

LOAC

Learning Outcome of Amateur Culture



Education and Culture DG

Lifelong Learning Programme

**Guide for workshops at
the pilot Grundtvig course, 29.5 – 3.6 2011 in Ljubljana, Slovenia**

**Questionnaire 2:
Presentation of case of Best Practise
(used Monday or Tuesday, 2nd or 3rd course day)**

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**Version 2,
6th of May 2011**

| 1 The example of Best Practice was completed in the following organisation | |
|--|---|
| Name of organisation | |
| Website | |
| Type of organisation (tick one or more boxes) | <input type="checkbox"/> Liberal Adult Education - performing arts education (dance, music, theatre) <input type="checkbox"/> Liberal Adult Education - individual arts education (visual art, writing, etc.) <input type="checkbox"/> Public School of performing arts education (dance, music, theatre) <input type="checkbox"/> Public School of individual arts education (visual art, writing, etc.) <input type="checkbox"/> Voluntary association of amateur art (dance, music, theatre) <input type="checkbox"/> Voluntary association of amateur individual art (visual art, writing, etc.) <input type="checkbox"/> Voluntary association of providing professional art (arts, music, theatre, etc.) <input type="checkbox"/> Voluntary association of cultural heritage <input type="checkbox"/> Public art institution (e.g. Theatre, Dance, Music, Visual Art, etc.) <input type="checkbox"/> Public institution of cultural heritage and literature (museum, library, etc.) <input type="checkbox"/> Public research or information centre on amateur art and voluntary culture <input type="checkbox"/> Public cultural authority <input type="checkbox"/> Voluntary umbrella association of culture policy <input type="checkbox"/> Non-governmental research or information centre (cultural issues) <input type="checkbox"/> Other type of organisation Please describe _____ |
| Short presentation of the organisation (structure and activities) | |
| Short presentation of the mission of the organisation | |

| 2 Presentation of an example of Best Practice | |
|---|--|
| Title of example | |
| The period | |
| The resources (Funding, operational support from organisation, voluntary work, etc.) | |
| Who did it - Main facilitators (learning providers) | |
| For whom - Main target groups and end users (learners) | |
| Other stakeholders (Collaborators, decision makers, multipliers, etc.) | |
| The important need (which best Practice tried to solve) | |
| Aim and objectives | |
| Main activities | |

| | |
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| <p>The results: (products and outputs)</p> | |
| <p>The dissemination: (How were the result disseminated to target groups)</p> | |
| <p>The exploitation: (How were stakeholders involved during the process; how became the outcome sustainable after the end of the period)</p> | |
| <p>Evaluation: (Were the activity evaluated and how and for whom?)</p> | |
| <p>3 Why was this activity an example of Best Practice - in general</p> | |
| <p>In general: Why was this activity an example of best Practice? Mention 3- 5 points!</p> | |
| <p>In general: How did this activity correspond to /promote the mission and core values of the organisation Mention 1 -3 points!</p> | |
| <p>In general: What was the important outcome for the target groups and stakeholders? Mention 3- 5 points!</p> | |

| 4 Why was this activity an example of Best Practice - in relation to a learning agenda | |
|--|--|
| <p>A: The learning outcome for the target groups</p> | <p>The learning content can be defined by three dimension:</p> <ul style="list-style-type: none"> • <i>Knowledge & skills</i> in a specific art based or cultural topic • <i>Personal formation</i> defined by six elements: Authenticity, autonomy, reflexive knowledge, moral sense, aesthetic sense, personal integration. • <i>Competences</i> defined by six elements: Social, communicative, creative, intercultural, self-management and learning competences <p>Is the target groups' development of art based/cultural knowledge & skills combined with development of personal formation and competences?</p> |
| <p>B: The importance of EUs five aims for lifelong learning</p> | <p>EU emphasizes five main aims for lifelong learning, also for the non-formal learning in amateur art education and informal learning in voluntary cultural associations. These five aims are "personal fulfilment, active citizenship, cultural cohesion, social inclusion and employability".</p> <p>Has the example of best Practice also focus on these five aims of the learning processes?</p> |

| | |
|--|---|
| <p>C: The perspective of life spheres</p> | <p>The perspective or use of a learning activity can be accessed in relation to the four spheres of life and corresponding life roles, namely</p> <ul style="list-style-type: none"> • The life in the personal existential sphere - as a self-conscious, lively and harmonic human being; • The life with family, friends and others in the private sphere - as a fellow human being; • The life in civil society and the public sphere - as a responsible and active citizen; • The working life - as an employee (and the formal education system as student and future employee). <p>Has the example of best Practice also focus on the perspective of life spheres and the different learning qualities, which is needed in the various spheres of life?</p> |
| <p>D: The European added value (or cosmopolitan added value)</p> | <p>A transverse goal of all activities and projects supported by the EU Commission is that they promote a European added value (it means promote a European identity, where we not primarily see ourselves as Danes, Dutch or Slovene, but as European citizens). However, a more ambitious cross-border goal could be to see ourselves as world citizen with a cosmopolitan outlook, or as human beings in a common world. Arts may contribute to such a cross-border general human experience.</p> <p>Has the example of best practice focus on either a European added value or a cosmopolitan added value?</p> |