



Lifelong  
Learning  
Programme

## ECLN – Assessment Study

### Work Package 4



## ECLN Assessment Study

This report summarises the test activities in WP4 in order to inform subsequent work in WP5. It has been written and compiled by Denise Stanley with contributions from all partners with a specific contribution on the web-version of the CLOCK from the DIMITRA team.

The Results from the Pilot Testing of the Curriculum and the analysis of curriculum stakeholders and the impact of these on the ECLN Core Curriculum and the next stage of ECLN Curriculum final development stages.

### **A. PILOT TESTING CASE STUDIES:**

The following case studies are the results of the pilot testing of the core-curriculum in partner countries. The partner name is given followed by the tested core-curriculum items are given in the brackets.

#### **1. DIMITRA (TRAINING, TEAMWORK, COMMUNICATION, CREATIVE PROCESSES, LIFE-SKILLS)**

**Purpose:** Be ready to enter the job market;  
**People:** Positive, willing to learn, unemployed freelancers;  
**Place:** Educational organisation;  
**Plans:** Creative oriented, cultural oriented, well-structure, intense;  
**Progress:** Effective communication and working in groups is a step closer to achieving goals;  
**Points of View:** Positive attitude; Constructive discussions; Sharing of knowledge; Networking;  
**Product:** 10 business plans, 3 entrepreneurs (own jobs), 1 social enterprise (7 members);

#### **2. NEW ARTS (CREATIVE PROCESSES, COMMUNICATION, COACHING, SELF-AWARENESS)**

**Purpose:** Transfer skills through creative activities in a non-formal setting;  
**People:** Young people (NEET), theatre worker, rapper, project manager;  
**Place:** Youth centre and concentration camp;  
**Plans:** Six 3 hour workshops to explore what freedom means;  
**Progress:** Feel valued and socially included;  
**Points of View:** Distance Travelled; Communication; Self-awareness; Persona; Skills; Creative thinking;  
**Product:** Movie, 5 Poems, young people developed skills, social inclusion, distance travelled;

#### **3. CEPS (COMMUNICATION, TEAMWORK, CREATIVE PROCESSES)**

**Purpose:** Learn strategies about how to communicate collective and personal projects online;  
**People:** Established and up-and-coming artists;  
**Place:** Barcelona Civic Centre, Cotxeres Borell;  
**Plans:** Viral Communication with trans-media, gif and remix experts; 6x2 hour workshops;  
**Progress:** See shared blog <http://comunicacionviral.tumblr.com>;  
**Points of View:** 6 points of view: Long term; application and impact of workshop will have to be seen;  
**Product:** 2 Videos, training blog, 14 'new communicators';

#### **4. COLLAGE (1) (COMMUNICATION, SELF-AWARENESS, TEAMWORK)**

**Purpose:** To improve communication, self-awareness and team skills;  
**People:** Six male level 2 apprentices, experienced musician and vocal coach, radio presenter coach;  
**Place:** Chocolate Factory, recording studio and radio production suite;  
**Plans:** 10 workshops; share, demonstrate and imitate; coaching; supporting production;  
**Progress:** 2 special needs learners improved; Better participation of whole group in content creation;

**Points of View:** High expectations; enjoyed aspects; improved meeting brief; useful; difficult to establish relationship;

**Product:** Radio show, young people developed skills, social inclusion, distance travelled;

#### 5. COLLAGE (2) (SELF-AWARENESS, COMMUNICATION, TEAMWORK)

**Purpose:** To improve communication, self-awareness and team skills;

**People:** 2 young street dancers, no experience in film production, a peer tutor, a media professional;

**Place:** Chocolate Factory, film production suite;

**Plans:** 10 workshops; share, demonstrate and imitate; coaching; supporting production;

**Progress:** Skill development; Public presentation of work; Peer Mentor developed editing role;

**Points of View:** Participants were proud of the product; Film coach: "I did nothing but encourage";

**Product:** Monster Mask Video, young people developed skills, social inclusion, distance-travelled;

#### 6. KAU ACADEMY (MENTORING, TEAMWORK, COMMUNICATION, ARTISITIC TECHNIQUES)

**Purpose:** Collaborative exchange of practice through cultural entrepreneurship;

**People** Artists, designers, mentors, leaders;

**Place:** Studio, Skype, office;

**Plans:** Execution from ideation to design and implement a book;

**Progress:** Learned skills and multi-disciplinary abilities through steps of entrepreneurship;

**Points of View:** Collaborative process of multi-disciplinary skill learning with a goal to produce together;

**Product:** Book, designer's first book resume edition, a publishing angle to organisation, artist learned skills, aided his career, curator's second book;

#### 7. ARTERIA(1)( COMMUNICATION, COACHING, SELF-AWARENESS)

**Purpose:** Collaboration between labour market and art students;

**People** Graphic designer, students and entrepreneurs for collaborative work;

**Place:** The premises of the University and Companies;

**Plans:** Connections;

**Progress:** Collision of Artistic ideas with needs of the labour market;

**Points of View:** Communication; Business-thinking; Creative process; Cooperation; New skills;

**Product:** Connections between students and businesses;

#### 8. ARTERIA(2) (CULTURAL FORMS, COMMUNICATION, COACHING)

**Purpose:** To promote design heritage; to engage people in dialogue and to learn new skills;

**People** Graphic designer, students and entrepreneurs for collaborative work;

**Place:** The premises of the Academy of Fine Arts;

**Plans:** Multimedia presentation + workshops; artistic achievements, analysis, art philosophy, public presentation;

**Progress:** Discover heritage and combine with create activities; create public space;

**Points of View:** Awareness of history and places; Inspirations; Dialogue;

**Product:** Public Presentation of results of teamwork;

#### 9. ARTERIA(3) (CULTURAL CONTEXTS, SELF-AWARENESS, COMMUNICATION)

**Purpose:** To discover share and build intercultural dialogue;

**People** Men with intercultural background arrange a platform for cooperation;

**Place:** Intercultural groups; non-governmental organisations;

**Plans:** Promote democratic values and active civil society; inspire/realise social-cultural

projects; integration; **Progress:** Dialogue; help in formulating and expressing opinions; reaching new ways of expressing;

**Points of View:** Openness; Tolerance; Self-Awareness; Intercultural dialogue; understanding of difference;

**Product:** Change of self-awareness of participants and leader;

#### **10. ARTERIA(4) (CULTURAL CONTEXTS, SELF-AWARENESS, COMMUNICATION)**

**Purpose:** To promote openness, sharing knowledge, and new narratives;

**People** Social animator; Young people from different countries;

**Place:** Cultural centre;

**Plans:** Media lab, teamwork, new technologies, interdisciplinary activities, innovative ways, urban transformation;

**Progress:** A combination of 'book knowledge' with relevant experience;

**Points of View:** Awareness of history and places; Inspirations; Dialogue;

**Product:** Integration of young people from different cultures;

#### **11. ARTERIA(5) (CULTURAL FORMS, SELF-AWARENESS, COMMUNICATION, LIFE-SKILLS)**

**Purpose:** To transform, reintroduce, and create different behaviours;

**People** Visual artists explore various painting techniques with convicted prisoners;

**Place:** A prison; public gallery;

**Plans:** Inspire each other, discussion, women's experience;

**Progress:** Create teamwork and experience emotional influence of art;

**Points of View:** Inclusion; Perception and interpretation; Dialogue with interlocutors; Creative process; Training;

**Product:** Exhibition of Paintings;

#### **12. MITRA (MENTORING, TEAMWORK, COMMUNICATION, CREATIVE PROCESSES)**

**Purpose:** To experience steps in making a documentary film; two way direct transfer of knowledge;

**People** Director of photography, director, producer, art professionals, student journalist, artists, people interested in social criticism;

**Place:** Any place;

**Plans:** Experienced film professionals sharing knowledge by flexible structure; Intense 1 week group working;

**Progress:** From point zero to your own movie to be publicly presented;

**Points of View:** Intensive group collaboration; Conflict is welcomed;

**Product:** Transferable documentary workshop, public screening at festival Dokudoc, new Authors of documentary films, 7 short documentaries about different social issues;

#### **13. MULAB (SELF-AWARENESS, TEAMWORK, COMMUNICATION, CREATIVE PROCESSES)**

**Purpose:** To be intense, fresh, innovative, network, practical, creative, social, co-operative, friendly, playful;

**People** Young, unemployed, creative, social, diverse, ethical, discouraged, dynamic, young people;

**Place:** Contemporary, open, shared, involving, creative, public, varied, beautiful;

**Plans:** Non-formal, flexible, shared, intensive, creative, fun, mixed, transversal, harmonious, adaptable;

**Progress:** Clear; Forward; Awareness; Easy; Growth; Exciting;

**Points of View:** Positive; Promising; Networking; opportunities; Development; Visibility;

**Product:** Guru Community, ready to transfer (cascade), videos and photos, narrative projects on arts, flexible and adaptable project framework, validation/certification, plan for development in other arts;

#### **14. HOPE FOR CHILDREN (MENTORING, TEAMWORK, COMMUNICATION, CREATIVE PROCESSES)**

**Purpose:** To promote well-being and integration through arts;  
**People** Artist, Vulnerable young people and professional carers;  
**Place:** Reception Centre for unaccompanied minors;  
**Plans:** Use art projects to target development of specific skills;  
**Progress:** Open and build good communication skills and basic teamwork;  
**Points of View:** Importance of improving communication through dissipating status differences;  
**Product:** Exhibition, conference, a good start to further develop integration and rehabilitation through art;

#### **15. PROSTOR PLUS (COACHING, TEAMWORK, COMMUNICATION, CREATIVE PROCESSES)**

**Purpose:** To share encouragement, collective authorship, dissent, thinking outside of the frame, to initiate, deconstruction, practical work from idea to realisation;  
**People** Curious, ambitious, socially sensitive, students who are unsatisfied with the system of formal education;  
**Place:** Familiar, non-institutional, informal, safe zone for progress and unsafe zone for presentation;  
**Plans:** Deconstruct, analyse, defragment, reconstruct, recombine, flat, non-hierarchical platform, collective engagement;  
**Progress:** Subjectivisation; initiative; curiosity; continuity; endurance;  
**Points of View:** Importance of improving communication through dissipating status differences;  
**Product:** Work in progress, Experience, Subjectivisation, Self-awareness, Continuation;

### **B. KEY CONCLUSIONS FROM PILOT TESTING:**

The ECLN Curriculum needs to

1. Present the deep sense of shared values-in-practice that manifests among the partnerships;
2. Cater for and include a diversity in approach, content, context, evaluation method and outputs;
3. Foster and develop creativity and innovation within international national and regional communities;
4. Support the work of artists and other creative workers;
5. Validate a community which is interdependent and provides opportunity for status, recognition and growth;
6. Develop opportunities for individual professional and economic success;
7. Be a vehicle for peer education;
8. Identify the European community hub of artists sharing knowledge and fostering innovation:
  - a) *Research and data collection*
  - b) *Practitioner training;*
  - c) *Connections and Transnational Learning;*
  - d) *Certification/accreditation;*
  - e) *Experimentation;*
  - f) *Innovation;*
9. Be dynamic and fluid and include support for processes, tools and a peer learning with a practice repository;

10. Provide a guide for Artists and cultural organisations and their workforce to customise the syllabus;
11. Support the following:
  - a) Learning Artistic practice;
  - b) Learning through Artistic practice;
  - c) Being an Artist;
  - d) Sharing Artistic practice with others;
  - e) Being a member of a community of practice;
12. Stimulate/Generate:
  - a) A platform for sharing work;
  - b) The mechanism for making the skills of individuals and communities more visible;
  - c) Opportunities for personal and professional development by extending the horizons of artists and other creative workers through supporting exchanges, mobility, projects and programmes;
  - d) Recognition and development by supporting and validating work-based learning and the personal and professional development of employees and casually or freelance contracted staff;
  - e) Opportunities for life-long learning;
  - f) Advocacy for the power and value of the arts and culture to the whole of society, not just in the arts and cultural sector but also in education, in health and well-being, in rehabilitation, in enterprise, in commercial business and in social enterprise;

### **C. STAKEHOLDER ANALYSIS USING EMPATHY MAPPING OF ARTISTS AND CULTURAL ORGANISATIONS:**

ECLN archetypes were developed as part of the ECLN research. These archetypes represent the potential users of the network and the future Association e.g. artists and creative freelancers, cultural organisations. After carrying out an 'empathy mapping exercise' on each of the archetypes, as a form of stakeholder analysis, partners collectively came up with a list of the perspectives of each archetype including what they 'see', 'hear', 'say and do', 'think and feel' and their 'fears' or barriers and 'desires' or goals.

The following bird archetypes represent the artists and freelancers. Each archetype was based on narratives from the personal journeys in ECLN research chart three.

#### **ROOSTER: I am proud and vocal about who I am and what I have done;**

**See:** power, self-assurance, recognition, receiver, leading, longevity, sustenance, weakness, vulnerability, humanity, sense of community, territory;

**Hear:** selective criticism, praise, and selective complaints (filters what he doesn't want to hear), idle chatter, encouragement from powerful people, twitter, Facebook, influential people, lead the way;

**Say and do:** leads the way, gives structure, follow me, I know trust me, ignites, commands, leads, monitoring, mentors, advises, plants eggs, cross fertilise, lead;

**Think and feel:** proud, what was first chicken or egg, stress of leadership, malleable thinking, multi-tasker, egg producer, compassion, as he has the pin of honour feeling, responsibility, need to lead, need to prove I'm the best, do I look good?

**Fears/barriers:** losing community, losing territory, constant leadership, not being visible, mistrusting competition;

**Desires/goals:** needing a platform, leadership, followers, debate, wisdom, community, growth;

#### **ECLN can offer Roosters:**

- a) **access to peers and leadership roles within the network;**
- b) **recognition for competencies and expertise;**

- c) **international visibility via digital and physical platforms for exhibiting big projects and programmes;**
- d) **international community forum for debating and sharing wisdom;**

**STORK: I am doing a day job (a stork delivering babies) as well as being an artist**

**See:** parental, nurturer, big network, different platforms, spinning plates;

**Hear:** Focus! Worries/warnings, criticism, take more risks, give up your day job, give up your hobby, call or demand for attention, good, conservative, quiet, not expressive, lacks communication, make choices, politics is influential;

**Say and do:** wait with me, I will get there someday, I need to be responsible, fears obstacles, scouts, plants, Roadrunner, patients, attends, nurtures, multitask, organise, plan, many tasks, support people, concrete results, ask for help, build communities, soul mates;

**Think and feel:** I am needed, I have no identity, bored, do you like piña colada? Getting caught in the rain, regularity, content, anxiety;

**Fears/barriers:** division, always being motherly, juggling, spinning plates, missing opportunities, lacking time, new beginnings, punches, falling down;

**Desires/goals:** division, flexibility, balancing successfully, being loved, being needed;

**ECLN can offer Storks:**

- a) **access to peers with development and support at the appropriate pace and at times to suit;**
- b) **recognition for competencies and expertise;**
- c) **international visibility via digital and physical platforms for exhibiting projects and programmes, however small;**
- d) **international community forum for involvement and discovering opportunities;**

**MAGPIE: I am attracted to shiny objects or interactions and collect these**

**See:** money, fame, stealing ideas, appropriation, database, networking;

**Hear:** talent, what he wants to, be careful, compliments, embarrassment, satisfaction, bastard, keep calm;

**Say and do:** confident, socially oriented, not sharing;

**Think and feel:** failure, where is the next shining thing? Discomfort, insecurity, need approval;

**Fears/barriers:** not to be number one, not finding shiny things, competitors;

**Desires/goals:** being recognised, having own collections, visibility, money;

**ECLN can offer Magpies:**

- a) **access to peers within the network;**
- b) **recognition for competencies and expertise;**
- c) **international visibility via digital and physical platforms for exhibiting projects and programmes;**
- d) **international community forum for 'happening' trends and discovering opportunities;**

**PHOENIX: I recreate myself and rise out of the ashes of disaster and misfortune**

**See:** strength, possibilities, fire, reinvent, a future, opportunity, death, spark;

**Hear:** encouragement, call to survival, rejection, nothing, you can do it, environment, face-to-face talk, get up, people close to him or her;

**Say and do:** rolling with the punches, fighter, hides appearances, disconnected from community, invisible, climbs, hides pain, falls down and sits up, help, preach;

**Think and feel:** Resurrection, fighting against stereotypes, immortalisation, death, ideas, worries/strain, don't believe they exist, get up, keeping the bar high, proof, the impending disaster, trying to be the best, the struggle, fear, from the gutter;

**Fears/barriers:** be counteracted, expectations, falling down, things not working, death;

**Desires/goals:** constructive community, stability, getting up, new things working, rebirth, birth,

travel;

**ECLN can offer Phoenixes:**

- a) **access to peers who will support and appreciate their struggle;**
- b) **recognition for competencies and expertise and development that meets specific goals/needs and support at times to suit;**
- c) **international visibility via digital and physical platforms for exhibiting projects and programmes;**
- d) **international community forum for problem-solving, sharing experiences and new beginnings;**

**OWL: I see opportunities and take logical steps towards reaching these**

**See:** awareness, strategy, useful people, in the dark, obstacles, peace fairness, long-term form, path, patterns;

**Hear:** sleep In the day, everything, Heightened perception, intuition;

**Say and do:** optimism, precise, don't say much say enough, discreet, wisdom, nocturnal, Caution, knows when to speak and be quiet, appears cold in public;

**Think and feel:** that I cannot survive, feel confident, persistence, strong;

**Fears/barriers:** not reaching the whole circle, frustration, too slow in reaction, unexpected, not reaching goal on time;

**Desires/goals:** realisation, reaching goals, see the process and enjoy it, personal balance, satisfaction, achievement;

**ECLN can offer Owls:**

- a) **access to peers and contacts within the network;**
- b) **recognition for competencies and expertise and step-by-step continuing professional development;**
- c) **international visibility via digital and physical platforms for exhibiting projects and programmes, at any time;**
- d) **international community forum for sharing advice and tips for every career and life-cycle stage;**

**PENGUIN: I build community in harsh or difficult environments**

**See:** socialism, connection, communism, likes to hug, long-term, problems everywhere, looks for opportunities, useful actions (what makes sense), consistent, Ways out, families, communities, solutions;

**Hear:** alternative thinking, long life partnerships, social mean, information exchange, the storm coming, problems, criticism from friends and family;

**Say and do:** elegant, parenting, well dressed, activist, mentor, ethical, loyalty;

**Think and feel:** frustration, left alone, injustice, accomplishment, other people's problems, lack of money;

**Fears/barriers:** worsening situation, separation, politicians, not achieving, external factors, loss of community;

**Desires/goals:** 51% of the votes, to find and store resources, survival, to win election, to have a warm heart in cold conditions, integrity, the community is doing well;

**ECLN can offer Penguins:**

- a) **access to peers to share solutions and to create sub-communities within the network;**
- b) **recognition for competencies and expertise;**
- c) **international visibility via digital and physical platforms for exhibiting social and long-term projects and programmes;**
- d) **international community forum for sector policy development, advocacy and fighting injustice inside and outside the sector;**

**HAWK: I am single-minded or have one main ambition that drives everything else**

**See:** clear goals (just his/her goals), narrow point of view;

**Hear:** choose what to hear, ambitious, egocentric, powerful, lonely, successful, selfish;

**Say and do:** calculated, imposing, strategic;

**Think and feel:** frightened of failure, satisfied, always wants more;

**Fears/barriers:** people with different views;

**Desires/goals:** public recognition, economic success;

**ECLN can offer Hawks:**

- a) **access to like-minded peers within the network;**
- b) **recognition for competencies and expertise and development for strategic reasons;**
- c) **international visibility via digital and physical platforms for exhibiting key projects and programmes;**
- d) **international community forum for discovering opportunities that fit with their vision;**

**DUCK: I am highly visible in the scene and then I dive and disappear for a while**

**See:** opportunistic, likes privacy, sees risks (that's why disappears);

**Hear:** perfectionist, resilience, not reliable, inspiring when he/she appears, thick-skinned;

**Say and do:** Volcano, star, low profile;

**Think and feel:** need to be acceptable, the success;

**Fears/barriers:** bipolar, not visible enough;

**Desires/goals:** need for understanding;

**ECLN can offer Ducks:**

- a) **access to peers and contacts within the network on an ad-hoc basis and without having to meet these face-to-face;**
- b) **recognition for competencies and expertise and intensive bursts of continuing professional development to suit ;**
- c) **international visibility via digital and physical platforms for exhibiting projects and programmes, when completely finished, without compromising privacy;**
- d) **international community forum for increasing resilience through help with managing risks and problem-solving;**

**CUCKOO: I am restless and wander freely without setting down roots**

**See:** art as a freedom, freelancer, no relations;

**Hear:** not reliable, no future, bull-headed;

**Say and do:** direct, persuasive, impulsive;

**Think and feel:** live a moment, the present, frustration, get rid of responsibilities;

**Fears/barriers:** not being expectable, need for recognition, to be stuck in one place;

**Desires/goals:** want to be free, independence;

**ECLN can offer Cuckoos:**

- a) **access to ideas, landscapes, expressions of peers within the network;**
- b) **continuing professional development events that inspire and combine excitement and immersive learning;**
- c) **international visibility via digital and physical platforms for exhibiting projects and programmes, at a moment's notice;**
- d) **international community forum accessible anywhere, at any time and accessing a different set of peers each time at will;**

The following plant archetypes were based on cultural organisations. Each archetype was based on the narrative from the organisational journey told by the chief executive officer in ECLN research chart 3.

**POPPY: we are wild, beautiful and intoxicating (non-transferable business model)**

**See:** adventure, what she wants to see, see only herself, single objective;

**Hear:** compliments;

**Say and do:** sociable, seductive, importance of appearance, intoxicating, poison;

**Think and feel:** strong wind, being cut, how beautiful I am now, self-centred, sensitive;

**Fears/barriers:** out of the media, danger, change of environment, nowhere to hold;

**Desires/goals:** appreciation, money, branching out, instant success, external appearance, visibility;

**ECLN can offer Poppies:**

- a) **access to peers within the network to influence and inspire them;**
- b) **continuing professional development for staff that inspire, are high profile and combine excitement and immersive learning with rapid results;**
- c) **international visibility via digital and physical platforms for exhibiting projects and programmes, that have the wow factor;**
- d) **international community forum for promoting the beautiful and seeking adventure;**

**IVY: we are able to sustain prolific growth and merge into any environment (opportunistic and competitive business model)**

**See:** control, VIP network, evasive, see market niche, climbing, opportunities, top;

**Hear:** nothing, opportunities, network;

**Say and do:** floats in spite of adversities, always up, ubiquity;

**Think and feel:** too much, about further conquests, flexible, not having something to support on, megalomania, power, control, progress;

**Fears/barriers:** being left out, being outside of other circles;

**Desires/goals:** grounds, adult-oriented, prevarication, Machiavellism;

**ECLN can offer Ivies:**

- a) **access to peers within the network to see what they are doing and where they are going;**
- b) **continuing professional development for staff that prepare them for exploiting future opportunities and trends;**
- c) **international visibility via digital and physical platforms for exhibiting projects and programmes, that demonstrate strong growth;**
- d) **international community forum for seeking potential structures to support growth;**

**GRASS: we are resilient, robust and he growing in a range of conditions despite being part (highly transferable business model)**

**See:** opportunities, ways to adjust, structure and flexibility, hierarchy I don't see you for months;

**Hear:** spread, horizontal, don't walk on me;

**Say and do:** invasive, always be there, anything, base for flowers to blossom, green, come on my yard, taunting (na-na-na-na-na);

**Think and feel:** as little as possible, tough, determined, jaded;

**Fears/barriers:** fear of social waves, competitors, invasion, change, desertification process;

**Desires/goals:** density, popularity, space, expansion;

**ECLN can offer Grasses:**

- a) **access to peers within the network to monitor and predict change;**
- b) **continuing professional development for staff that prepare them for dealing with change and expanding by moving into potential new spaces;**

- c) **international visibility via digital and physical platforms for exhibiting projects and programmes, that demonstrate density and popularity;**
- d) **international community forum for seeking ways to respond to change and potential for expansion;**

**CACTUS: we are self-sustaining in very difficult environments (resilient business model)**

**See:** opportunities and threats, on the margins, protected, opportunities, friends internally and in partners, and exploiting opportunities, funding cash flow, companies coming from different sectors (diversity), catch chances/drop opportunities;

**Hear:** trends: independent, opportunities, threats, market;

**Say and do:** showing power, strong, changeable, seeks opportunity, visioning, not transparent;

**Think and feel:** visible, stress, balancing act, funding/cash flow, self-sustaining and growth possibilities, not to admit weakness;

**Fears/barriers:** Unrealised opportunities, dependency on external factors, changing environment, change, innovation, lack of recognition, lack of resources;

**Desires/goals:** innovation, to grow, to survive, stakeholder approval, community approval, potential to create a sustainable place;

**ECLN can offer Cacti:**

- a) **access to peers within the network to survive and to innovate;**
- b) **continuing professional development for staff that prepare them for creating a sustainable place and programme;**
- c) **international visibility via digital and physical platforms for exhibiting projects and programmes, that demonstrate diversity, innovation, stakeholder approval and sustainability;**
- d) **international community forum for seeking ways to innovate, increase self-sufficiency, improve resilience and to grow sustainably;**

**DANDELION: we live in harsh environments and spread virally (network business model)**

**See:** opportunities, dangers, partners;

**Hear:** listening, environment;

**Say and do:** having knowledge, socialising, to be adaptable;

**Think and feel:** change, survival, opportunity spreading, connections, adaptation;

**Fears/barriers:** lack of resources, partners, size;

**Desires/goals:** size, however, spread, reach;

**ECLN can offer Dandelions:**

- a) **access to peers within the network to socialize and spread ideas and practice;**
- b) **continuing professional development for staff that prepare them for responding to opportunities, doing more with less resources and being more adaptable;**
- c) **international visibility via digital and physical platforms for exhibiting projects and programmes, that could spread;**
- d) **international community forum for seeking ways to mitigate threats, survive, connect and adapt;**

**DAISY: we are fragile, beautiful and don't last (one person/lifestyle business model)**

**See:** similar organisations, enemies, own vision, networking/cooperation, burnouts;

**Hear:** follow trends, people/organisations in the same situation, independent;

**Say and do:** insecure, infectious, enthusiastic;

**Think and feel:** opportune, dynamic, short-term, dreamy, enthusiastic;

**Fears/barriers:** ignore risks, practicalities;

**Desires/goals:** support, attention, confirmation, good feedback;

**ECLN can offer Daisies:**

- a) **access to peers within the network to see what they are doing;**
- b) **continuing professional development for staff that prepare them for the practicalities and risks whilst giving them feedback about their ideas and projects;**
- c) **international visibility via digital and physical platforms for exhibiting projects and programmes, that demonstrate who they are;**
- e) **international community forum for discovering opportunities that fit with their own vision;**

**SUNFLOWER: we are impressive and able to reorient ourselves towards the Sun (adaptable, versatile business model)**

**See:** serendipity, needs co-dependence, confidence, reactive, nurture, where opportunities come, where the action is, they called me mellow yellow, shiny sight of life;

**Hear:** every social media channel, weather forecast, your phone disconnected, reflective, nurturing intentions, comfortable, lazy, opportunities, many options, new horizons, variety, subtle voices, flexibility, opportunities, listens to changing climate;

**Say and do:** I'm comfortable with what I am, I pick my work based on emotion, I keep moving, move, follow, offer food, I like things easy going, I watch, I absorb, make comfortable, tells/shows others where to find the sun, acts consistently;

**Think and feel:** I am comfortable, contentment, needed in all areas of culture, where is the sun? Much that's nice and warm! I shine, I help, I give, people ignore me;

**Fears/barriers:** lack of sun, lack of nourishment, break down very easily, has no depth, depends on others, forgets to notice the small print, flowing in comfort can be dangerous, a hippie, alone up here, I only can do one thing, failing, isolation, fragility;

**Desires/goals:** seeds, lights, a big platform, a big network, visibility, endurance, tall, mellow yellow;

**ECLN can offer Sunflowers:**

- a) **access to peers within the network to observe and absorb by keeping in touch with all channels and looking for sources of opportunity and any signs of change;**
- b) **continuing professional development for staff that prepares them for helping others and monitoring and evaluation;**
- c) **international visibility via digital and physical platforms for exhibiting projects and programmes, that demonstrate what they feel and to create seeds;**
- d) **international community forum for tackling isolation, building resilience and nurturing others;**

**ROSE: we are excellent, in a class of our own and resist any collaboration directly within our field (premium business model);**

**See:** like-minded groups, focus, goal, excellence, quality, weakness, hierarchy, helper:

**Hear:** applause, praise, admiration, money, business, fashion/vogue, need, needs, greatness, compliments, love, admiration, universal praise, you make talent grow, keep focused, you are exclusive, beware you are fragile, the upper-class;

**Say and do:** feel excellence, give my best, looking down with pride, we have many meanings, define high arts and high culture, trendsetter, quality-quality-quality, love of form, traditional, respect me, I have thorns, I have been in every garden;

**Think and feel:** specific audience excellence, we have no competition, special, lonely, proud, I'm the best, special, the art form is paramount, maintain quality, we are the best, does everyone love me, tired of always being a rose;

**Fears/barriers:** painful at the top, falling audiences, changing audience, rigidity, narrow path, paperwork, lack of organisation, don't co-create as it's a queen, hard to get near, don't cooperate, my own thorns, will we survive;

**Desires/goals:** excellence, recognition, status, admirers, followers, media, specific audience, sun, survival, be excellent in what it does, thorns;

**ECLN can offer Roses:**

- a) access to peers within the network to position themselves alongside like-minded groups, compete with the best and make others aware of the trends they set;
- b) continuing professional development for staff to maintain quality and excellence and develop audiences for innovative work;
- c) international visibility via digital and physical platforms for exhibiting projects and programmes, that are excellent and trend-setting;
- d) international community forum for pursuing quality, excellence and defending position;

**RHODEDENDRON: we have a solid backbone and regular, infrequent beautiful flowers (bureaucratic business model)**

**See:** growth, development, expansion, employment, structure, longevity, profit, money;

**Hear:** solid organisation, little from outside, its own voice, your strong, you work too much, don't think differently, very organised, reliable;

**Say and do:** be more flexible, listen to industry, listens to policy, listen to governments, slogans, presentations, events, programs, be accountable, results, overcomplicate things, burdensome, you're stable, only our way, pics what is comfortable, we are unique, stability, taking the pearls, order, maintains order;

**Think and feel:** hierarchy, cold as ice, occupy, control, I need to be aware of changes in policy and markets, I need statistics and information I need to be needed, big, powerful, public acceptance, bridging the gap, don't get distracted of your goal, hears the Rose;

**Fears/barriers:** bored, desires other things, focus, passion, wants to be a rose, bureaucracy, slowness, freelancers are ignorant, lacks passion, failed systems, the burden of bureaucracy;

**Desires/goals:** measurement, shaping policy, high impact, visibility, solid, security, flexibility, invisibility, strategy, public acceptance, need it all, growth, security;

**ECLN can offer Rhododendrons:**

- a) access to peers within the network to observe how others are dealing with political, social and economic trends in order to grow;
- b) continuing professional development for staff to measure, monitor and evaluate, maintain accountability, manage risk, up-date systems and develop greater flexibility;
- c) international visibility via digital and physical platforms for exhibiting projects and programmes, that are high impact and will shape policy;
- d) international community forum for increased visibility and to find new opportunities for growth and security;

#### **D. CONCLUSION FROM ARCHETYPES AND EMPATHY MAPPING:**

##### **1. ACCESS TO PEERS FOR:**

- a) leadership roles within the network;
- b) development and support at the appropriate pace and at times to suit;
- c) support and appreciation of their struggles;

- d) contacts within the network;
- e) sharing solutions and to create sub-communities within the network;
- f) being with like-minded peers within the network;
- g) contacts within the network on an ad-hoc basis and without having to meet face-to-face;
- h) ideas, landscapes, expressions of peers within the network;
- i) opportunity to influence and inspire them;
- j) discovering what they are doing and where they are going;
- k) monitoring and predicting change;
- l) survival and to innovate;
- m) socializing and spreading ideas and practice;
- n) for observing and absorbing by keeping in touch with all channels and looking for sources of opportunity and any signs of change;
- o) for positioning themselves alongside like-minded groups, compete with the best and make others aware of the trends they set;
- p) observing how others are dealing with political, social and economic trends in order to grow;

## **2. RECOGNITION FOR COMPETENCIES AND EXPERTISE:**

- a) and development that meets specific goals/needs and support at times to suit;
- b) and step-by-step continuing professional development;
- c) and development for strategic reasons;
- d) and intensive bursts of continuing professional development to suit ;
- e) and continuing professional development events that inspire and combine excitement and immersive learning;
- f) and continuing professional development for staff that inspire, are high profile and combine excitement and immersive learning with rapid results;
- g) and continuing professional development for staff that prepare them for exploiting future opportunities and trends;
- h) and continuing professional development for staff that prepare them for creating a sustainable place and programme;
- i) and continuing professional development for staff that prepare them for responding to opportunities, doing more with less resources and being more adaptable;
- j) and continuing professional development for staff that prepare them for the practicalities and risks whilst giving them feedback about their ideas and projects;
- k) continuing professional development for staff that prepare them for dealing with change and expanding by moving into potential new spaces;
- l) and continuing professional development for staff that prepares them for helping others and monitoring and evaluation;
- m) and continuing professional development for staff to maintain quality and excellence and develop audiences for innovative work;
- n) and continuing professional development for staff to measure, monitor and evaluate, maintain accountability, manage risk, up-date systems and develop greater flexibility;

## **3. INTERNATIONAL VISIBILITY VIA DIGITAL AND PHYSICAL PLATFORMS FOR EXHIBITING WORK AND:**

- a) big projects and programmes;
- b) projects and programmes, however small;
- c) projects and programmes;
- d) projects and programmes, at any time;
- e) social and long-term projects and programmes;
- f) key projects and programmes;
- g) projects and programmes, when completely finished, without compromising privacy;

- h) projects and programmes, at a moment's notice;
- i) projects and programmes, that have the wow factor;
- j) projects and programmes, that demonstrate strong growth;
- k) projects and programmes, that demonstrate density and popularity;
- l) projects and programmes, that demonstrate diversity, innovation, stakeholder approval and sustainability;
- m) projects and programmes, that could spread;
- n) projects and programmes, that demonstrate who you are;
- o) projects and programmes, that demonstrate what you feel and to create seeds;
- p) projects and programmes, that are excellent and trend-setting;
- q) projects and programmes, that are high impact and will shape policy;

#### **4. INTERNATIONAL COMMUNITY FORUM FOR:**

- a) debating and sharing wisdom;
- b) involvement and discovering opportunities;
- c) 'happening' trends and discovering opportunities;
- d) problem-solving, sharing experiences and new beginnings;
- e) sharing advice and tips for every career and life-cycle stage;
- f) sector policy development, advocacy and fighting injustice inside and outside the sector;
- g) discovering opportunities that fit with your vision;
- h) increasing resilience through help with managing risks and problem-solving;
- i) ability to access anywhere, at any time and accessing a different set of peers each time, at will;
- j) promoting the beautiful and seeking adventure;
- k) seeking potential structures to support growth;
- l) seeking ways to respond to change and potential for expansion;
- m) seeking ways to innovate, increase self-sufficiency, improve resilience and to grow sustainably;
- n) seeking ways to mitigate threats, survive, connect and adapt;
- o) discovering opportunities that fit with your own vision;
- p) tackling isolation, building resilience and nurturing others;
- q) pursuing quality, excellence and defending position;
- r) increased visibility and to find new opportunities for growth and security;

#### **E. KEY DECISIONS IN RELATION TO ECLN CURRICULUM:**

##### **To.....and if, so how?**

1. Communicate shared values
2. Develop a core-curriculum with a customisable syllabus to include diversity
3. Foster and develop creativity and innovation
4. Support the work of artists and other creative workers
5. Validate a community which is interdependent and provides opportunity for status, recognition and growth?
6. Develop opportunities for individual professional and economic success;
7. Be a vehicle for peer education;

8. Identify the European community hub of artists sharing knowledge and fostering innovation:
  - a) *Research and data collection*
  - b) *Practitioner training;*
  - c) *Connections and Transnational Learning;*
  - d) *Certification/accreditation;*
  - e) *Experimentation;*
  - f) *Innovation;*
9. Be dynamic and fluid and include support for processes, tools and a peer learning with a practice repository;
10. Provide a guide for Artists and cultural organisations and their workforce to customise the syllabus;
11. Support the following:
  - f) Learning Artistic practice;
  - g) Learning through Artistic practice;
  - h) Being an Artist;
  - i) Sharing Artistic practice with others;
  - j) Being a member of a community of practice;
12. Stimulate/Generate:
  - a) A platform for sharing work;
  - b) The mechanism for making the skills of individuals and communities more visible;
  - c) Opportunities for personal and professional development by extending the horizons of artists and other creative workers through supporting exchanges, mobility, projects and programmes;
  - d) Recognition and development by supporting and validating work-based learning and the personal and professional development of employees and casually or freelance contracted staff;
  - e) Opportunities for life-long learning;
  - f) Advocacy for the power and value of the arts and culture to the whole of society, not just in the arts and cultural sector but also in education, in health and well-being, in rehabilitation, in enterprise, in commercial business and in social enterprise;

## **F. IMPACT ON CORE-CURRICULUM: Adopted Features and Solution:**

1. **Communicate shared values**  
Inclusive approach that highlights:
  - a) positive role of arts in society beyond solely artistic contexts;
  - b) peer learning;
  - c) community of practice;
  - d) organic, non-linear; fluid and diverse;
2. **Develop a core-curriculum with a customisable syllabus to include diversity**  
**7P FRAMEWORK:**  
The 7P framework creates a tool for searching any of the key aspects of the case-studies and therefore acting as the 7 parameters structuring any cultural learning context;
  1. **PURPOSE**
    - **Purpose:** Be ready to enter the job market; DIMITRA
    - **Purpose:** Transfer skills through creative activities in a non-formal setting; NEW ARTS
    - **Purpose:** Learn strategies about how to communicate collective and personal projects online; CEPS

- **Purpose:** To improve communication, self-awareness and team skills; COLLAGE (1)
- **Purpose:** To improve communication, self-awareness and team skills; COLLAGE (2)
- **Purpose:** Collaborative exchange of practice through cultural entrepreneurship; KAU ACADEMY
- **Purpose:** Collaboration between labour market and art students; ARTERIA (1)
- **Purpose:** To promote design heritage; to engage people in dialogue and to learn new skills; ARTERIA (2)
- **Purpose:** To discover share and build intercultural dialogue; ARTERIA (3)
- **Purpose:** To promote openness, sharing knowledge, and new narratives; ARTERIA (4)
- **Purpose:** To transform, reintroduce, and create different behaviours; ARTERIA (5)
- **Purpose:** To experience steps in making a documentary film; two way direct transfer of knowledge; MITRA
- **Purpose:** To be intense, fresh, innovative, network, practical, creative, social, co-operative, friendly, playful; MULAB
- **Purpose:** To promote well-being and integration through arts; HOPE FOR CHILDREN
- **Purpose:** To share encouragement, collective authorship, dissent, thinking outside of the frame, to initiate, deconstruction, practical work from idea to realisation; PROSTOR PLUS

## 2. PEOPLE

- **People:** Positive, willing to learn, unemployed freelancers; DIMITRA
- **People:** Young people (NEET), theatre worker, rapper, project manager; NEW ARTS
- **People:** Established and up-and-coming artists; CEPS
- **People:** 6 male level 2 apprentices, experienced musician and vocal coach, radio presenter coach; COLLAGE (1)
- **People:** 2 young street dancers, no experience in film production, a peer tutor, a media professional; COLLAGE(2)
- **People** Artists, designers, mentors, leaders; KAU
- **People** Graphic designer, students and entrepreneurs for collaborative work; ARTERIA (1)
- **People** Graphic designer, students and entrepreneurs for collaborative work; ARTERIA (2)
- **People** Men with intercultural background arrange a platform for cooperation; ARTERIA (3)
- **People** Social animator; Young people from different countries; ARTERIA (4)
- **People** Visual artists explore various painting techniques with convicted prisoners; ARTERIA (5)
- **People** Director of photography, director, producer, art professionals, student journalist, artists, people interested in social criticism; MITRA
- **People** Young, unemployed, creative, social, diverse, ethical, discouraged, dynamic, young people; MULAB
- **People** An Artist, Vulnerable young people and professional carers; HOPE FOR CHILDREN
- **People** Curious, ambitious, socially sensitive, students who are unsatisfied with the system of formal education; PROSTOR PLUS

## 3. PLACE

- **Place:** Educational organisation; DIMITRA
- **Place:** Youth centre and concentration camp; NEW ARTS
- **Place:** Barcelona Civic Centre, Cotxeres Borell; CEPS
- **Place:** Chocolate Factory, recording studio and radio production suite; COLLAGE (1)

- **Place:** Chocolate Factory, film production suite; COLLAGE (2)
- **Place:** Studio, Skype, office; KAU ACADEMY
- **Place:** The premises of the University and Companies; ARTERIA (1)
- **Place:** The premises of the Academy of Fine Arts; ARTERIA (2)
- **Place:** Intercultural groups; non-governmental organisations; ARTERIA (3)
- **Place:** Cultural centre; ARTERIA (4)
- **Place:** A prison; public gallery; ARTERIA (5)
- **Place:** Any place; MITRA
- **Place:** Contemporary, open, shared, involving, creative, public, varied, beautiful; MULAB
- **Place:** Reception Centre for unaccompanied minors; HOPE FOR CHILDREN
- **Place:** Familiar, non-institutional, informal, safe zone for progress, unsafe zone for presentation; PROSTOR PLUS

#### **4. PLANS**

- **Plans:** Creative oriented, cultural oriented, well-structure, intense; DIMITRA
- **Plans:** Six 3 hour workshops to explore what freedom means; NEW ARTS
- **Plans:** Viral Communication with trans-media, gif and remix experts; 6x2 hour workshops; CEPS
- **Plans:** 10 workshops; share, demonstrate and imitate; coaching; supporting production; COLLAGE (1)
- **Plans:** 10 workshops; share, demonstrate and imitate; coaching; supporting production; COLLAGE (2)
- **Plans:** Execution from ideation to design and implement a book; KAU ACADEMY
- **Plans:** Connections; ARTERIA (1)
- **Plans:** Multimedia presentation + workshops; artistic achievements, analysis, art philosophy, public presentation; ARTERIA (2)
- **Plans:** Promote democratic values and active civil society; inspire/realise social-cultural projects; integration; ARTERIA (3)
- **Plans:** Media lab, teamwork, new technologies, interdisciplinary activities, innovative ways, urban transformation; ARTERIA (4)
- **Plans:** Inspire each other, discussion, women's experience; ARTERIA (5)
- **Plans:** Experienced film professionals sharing knowledge by flexible structure; Intense 1 week group working; MITRA
- **Plans:** Non-formal, flexible, shared, intensive, creative, fun, mixed, transversal, harmonious, adaptable; MULAB
- **Plans:** Use art projects to target development of specific skills; HOPE FOR CHILDREN
- **Plans:** Deconstruct, analyse, defragment, reconstruct, recombine, flat, non-hierarchical platform, collective engagement; PROSTOR PLUS

#### **5. PROGRESS**

- **Progress:** Effective communication and working in groups is a step closer to achieving goals; DIMITRA
- **Progress:** Feel valued and socially included; NEW ARTS
- **Progress:** See shared blog <http://comunicacionviral.tumblr.com>; CEPS
- **Progress:** 2 special needs learners improved; Better participation of whole group in content creation; COLLAGE (1)
- **Progress:** Skill development; Public presentation of work; Peer Mentor developed editing role; COLLAGE (2)

- **Progress:** Learned skills and multi-disciplinary abilities through steps of entrepreneurship; KAU ACADEMY
- **Progress:** Collision of Artistic ideas with needs of the labour market; ARTERIA (1)
- **Progress:** Discover heritage and combine with create activities; create public space; ARTERIA (2)
- **Progress:** Dialogue; help in formulating and expressing opinions; reaching new ways of expressing; ARTERIA (3)
- **Progress:** A combination of 'book knowledge' with relevant experience; ARTERIA (4)
- **Progress:** Create teamwork and experience emotional influence of art; ARTERIA (5)
- **Progress:** From point zero to your own movie to be publicly presented; MITRA
- **Progress:** Clear; Forward; Awareness; Easy; Growth; Exciting; MULAB
- **Progress:** Open and build good communication skills and basic teamwork; HOPE FOR CHILDREN
- **Progress:** Subjectivisation; initiative; curiosity; continuity; endurance; PROSTOR PLUS

## **6. POINTS OF VIEW**

- **Points of View:** Positive attitude; Constructive discussions; Sharing of knowledge; Networking; DIMITRA
- **Points of View:** Distance Travelled; Communication; Self-awareness; Persona; Skills; Creative thinking; NEW ARTS
- **Points of View:** 6 points of view: Long term; application and impact of workshop will have to be seen; CEPS
- **Points of View:** High expectations; enjoyed aspects; improved meeting brief; useful; difficult to establish relationship; COLLAGE (1)
- **Points of View:** Participants were proud of the product; Film coach: "I did nothing but encourage"; COLLAGE (2)
- **Points of View:** Collaborative process of multi-disciplinary skill learning with a goal to produce together; KAU ACADEMY
- **Points of View:** Communication; Business-thinking; Creative process; Cooperation; New skills; ARTERIA (1)
- **Points of View:** Awareness of history and places; Inspirations; Dialogue; ARTERIA (2)
- **Points of View:** Openness; Tolerance; Self-Awareness; Intercultural dialogue; understanding of difference; ARTERIA (3)
- **Points of View:** Awareness of history and places; Inspirations; Dialogue; ARTERIA (4)
- **Points of View:** Inclusion; Perception and interpretation; Dialogue with interlocutors; Creative process; Training; ARTERIA (5)
- **Points of View:** Intensive group collaboration; Conflict is welcomed; MITRA
- **Points of View:** Positive; Promising; Networking; opportunities; Development; Visibility; MULAB
- **Points of View:** Importance of improving communication through dissipating status differences; HOPE FOR CHILDREN
- **Points of View:** Importance of improving communication through dissipating status differences; PROSTOR PLUS

## **7. PRODUCTS**

- **Product:** 10 business plans, 3 entrepreneurs (own jobs), 1 social enterprise (7 members); DIMITRA
- **Product:** Movie, 5 Poems, young people developed skills, social inclusion, distance travelled; NEW ARTS

- **Product:** 2 Videos, training blog, 14 'new communicators'; CEPS
- **Product:** Radio show, young people developed skills, social inclusion, distance travelled; COLLAGE (1)
- **Product:** Monster Mask Video, young people developed skills, social inclusion, distance travelled; COLLAGE (2)
- **Product:** Book, designer's first book resume edition, a publishing angle to organisation, artist learned skills, aided his career, curator's second book; KAU ACADEMY
- **Product:** Connections between students and businesses; ARTERIA (1)
- **Product:** Public Presentation of results of teamwork; ARTERIA (2)
- **Product:** Change of self-awareness of participants and leader; ARTERIA (3)
- **Product:** Integration of young people from different cultures; ARTERIA (4)
- **Product:** Exhibition of Paintings; ARTERIA (5)
- **Product:** Transferable documentary workshop, public screening at festival Dokudoc, new Authors of documentary films, 7 short documentaries about different social issues; MITRA
- **Product:** Guru Community, ready to transfer (cascade), videos and photos, narrative projects on arts, flexible and adaptable project framework, validation/certification, plan for development in other arts; MULAB
- **Product:** Exhibition, conference, a good start to further develop integration and rehabilitation through art; HOPE FOR CHILDREN
- **Product:** Work in progress, Experience, Subjectivisation, Self-awareness, Continuation; PROSTOR PLUS

### 3. Foster and develop creativity and innovation

The Artistic practice strand helps Cultural Learning practitioners to focus in on their

- a) **Creative Processes:** creativity, de-construction, re-configuration, innovation;
- b) **Artistic Techniques:** embodied skills, tools, software, resources, materials, genres, forms, approaches;
- c) **Cultural Contexts:** people, situations, traditions, innovation;

### 4. Validate a community which is interdependent and provides opportunity for status, recognition and growth

The Recognition and Validation of Practice-based Learning wherever it occurs e.g. informal, non-formal and/or formal contexts by adopting the 3 profiles of the Euro-Aspire Framework of Apprentice, Competent and Expert Cultural Learning Practitioner and integrating these into the curriculum to make the recognition and validation a seamless process, if required.

### 5. Be a vehicle for peer education;

Every community of practice has its protocols, symbols, roles and relations. Communities are dynamic and diverse; they blend tradition and innovation; they absorb, adopt, and adapt knowledge, skills and attitudes and bequeath these to a new generation –to drop, develop or maintain. Cultural Learning happens with Peers in a Community of Practice. This is always a two-way process e.g. as a peer mentor learns how to give mentoring support, the other, learns how to receive it and use it. Peer learning must be understood as learning in which any authority or expertise is negotiated through a peer process rather than given by others. There are 3 generic types of knowledge transfer strategies used and these are described in reference to the 'relational positioning' between the peers. This relational positioning is never static but it is part

of a fluid movement in which peers change position in relation to each other through working towards objectives and engaging in the processes involved.

- A. The transferring knowledge and skills strand helps Cultural Learning practitioners to focus in on their knowledge sharing with peers as
  - a) Inspirer/Motivator/Role Model
  - b) Informer
  - c) Advisor
  - d) Guide
  - e) Supervisor
  - f) Facilitator
  - g) Tutor
  - h) Coach
  - i) Trainer
  - j) Mentor
  - k) Leader
  
- B. The developing social potential strand helps Cultural Learning practitioners to focus in on their community social behaviour to:
  - a) communicate effectively with others;
  - b) be self-aware and understand the strengths and limits of your own practice and the impact of this on others;
  - c) adapt your practice to different places, work with different people and for different purposes;
  - d) participate as a team member and collaborate in group work;
  - e) manage personal projects and your contribution to group projects;
  - f) to use initiative;
  - g) be aware of cross-cultural issues;
  - h) demonstrate integrity or adhere to an ethical code;
  - i) network with others inside and outside the sector;
  - j) work effectively and simultaneously or sequentially on more than one project;
  - k) understand, use and explain the concepts involved in Cultural Learning;
  - l) sustainably use and manage resources and materials and to dispose of any waste materials and equipment responsibly;
  - m) work independently without close supervision;
  - n) demonstrate respect and empathy to other people, regardless of any conflicting values or issues;
  
- 6. Provide a guide for Artists and cultural organisations and their workforce to customise the syllabus;**
- 7. Support the following: Learning Artistic practice;**
  - a) Learning through Artistic practice;**
  - b) Being an Artist;**
  - c) Sharing Artistic practice with others;**
  - d) Being a member of a community of practice;**

The ECLN Curriculum will be devised as an open and customisable core curriculum with a tool-kit to guide users and to support:

- a) Learning through Artistic practice;
- b) Being an Artist;
- c) Sharing Artistic practice with others;
- d) Being a member of a community of practice;

**8. Stimulate/Generate:**

- 1. The mechanism for making the skills of individuals and communities more visible;**
- 2. Opportunities for personal and professional development by extending the horizons of artists and other creative workers through supporting exchanges, mobility, projects and programmes;**
- 3. Recognition and development by supporting and validating work-based learning and the personal and professional development of employees and casually or freelance contracted staff;**
- 4. Opportunities for life-long learning;**
- 5. Advocacy for the power and value of the arts and culture to the whole of society, not just in the arts and cultural sector but also in education, in health and well-being, in rehabilitation, in enterprise, in commercial business and in social enterprise;**

The ECLN Curriculum will provide:

- 1. The mechanism for making the skills of individuals and communities more visible by providing a system for entering, collecting, storing and analysing and feeding-back skills used;
- 2. Opportunities for personal and professional development by benchmarking the competencies of artists and other creative workers against their international peers and European Qualifications Framework to support exchanges, mobility, working on international projects and programmes;
- 3. Recognition and development by supporting and validating work-based learning and the personal and professional development of employees and casually or freelance contracted staff through the adoption and promotion of the Euro-Aspire Framework;
- 4. Opportunities for life-long learning by individuals being able to benchmark their isolated individual development as well as benchmarking to any network of their peers at local, regional, national and international contexts;
- 5. Advocacy for the power and value of the arts and culture to the whole of society, not just in the arts and cultural sector but also in education, in health and well-being, in rehabilitation, in enterprise, in commercial business and in social enterprise by enabling the capture of statistical data from practitioners to link the actual parameters of each cultural learning event or activity (including purpose) with the source of investment with the outcome of matching investment with activity. This will address the mismatch between source and use of funds. In particular, the use of artistic funds for social, health, employability and education objectives delivered by cultural learning practitioners. This will enable advocacy for direct contributions towards funding from social, health, employability and education budgets for artistic interventions that deliver social, health, employability and education outcomes.

**G. The ECLN OPEN CURRICULUM will be developed as the ECLN CLOCK (Cultural Learning Open Curriculum Kit)**

- A series of user-friendly maps and tools for CULTURAL LEARNING;
- A resource for Artists, Cultural and Creative practitioners who share their practice in a range of arts and non-arts contexts; These are Cultural Learning Practitioners;
- Peer Learning in which any authority or expertise is negotiated through a peer process rather than assumed or given by others;
- A resource for anyone else who is interested in Cultural Learning in the European context;

**H. ECLN CLOCK (Cultural Learning Open Curriculum Kit) will also be developed as an on-line prototype:**

The following decisions were taken about the adaptation of the CLOCK to the website of the ECLN.

**1. Changes in document**

- a. The CL variables (Purpose, People, Place, Plans, Progress, Perspectives, and Products) have to be predefined. So the user can choose from a dropdown list up to seven (7).

This means that the '7 P Framework' which acts as the cultural learning event variables will need to be simplified as a set of drop-down menus. Users can select 1 item from first 4 parameters and then 1 or more items from the rest of the other parameter menus. See below for the proposed Menus.

**PURPOSE: (choose 1 answer)**

- a) Participate in artistic/creative activities
- b) Develop specialist/professional artistic skills
- c) Build confidence, intercultural competence or social skills
- d) Develop learning skills through artistic activities
- e) Improve quality of life and well-being
- f) Develop skills for employment/enterprise

**PEOPLE: (choose 1 answer)**

- a) One-to-one
- b) Small group (2-7 people)
- c) Medium group (8-15 people)
- d) Large group (16+people)
- e) Community (mix of different groups)
- f) Community (flow of people)

**PLACE: (choose 1 answer)**

- a) Dedicated creative space (Public)
- b) Dedicated creative space (Private)
- c) Dedicated creative space (NGO/Community)
- d) General space (Public)
- e) General space (Private)
- f) General space (NGO/Community)

**PLANS: (choose 1 answer)**

- a) All required resources on site
- b) All required resources off site
- c) Some required resources on site
- d) No resources needed
- e) No resources available
- f) Resource requirements unknown

**PROGRESS: (choose as many answers as appropriate)**

- a) Self-Assessment/reflection
- b) Observation/reference/competencies
- c) Record the journey/distance travelled
- d) Outputs/portfolio/events
- e) Dialogue/feedback
- f) Review/assessment

**PERSPECTIVES: (choose as many answers as appropriate)**

- a) Safe-guarding/health and safety
- b) Diversity/cross-cultural aspects/citizenship
- c) Interdisciplinary/professional boundaries
- d) Quality/value for money/public good
- e) Legal/data protection/privacy/intellectual property
- f) Ethics/integrity/conflicting values

**PRODUCTS: (choose as many answers as appropriate)**

- a) Artefacts (digital, physical)
- b) Publications (digital, physical)
- c) Performances/Experiences
- d) Exhibitions/Events/Conferences
- e) Process log/blog
- f) New competencies

- b. The “matrix” with the priorities changes and now has only two columns, “Before” and “after”. So the user ticks accordingly to CL variables have chosen.
- c. “Before” means that someone have the skills before filling the tool and “after” means that someone acquired the skills after the first filling of the tool. For that he/she has to insert the date that achieved the skill.

**2. Procedure of filling**

- a. The user registers at the ECLN website providing the following details
  - i. *Username*
  - ii. *Password*
  - iii. *Name*

- iv. *Email*
- v. *Country*
- vi. *Organization*
- b. After that is able to fill the Cultural Learning Open Curriculum
- c. First he/she chooses the predefined CL variables (Purpose, People, Place, Plans, Progress, Perspectives, and Products). For each category can pick up to five. After the selection, the CL variables cannot be changed.
- d. Next step is to select the strands. The strands are three (3):
  - i. *Artistic practice*
  - ii. *Transferring knowledge + skills*
  - iii. *Developing social potential*
- e. For each strand there are skills and the user ticks "Before" and "After" accordingly.
- f. During the time and where changes in the user's skills are, the user comes back, logins and fills the tool again.
- g. Report. The users can see the matrixes produced for self-evaluation, for cooperation, for training support etc.

**3. The new summary guide will be as follows and will be translated by all partners into their own languages:**

Welcome to the Cultural Learning Open Curriculum Kit!
<p><b>What the Cultural Learning Open Curriculum Tool-Kit (CLOCK) is?</b>          A way to explore, develop or refresh specific areas of your cultural learning practice.</p> <p>CLOCK is a curriculum, a core syllabus and an open syllabus. It supplies the tools and learning resource material to provide a mirror for your own cultural learning practice or that of your network or organisation. The tools help to locate what you do within the wider view of your community of practice. This helps you to understand how your practice relates to that of your peers, other cultural learning practitioners or cultural learning organisations across Europe. CLOCK helps you to identify and evaluate how consistent you are in your practice. It enables you to record which contexts you engage in and which strategies you regularly or seldom use for various reasons.</p>
How can I use it?
GENERAL NOTES to fill in the CLOCK
STEPS to fill in the CLOCK
<ul style="list-style-type: none"> <li>• The <b>CL VARIABLES</b> (Purpose, People, Place, Plans, Progress, Perspectives, and Products) have to be predefined. So the user can choose from a dropdown of five (5) + "other".</li> <li>• The "matrix" with the priorities <b>has two columns, "BEFORE" and "AFTER"</b>. So the user ticks accordingly to CL variables they have chosen.           <ul style="list-style-type: none"> <li>○ <b>"BEFORE"</b> means that the user plans to use these curriculum skills for the specific cultural learning session they have selected using the CL variables.</li> </ul> </li> </ul>

- **“AFTER”** means they have actually used these curriculum skills in the same cultural learning session that they planned for. There are likely to be differences between planned and actual.
- The learning agenda column is divided into 2 columns with a heading of **“START DATE”** in column 1 and **“ACHIEVE DATE”** in column 2. This is where individuals record their learning start and achievement dates for specific curriculum skills

**STEP 1:** Choose the predefined CL variables (Purpose, People, Place, Plans, Progress, Perspectives, and Products) from the left-side menu.

**STEP 2:** Select the strands. The strands are three (3):

1. Artistic practice
2. Transferring knowledge + skills
3. Developing social potential

For each strand there are curriculum skills and sub-skills and the user ticks **“BEFORE”** (Plan for skills to be used in a specific Cultural Learning Event) and **“AFTER”** (Which actual skills were used in the specific Cultural Learning Event) accordingly).

**STEP 3: RESULTS**

You can see the matrixes produced for self-evaluation, for cooperation, for training support etc. You can see how your plans for skills being used compares with the actual skills being used in every Cultural Learning session and the user can reflect on this to identify why.

The data for every Cultural Learning session that you have recorded will be "remembered" to give a summary of accumulated data of the user over a certain time period.

The data summary can display the user totals of:

- Variables have been selected from each P range as a total of that P range entries.
- Types of Cultural Learning event profiles (all 7Ps) have been selected as a total of all CL event profiles undertaken by that user
- Curriculum skills under each strand have been selected for planning (before) for all CL event profiles
- Curriculum skills under each strand have been actually used (after) for all CL event profiles
- Curriculum skills under each strand have never been selected for all CL event profiles
- Cultural learning event profiles have never been selected

Over a period of time you can identify gaps in skills and also opportunities to develop the skills for other profiles of Cultural Learning events.

- Navigation
- Home
- Variables

View Results

Please select the 'Start Date' or the 'Achieve Date' button.

Please check the boxes below.

Save changes