

HJV, 5.4.2018: Proposal to the second partner meeting, 9 – 10 April in Bielsko-Biala

WP 07 / O4: Provide Curriculum Guidelines, March – May 2018

## Revisions demanded by NA

The described output in the application and the budgeted number of work days has been approved without comments by the Danish National Agency for the Erasmus+ programme.

## 1. Output Description

### AIM

The overall aim is to develop curricula (and certification methods – *hvj: not appropriate to include*) for further education of educators (managers, consultants, teachers, trainers, instructors, etc.) in the cross-cultural sector of amateur arts, voluntary culture and heritage on how to use new participatory culture and co-creation learning methodologies with a high potential of bridging social capital.

### OUTPUT

The developed curriculum and certification method will

- be designed with reference to the key findings of the previous state of the arts survey (IO-2) and the compilation of good practice and innovative approaches (IO-3, Mar – Sept 2018) (*hvj: not possible, because the output is provided later*), and it
- will present the key competences and skills, the essential content, the appropriate pedagogical approach and outcome assessment methods (course evaluation), which will be applied for further education of the educators in the voluntary cross-cultural sector.

The final curriculum will be elaborated after the test of the pilot courses (IO-5, June – Oct 2018), but preliminary we can emphasise the following key elements:

- 1) Self insight and validation of own competence profile, gained by formal education as well as prior learning, especially by engagement in voluntary arts and culture associations.
- 2) Insight knowledge and shared experiences of the current challenges for our societies to bridge social capital and strengthen inclusion, cohesion and trust in our communities.
- 3) Insight knowledge and shared experiences of the societal role of the voluntary art and culture associations and their potentials to bridging social capital.
- 4) Insight knowledge and shared experiences of the new participatory culture and co-creation activities, including their potentials for involving and bridging former segregated social groups.
- 5) Insight knowledge and shared experiences of other stakeholders that may support and/or be part of new participatory culture and co-creation activities that can bridge social capital in the local communities and other contexts.
- 6) High level skills in planning, coordinating and monitoring of new activities of participatory culture and co-creation.
- 7) Specific expertise and skills in promoting participatory culture and co-creation for former segregated groups, respectively for one or more of the five contexts of bridging activities.
- 8) High level knowledge and skills on how to document and validate the new participatory culture and co-creation activities to key stakeholders.

NB: These 8 elements will not be included in each actual course, only fewer selected elements can realistic seen be part of a short course. Different course packages can include varied elements)

**PEDAGOGICAL FORM:**

The training must be based on participatory and activity-based methods, integrating theory and shared experience. It will include a blend of short concise lectures, plenary discussions, workshops on case studies, pair work and individual learning. Short presentations on the topic prepared by participants themselves will be part of the course.

We intend to embed validation procedures in the content of the course programme, because an integrated validation contributes both to the recognition of the outcome for the participants and to the quality of the course.

**DISPOSITION OF THE GUIDELINES:**

The presentation of the curriculum can have the possible outline:

- 1) Foreword on common background and aims for the curriculum plan (1 page).
- 2) Introduction of the curricula with reference to the key findings of the state of arts surveys, IO-2 and the compilation of good practice and innovative approaches, IO-3 (5 pages).
- 3) Presentations of the curriculum frame (10 pages).
- 4) Presentation of methods for outcome assessment and transfer of learned to own situation (4 pages)
- 5) Presentation of exemplary course frames (4 pages).
- 6) Concluding recommendations for the key elements in the planning of in-service training courses (2-3 pages).

The text of the curricula frame will only be in English and approx. 26 standard pages (like 2400 characters per page, 40 lines of 60 characters). The illustrations will include at least one exemplary photo per country plus some extra. The layout must use the adopted visual identity of the project, including the Erasmus+ logo.

## 2. Key tasks and division of work

### TIME SCHEDULE

The development of the curriculum guidelines will take place in April – May 2018 (months 8 - 9) and not as initially planned March – April (month 7 – 9).

**NB: We are approx 1 month behind schedule, because we prolonged the period to provide feeds for the Survey. But we can catch up by providing the output in two months.**

### DIVISION OF WORK

- Interfolk (DK) is lead partner and JSKD (SI) is supporting partner.  
**NB: LACM is not supporting partner here, because the European pilot courses in Lithuania (Latvia) was cancelled by the Danish national Agency.**
- The other partners, KSD (DK), VAN (UK), FAIE (PL), EDUCULT (AT), LACM (LV) and LKCA (NL) is dialogue partners for the development work.

### KEY ACTIVITIES

- 1) 10<sup>th</sup> April 2018: The partner meeting outline key findings from the Survey to consider for the Guidelines
- 2) 30<sup>th</sup> April: The lead partner, Interfolk outlines the curricula and assessment methods
- 3) 4<sup>th</sup> May: The supporting partner, JSKD comment the outline
- 4) 11<sup>th</sup> May: Interfolk presents the draft curriculum guidelines to the partnership.
- 5) 18<sup>th</sup> May: All partners comment the draft with recommendations for adjustments.
- 6) 25<sup>th</sup> May 2018: Interfolk adjusts, proof-reads, layouts the Curricula Guidelines and publishes it as a PDF-publication, English ed. No translation to national languages.

### RELATIONS

The published Curricula Frame, English version is an independent output (IO-4) that in short and concise form presents the need and aim of the new curricula and outlines the essential elements and the appropriate pedagogic form and certification method for future in-service courses for staff in the European sector of amateur arts, voluntary culture and heritage.

But the Curricula Frame will also function as key evidence base for the design and test of the succeeding national pilot course packages (IO-5).

## 6. Budget

IO no	Title of Intellectual Outputs	Number of work days																
		P1, KSD		P2, IF		P3, VA		P4, FAIE		P5, EDUC		P6, LACM		P7, JSKD		P8, LKCA		Total
		Cat 2	Cat 3	Cat 2	Cat 3	Cat 2	Cat 3	Cat 2	Cat 3	Cat 2	Cat 3	Cat 2	Cat 3	Cat 2	Cat 3	Cat 2	Cat 3	
O4	Budget, v2-after first meeting	4	1	12	3	4	1	4	1	4	1	7	1	7	1	4	1	56
	Budget, v3, after second meeting	4	1	12	3	4	1	4	1	4	1	4	1	7	1	4	1	53