchase of equipment is required, explain how the respective equipment addresses the needs identified in the project. Remember that the specification of each item, including the partner country university/ies at which equipment will be installed, must be detailed in the Budget Excel table. If any subcontracting is considered necessary for the implementation of the project, please explain why the task cannot be performed by the consortium members themselves* (limit 3000 characters)*.*

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| WP1 :  Staff costs: 38K  Travel & stay costs: 22K – travel of all EU partners to Israel for CI symposium event (T1.4)  Sub-contracting: 8.5K - Consultancy for collection and analysis of economic data regarding CI in Israel (requires high economical expertise and will be done with an expert in this area who works with LAHAV – T1.3), data collection and analysis of the EU CI and access to EU databases (will be done with the assistance of experts – T1.1), Editing, translation & design services for 3 reports that will be produced in WP1, involvement of external policy experts in CI symposium in Israel(T1.4)  WP2:  Staff costs:79K  Travel & stay costs: 91K – Travel1: all partners to London for workshop with UK experts (T2.1), Travel 2: all Israeli partners to EU mentors (T2.2), Travel 3: all EU mentors come to Israel for presentation to HEIs academic committees (T2.3).  Sub-contracting: 4K – involvement of EU experts in Creative Leadership in workshop in London  WP3 :  Staff costs:48K  Travel & stay costs:50K – Travel1: EU mentors come to Israel for 1st trainers training sessions (T3.2), Travel2: Israeli HEIs go to their EU mentors for 2nd trainers training session (T3.3).  Sub-contracting: 12.5K- Design, editing, printing of institutional CLEVER training handbook by all Israeli HEIs  Equipment: 12.5K - books, access to databases, periodicals, teaching software for trainers training (T3.1)  WP4 :  Staff costs:59K  Travel & stay costs: 80K - Travel 1: 10 students from each Israeli HEI go for pilot to EU HEIs (Estonia, UK, Denmark), IAA joins pilot, Travel 2: CES comes to Israel for mentoring LLL module implementation pilot  Sub-contracting: 18K - Editing, translation & design services of teaching materials and dissemination materials (T4.1, T4.2) by all Israeli HEIs, Editing, translation & design services of teaching materials for staff training/hosting at EU facilities (T4.1) by EU mentors.  Equipment: 40K - teaching equipment for all Israeli HEIs- software, video projectors, screen, computer  WP5 :  Staff costs:26K  Travel & stay costs: 74K – Travel1 – all partners meet in Denmark (round table1 T5.1), Travel2 – all partners meet in Estonia (round table 2 – T5.2)  Sub-contracting: 14K - involvement of EU external policy experts in round tables (T5.1, T5.2), consultancy for editing Creative Israel 2020 White paper (T5.3) , editing and translation services for issuing White Paper.  WP6:  Staff costs: 24K  Sub-contracting: 5K - Tools development for measuring CLEVER policy and public impact on the Israeli economy (T.6.3), Translation of QC tools and analysis (T6.1, T6.2, T6.4)  Equipment: 1K – computer, photocopy machine, fax machine for HAC (WP leader)  WP7:  Staff costs: 35K  Sub-contracting: 16K - design of logo and visual communication outlets, printing CLEVER brochure, Ads in media, web design (Shenkar); Editing, translation & design services for internal dissemination activities (all Israeli HEIs)  Equipment: 6K - equipment for dissemination infrastructure (digital media, cloud services, maintenance) for SAP (task leader)  WP8 :  Staff costs:60K  Travel & stay costs: 70K - Travel 1: all EU partners come to Israel (GB1), Travel 2: all partners meet in Denmark (GB2), Travel3: all partners meet in the Netherland (GB3), Travel 4: all partners meet in Israel (GB4)  Sub-contracting: 12K - Project audit, legal advisory (T8.3)  Equipment:17.5K - camera, video camera, computer, tablet, sotware, photocopy machine(all Israeli HEIs) |

*If your project involves a* ***Special Mobility Strand****, please**explain what support will be required under each budget heading in order to cover organisational costs (such as special needs, exceptional, non-online linguistic support, etc.)* (limit 2000 characters)*.*

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| CLEVER mobility strand plan will require resources allocation for all the organisational aspects involved. This includes mainly staff cost for faculty members that will be responsible to plan the mobility programme and institutional administrative support for: registration to mobility programmes, visa, accommodation and travelling arrangements, mobility report development, supervision and support during the mobility action.  Other foreseen expenses are sub-contracting for legal advice (for mobility agreements), printing and publishing of learning materials and mobility tools. In order to reduce these costs the consortium will make use of digital tools rather than printable materials as much as possible.  It is important to mention that all the above mentioned costs (staff cost and sub-contracting) related to the mobility strand are not calculated in the grant request and will be considered as co-financing by the HEIs that participate in the mobility strand actions. Thus, only the direct mobility expensses (for travell and stay) are allocated in the mobility strand budget according to the Erasmus+ rates. |

**H.3 Consortium partners involved** **and resources required to complete the work package**

***Indicative input of consortium staff -*** *The total number of days per staff category should correspond with the information provided in the budget tables.*

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| **Work Package**  **Ref.nr** | **Partner**  **nr** | **Partner acronym** | **Country** | **Number of staff days[[1]](#footnote-1)** | | | | | **Role and tasks in the work package** |
| **Category**  **1** | **Category**  **2** | **Category**  **3** | **Category**  **4** | **Total** |
| **PREPARATION:**  WP1 | P1 | SHENKAR | Israel | 12.0 | 24.0 | 0.0 | 4.0 | 40 | T1.2 - Data collection regarding the current involvement of Israeli HEIs towards success of the CIs in Israel **(Task leader (**  T1.3 – Data collection regarding the current role of Israeli regional/governmental authorities / businesses as well as public policies Israel  T1.4 – Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe  Participation in CI symposium in Israel |
| P2 | BAAD | Israel | 3.0 | 8.0 | 0.0 | 0.0 | 11 | T1.2 - Data collection regarding the current involvement of Israeli HEIs towards success of the CIs in Israel  T1.4 – Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe  Participation in CI symposium in Israel |
| P3 | HAC | Israel | 3.0 | 8.0 | 0.0 | 0.0 | 11 | T1.2 - Data collection regarding the current involvement of Israeli HEIs towards success of the CIs in Israel  T1.4 – Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe  Participation in CI symposium in Israel |
| P4 | SAP | Israel | 3.0 | 8.0 | 0.0 | 0.0 | 11 | T1.2 - Data collection regarding the current involvement of Israeli HEIs towards success of the CIs in Israel  T1.4 – Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe  Participation in CI symposium in Israel |
| P5 | COMAS | Israel | 3.0 | 18.0 | 0.0 | 0.0 | 21 | T1.2 - Data collection regarding the current involvement of Israeli HEIs towards success of the CIs in Israel  T1.4 – Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe **(Task leader (**  Participation in CI symposium in Israel |
| P6 | LAHAV | Israel | 10.0 | 15.0 | 0.0 | 0.0 | 25 | T1.1 - Data collection regarding key success indicators for the creative industry in Programme countries  T1.3 – Data collection regarding the current role of Israeli regional/governmental authorities / businesses as well as public policies Israel **(Task leader (**  T1.4 – Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe  Participation in CI symposium in Israel |
| P7 | CKO | Denmark | 10.0 | 15.0 | 0.0 | 8.0 | 33 | **WP1 leader**  T1.1 - Data collection regarding key success indicators for the creative industry in Programme countries  T1.4 – Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe  Participation in CI symposium in Israel |
| P8 | CBS | Denmark | 3.0 | 9.0 | 0.0 | 0.0 | 12 | T1.1 - Data collection regarding key success indicators for the creative industry in Programme countries  T1.4 – Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe  Participation in CI symposium in Israel |
| P9 | UOB | UK | 3.0 | 9.0 | 0.0 | 0.0 | 12 | T1.1 - Data collection regarding key success indicators for the creative industry in Programme countries  T1.4 – Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe  Participation in CI symposium in Israel |
| P10 | EBS | Estonia | 3.0 | 9.0 | 0.0 | 0.0 | 12 | T1.1 - Data collection regarding key success indicators for the creative industry in Programme countries  T1.4 – Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe  Participation in CI symposium in Israel |
| P11 | CES | Estonia | 3.0 | 9.0 | 0.0 | 0.0 | 12 | T1.1 - Data collection regarding key success indicators for the creative industry in Programme countries  T1.4 – Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe  Participation in CI symposium in Israel |
| P12 | IAA | Iceland | 3.0 | 9.0 | 0.0 | 0.0 | 12 | T1.1 - Data collection regarding key success indicators for the creative industry in Programme countries  T1.4 – Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe  Participation in CI symposium in Israel |
| P13 | THNK | Netherlan | 3.0 | 9.0 | 0.0 | 0.0 | 12 | T1.1 - Data collection regarding key success indicators for the creative industry in Programme countries  T1.4 – Preparation of a summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe  Participation in CI symposium in Israel |
| **SUBTOTAL** | | | | 62 | 150 | 0 | 12 | 224 |  |
| **DEVELOPMENT:**  WP2 | P1 | SHENKAR | Israel | 18 | 10 | 0 | 0 | 28 | T2.1 1st module development workshop (co-financed activity)  T2.2 2nd module development workshop  T2.3 HEI implementation plan preparation |
| P2 | BAAD | Israel | 17 | 10 | 0 | 0 | 27 | T2.1 1st module development workshop (co-financed activity)  T2.2 2nd module development workshop  T2.3 HEI implementation plan preparation |
| P3 | HAC | Israel | 17 | 10 | 0 | 0 | 27 | T2.1 1st module development workshop (co-financed activity)  T2.2 2nd module development workshop  T2.3 HEI implementation plan preparation |
| P4 | SAP | Israel | 17 | 10 | 0 | 0 | 27 | T2.1 1st module development workshop (co-financed activity)  T2.2 2nd module development workshop  T2.3 HEI implementation plan preparation |
| P5 | COMAS | Israel | 17 | 10 | 0 | 0 | 27 | T2.1 1st module development workshop (co-financed activity)  T2.2 2nd module development workshop  T2.3 HEI implementation plan preparation |
| P6 | LAHAV | Israel | 0 | 0 | 0 | 0 | 0 | T2.1 1st module development workshop |
| P7 | CKO | Denmark | 18 | 18 | 0 | 0 | 36 | T2.1 1st module development workshop  T2.2 2nd module development workshop  T2.3 HEI implementation plan preparation -participation in presentation to HEIs Academic Committee in Israel |
| P8 | CBS | Denmark | 18 | 18 | 0 | 0 | 36 | T2.1 1st module development workshop  T2.2 2nd module development workshop ( **hosting staff members**)  T2.3 HEI implementation plan preparation -participation in presentation to HEIs Academic Committee in Israel |
| P9 | UOB | UK | 23 | 29 | 0 | 10 | 62 | **WP2 Leader**  T2.1 1st module development workshop – **Task leader**  T2.2 2nd module development workshop ( hosting staff members)  T2.3 HEI implementation plan preparation -participation in presentation to HEIs Academic Committee in Israel  **– Task leader** |
| P10 | EBS | Estonia | 18 | 18 | 0 | 0 | 36 | T2.1 1st module development workshop  T2.2 2nd module development workshop  T2.3 HEI implementation plan preparation -participation in presentation to HEIs Academic Committee in Israel |
| P11 | CES | Estonia | 18 | 18 | 0 | 0 | 36 | T2.1 1st module development workshop  T2.2 2nd module development workshop  T2.3 HEI implementation plan preparation -participation in presentation to HEIs Academic Committee in Israel |
| P12 | IAA | Iceland | 21 | 18 | 0 | 0 | 39 | T2.1 1st module development workshop  T2.2 2nd module development workshop **– Task Leader,** (**hosting staff members**)  T2.3 HEI implementation plan preparation -participation in presentation to HEIs Academic Committee in Israel |
| P13 | THNK | Netherlan | 18 | 18 | 0 | 0 | 36 | T2.1 1st module development workshop  T2.2 2nd module development workshop  T2.3 HEI implementation plan preparation -participation in presentation to HEIs Academic Committee in Israel |
| **SUBTOTAL** | | | | 220 | 187 | 0 | 10 | 417 |  |
| **DEVELOPMENT:**  WP3 | P1 | SHENKAR | Israel | 5 | 21 | 0 | 2 | 28 | T3.1 Literature review update for Israeli HEI staff  T3.2 1st trainers training workshop  T3.3 2nd trainers training workshop (co-financed activity)  T3.4 CLEVER staff training handbook |
| P2 | BAAD | Israel | 5 | 21 | 0 | 2 | 28 | T3.1 Literature review update for Israeli HEI staff  T3.2 1st trainers training workshop  T3.3 2nd trainers training workshop (co-financed activity)  T3.4 CLEVER staff training handbook |
| P3 | HAC | Israel | 5 | 21 | 0 | 2 | 28 | T3.1 Literature review update for Israeli HEI staff  T3.2 1st trainers training workshop  T3.3 2nd trainers training workshop (co-financed activity)  T3.4 CLEVER staff training handbook |
| P4 | SAP | Israel | 5 | 21 | 0 | 2 | 28 | T3.1 Literature review update for Israeli HEI staff  T3.2 1st trainers training workshop  T3.3 2nd trainers training workshop (co-financed activity)  T3.4 CLEVER staff training handbook |
| P5 | COMAS | Israel | 5 | 21 | 0 | 2 | 28 | T3.1 Literature review update for Israeli HEI staff  T3.2 1st trainers training workshop  T3.3 2nd trainers training workshop (co-financed activity)  T3.4 CLEVER staff training handbook |
| P6 | LAHAV | Israel | 0 | 0 | 0 | 0 | 0 |  |
| P7 | CKO | Denmark | 7 | 10 | 0 | 7 | 24 | T3.1 Literature review update for Israeli HEI staff  T3.2 1st trainers training workshop  T3.3 2nd trainers training workshop ( **hosting staff members**) |
| P8 | CBS | Denmark | 9 | 14 | 0 | 0 | 23 | **WP3 leader**  T3.1 Literature review update for Israeli HEI staff- **task leader**  T3.2 1st trainers training workshop **– task leader**  T3.3 2nd trainers training workshop**– task leader** |
| P9 | UOB | UK | 7 | 10 | 0 | 0 | 17 | T3.1 Literature review update for Israeli HEI staff  T3.2 1st trainers training workshop  T3.3 2nd trainers training workshop |
| P10 | EBS | Estonia | 7 | 10 | 0 | 0 | 17 | T3.1 Literature review update for Israeli HEI staff  T3.2 1st trainers training workshop  T3.3 2nd trainers training workshop |
| P11 | CES | Estonia | 7 | 11 | 0 | 7 | 25 | T3.1 Literature review update for Israeli HEI staff  T3.2 1st trainers training workshop  T3.3 2nd trainers training workshop (**hosting staff members**) |
| P12 | IAA | Iceland | 9 | 12 | 0 | 0 | 21 | T3.1 Literature review update for Israeli HEI staff  T3.2 1st trainers training workshop  T3.3 2nd trainers training workshop  T3.4 CLEVER staff training handbook **– task leader** |
| P13 | THNK | Netherlan | 7 | 10 | 0 | 7 | 24 | T3.1 Literature review update for Israeli HEI staff  T3.2 1st trainers training workshop  T3.3 2nd trainers training workshop ( **hosting staff members**) |
| **SUBTOTAL** | | | | 78 | 182 | 0 | 31 | 291 |  |
| **DEVELOPMENT:**  WP4 | P1 | SHENKAR | Israel | 8 | 50 | 0 | 20 | 78 | T4.1 Pilot Creative Leadership and academic module implementation  T4.2 Pilot vocational LLL module implementation  T4.3 Implementation review and assessment |
| P2 | BAAD | Israel | 8 | 50 | 0 | 20 | 78 | T4.1 Pilot Creative Leadership and academic module implementation  T4.2 Pilot vocational LLL module implementation  T4.3 Implementation review and assessment |
| P3 | HAC | Israel | 8 | 50 | 0 | 20 | 78 | T4.1 Pilot Creative Leadership and academic module implementation  T4.2 Pilot vocational LLL module implementation  T4.3 Implementation review and assessment |
| P4 | SAP | Israel | 8 | 50 | 0 | 20 | 78 | T4.1 Pilot Creative Leadership and academic module implementation  T4.2 Pilot vocational LLL module implementation  T4.3 Implementation review and assessment |
| P5 | COMAS | Israel | 8 | 50 | 0 | 20 | 78 | T4.1 Pilot Creative Leadership and academic module implementation  T4.2 Pilot vocational LLL module implementation  T4.3 Implementation review and assessment |
| P6 | LAHAV | Israel | 2 | 9 | 0 | 5 | 16 | T4.2 Pilot vocational LLL module implementation  T4.3 Implementation review and assessment |
| P7 | CKO | Denmark | 2 | 0 | 0 | 0 | 2 | T4.3 Implementation review and assessment |
| P8 | CBS | Denmark | 2 | 4 | 0 | 2 | 8 | T4.1 Pilot Creative Leadership and academic module implementation – **hosting students and staff**  T4.3 Implementation review and assessment |
| P9 | UOB | UK | 2 | 4 | 0 | 2 | 8 | T4.1 Pilot Creative Leadership and academic module implementation – **hosting students and staff**  T4.3 Implementation review and assessment |
| P10 | EBS | Estonia | 10 | 9 | 0 | 2 | 21 | **WP4 leader**  T4.1 Pilot Creative Leadership and academic module implementation – **hosting students and staff**  T4.2 Pilot vocational LLL module implementation  T4.3 Implementation review and assessment |
| P11 | CES | Estonia | 7 | 5 | 0 | 0 | 12 | T4.1 Pilot Creative Leadership and academic module implementation  T4.2 Pilot vocational LLL module implementation – **task leader**  T4.3 Implementation review and assessment |
| P12 | IAA | Iceland | 2 | 3 | 0 | 0 | 5 | T4.1 Pilot Creative Leadership and academic module implementation  T4.3 Implementation review and assessment |
| P13 | THNK | Netherlan | 2 | 0 | 0 | 0 | 2 | T4.3 Implementation review and assessment |
| **SUBTOTAL** | | | | 69 | 284 | 0 | 111 | 464 |  |
| **DEVELOPMENT:**  WP5 | P1 | SHENKAR | Israel | 9 | 10 | 0 | 4 | 23 | T5.1 Meeting EU national/regional policy makers for the CI- roundtable 1 (co-financed activity)  T5.2 Meeting EU national/regional policy makers for the CI- roundtable 2 (co-financed activity)  T5.3 Report - Creative Israel 2020 whitepaper |
| P2 | BAAD | Israel | 0 | 3 | 0 | 0 | 3 | T5.1 Meeting EU national/regional policy makers for the CI- roundtable 1 (co-financed activity)  T5.2 Meeting EU national/regional policy makers for the CI- roundtable 2 (co-financed activity) |
| P3 | HAC | Israel | 0 | 3 | 0 | 0 | 3 | T5.1 Meeting EU national/regional policy makers for the CI- roundtable 1 (co-financed activity)  T5.2 Meeting EU national/regional policy makers for the CI- roundtable 2 (co-financed activity) |
| P4 | SAP | Israel | 0 | 3 | 0 | 0 | 3 | T5.1 Meeting EU national/regional policy makers for the CI- roundtable 1 (co-financed activity)  T5.2 Meeting EU national/regional policy makers for the CI- roundtable 2 (co-financed activity) |
| P5 | COMAS | Israel | 0 | 10 | 0 | 0 | 10 | T5.1 Meeting EU national/regional policy makers for the CI- roundtable 1 (co-financed activity)  T5.2 Meeting EU national/regional policy makers for the CI- roundtable 2 (co-financed activity)  T5.3 Report - Creative Israel 2020 whitepaper |
| P6 | LAHAV | Israel | 8 | 13 | 0 | 7 | 28 | **WP5 leader**  T5.1 Meeting EU national/regional policy makers for the CI- roundtable 1  T5.2 Meeting EU national/regional policy makers for the CI- roundtable 2  T5.3 Report - Creative Israel 2020 whitepaper – **task leader** |
| P7 | CKO | Denmark | 4 | 8 | 0 | 10 | 22 | T5.1 Meeting EU national/regional policy makers for the CI- roundtable 1 (**hosting event**)  T5.2 Meeting EU national/regional policy makers for the CI- roundtable 2 |
| P8 | CBS | Denmark | 4 | 6 | 0 | 0 | 10 | T5.1 Meeting EU national/regional policy makers for the CI- roundtable 1  T5.2 Meeting EU national/regional policy makers for the CI- roundtable 2 |
| P9 | UOB | UK | 4 | 6 | 0 | 0 | 10 | T5.1 Meeting EU national/regional policy makers for the CI- roundtable 1  T5.2 Meeting EU national/regional policy makers for the CI- roundtable 2 |
| P10 | EBS | Estonia | 4 | 6 | 0 | 0 | 10 | T5.1 Meeting EU national/regional policy makers for the CI- roundtable 1  T5.2 Meeting EU national/regional policy makers for the CI- roundtable 2 |
| P11 | CES | Estonia | 4 | 8 | 0 | 10 | 22 | T5.1 Meeting EU national/regional policy makers for the CI- roundtable 1  T5.2 Meeting EU national/regional policy makers for the CI- roundtable 2 (**hosting event**) |
| P12 | IAA | Iceland | 4 | 5 | 0 | 0 | 9 | T5.1 Meeting EU national/regional policy makers for the CI- roundtable 1  T5.2 Meeting EU national/regional policy makers for the CI- roundtable 2 |
| P13 | THNK | Netherlan | 4 | 6 | 0 | 0 | 10 | T5.1 Meeting EU national/regional policy makers for the CI- roundtable 1  T5.2 Meeting EU national/regional policy makers for the CI- roundtable 2 |
| **SUBTOTAL** | | | | 45 | 87 | 0 | 31 | 163 |  |
| **SUBTOTAL DEVELOPMENT** | | | | 412 | 738 | 0 | 183 | 1333 |  |
| **QUALITY PLAN**  **WP6** | P1 | SHENKAR | Israel | 0.0 | 11.0 | 0.0 | 11.0 | 22 | T6.1 QC of trainers training  T6.2 QC of pilot implementation  T6.3 QC of policy impact  T6.4 Project Monitoring (annual) |
| P2 | BAAD | Israel | 0.0 | 11.0 | 0.0 | 11.0 | 22 | T6.1 QC of trainers training  T6.2 QC of pilot implementation  T6.3 QC of policy impact  T6.4 Project Monitoring (annual) |
| P3 | HAC | Israel | 0.0 | 20.0 | 0.0 | 15.0 | 35 | **WP6 leader**  T6.1 QC of trainers training **– task leader**  T6.2 QC of pilot implementation **– task leader**  T6.3 QC of policy impact  T6.4 Project Monitoring (annual) **– task leader** |
| P4 | SAP | Israel | 0.0 | 11.0 | 0.0 | 11.0 | 22 | T6.1 QC of trainers training  T6.2 QC of pilot implementation  T6.3 QC of policy impact  T6.4 Project Monitoring (annual) |
| P5 | COMAS | Israel | 0.0 | 11.0 | 0.0 | 11.0 | 22 | T6.1 QC of trainers training  T6.2 QC of pilot implementation  T6.3 QC of policy impact  T6.4 Project Monitoring (annual) |
| P6 | LAHAV | Israel | 0.0 | 11.0 | 0.0 | 5.0 | 16 | T6.3 QC of policy impact – **task leader**  T6.4 Project Monitoring (annual) |
| P7 | CKO | Denmark | 0.0 | 6.0 | 0.0 | 0.0 | 6 | T6.4 Project Monitoring (annual) |
| P8 | CBS | Denmark | 0.0 | 6.0 | 0.0 | 0.0 | 6 | T6.4 Project Monitoring (annual) |
| P9 | UOB | UK | 0.0 | 6.0 | 0.0 | 0.0 | 6 | T6.4 Project Monitoring (annual) |
| P10 | EBS | Estonia | 0.0 | 6.0 | 0.0 | 0.0 | 6 | T6.4 Project Monitoring (annual) |
| P11 | CES | Estonia | 0.0 | 6.0 | 0.0 | 0.0 | 6 | T6.4 Project Monitoring (annual) |
| P12 | IAA | Iceland | 0.0 | 6.0 | 0.0 | 0.0 | 6 | T6.4 Project Monitoring (annual) |
| P13 | THNK | Netherlan | 0.0 | 6.0 | 0.0 | 0.0 | 6 | T6.4 Project Monitoring (annual) |
| **SUBTOTAL** | | | | 0 | 117 | 0 | 64 | 181 |  |
| **DISSEMINATION & EXPLOITATION**  **WP7** | P1 | SHENKAR | Israel | 22.0 | 20.0 | 10.0 | 50.0 | 102 | **WP7 leader**  T7.1 Dissemination plan **-task leader**  T7.2 Dissemination campaign **-task leader**  T7.3 Digital media |
| P2 | BAAD | Israel | 0.0 | 5.0 | 0.0 | 5.0 | 10 | T7.1 Dissemination plan |
| P3 | HAC | Israel | 0.0 | 5.0 | 0.0 | 5.0 | 10 | T7.1 Dissemination plan |
| P4 | SAP | Israel | 5.0 | 5.0 | 15.0 | 15.0 | 40 | T7.1 Dissemination plan  T7.3 Digital media – **task leader** |
| P5 | COMAS | Israel | 5.0 | 10.0 | 0.0 | 5.0 | 20 | T7.1 Dissemination plan  T7.2 Dissemination campaign |
| P6 | LAHAV | Israel | 0.0 | 10.0 | 0.0 | 10.0 | 20 | T7.1 Dissemination plan  T7.2 Dissemination campaign |
| P7 | CKO | Denmark | 0.0 | 5.0 | 0.0 | 10.0 | 15 | T7.1 Dissemination plan  T7.2 Dissemination campaign |
| P8 | CBS | Denmark | 0.0 | 5.0 | 0.0 | 5.0 | 10 | T7.1 Dissemination plan |
| P9 | UOB | UK | 0.0 | 5.0 | 0.0 | 5.0 | 10 | T7.1 Dissemination plan |
| P10 | EBS | Estonia | 0.0 | 5.0 | 0.0 | 5.0 | 10 | T7.1 Dissemination plan |
| P11 | CES | Estonia | 0.0 | 5.0 | 0.0 | 5.0 | 10 | T7.1 Dissemination plan |
| P12 | IAA | Iceland | 0.0 | 5.0 | 0.0 | 5.0 | 10 | T7.1 Dissemination plan |
| P13 | THNK | Netherlan | 0.0 | 5.0 | 0.0 | 5.0 | 10 | T7.1 Dissemination plan |
| **SUBTOTAL** | | | | 32 | 90 | 25 | 130 | 277 |  |
| **MANAGEMENT**  **WP8** | P1 | SHENKAR | Israel | 45.0 | 0.0 | 0.0 | 102.0 | 147 | **WP8 leader**  T8.1 Partners agreement and project handbook **– task leader**  T8.2 Project governing board **– task leader**  T8.3 Clever Yearly reports **– task leader** |
| P2 | BAAD | Israel | 10.0 | 5.0 | 0.0 | 5.0 | 20 | T8.2 Project governing board  T8.3 Clever Yearly reports |
| P3 | HAC | Israel | 10.0 | 5.0 | 0.0 | 5.0 | 20 | T8.2 Project governing board  T8.3 Clever Yearly reports |
| P4 | SAP | Israel | 10.0 | 5.0 | 0.0 | 5.0 | 20 | T8.2 Project governing board  T8.3 Clever Yearly reports |
| P5 | COMAS | Israel | 10.0 | 5.0 | 0.0 | 5.0 | 20 | T8.2 Project governing board  T8.3 Clever Yearly reports |
| P6 | LAHAV | Israel | 10.0 | 5.0 | 0.0 | 5.0 | 20 | T8.2 Project governing board  T8.3 Clever Yearly reports |
| P7 | CKO | Denmark | 12.0 | 5.0 | 0.0 | 5.0 | 22 | T8.1 Partners agreement and project handbook  T8.2 Project governing board  T8.3 Clever Yearly reports |
| P8 | CBS | Denmark | 12.0 | 5.0 | 0.0 | 5.0 | 22 | T8.1 Partners agreement and project handbook  T8.2 Project governing board  T8.3 Clever Yearly reports |
| P9 | UOB | UK | 12.0 | 5.0 | 0.0 | 5.0 | 22 | T8.1 Partners agreement and project handbook  T8.2 Project governing board  T8.3 Clever Yearly reports |
| P10 | EBS | Estonia | 12.0 | 5.0 | 0.0 | 5.0 | 22 | T8.1 Partners agreement and project handbook  T8.2 Project governing board  T8.3 Clever Yearly reports |
| P11 | CES | Estonia | 12.0 | 5.0 | 0.0 | 5.0 | 22 | T8.1 Partners agreement and project handbook  T8.2 Project governing board  T8.3 Clever Yearly reports |
| P12 | IAA | Iceland | 12.0 | 5.0 | 0.0 | 5.0 | 22 | T8.1 Partners agreement and project handbook  T8.2 Project governing board  T8.3 Clever Yearly reports |
| P13 | THNK | Netherlan | 12.0 | 5.0 | 0.0 | 5.0 | 22 | T8.1 Partners agreement and project handbook  T8.2 Project governing board  T8.3 Clever Yearly reports |
| **SUBTOTAL** | | | | 179 | 60 | 0 | 162 | 401 |  |
| **TOTAL** | | | | 685 | 1155 | 25 | 551 | 2416 |  |

*Please insert rows as necessary*

Subcontracting of tasks to external bodies should be very occasional. The specific competences and particular expertise needed to reach the project objectives should be found in the consortium and should determine its composition. Subcontracting is intended for specific, time-bound, project-related tasks which cannot be performed by the Consortium members themselves.

*Tasks that will be subcontracted:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Work Package Ref.nr** | **Partner responsible for sub-contracting**  **(Acronym)** | **Country** | **Number of days (where appropriate)** | **Brief description of task** |
| WP1 | SHENKAR | Israel |  | Editing, translation & design services of analysis report about the current involvement of Israeli HEIs towards success of the creative industries in Israel (T1.2) |
| WP1 | LAHAV | Israel |  | Consultancy for analysis of economic data regarding CI in Israel (T1.3) |
| WP1 | LAHAV | Israel |  | Editing, translation & design services of analysis report about the current role of Israeli regional /governmental authorities / businesses as well as public policies in the CI (T1.3) |
| WP1 | COMAS | Israel |  | Editing, translation & design services for summary report outlining the gaps between the Creative Economy eco-system in Israel and Europe (T1.4) |
| WP1 | CKO | Denmark |  | Editing, translation & design services for report summarizing key success indicators for the creative industry in Programme countries, access to databases (T1.1) |
| WP2 | UOB | UK |  | Preparation of workshop in the UK incl. involvement of UK experts in the field of creative economy and creative leadership (T2.1) |
| WP1 | CES | Estonia |  | Sub-contracting for involvement of external policy experts in CI symposium in Israel (T1.4) |
| WP3 | CKO | Denmark |  | Editing, translation & design services of teaching materials for staff training/hosting at EU facilities (T3.3) |
| WP3 | CES | Estonia |  | Editing, translation & design services of teaching materials for staff training/hosting at EU facilities (T3.3) |
| WP3 | THNK | Netherland |  | Editing, translation & design services of teaching materials for staff training/hosting at EU facilities (T3.3) |
| WP3 | SHENKAR | Israel |  | Editing, translation & design services of institutional CLEVER training handbook (T3.4) |
| WP3 | BAAD | Israel |  | Editing, translation & design services of institutional CLEVER training handbook (T3.4) |
| WP3 | HAC | Israel |  | Editing, translation & design services of institutional CLEVER training handbook (T3.4) |
| WP3 | SAP | Israel |  | Editing, translation & design services of institutional CLEVER training handbook (T3.4) |
| WP3 | COMAS | Israel |  | Editing, translation & design services of institutional CLEVER training handbook (T3.4) |
| WP4 | SHENKAR | Israel |  | Editing, translation & design services of teaching materials (academic and LLL) and dissemination materials (LLL modules) (T4.1, T4.2) |
| WP4 | BAAD | Israel |  | Editing, translation & design services of teaching materials (academic and LLL) and dissemination materials (LLL modules) (T4.1, T4.2) |
| WP4 | HAC | Israel |  | Editing, translation & design services of teaching materials (academic and LLL) and dissemination materials (LLL modules) (T4.1, T4.2) |
| WP4 | SAP | Israel |  | Editing, translation & design services of teaching materials (academic and LLL) and dissemination materials (LLL modules) (T4.1, T4.2) |
| WP4 | COMAS | Israel |  | Editing, translation & design services of teaching materials (academic and LLL) and dissemination materials (LLL modules) (T4.1, T4.2) |
| WP4 | EBS | Estonia |  | Editing, translation & design services of teaching materials for staff training/hosting at EU facilities (T4.1) |
| WP4 | CBS | Denmark |  | Editing, translation & design services of teaching materials for staff training/hosting at EU facilities (T4.1) |
| WP4 | UOB | UK |  | Editing, translation & design services of teaching materials for staff training/hosting at EU facilities (T4.1) |
| WP5 | CKO | Denmark |  | Sub-contracting for involvement of external policy experts in round table (T5.1) |
| WP5 | CES | Estonia |  | Sub-contracting for involvement of external policy experts in round table (T5.2) |
| WP5 | SHENKAR | Israel |  | Editing, translation & design services for delivery of "Creative Israel 2020 White Paper" (T5.3) |
| WP5 | LAHAV | Israel |  | Consultancy services for editing "Creative Israel 2020 White Paper" (T5.3) |
| WP6 | HAC | Israel |  | Translation of QC tools and analysis (T6.1, T6.2, T6.4) |
| WP6 | LAHAV | Israel |  | Tools development for measuring CLEVER policy and public impact on the Israeli economy (T.6.3) |
| WP7 | SHENKAR | Israel |  | Dissemination Campaign (design of logo and visual coomunication outlets, printing CLEVER brouchure, Ads in media, web design) |
| WP7 | BAAD | Israel |  | Editing, translation & design services for internal dissemination activities |
| WP7 | HAC | Israel |  | Editing, translation & design services for internal dissemination activities |
| WP7 | SAP | Israel |  | Editing, translation & design services for internal dissemination activities + digital media web site infrastructure and maintenance |
| WP7 | COMAS | Israel |  | Editing, translation & design services for internal dissemination activities |
| WP8 | SHENKAR | Israel |  | Project audit, legal advisory |

*Please insert rows as necessary.*

# PART I – Special Mobility Strand

# Applies *ONLY to cooperation projects with partner countries from REGIONS 1, 2 and 3*

Projects may organise mobility activities of students, researchers and staff so far as they support/complement the other activities of the **Capacity Building** project and bring added value in the realisation of the project's objectives. Mobility activities do not constitute the main activities for Capacity Building.

**I.1. Relevance of mobility activities**

*Please describe what kind of mobility activities are foreseen in the Special Mobility Strand, what are their objectives and expected results. Explain how the mobility activities of students, researchers and staff support/complement the other activities of the Capacity Building and bring added value in the realisation of the project's objectives (limit 3000 characters).*

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| CLEVER was designed to bring significant impact to the CI community and allow for the Israeli HEI to better equip tomorrow's creative leaders in terms of skills and capacity.  With that in mind, the special mobility strand was created in order to reinforce the existing objectives in CLEVER by:  A.Creating an additional (and complementary) route to the achieving of a significant number of CI students with creative leadership training by the end of the project and beyond.  B.Reinforcing the capacity of Israeli HEI staff to implement the academic modules in their respective academic institutions.  To this end, 3 different mobility activities are envisaged:  1.In support of objective A above, CLEVER partners planned a special mobility of students from Israel To the EU HEIs – total of 30 students from each Israeli HEI will travel during the 2nd and 3rd year of the project, for a semesters learning experience in different programs and academic modules specialised in the creative industries and the creative economy that are running within the EU HEIs. The students chosen for the special mobility strand will be addtitional to those who travell for short training in EU under the original capacity building as part of the creative leadership education process. Thus, enhancing the total number students with creative leadership training by the end of the project, and enriching the Israeli HEIs exposure for wide aspects of the cretaive economy allowing them to gather bottom up reccomandation in the process of development of long-term strategies and educational moduls.  As part of the process for choosing the EU HEIs for the project emphasis was given on practical knowledge in transferable capacities skills for CLEVER, a major indicator for the "richness" of HEI capacity we examined was variety of courses and teaching modules related to the CI economy offered by the institution in both Bachelor and Master Degree levels. These very courses now stand at our disposal in the special mobility strand and include:  Management of creative business processes, Introduction to Creative Economy, Managing Creative Teams and Enterprises, Intellectual Property in the Digital Era, Design Management, Introduction to Design, Creative Entrepreneurship. Leadership and Organisational Behaviour, Marketing the Arts, Fundraising and Sponsorship, Media Relations, Financial Accounting, Audience Development, Economics in Arts Management, Creating a Brand, Trends and Design Management, Social Media for the Arts and Culture, Branding and Exports  2.In support of objective B above, CLEVER partners planned two different complementary activities:  2.1 Mobility of Israeli faculty members to EU HEIs - in order to deepen the knowledge of Israeli HEI staff in the Creative Economy subject matters 9 staff from each Israeli HEI will travel to one of the EU HEIs for a period of 14 days to take part in a course of his/her choice and relevant to his/her teaching. The Israeli staff will participate in the courses as "students" and learn directly from the hands-on experience. By the end of each day, the Israeli staff member will meet the local European lecturer for a personal Q&A session where they can jointly discuss and analyse the experiences of the day. This activity has the capacity to build a fundamenta knowledge in the Israeli HEIs that supports the long-term exploitation of CLEVER.  2.2 Mobility of European Master Degree students to Israeli HEIs - 3-4 carefully chosen EU Master Students from each EU HEI that is participating in the mobility strand, will come to Israel for a semester during the running of the Pilot programme (WP4). As customary for masters' students, they will serve as Teaching Assistants (TA's) and will assist the Israeli faculty members in the execution of the Pilot programme and will support students' work. |

**I.2. Identification and selection of the participants**

*Please describe the procedures set up for identification and selection of participants for the mobility activity (limit 1000 characters).*

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| The Israeli and EU HEIs involved in the mobility strand will set Mobility Committee that will decide on the appropriate criteria and mechanism to be applied for the selection of mobility participant as well as on quality monitoring tools for the mobility actions.  As preliminary guidelines CLEVER define the following principles for the selection of mobility participants (applied both for students' mobility and staff mobility):  • Participants will be selected in a transparent way  • Participants will be selected based on previous relevant background, openness and teamwork skills  • Participants will be requested to assign motivation letters and recommendation of head of department  • Mobility participants will be approved by the academic committee in the HEIs.  • A special attention will be given for balanced participation of male and females in the mobility actions |

**I.3. Preparation and support**

*Please describe the structure for preparation of the participants for the mobility activity, including specific training or course, linguistic preparation etc. Please explain the support provided in terms of accommodation, insurances, etc. Please explain the quality measures set up in the sending and receiving organisations for monitoring the mobility activity and measures to be taken if the results foreseen are not met (limit 2000 characters).*

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| Preparation in sending HEIS includes:  •Definition of policy for the selection of participants (by special consortium Mobility Committee)  •Selection process of students and faculty  •Development of detailed mobility program (including dates and content, expected outcomes and educational commitments)  •Definition of supervision mechanism with sending HEI when abroad (on-line reviews and updates between EU and Israeli staff etc.)  •Development of Mobility Guide including: dated, daily rates, contact persons details (one for academic purposes and one for administrative aspects), comprehensive data of visa requirements if any, accommodation, insurance and travelling arrangement  •Set up a mobility meeting with the participants to discuss all aspects of the mobility plan and engagements. Including: cultural mediation, educational and personal expectations and overview of all mobility information and guideline for the use of the Mobility Guide  Prior to their departure, participants will sign an official agreement on the mobility action that will include the financial aspects and other educational and personal commitments, including delivery of mobility summary report to be delivered within 30 days after the completion of the mobility action.  Participants will have access to literature in the field of study prior to their mobility so they can individually enrich and prepare themselves for the mobility period. |

**I.4. Involvement of people with fewer opportunities**

*Does your project involve people with fewer opportunities?*  YES  NO

*IF YES, how many participants coming from which countries and organisations would fall under this category? Specify the type of situation of fewer opportunities these participants are facing (limit 2000 characters).*

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*Please explain the nature of the support required and how it will be addressed, so that these persons can fully engage in the foreseen activities (limit 1000 characters).*

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**I.5. Recognition and validation of learning outcomes**

*Please explain how the project intends to recognise and validate the teaching and/or learning outcomes of the participants (limit 1000 characters).*

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| The sending HEIs and the receiving HEIs will have mutual responsibility for the quality of the mobility actions. The measurement of monitoring the learning outcomes and mobility quality will be subject to the definition of CLEVER mobility committee  The mobility committee will also decide on the accreditation policy for students' mobility action. HEIs will be encouraged to recognise the mobility as part of their academic programme.  Students participating in the mobility will have to complete all learning requirements and obligations as other students in the receiving HEI, including: assessment of final work, exams etc. (those might be open to minor changes according to particular needs of the visiting students).  At the end of the mobility period abroad students and staff will have to submit a final report to their home HEI.  Upon completion of the entire mobility commitments participants will get a special mobility certificated designed for CLEVER mobility action. |

# PART J - OTHER EU grants

Please list the **projects** for which the organisations involved in this application have received financial support from EU programmes.

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| **Programme or initiative** | **Reference number** | **Beneficiary Organisation** | **Title of the Project** |
| TEMPUS | 530352 | SHENKAR | IDEA - InterDisciplinary Education Agenda |
| TEMPUS | 530315 | SHENKAR | Partner in IRIS - Fostering Academic International Relations in Israeli Colleges to promote education, research and innovation |
| TEMPUS | EACEA N° 35/2012 543613-TEMPUS-1-2013-1-IL-TEMPUS-JPGR | BAAD | ESPRIT –Enhancing Social Characteristics and Public Responsibility of Israeli Teaching through a HEI/Student Alliance |
| ERASMUS | EMAIL II | BAAD | EMAIL II |
| ERASMUS | EMAIL III | BAAD | EMAIL III |
| Tempus | LLAF 543894 | HAC | Lifelong Learning in Applied Fields (LLAF) |
| EFA | 510941 | SAP | English For All in Academy |
| TEMPUS | 530175 | SAP | DOIT - Development of an International Model for Curricular Reform in Multicultural Education and Cultural Diversity Training |
| TEMPUS | 530352 | SAP | IDEA - Inter Disciplinary Education Agenda |
| TEMPUS | 530315 | SAP | IRIS - Fostering Academic International Relations in Israeli Colleges to promote education, research and innovation |
| SSDS | 530154 | SAP | Student Support and Development Services |
| LLAF | 543894 | SAP | Lifelong Learning in Applied Fields |
| EMAIL III | 372213 | SAP | Erasmus Mundus Action II Israel |
| H2020-ICT-2014-1 | 644386 | CKO | InnoCreate |
| FP7-2013-ICT-FI | 632881 | CKO | FABulous |
| DG – ENT (CUP) | SI2.SI2.608797 – 2/G/ENT/CIP/11/C/N03C011 | CKO | FAME |
| FP7-PEOPLE-2013-IEF | 624711 | CBS | The Privacy Policies of Internet Intermediaries: High-tech Responsibility in the Multi-stakeholder Nexus |
| FP7-SSH-2013-2 | 613295 | CBS | GLOBAL VALUE - Assessing the Impacts of Multinational Corporations on GLOBAL Development and VALUE Creation |
| FP7-SSH-2013-1 | 613194 | CBS | Sustainable Lifestyles 2.0: End User Integration, Innovation and Entrepreneurship |
| FP7-KBBE-2013-7-single-stage | 607310 | CBS | The Neurobiology of Decision-Making in Eating - Innovative Tools |
| FP7-2013-ICT-FI | 632838 | CBS | Future INternet and Open Data EXpansion |
| Erasmus Lifelong Learning Programme | 2013-3384- 540176-LLP-1-2013-1-EE -ERASMUS-EQR | EBS | Managing Art Projects With Societal Impact |
| EUSBSR EU Strategy for the Baltic Sea Region, Seed Money Facility |  | CES | Project "Facilitate cooperation of educational institutions and enterprises in the Baltic Sea Region "(TAB FAB). |
| Interreg IVC |  | CES | Project “Cross Innovation Internationalization Brokerage Pro Forma" |
| Erasmus IP |  | IAA | New Approaches in Collaborative Learning |
| Erasmus+ SP |  | IAA | NAIP: Innovation in Higher Music Education |
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*Please insert rows as necessary.*

*Please list* ***other grant applications*** *submitted by your organisation, or by any partner organisation in this project proposal. For each grant application, please mention the EU Programme concerned and the amount requested.*

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| **Programme concerned** | **Beneficiary Organisation** | **Amount requested** |
| THESIS (building new capacity) - partner in consortium lead by COMAS | SHENKAR | Not defined to date |
| IN2IT - (building new capacity) partner in consortium lead by ORT Braude College | SHENKAR | Not defined to date |
| DARE – Haifa University | SAP | Not Planned Yet |
| IN2IT - ORT Braude College | SAP | Not Planned Yet |
| EU Erasmus+ Capacity Building 2015 | COMAS | Not defined to date |
| Creative Europe (partner in Consortium, application not funded) | EBS | 116 259 euros (EBS share) |
| Horizon2020 (partner in Consortium, application not funded) | EBS | 113 064 euros (EBS share) |
| Swedish Institute - Creative Business Cup Baltic Bootcamp. 3 day event in Estonia, Tallinn for supporting and training CBC finalists, CCI entrepreneurs | CES | 600 000 SEK |
| European Social Fund - CCI awareness raising program in Estonia 2009-2014, launched by Enterprise Estonia. | CES | 600 000 EUR |
| Europees Subsidieprogramma OP EFRO 2014-2020 Scaling research (partners: Deloitte, Salzburg University, THNK participants (10). | THNK | 500.000 euro’s |
| Europees Subsidieprogramma OP EFRO 2014-2020 Urban labs (partners: City of Amsterdam, Design offices (Creative Industries & University of Amsterdam, 10 participants THNK leadership program). Please note that the call will be open approx. 1st of April 2015. | THNK | 500.000 euro’s |

*Please insert rows as necessary.*

# CHECK LIST

*Please make sure that you fully completed each part of this application form, as follows:*

PART D - Quality of the project team and the cooperation arrangements

PART E - Project characteristics and relevance

PART F - Quality of the project design and implementation

PART G - Impact, dissemination and exploitation, sustainability

Logical Framework Matrix

Workplan

PART H - Work packages

PART I – Special Mobility Strand (where applicable)

PART J - Other EU Grants

1. *Please see Programme Guide, Part B for your action, Table A – Project Implementation (amounts in Euro per day) Programme Countries and Table B - Project Implementation (amounts in Euro per day) Partner Countries.*  [↑](#footnote-ref-1)