



## Curricula Report Participatory Culture in sparsely populated areas

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## **Curricula Report – Participatory culture in sparsely populated areas**

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See the project portal: [www.culture-lever.net](http://www.culture-lever.net)

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## Preface

This Curricula Report is part of the 3-year NGO development project, Jan 2016 – April 2019, entitled: “Voluntary culture as leverage of cross-cultural activities in sparsely populated areas with an added value for civic participation and community bonding” (project acronym: LEVER).

The project has been supported by the Nordic Council of Ministers’ NGO programme for the Baltic Sea Region. The partnership circle consists of six partners from the Baltic Sea region:

Interfolk, Institute for Civil Society (DK) - see [www.interfolk.dk](http://www.interfolk.dk)

National Association of Cultural Councils in Denmark (DK) – see [www.kulturellesamraad.dk](http://www.kulturellesamraad.dk)

Finnish Swedish Youth Association (FI) – see [www.fsu.fi](http://www.fsu.fi)

Foundations’ of Alternative Educational Initiatives (PL) – see [www.fundacjaie.eu](http://www.fundacjaie.eu)

United Way (BY) – see <http://en.ngo.by>

Lithuanian Association of Castles and Manors (LT) – see [www.dvarai.lt](http://www.dvarai.lt)

The project aim has been promote new cross-culture opportunities for the local communities in sparsely populated areas with an added value for civic participation, community bonding and local identity.

The background for the project is that we during recent years have seen more political and public interest for reviving the rural and sparsely populated areas in the member states and to counter the current trend, where citizens are moving from rural to urban areas. One of the ways to counter this trend can be to promote more available and involving arts and culture activities with added community values.

The partnership circle shares the view that new initiatives in the third sector by arts and culture associations and their volunteers can make a difference. To secure cultural sustainability in these areas, we need to strengthen the “citizen help citizen” or “peer to peer approach”, whereby civil society associations from the cross-cultural sector of amateur arts, voluntary culture and heritage, provide arts and culture activities with added community values.

The 3-year project has three main phases with the following key activities:

First project year – 2016 - 2017 – found and initiate:

1. Complete baseline survey to clarify needs and possibilities
2. Initiate local pilot work (1-2 per partner country)
3. Provide dissemination, incl. website, news-mails, social media, meetings, articles

Second project year – 2017 - 2018 – complete pilot work:

4. Implement 1-2 pilot works in each partner country
5. Complete and evaluate the pilot work
6. Continue dissemination

Third project year - 2018 -2019 – deliver and disseminate results:

7. Publish report of the pilot work, six languages, PDF-edition
8. Provide Curricula Guidelines for training of culture volunteers
9. Test curricula by 1-2 days pilot courses in each partner country
10. Test curricula by a 3 day Baltic Sea pilot course in Askov, DK
11. Publish a multilateral Curricula Report, six languages, PDF-edition
12. Complete five national conferences
13. Final dissemination, incl. website, news mails, social media, articles, meetings, etc.

This Curricula Report is published in the final third project year, and it is based on key findings from the pilot work during the first and second project year and the pilot courses during the

third project year, and they will guide the design and test of new curricula and course programmes during the series of national pilot courses and the cross-national Baltic Sea pilot course.

For more information, see the project website: [www.culture-lever.net](http://www.culture-lever.net)

We hope this Curricula Report can help to plan new training events for culture volunteers and managers, with the aim to promote new enlivening arts and culture opportunities in the sparsely populated areas with added community values.

January 2018,  
Hans Jørgen Vodsgaard

# 1. Definitions and meanings of Curriculum

## 1.1 A possible definition<sup>1</sup>

“The term curriculum refers to the lessons taught in a school or in a specific course or program. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the lessons that teachers teach; the assignments and projects given to students; books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.”

## 1.2 The essential of curriculum design<sup>2</sup>

Curriculum design includes consideration, at least, of aims, intended learning outcomes, syllabus or content, learning methods, and assessment. Each of these elements is described below.

### *Aims*

The aims of the curriculum are the reasons for undertaking the learning 'journey' - its overall purpose or rationale.

### *Learning outcomes*

Learning outcomes are what students will learn, if they follow the curriculum successfully. In framing learning outcomes it is good practice to:

- a) Express each outcome in terms of what successful students will be able to understand and to do.
- b) Include different kinds of outcome. The most common are cognitive objectives (knowledge: learning facts, theories, formulae, principles etc.) and performance outcomes (skills: learning how to carry out procedures, calculations and processes). In some contexts, affective outcomes are important, too (developing attitudes or values, e.g. those required for a particular profession).

### *Syllabus or content*

This is the 'content' of the programme; the topics, issues or subjects that will be covered as it proceeds. In selecting the content, you should bear the following principles in mind:

- a) It should be relevant to the outcomes of the curriculum. An effective curriculum is purposive, clearly focused on the planned learning outcomes. The inclusion of irrelevant topics, however interesting in themselves, acts as a distraction and may confuse students.
- b) It should be appropriate to the level of the programme or unit. An effective curriculum is progressive, leading students onward and building on what has gone before. Material which is too basic or too advanced for their current stage makes students either bored or baffled and erodes their motivation to learn.
- c) It should be up to date and if possible, should reflect current research.

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<sup>1</sup> Definition by The Glossary of Education Reform – see <http://edglossary.org/curriculum/>

<sup>2</sup> See also <http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/teaching/curriculumdesign>

### **Learning methods**

These are the means by which students will engage with the syllabus, i.e. the kinds of learning experience that the curriculum will entail. Although they will include the teaching that students will experience, (lectures, laboratory classes, fieldwork etc.) it is important to keep in mind that the overall emphasis should be on learning and the ways it can be helped to occur. For example:

- a) Individual study is an important element in most curriculums and should be planned with the same care as other forms of learning. It is good practice to suggest specific tasks, rather than relying entirely on students to decide how best to use their private study time.
- b) Group learning is also important. Students learn from each other in ways that they cannot learn alone or from staff and the inclusion of group projects and activities can considerably enhance the curriculum.
- c) Online learning is increasingly important in many curricula and needs to be planned carefully if it is to make an effective contribution. Online materials can be a valuable support for learning and can be designed to include helpful self-assessment tasks (see below).

### **Assessment**

Learning occurs most effectively when a student receives feedback, i.e. when they receive information on what they have (and have not) already learned. The process by which this information is generated is assessment, and it has three main forms:

- a) Self-assessment - through which a student learns to monitor and evaluate their own learning. This should be a significant element in the curriculum, because we aim to produce graduates who are appropriately reflective and self-critical.
- b) Peer assessment - in which students provide feedback on each other's learning. This can be viewed as an extension of self-assessment and presupposes trust and mutual respect. Research suggests that students can learn to judge each other's work as reliably as staff.
- c) Tutor assessment - in which a member of staff or teaching assistant provides commentary and feedback on the student's work.

Assessment may be formative (providing feedback to help the student learn more) or summative (expressing a judgement on the student's achievement by reference to stated criteria). Many assessment tasks involve an element of both, e.g. an assignment that is marked and returned to the student with detailed comments.

Summative assessment usually involves the allocation of marks or grades. These help staff to make decisions about the progression of students through a programme and the award of degrees, but they have limited educational value.

Students usually learn more with formative feedback by understanding the strengths and weaknesses of their work, than by knowing the mark or grade given to it.

## 2. Guidelines for providing an adult education curricula /BRIDGING

The educational context is training courses for adults, and they proceed from the learner-centred approach and the principles of outcome-based learning. Outcome-based learning focuses on assessable learning outcomes that students are supposed to achieve as a result of the learning process.

### 2.1 Adult learning

Learning is a change in participants' attitudes/viewpoints and an increase of knowledge and/or skills that occur as a result of the training (Kirkpatrick, 1998). These changes help learners to cope better in the surrounding environment (Knowles, Holton, & Swanson, 1998).

Teaching adults is different from teaching children. Adult learners have high self-consciousness and previous experience – in addition, they are willing to find associations between their experience and what has been learnt; their learning preferences depend on what they need at work or in civic life, and they are also interested in problem-based learning (Illeris, 2004; Knowles et al., 1998).

Adults are motivated to participate in trainings for different reasons. Adult learners' interest in learning is related to the need to raise their qualification, acquire specific skills, spend meaningful time with others or better understand something that has been unclear so far. Although adults respond to external motivators (such as better career opportunities and higher salary), they are more influenced by internal motivators through which they understand that learning is necessary for their own development (Knowles et al., 1998).

The learning process can be divided into four intertwined stages:

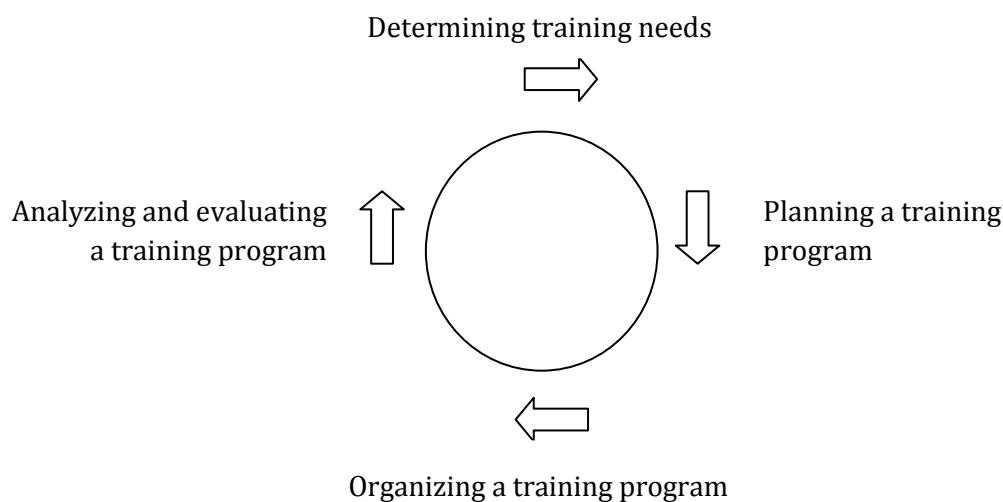


Figure 1: Learning process in adult education from the perspective of organizers (Pilli et al., 2013)

### 2.2 Planning an outcome-based programme

A specific training program starts with setting goals and sharing this information with the stakeholders of the program: Learners, training providers, contracting entities, sponsors and other interest groups have to be aware of the objective and effectiveness of the training program. It is important to take into account learners' previous experience and involve learners in the goal-setting process, if possible (Kirkpatrick, 1998).

When a training program is ordered by a company or an association, a target group has already been defined and the contracting entity has set its goals. In this case, training providers need to specify the content, learning outcomes and teaching methods; and they also have to decide upon the requirements for passing the training program. A training program is carried out according to the curriculum. In designing a curriculum, both the target group with its needs and the learning outcomes are taken into consideration (Pilli et al., 2013).

The objective of the outcome-based curriculum has to describe what is supposed to be achieved by the end of the training program – objectives are set proceeding from the expected learning outcomes of the participants. The whole teaching process focuses on achieving these outcomes in the best way (Suskie, 2009).

### **2.3 Curriculum information**

Typically, the continuing education curriculum includes at least the following information:

- 1) the title of the curriculum;
- 2) the curriculum group and basis for curriculum compilation;
- 3) the aim and objectives of the training
- 4) the learning outcomes;
- 5) the requirements to be met for the commencement of studies, if they are a prerequisite for the accomplishment of the learning outcomes;
- 6) the total volume of studies, including the proportions of classroom, practical and independent work;
- 7) the content of studies;
- 8) the learning and teaching methods;
- 9) the description of the study environment;
- 10) the list of study materials, if these are intended for the completion of the curriculum;
- 11) the conditions for completion and the documents to be issued;
- 12) the description of the qualifications, learning or work experience required for carrying out the continuing education.
- 13) assessment of the learning outcome
- 14) Course evaluation

#### **1. The curriculum title**

must be formulated attractively as well as informatively, and it has to reflect the content of the course.

#### **2. The curriculum reference**

can proceed from the objectives of the training course; a curriculum can be compiled on the basis of the professional qualification standard, a certain part of the professional qualification standard, the module of the national or school curriculum or a certain part of those curricula. It is also allowed to rely on the national requirements laid down in legislation.

However, in the voluntary cultural sphere it is rare to find specific curricula standards, so the learning providers must here to a high degree define their own qualification standards.

#### **3. The aim and objectives**

of the training includes the overall aim or purpose of the training and the more specific objectives of the learning.

#### **4. The learning outcomes**

are formulated according to the objective of the learning process and have to be measurable, assessable and achievable within a limited period of time. Generally, 4-6 outcomes are brought out. These outcomes serve as a basis for selecting appropriate teaching and learning methods, as well as deciding upon the assessment methods and the structure and content of studies.

Both the objective and learning outcomes can be brought out in the curriculum. Learning outcomes explain and specify the objective.

#### **5. The admission requirements**

may depend on the context of the training and the target group. For instance, if the training program is meant for cultural professionals, then previous experience in this field is expected of them. However, in most cases it is not necessary to set such rigid commencement requirements.

#### **6. The total volume of studies**

in continuing education is typically measured in academic hours, i.e. one academic hour equals 45 minutes. Thereby, it should be stressed that a curriculum takes into account the working hours of learners, not those of trainers.

Studies may be divided into:

- 1) Auditory work – learning in physical and web-based learning environments, supervised by the trainer;
- 2) Practical training in teaching environments – activities in school premises or other places for learning (practical learning environment);
- 3) Practical training in working environments – learning in work place or civic association under the supervision of a local instructor;
- 4) Independent work – learners independently perform different tasks that have certain objectives and teachers give feedback (can also be done in a web-based learning environment) to learners on their performance.

#### **7. The content of the studies (syllabus)**

should include information about main topics, issues or subjects that will be covered during the training.

#### **8. The learning and teaching methods**

must take into account the objective of the learning process, thematic field and topic, learners' background, available resources, learning environment and also his/her own competencies (St. Clair 2015).

It is very common to distinguish between teacher-centred and learner-centred teaching methods. For example, lecture, demonstration, discussion etc. fall into the category of teacher-centred methods; whereas group work (brainstorm, seminar, discussion, dispute, panel discussion, etc.) and individual tasks (analysis, mandala, etc.) fall into the category of learner-centred methods.

#### **9. The learning environment**

can be physical or web-based or both, and the proportions of the environments can be specified with the volume of the lesson. Depending on the study type, it is important to indicate whether learning takes place in a lecture room, computer room, lab or elsewhere. If learning takes place both in lecture room and lab, it is necessary to bring out what kind of equipment/materials learners are able to use during the course. Learners are also interested in the size of the group.

When planning the learning process, it is important to keep in mind that people usually recall things more efficiently in the form these things were learnt in the first place. If learning outcomes describe that participants are able to use new knowledge in their practical work, the main part of the studies must include practical training (Pilli et al., 2013).

### **10. Study materials**

have to support the knowledge creation process. In order to transfer information, various online resources (pictures, videos, special study materials) can be used in addition to textbooks, guidelines and other paper-based materials (St. Clair, 2015).

The materials that are brought out in the curriculum and used during the studies, have to be available and easily accessible to the participants (for example, handouts or downloadable from the Internet).

Study materials can be listed in the curriculum or in the course advertisement. In addition, it should be mentioned whether these materials are provided by the training institution or if participants have to bring them along and whether the payment for the materials is included in the tuition fee or it has to be paid separately.

### **11. A course certificate or notice**

shall be issued to a person after completing the course. A certificate has to be informative, enabling the participant to explain to his/her stakeholder what has been learnt during the course.

**A certificate** is a document that certifies the completion of the continuing education, and it can be issued to a person if the accomplishment of the learning outcomes **was assessed** and the person accomplished all the required learning outcomes for the completion of the curriculum.

**A notice of participation** in continuing education shall be issued to a person, if the accomplishment of the learning outcomes was not assessed or if the person did not accomplish all the required learning outcomes. A notice may only include information about those topics that were actually covered by the learner during the course.

### **12. The competencies of the trainers**

can be measured by the following criteria that should also be brought out in the curriculum:

- 1) Level of education (including continuing education/training);
- 2) Professional qualification (having a professional certificate);
- 3) Trainer's practical experience in the field of the topics dealt with in the training course.

### **13. Assessment**

Assessment is an important part of the learning process (Drenkhan, 2016). Assessment is important, because it enables one (Tummons, 2011):

- 1) to find out, whether learning actually took place;
- 2) to diagnose learners' needs;
- 3) to issue a certificate, i.e. officially approve that learning took place;
- 4) to continue with studies and prove the qualification level;
- 5) to evaluate the progress in achieving the objectives of the training course;
- 6) to motivate and encourage learners.

Assessment can be characterised as a continuous, four-step cycle (Figure 2): first, clear and measurable learning outcomes are set and after that students are provided with opportunities to achieve these outcomes. Information and evidences are gathered and analysed constantly, in order to find out whether the actual learning meets the raised expectations – according to the results, learning will be developed further (Suskie, 2009).

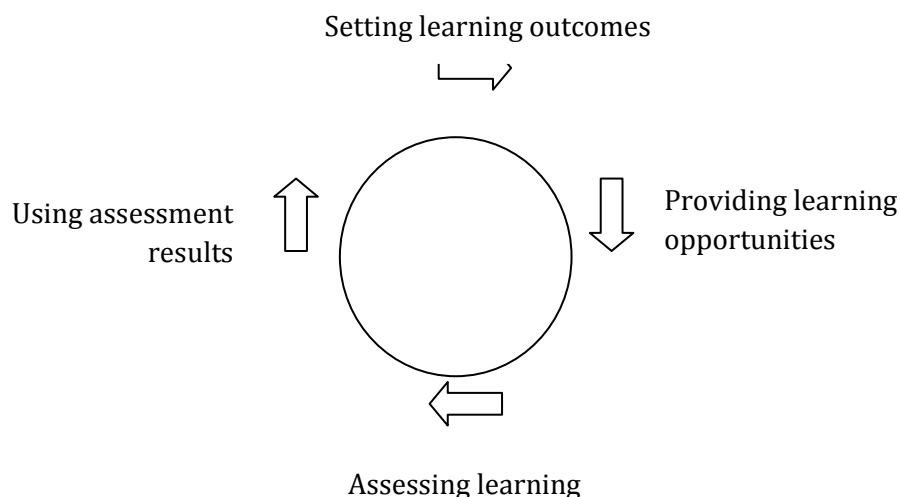


Figure 2: Assessment as a four-step cycle (Lundström, 2007)

An assessment method has to closely imitate an activity or situation, where learners later have to use the knowledge and/or skills they learned during the course (Stenström, 2005).

Selecting assessment methods depends on the thematic field, the size of the study group and the conditions of the learning environment (Tummons, 2011). Assessment methods can be divided into two types:

- 1) focus is on assessing the process – for instance, practical work, demonstration of practical skills, interview, assessment criteria describe learner’s activities (for example, “cleans his/her working place”);
- 2) focus is on assessing the results that are reflected in assessment criteria (for instance, „a portfolio includes self- analysis, in which a learner compares his/her competencies at the beginning of the learning process and at the end of the learning process”).

Learners have to be notified about the criteria for assessing the achievement of learning already at the beginning of the studies. During the studies, learners receive feedback on their development, called formative assessment.

Summative assessment is used right after the learning process, where the learners receive feedback on their acquisition of new knowledge/skills and conclusions are made about the extent to which learners have achieved the learning outcomes. Feedback helps learners understand their strengths and weaknesses, and gives training providers information about the organisation of the course (Suskie, 2009).

#### 14. Course evaluation

The evaluation of the effectiveness of the training already begins in the preparation phase by formulating the objective of the evaluation, evaluation criteria and performance indicators and by choosing appropriate tools for collecting information.

In case of training, it is possible to evaluate: learning environment, training providers, study materials, the use of media devices, the organisation of the training (administrative aspects) and assessment tools. In the long term, the success of the training is evaluated by taking into account the ways participants use new knowledge, skills, views and attitudes after the course, and the changes that take place in learners’ actions as a result of the training (Kirkpatrick, 1998).

Table 1: Kirkpatrick’s Training Evaluation Model (Kirkpatrick, 1998; Forsyth et al., 1995)

<b>Level</b>	<b>Content of assessment</b>	<b>Gathering data</b>
Level 1- reaction	Participants' thoughts and feelings right after the training.	Participants' feedback during and at the end of the training, orally or in writing.
Level 2- learning	The resulting increase in participants' knowledge and/or skills and changes in their attitude.	Demonstration of knowledge, test, exam, role play, interview (or other such methods) during the training. Testing (preferably) before and after the training.
Level 3- changes in behaviour	The transfer of knowledge and skills to the job (change in job behaviour due to the training).	Participants are assessed 3-6 months after the training in their natural working environment by observing them.
Level 4- results	Final results that occurred due to the training – i.e. benefits for the company where the participant works.	Decreased costs, increased turnover or production, improvement in job behaviour, innovation implementation.

The aim of effectiveness assessment is to give feedback to different stakeholders in order to improve their performance (Drenkhan, 2016):

- human resource managers, contracting entities – to improve the quality of the planning of different training, to choose training providers;
- participants – to motivate and analyse themselves;
- leaders – to plan the activities of the organisation, to justify expenditure;
- training providers – to better plan and organise future training and choose trainers;
- trainers – to improve his/her performance.

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### 3. Summary of recommendations from pilot work and courses

This Curricula Report has been made during the final third project year, and the developed curricula are based on key findings from the pilot work during the first and second project year and the series of local pilot courses in the start of the third project year.

The key findings had been compiled by using a common questionnaire, where the partners have presented their recommendations for the design of curricula and exemplary course packages for culture volunteers and managers working in sparsely populated areas.

Here we present a summary of the partnerships' recommendations, which also have been used for the design of the standard curricula that are presented below in section 4 of this report.

#### 3.1 Good practice in general

The recommendations from the series of local pilot work regarding good practise in general for culture activities in the cross-cultural sector of amateur arts, voluntary culture and heritage implied:

1. An active involvement of the participants (designing own goals, freedom and flexibility in participation; participation in decision-making processes).
2. A "social framework" where the activities are locally based and community-based.
3. A "local context" basing the activities on local values/traditions/history, so people can feel it is 'their' context.
4. Start from the needs and talents of the end-users (initial need analysis)

#### 3.2 Best practice in your pilot work

The four recommendation for good practise in general as mentioned above in item 3.1 as well as these four more specific recommendations:

5. To involve diverse groups of participants, where expectations of very diverse target groups are met or exceeded including a welcoming and supportive atmosphere for all.
6. To create space for own initiatives of the participants – secure an active involvement of the participants (designing own goals, freedom and flexibility in participation; participation in decision-making processes). A bottom-up approach.
7. To provide culture activities that emphasise engaging more than learning (the more an activity is similar to a "class", the less collaborative it will be).
8. To focus on the culture activity at first hand (and not the derivative added community values), so it allows the participants to enjoy themselves and allows the added values to happen naturally as the result of a good creative experience.

#### 3.3 Essential competences for successful culture activities

The recommendations from the pilot work emphasised the following essential competences:

- Knowledge and skill on how to engage local stakeholders from the culture and educational institutions, as well as the municipality and private business communities.
- Knowledge and skills in organising inclusive cross-cultural activities in sparsely populated areas, where everyone is heard, including special team building and team leading skills.

- Knowledge and skills in project management of cross-cultural activities, including planning, analysing needs, reaching out to diverse groups, communicating to and coordinating a diverse group of participants.
- Knowledge and skills on how to assess and evaluate the outcome and document it to the participants and providers as well as other key stakeholders.

### 3.4 Essential competences for promoting added values

The recommendations from the pilot work emphasised the following essential competences:

- Knowledge of the possibilities of arts and culture to help to revive villages and remote areas.
- Knowledge of the cultural and historical background and the historical continuity of the area.
- Knowledge of good practise examples of culture activities in sparsely populated areas with an added value for civic participation, community bonding and local identity.
- Skills to organise artistic activities and interventions where collaboration is one of the aspects; and here have the ability to fulfil a role as “mediator” of the engaged groups more than a teacher.

### 3.5 Important learning outcome

The recommendations from the pilot work emphasised the following seven learning outcome for the course participants:

1. Explain the possibilities of arts and culture to help to revive villages and remote areas.
2. Plan culture projects that take into account the cultural and historical background and the historical continuity of the area.
3. Engage local stakeholders from the culture and educational institutions, as well as the municipality and private business communities.
4. Apply the needed team-leading skills to initiate, implement and complete cross-cultural activities with an added value for civic participation and community bonding.
5. Promote and communicate the new culture activities to different audience groups and use a variety of dissemination channels in the local communities.
6. Provide financial management of culture projects, including efficient fund-raising to support the local activities.
7. Assess and transfer the learning into own future tasks as volunteers and managers.

The recommendations by the course providers of the succeeding pilot courses included a priority of these seven possible outcomes, where the three learning outcomes with highest priority were:

- Knowledge about the potential of arts and culture to help to revive villages and remote areas.
- Knowledge of the importance of the cultural and historical background of the local area and the influence of the local culture and arts associations.
- Apply the needed team-leading skills to initiate, implement and complete cross-cultural activities with an added value for civic participation and community bonding.

Likewise the course providers also mentioned the two outcomes with the lowest priority:

- Communication and marketing skills to reach different audience groups and use a variety of dissemination channels in local communities.
- Financial skills to manage culture projects, including efficient fund-raising.

The reasons for given the communication and management skills a low priority were that the culture managers and volunteers either already had such skills or could get them in more traditional management courses, while these pilot courses should focus on the specific knowledge and skills regarding the potentials of voluntary culture in sparsely populated areas to promote added values for civic participation, local identity and community bonding.

### **3.6 Course content / syllabus**

The recommendations from the pilot work also indicate the following key content of the pilot courses:

1. Knowledge about the potential of arts and culture to help to revive villages and remote areas.
2. Knowledge of the importance of the cultural and historical background of the local area and the influence of the local culture and arts associations.
3. Knowledge of good practise examples of cross-cultural activities with added value for civic participation, community bonding and local identity.
4. Collaborative skills to engage local stakeholders, especially cooperation with local culture and educational institutions.
5. Management skills to coordinate cross-cultural activities with an added value for civic participation and community bonding.
6. Communication and marketing skills to reach different audience groups and use a variety of dissemination channels in local communities.
7. Financial skills to manage culture projects, including efficient fund-raising.
8. Skills to transfer the learning into own future tasks as culture volunteers.

Some of the course providers also mentioned that it can be difficult to make general recommendations for the course content, because the context and group of participants can vary a lot

### **3.7 Appropriate learning methods**

The learning providers recommended in general that the teaching should be based on participatory and activity-based methods, integrating theory and shared experience, as well as the transferability of the learning into the specific tasks in the specific organization. It will include a blend of

- Short concise lectures, plenary discussions, group work and workshops on case studies, pair work and peer-to-peer assessments.
- Individual home work with presentation of own experiences with specific topics, assessments of own learning outcome and reflections on the transferability of the learning into own future tasks as culture volunteers.
- Validation procedures are embedded in the content of the course, so the learners must at the end of the course validate their own competence development as well as the transferability of the learned.

The recommendations from the partners including also a variety of learning approaches, such as:

#### Class room teaching

- A “class” form for teaching main theories of the social inclusion role of the arts, cultural mediation and audience development

#### Case studies:

- In-depth case study presentations - showing the challenges as well as successes of projects/activities. working on case studies.
- Exchange with learning providers from successful projects.

#### Workshop methods

- Collaborative working with course participants from different backgrounds (maybe to design a new activity or project).
- Workshop method, possibly with some mini-projects realisation in practice or at least group work to develop ideas/recommendations.
- Simulation / debate / exchange about concrete situations (including a local community, including a group of young people, etc.); trying to put in practice the theory learned

#### Pair work

- Work in pairs/small groups with creative instructions in such a way that every participant is actively involved and operating as receiver as well as “bringer” of input.

#### Transfer / homework

- Ask people to prepare some specific activities/ mini-projects (in groups) – then realise them – and then meet again to evaluate/define conclusions and learning outcomes. Learning by doing.

### 3.8 Assessment of the learning outcome

The key recommendations from the partners for the assessments of the outcome were that:

- The assessment of the learning outcome should be based on whether the participants subsequently can use what was taught, or if they can transfer / put into practice what they’ve learned. It is when put in practice that we really will know the outcomes of the courses, what was missing and what has been helpful for the learning providers.
- The simple way to assess the outcome could be to send a questionnaire after a certain time (like a month) after the courses to see how the learned are put in practice. The questionnaire should enable open answers (in a qualitative interview-like form).

### 3.9 Evaluation of the course

The key recommendations from the partners were:

- To get feedback from the course participants directly after/at the end of the course (by using questionnaire, talks).
- Feedback from the course providers about their view of the participants’ learning success [oral feedback to the other partners]

With more efforts and time needed:

- Interviews with activities’ participants to see if the co-creation goals were reached
- Evaluation concerning the changes introduced/activities realised up to 6 months after the course, using questionnaires or interviews.
- For a digitally questionnaire during and at the end of course, we can use e.g. [www.sli.do](http://www.sli.do)

### **3.10 Competence profile of teachers/learning providers**

The recommendations about the competence profile of the learning providers (teachers, instructors, workshop leaders, etc) included:

1. Knowledge about the different groups which are participating; know their characteristics, needs and expectations.
2. High level of social and communication skills of the persons responsible for working with/supporting the recruited groups; including team building and team leading skills;
3. Democratic competences to create a democratic atmosphere, where everyone is heard and all can contribute as equals.
4. Artistic knowledge is still important: the learning provider can refine the frame of the course by including artistic subjects and methods when necessary. Be aware that artistic benefits can help social benefits.

## 4. Frame of a standard curriculum for culture workers

With reference to the curricula guidelines presented above in section 2 and to the summary of recommendations, presented above in section 3, we here outline a standard curriculum for culture providers that are engaged as paid or voluntary staff in the cross-cultural sector of amateur arts, voluntary culture and heritage in sparsely populated areas.

### Title of the curriculum

*Basic course for culture volunteers and managers in sparsely populated areas.*

### The curriculum reference

The learning level for this adult education course can be ranged at level 4 -5 in the European Qualifications Framework. The EQF reference levels focus on the level of learning knowledge, skills and competences, and it ranges from basic (Level 1) to advanced (Level 8) – see

<http://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-efq>

The learning outcome includes:

- Level-4 Knowledge: Factual and theoretical knowledge in broad contexts within the field of culture work in a civil society context.
- Level-4 Skills: A range of cognitive and practical skills required to generate solutions to specific problems in a field of culture work.
- Level-5 Competences: Exercise management and supervision in contexts of work where there is unpredictable change; review and develop performance of self and others

### Aim of the training course

The overall aim is to strengthen the competences of culture volunteers and managers in sparsely populated areas to provide available and involving arts and culture opportunities for the local communities with an added value for civic participation, community bonding and local identity.

### Learning outcomes

On completion of the course, the culture volunteers have improved their competences in at least three of the following seven topics:

1. Explain the possibilities of arts and culture to help to revive villages and remote areas.
2. Plan culture projects that take into account the cultural and historical background and the historical continuity of the area.
3. Engage local stakeholders from the culture and educational institutions, as well as the municipality and private business communities.
4. Apply the needed team-leading skills to initiate, implement and complete cross-cultural activities with an added value for civic participation and community bonding.
5. Promote and communicate the new culture activities to different audience groups and use a variety of dissemination channels in the local communities.
6. Provide financial management of culture projects, including efficient fund-raising to support the local activities.
7. Assess and transfer the learning into own future tasks as volunteers and managers.

### Target groups

The course is aimed at culture volunteers in sparsely populated areas that wish to strengthen their competences to initiate and manage new cross-culture opportunities for local communities with an added value for civic participation, community bonding and local identity.

The number of participants per course can be 12 – 24.

### **Admission requirements**

The participants do not need any formal education in the field of culture or arts. Experience in working as a cultural volunteer is requested, as well as an interest in the social framework of your community.

The participants must send a motivation letter, where they explain why the course is important for them and how they think it can bring new knowledge and skills they can apply in their future work as culture volunteer or culture managers.

### **Credit hours and type of course**

The total volume of the course can be up to 20 academic hours (where an academic hour or lesson is 45 min.), including 16 academic hours of classroom learning and 4 academic hours of independent home work.

This non-residential, training course with 20 academic hours (45 min) can include:

- 8 hours: One Saturday, 10 – 16 (including lunch)
- 8 hours: Two weekdays, 17:30 – 22 (including buffet at arrival)
- 4 hours: Home work before, during and after.

### **Key content**

The key content of a course must include at least 1 topic of knowledge and two topics of skills of the following 8 topics

1. Knowledge about the potential of arts and culture to help to revive villages and remote areas.
2. Knowledge of the importance of the cultural and historical background of the local area and the influence of the local culture and arts associations.
3. Knowledge of good practise examples of cross-cultural activities with added value for civic participation, community bonding and local identity.
4. Collaborative skills to engage local stakeholders, especially cooperation with local culture and educational institutions.
5. Management skills to coordinate cross-cultural activities with an added value for civic participation and community bonding.
6. Communication and marketing skills to reach different audience groups and use a variety of dissemination channels in local communities.
7. Financial skills to manage culture projects, including efficient fund-raising.
8. Skills to transfer the learning into own future tasks as culture volunteers.

### **Learning methods**

The teaching should be based on participatory and activity-based methods, integrating theory and shared experience, as well as the transferability of the learning into the specific tasks in the specific organization. It can include a blend of

- Short concise lectures, plenary discussions, group work and workshops on case studies, pair work and peer-to-peer assessments.
- Individual home work with presentation of own experiences with specific topics, assessments of own learning outcome and reflections on the transferability of the learning into own future tasks as culture volunteers.

- Validation procedures are embedded in the content of the course, so the learners must at the end of the course validate their own competence development as well as the transferability of the learned.

### **Course materials**

The project's Pilot Work Report and other exemplary local case studies.

### **Learning environment**

The course venue and ICT-facilities must meet the needs of up to 24 adult learners, including:

- at least one plenary room and four group rooms;
- which are all technically well-equipped with white boards, flip-charts, computers for presentations, projectors, CD-players, wifi access, etc.);
- an extra area for coffee breaks and lunch buffet

### **Preparation, assessment and follow-up**

The participants will be invited to prepare short presentations of their own experiences with specific topics and will get help to complete a peer-to-peer assessment of their learning outcome and to reflect and plan the transferability of the learning into own future tasks as culture volunteers.

The participants will complete an evaluation questionnaire at the end of the course about the hopes realised, the setting for the course, the programme of the course, the contents transferred etc. Furthermore they are after 6 months asked to complete a new questionnaire about how the learned has been put in practice.

After the course, the participants will also receive the presentations and other course materials.

### **Course Certificate**

Course participants will be issued a Course Certificate, if the participants have taken part in at least 75% of the course and they provide a short written peer assessment, in which the trainees provide feedback on each other's learning by filling in a pre-made assessment template.

In case the participants don't manage to provide a written peer assessment but have participated in at least 75% of the course, they will be issued with an attendance certificate (a notice of participation).

### **Competence profile of trainers**

The involved speakers and trainers will represent the state of the arts regarding knowledge or experiences in the subject of the course, but they don't need to have specific formal qualifications as, for example, university degrees or the like.

### Outline of a standard course syllabus

No	Content	Teaching methods	Volume	
1	Validate own lifelong learning developed competence profile and articulate its relevance for working as culture volunteer.	Homework before to fill-in template for self-assessment Plenary introduction Group work with peer assessment	0,5 0,5 1,0	2,0
2	Potential of arts and culture to help to revive villages and remote areas.	Lecture Pair work exchange of experiences	1 1	2,0
3	Importance of the cultural and historical background and the historical continuity of the area	Lecture Group work exchange of experiences	1 1,5	2,5
4	Engaging local stakeholders by effective use of collaborative skills, especially cooperation with local culture and educational institutions.	Short Presentations 1 and 2 Group work exchange of experiences Plenary summaries	1 1,5 0,5	3
5	Coordinating cross-cultural activities with an added value for civic participation and community bonding.	Presentation of good practise regarding the added values Thematic Workshops	1 1,5	2,5
6	Basic marketing for reaching different audience groups and usage a variety of dissemination channels in local communities.	Presentation of good practise Thematic Workshops	1 1,5	2,5
7	Financing of culture projects, including efficient fund-raising.	Lecture about fund-raising in the field Workshops about how to fund-raise and how to manage funded projects	1 1,5	2,5
8	Plan how to transfer the learning into own future tasks as culture volunteers.	Plenary introduction Group work	0,5 1	1,5
9	Assess own competence development as well as the transferability of the learning. Evaluate the course	Peer-to-peer assessments Individual course evaluation	1 0,5	1,5
Total				20

## 5. Transfer the learning

### 5.1 Background and need

“Transfer” is a new pedagogical key word.<sup>3</sup> Transfer is about being able to utilise and transfer what you have learned in a context (on a course) to another context (the daily work of the organisation).

Transfer requires a holistic pre-, under- and post-approach to learning, where it is not only the concrete education situation that is prioritised but also the future situation and context in which to apply the learning.

We need to be more curious about the participants' challenges, motivations and intentions. We should be interested much more about the situation and context in which they can apply the learning.<sup>4</sup>

What the participants learn should benefit them, their association and not least, the end-users. When you plan a course, it must be your goal that the participants will be able to go home and use what they have learned right away.

### 5.2 Aim of the learning

Both the sending organisation, the teachers and course leaders must from the start, when they consider the aimed competence development of the participants, focus on how the learning can be transferred and transformed into the specific tasks of the specific organisation. Bent Gringer calls for the transfer thinking to be the focal point, when learning and competence development has to be planned rather than merely looking at the contents of courses etc.

From research, we know it's crucial that the learners get started using their new knowledge as quickly as possible. Therefore, we recommend that the participants have talked with their manager and colleagues before the course about what to do in the course.

### 5.3 Focus on transfer - before and after the course

Before the course start/during course registration the participants must argue why the course is important for them and how they think it can bring new knowledge and skills they can apply in their future work as culture volunteer or culture managers.

At the end of the course you must assess your own learning outcome and reflect on the transferability of the learning into your future tasks as culture volunteer. It is also important to agree on how to train and test the new knowledge in the voluntary work afterwards. It provides the best conditions for creating effective and useful learning.

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<sup>3</sup> See for example

“The Agency for Competence Development in the State Sector” in Denmark: [www.kompetenceudvikling.dk/english](http://www.kompetenceudvikling.dk/english) or the Danish Institute for Voluntary Effort (DIVE): <http://frivillighed.dk/danish-institute-for-voluntary-effort>

<sup>4</sup> Bent Gringer, teacher at CFSA's courses of motivation and transfer

## **Curricula Report.**

### **Participatory culture in sparsely populated areas.**

**This Curricula Report has been made in the framework of the 3-year NGO development project, Jan 2016 – April 2019, entitled: “Voluntary culture as leverage of cross-cultural activities in sparsely populated areas with an added value for democratic participation and community bonding” (LEVER).**

**The project idea is to engage culture volunteers to promote cross-cultural activities in rural areas with an added value for civic participation, community bonding and local identity.**

**The project has been supported by the Nordic Council of Ministers’ NGO programme for the Baltic Sea Region.**

