

APPENDIX 1: A LITERATURE REVIEW

1. Youth, competencies and creative industries
 - a. Youth in late modernity: yo-yo transitions, the straitjacket of formal education and alternative ways of getting competencies etc
 - b. Creative industries and youth: a framework for humanism, pluralism and democracy for ethics, innovation and entertainment and for empowerment
2. About recognition of learning outcomes obtained through informal and non-formal learning
 - a. Continuous development -lifelong learning
 - b. Prerequisites for lifelong learning
 - c. Validation of competencies in relation to national and european qualifications frameworks
3. The partners, the competencies of the trainers, formal competencies in the field in their countries (ILONA)
4. The quality of participation in aesthetic and performative activities: the core of aesthetics the joy of creativity, the excitement of formation
5. The trainer as an actor: 1) Spirit and mood: kindness, playfulness and decisiveness, 2) impulses, mirroring and status 3) habitual knowledge and virtues
6. Qualitative research in the competencies of the trainers: VIDEO research
7. Recognition and validation of competencies -a European perspective

Literature that makes connections between: Youth, education, competencies, arts, (postmodern) society:

Boys-Reymond, Manuela du and Blasco, Andreu López (2003): Yo-yo transitions and misleading trajectories: towards integrated transition policies for young adults in Europe. In Young people and the contradictions of inclusion, towards integrated transition policies in Europe. Ed. By Andreu López Blasco, Wallace McNeish, Andreas Walther, Bristol

Deasy, Richard J. ed.) (2002): Critical Links: Learning in the Arts and Student Academic and Social Development. Arts Education Partnership

This Compendium summarizes and discusses 62 research studies that examine the effects of arts learning on students' social and academic skills. The research studies cover each of the art forms and have been widely used to help make the case that learning in the arts is academic, basic, and comprehensive. Cost

Fiske, Edward B. (ed.) (1999) Champions of change. The impact of the arts on learning. The Arts Education Partnership

This report compiles seven major studies that provide new evidence of enhanced learning and achievement when students are involved in a variety of arts experiences

Gadsden, Vivian L (2008) : The arts and education: knowledge, pedagogy, and the discourse of learning. In: review of Research in Education 32:29

Gale, Richard (2005): Aesthetic Literacy and the "living of lyrical moments". In: Journal of cognitive affective learning 2 (1)

Haynes, F. (2008). *What counts as a competency in the arts?* Paper presented at the Australian Association for Research in Education Conference. Retrieved march 2010 from <http://www.aare.edu.au/93pap/haynf93103.txt>

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Jacobs, Rachel (2009): Measuring Aesthetic development: A national dialogue. Paper presented at the 2009 AC SA National Biennial Conference. Curriculum: a national conversation (Australia). Retrieved 11-3-2010 at

<http://www.acsa.edu.au/pages/page484.asp>

Langager Søren : Wild learning -social and pedagogical work with marginalized youth. Unpublished, DPU DK

Langager Søren(2003): Social pedagogy and "at risk" youth: societal changes and new challenges in social work with youth. In: The diversity of social pedagogy in Europe, ed. Jakob Kornbeck and Niels Rosendal Jensen

Miles, Steven: the art of learning: empowerment through performing arts. (2003)

Young people and the contradictions of inclusion, towards integrated transitionpolicies in Europe. Ed. By Andreu López Blasco,Wallace McNeish, Andreas Walther, Bristol

Mørch, S, Stalder, Barbara S.(2003): Competence and employability. In:

Young people and the contradictions of inclusion, towards integrated transitionpolicies in Europe. Ed. By Andreu López Blasco,Wallace McNeish, Andreas Walther, Bristol

Owen-Smith, Patricia (2008): rescuing the affective: teaching the mind and the heart. In: Journal of cognitive affective learning 4 (2)

Pais, José Machado, Pohl, Axel (2003): Of roofs and knives: the dilemmas of recognising informal learning.

Young people and the contradictions of inclusion, towards integrated transitionpolicies in Europe. Ed. By Andreu López Blasco,Wallace McNeish, Andreas Walther, Bristol

Russell, Robert L. and Hutzel, Karen: Promoting social and emotional learning through service-learning art projects. In: Art Education, 60:3

Litterature about EU / frameworks for competencies

Bjørnavold, Jens, and Coles, Mike (2008): Governing education and training; the case of qualification frameworks. In. European journal of vocational training 42/43.

Cedefop (2007): (valid)ation of non-formal and informal learning in Europe. A snapshot 2007

Retrieved 11-03-2010 at: <http://www.cedefop.europa.eu/EN/publications/12954.aspx>

Cedefop (2009) : European guidelines for validating non-formal and informal learning.

Retrieved 11-3-2010 at:

http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/553/4054_en.pdf

DG Education and Culture (EU) (2007): Key competences for lifelong learning. European reference framework

European Commission (2008) : Explaining the European Qualifications framework for lifelong learning.

Found on 11-3-2010 at: http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/brochexp_en.pdf

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How can the EQF be used as a reference point for all qualifications -including those developed by industry sectors, enterprises and professions. Background note for the discussion in workshop 3 at the "Implementing the European Qualification Framework" conference 3-4 june 2008 in Brussels. Retrieved 11-03-2010 at http://ec.europa.eu/education/lifelong-learning-policy/doc2076_en.htm

Otero, Manuel Souto, Jo Hawley and Anne-Mari Nevala (eds): European Inventory on Validation of Informal and Non-formal Learning. 2007 Update. A final report to DG Education and Culture of the European Commission

Retrieved on 11-03-2010 at

<http://www.ecotec.com/europeaninventory/publications/inventory/EuropeanInventory.pdf>