



**Curricula Compendium**  
Culture volunteering  
in sparsely populated areas



## **Curricula Compendium – Culture volunteering in sparsely populated areas**

Editor: Hans Jørgen Vodsgaard; and co-editors: Laraine Winning, Bente von Schindel, Dr János Szigeti Tóth, Agnieszka Dadak and Dr Artur Pinto.

© 2017: Interfolk, Voluntary Arts network, Kulturelle Samråd i Danmark, Hungarian Folk High School Society, Foundation of Alternative Educational Initiatives and Municipality of Lousada, Division of Communication, heritage, culture, education and sport.

All rights reserved. The book may be quoted with source reference.

Publisher: Interfolks Forlag

Layout: Interfolks Forlag

1<sup>st</sup> edition, January 2018

This Curricula Compendium has been developed in the framework of the Erasmus plus project, entitled: SPAR – Curricula for culture volunteers and managers in sparsely populated areas.

See the project portal: <https://www.sparproject.eu/>

The project has been supported by Ecorys UK, the UK National Agency of the Erasmus+ programme of the European Union



This publication reflects the views only of the authors, and neither the Ecorys UK nor the European Commission can be held responsible for any use which may be made of the information contained therein.

## Table of content

<b>Preface .....</b>	<b>4</b>
<b>1. Definitions and meanings of Curriculum.....</b>	<b>6</b>
1.1 A possible definition .....	6
1.2 The essential of curriculum design.....	6
<b>2. Guidelines for providing an adult education curricula.....</b>	<b>8</b>
2.1 Adult learning .....	8
2.2 Planning an outcome-based programme.....	8
2.3 Curriculum information .....	9
2.4 Assessment.....	11
2.5 Evaluation.....	13
References.....	14
<b>3. Standard curriculum for culture volunteers.....</b>	<b>15</b>
1. Title of the curriculum .....	15
2. The curriculum reference.....	15
3. Aim of the training course.....	15
4. Learning outcomes .....	15
5. Target groups.....	15
6. Admission requirements .....	16
7. Credit hours and type of course.....	16
8. Key content .....	16
9. Teaching methods.....	16
10. Course materials .....	17
11. Learning environment .....	17
12. Preparation, assessment and follow-up .....	17
13. Course Certificate .....	17
14. Competence profile of trainers.....	17
Outline of the integrated course syllabus: .....	18
<b>4. Transfer the learning.....</b>	<b>19</b>
4.1 Background and need.....	19
4.2 Aim of the learning .....	19
4.3 Focus on transfer - before and after the course.....	19
<b>Appendices: Learning outcome descriptions .....</b>	<b>20</b>
I. Basic learning outcome for culture volunteers.....	20
Ia. Extra learning outcome for culture volunteers .....	27
II. Basic learning outcome for culture managers .....	30
IIa. Extra learning outcome for culture managers .....	37

## Preface

This report is part of the 2-year Erasmus+ development project, Sept 2016 – Aug 2018, entitled “Curricula for culture volunteers and managers in sparsely populated areas” (project acronym: SPAR).

The project has been supported by Ecorys UK, the UK National Agency of the Erasmus plus programme of the European Union. The partnership circle consists of six organisations from five EU member states working in the area of participatory arts, voluntary culture, liberal adult education and civil society development. The partners are:

Voluntary Arts network (UK) - see [www.voluntaryarts.org](http://www.voluntaryarts.org)

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

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

Hungarian Folk High School Society (HU) - see [www.nepfoiskola.hu](http://www.nepfoiskola.hu)

Foundation of Alternative Educational Initiatives (PL) - see [www.fundacjaie.eu](http://www.fundacjaie.eu)

Municipality of Lousada, Division of communication, heritage, culture, education and sport (PT) - see [www.cm-lousada.pt](http://www.cm-lousada.pt)

During recent years, we 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 project aim is to improve the competences of the voluntary associations and their volunteers to provide enlivening arts and culture opportunities in sparsely populated communities, with an added value for civic and democratic participation, community bonding and local identity. The objectives are to develop:

- Innovative ways of outreach to citizens engaged in arts and culture to become resourceful culture volunteers.
- High quality courses, tailored to these groups on how to organise cultural activities with added community values.
- The competences and skills of the voluntary associations to support volunteering and cooperation with stakeholders.

The key activities of the project have been and will be:

1. To complete field surveys in each partner country of the competence profiles of successful culture volunteering, to get a baseline as well as state of the art examples, for the succeeding development work (Jan – June 2017).
2. To develop integrated curricula guidelines for culture volunteers, as well as culture managers to provide enlivening cross-culture activities with added community values, where the output is these Curricula Guidelines (May – June 2017).

3. To design and test a series of national pilot courses for culture volunteers and managers in the varied contexts of the partner countries (June – Sept 2017).
4. To design and test new Erasmus+ pilot courses for culture volunteers as well as culture managers from the partners countries (June – Oct 2017).
5. To publish a Curricula Compendium for further education of culture volunteers, as well as culture managers, to provide enlivening ,cross-culture activities with added community values in five languages PDF-ed., EN, DK, HU, PL and PT (Oct 2017 – Feb 2018).
6. To design and announce sustainable Erasmus+ training events after the end of the project (Oct 2017 - Feb 2018).
7. To provide a Communication Portal with supporting information about the issues of the project, as well as presentations of the project’s pilot work and outputs (Nov 2016 – Aug 2018).
8. To disseminate the results and complete five national conferences and one European conference about the outcome of the project (Jan – Aug 2018).

For more information, see the project website: [www.sparproject.eu](http://www.sparproject.eu)

We hope this Curricula Compendium can provide new knowledge and give inspiration for other stakeholders to plan new training events for their volunteers and staff, with the aim to provide 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 and academic content 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 units and 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. An individual teacher’s curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.”

### 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 from the student's point of view.

#### *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*

This is the 'content' of the programme; the topics, issues or subjects that will be covered as it proceeds. In selecting content for inclusion, 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.

---

<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 and teaching 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 the university curriculum 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

These guidelines focus on 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.

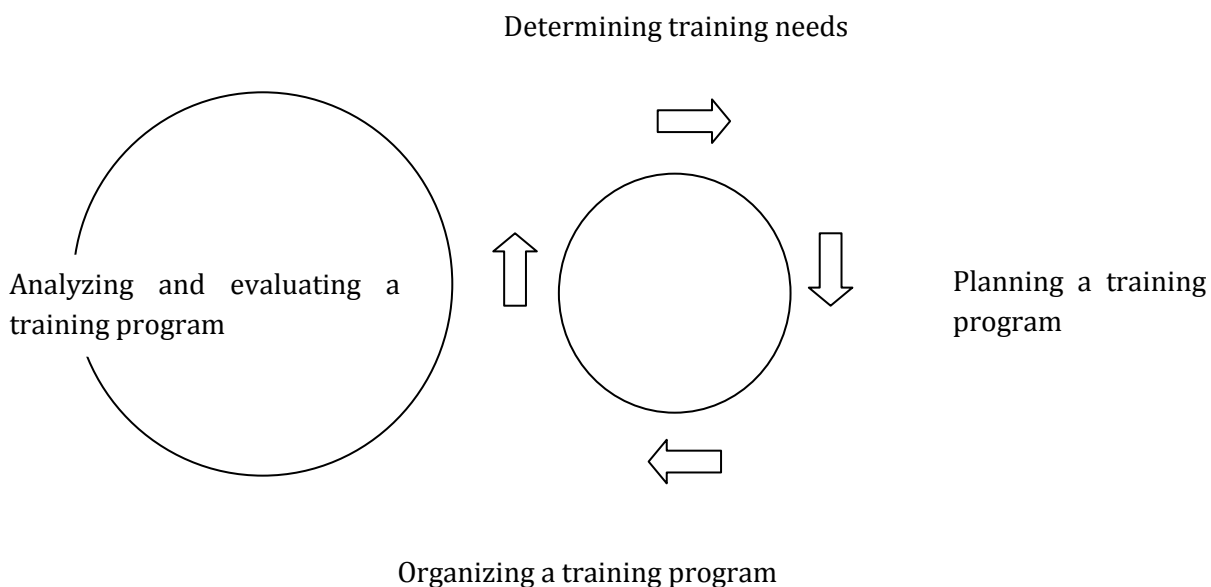
### 2.1 Adult learning

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 all 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 pro-



gram. 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; 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.

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

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

#### **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 (do not apply in cultural sphere).

#### **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 school environments – activities in school premises (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).

When choosing teaching methods and planning a teaching process, the overall picture (curriculum and main topic, overall thematic field, objectives and learning outcomes) should be kept in mind; even the plans for each learning day should be made, taking into account the overall picture. The aim should be to achieve harmony between teaching methods and the whole course.

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 on the school website (in 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 employer 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 those topics dealt with in the training course.

## **2.4 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 evidence are gathered and analysed constantly, in order to find out whether actual learning meets the raised expectations – according to the results, learning will be developed further (Suskie, 2009).

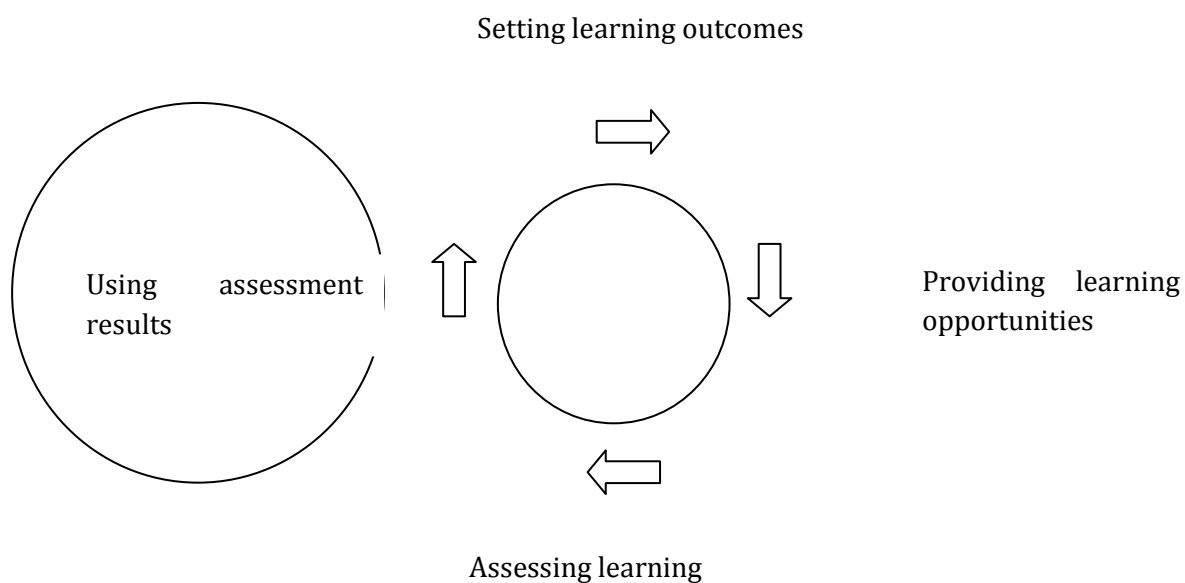


Figure 2: Assessment as a four-step cycle (Suskie, 2009)

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 – results 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”).

In case of adult learners, the following assessment methods could be used: observation, examination, computer-based testing, demonstration of practical performance and group presentations (Tummons, 2011).

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

## 2.5 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)

Level	Content of assessment	Gathering data
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.

## References

- Drenkhan, E. (2016). "Adult educators` teaching and assessing practices in work-related training organised in the vocational schools on the example of the field of construction". Publitsseerimata magistriritöö. Tartu Ülikool.
- Forsyth, I., Jolliffe, A., Stevens, D. (1995). Evaluating a course. Practical strategies for teachers, lecturers and trainers. London: Kogan Page Limited.
- Illeris, K. (2004). *Adult education and adult learning*. Florida: Krieger Publishing Company.
- Kirkpatrick, D. (1998). *Evaluating Training Programs: The Four Levels*. San Francisco: Berrett-Koehler Publishers, Inc.
- Knowles, M. S., Holton, E., & Swanson, R. (1998). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. USA: Butterworth-Heinemann.
- Pilli, E., Aruväli, S., Kaldas, H., & Reppo, S. (2013). Additional training curriculum. Guidance material. Tartu: Ministry of Education and Research.
- St. Clair, R. (2015). *Creating Courses for Adults. Design for learning*. San Francisco: Jossey-Bass A Wiley Imprint.
- Stenström, M-L. (2005). Assessment of Work-Based Learning in Vocational Education Training as a Subject for Research: Quality Assurance and Practice-Oriented Assessment in Vocational Education and Training. P. Puohotie (Toim), *Learning the skills. Special Edition of the Finnish Journal of Vocational and Professional Education* (lk 99-105). Helsinki: Finnish Vocational Education Research Association OTTU.
- Suskie, L. (2009). *Assessing student learning: a common sense guide*. San Francisco: Jossey-Bass A Wiley Imprint.
- Tummons, J. (2011). *Assessing Learning in the Lifelong Learning Sector*. London: Learning Matters.

### 3. Standard curriculum for culture volunteers

Here follows a standard curriculum for culture volunteers and managers.

#### 1. Title of the curriculum

Curriculum for culture volunteers and managers in sparsely populated areas.

#### 2. 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-eqf>

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

#### 3. 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.

#### 4. Learning outcomes

On completion of the course, the culture volunteers have improved their competences to:

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

#### 5. 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.

## 6. 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.

## 7. Credit hours and type of course

The total volume of the course is 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 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.

## 8. Key content

1. Validate own prior learning and lifelong developed competence profile and articulate its relevance for working as a culture volunteer.
2. Knowledge about the potential of arts and culture to help to revive villages and remote areas.
3. Knowledge of the importance of the cultural and historical background of the local area and the influence of the local culture and arts associations.
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. Competences to transfer the learning into own future tasks as culture volunteers
9. Assess own competence development and the transferability of the learning as well as filling-in evaluation questionnaire of the course

## 9. Teaching methods

The teaching will 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.

## 10. Course materials

Trainer's handouts as well as web-based materials (provided by trainers).

## 11. 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

## 12. 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 assess their own 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.

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

## 13. 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).

## 14. Competence profile of trainers

The involved speakers and trainers will represent the state of the art 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 the integrated 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	Knowledge about the potential of arts and culture to help to revive villages and remote areas.	Lecture Pair work exchange of experiences	1 1	2,0
3	Knowledge of the 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	Competences to engage local stakeholders, 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	Management skills to coordinate 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	Communication and marketing skills to reach different audience groups and use a variety of dissemination channels in local communities.	Presentation of good practise Thematic Workshops	1 1,5	2,5
7	Financial skills to manage 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

## 4. Transfer the learning

### 4.1 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.

### 4.2 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.

### 4.3 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.

---

<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

## Appendices: Learning outcome descriptions

### I. Basic learning outcome for culture volunteers

#### *Topic 1. Recognition of Prior Learning*

By Laraine Winning, Project Director Up for Arts & Arts Development Coordinator  
Voluntary Arts England

#### **Background information about the topic**

Knowledge of what Recognition of Prior Learning is and how to implement an approach that is customised to volunteer projects delivered in sparsely populated areas. It will also assess what problems groups anticipate in delivering this assessment process as part of a wider training or support programme.

Using RPL for the recognition of informal learning involves a review of past experiences. Learners reflect on their experiences in order to discover and then express what these experiences have taught them. RPL is a process through which learning gained from experience can be recognised and used. It also includes learning gained through non-formal learning and training in the work place, in the community or in the voluntary sector.

People can gain a range of knowledge and skills through:

- Family life,
- Work (paid or unpaid)
- Community, voluntary or leisure activities,
- Key experience or milestones
- Passing on of skills or traditions.

Benefits for providers in developing a RPL approach

- Helps with the retention of volunteers
- Widens access to a range of learners from different socio-economic and cultural backgrounds
- Increases participation of learners from non-traditional learning backgrounds.
- Helps to identify skills effectively
- Helps to identify skill gaps
- Increases motivation and interest from beneficiaries
- Generates new ideas or developments.

#### **Aim**

The focus of this module is to recognise that learning can be gained from experience rather than from formal learning.

Learning from experience is different: it is largely unstructured; it is more personal and is often unconsciously gained (life skills). It is, however, just as real and valid as learning acquired in a formal academic setting. In addition, it can be more permanent as it is not readily forgotten or lost.

#### **Learning outcome in general**

The RPL process aims to help volunteers value and build on the learning they have gained informally. RPL enables learners to realise what they have learnt through their experiences and to

demonstrate this to others. It reveals the learner's potential and capacity to learn from future experiences.

**Specified learning outcome:**

1. Provides an explanation of what RPL is and its benefits
2. Explains the role of RPL in terms of cultural volunteering
3. Provides examples of how RPL can be used in a number of contexts
4. Explains the role of Volunteer Managers in supporting learners in the RPL process
5. Materials to help facilitators understand how people learn through experience and how facilitating can help with professional development.
6. Provides examples of handouts that can be used by facilitators.
7. Provides activities that can be used to draw out individual experiences and past learning.

**Additional information:**

- Attendees will be asked to carry out desk research on assessing what RPL processes are used in their own country geared to cultural volunteers and where possible, bring examples.
- To share their experiences on implementing RPL processes, particularly those geared to working with under-represented priority groups or hard to reach communities.

***Topic 2. Knowledge of how culture can help to revive remote areas***

By Dr Artur Pinto, Superior technician

Municipality of Lousada, Division of Communication, heritage, culture, education and sport

**Aim**

Increase the level of knowledge and promote the sharing of experiences about why and how arts and culture can help to revive remote areas.

**Learning outcome in general:**

Understand why and how arts and culture can help to revive remote areas

**Specified learning outcome:**

- Definition of remote areas, arts and culture;
- Impact of arts and culture at individual and community level;
- The role of the arts and culture in economic diversification and revitalisation of remote areas;
- How arts and culture can promote civic engagement, community cohesion and social equity in remote areas.

**Additional information**

The sources, publications and materials used in the module should be made available to trainees (as course materials) and trainers (for the course preparation).



### ***Topic 3. Knowledge of the local sector of amateur arts, voluntary culture and heritage***

By Hans Jørgen Vodsgaard, Head of Institute

Interfolk, Institute for Civil Society (Interfolk, Institut for Civilsamfund)

#### **Background and need**

In order to do an efficient volunteer job, the culture volunteer needs to have a broad knowledge of the cross-cultural sector of amateur arts, voluntary culture and heritage in general and more specific in his or her own local area.

#### **Aim**

Detail knowledge of the local sector of amateur arts, voluntary culture and heritage in one's own sparsely populated area

#### **Learning outcome in general**

Insight knowledge and shared experiences of the sector of amateur arts, voluntary culture and heritage in one's own sparsely populated area

#### **Specified learning outcome**

- In-depth knowledge of the current local associations and their activities
- Knowledge of cross-cultural cooperation and pilot work in the local area
- Key knowledge of the local history of the municipality in general
- Key knowledge about the history of the local culture associations and their local influence

#### **Additional information**

Possible materials to be used by the trainers:

- More general research of the status of culture NGOs in the country and in the regions of sparsely populated areas, key statistic of numbers and activity levels
- Collect knowledge from people who know the local history of the areas, where the trainees come from.
- Get possible information and local statistics from the municipality's culture department about current culture NGO's.

Materials for the trainees:

- To be proposed by the trainers.

Proposals for the trainees:

- To share their knowledge concerning the history and current activities of the culture NGOs in their local communities.

#### ***Topic 4a. Collaborative skills to engage local stakeholders***

By Bente von Schindel, Secretary General

National Association of Cultural Councils (Kulturelle Samråd i Danmark)

##### **Aim**

Insight knowledge and shared experiences of main local stakeholders and how they may support cross-culture activities in sparsely populated areas

##### **Learning outcome in general**

Knowledge about who they are and how local stakeholders may support cross-culture activities in sparsely populated areas and skills in using the knowledge

##### **Specified learning outcome**

- Knowledge of the community in order to find out who are potential stakeholders
- Knowledge of what to expect from the various stakeholders
- Knowledge and skills in making lobby work

##### **Additional information**

Collect knowledge from people who have already done so

#### ***Topic 4b. Collaborative skills to engage local stakeholders***

By Dr János Szigeti Tóth, president and Katalin Varga, project manager

Hungarian Folk High School Society (Magyar Népfőiskolai Társaság)

##### **Aim**

Insight knowledge and shared experiences of main local stakeholders and how they may support cross-culture activities in sparsely populated areas

##### **Learning outcome in general**

Knowledge about who they are and how local stakeholders may support cross-culture activities in sparsely populated areas and skills in using the knowledge

##### **Specified learning outcome**

- How to present and agree on possible tasks, rights and duties of the volunteer(s);
- Knowledge on benefits of cooperation with volunteers;
- Assessing the competence profile of desired/newly recruited volunteer(s);
- Knowledge and skills of how to motivate volunteer(s);
- Knowledge of the mentor role and skills of how to serve as a mentor for the volunteer(s).

##### **Additional information**

Using experiences from people who have already done so

### ***Topic 5. Management skills to coordinate cross-cultural activities***

By Agnieszka Dadak, president

Foundation of Alternative Educational Initiatives

(Fundacja Alternatywnych Inicjatyw Edukacyjnych)

#### **Aim**

High level skills in planning and managing culture activities with an added value for civic participation and community bonding.

#### **Learning outcome in general**

Upgraded level of knowledge and upgraded skills in planning and managing culture activities with an added value for civic participation and community bonding.

#### **Specified learning outcome**

1. Knowledge of the methods for analysing cultural needs and expectations of the local community;
2. Skills of setting the goals of cultural activities;
3. Skills of planning the activities to be realised, both merits activities and organisational/administrative activities;
4. Skills of planning the team and the timetable for the cultural activities;
5. Skills of planning and constructing the budget for the cultural activities;
6. Knowledge and skills of assessing potential risks & risk mitigation;
7. Knowledge and skills on how to build relations and cooperation with the local community;
8. Knowledge of how to name other stakeholders and how to build relations with the stakeholders;
9. Team working skills.

#### **Additional information**

Possible to be used by the Trainers:

- Project Cycle Management methodology for planning and realising cultural events;
- Reviewing the potential sources of co-financing cultural events (external grants, fundraising, sponsorship etc.).

Materials for the trainees:

- To be proposed by the trainers.

To be checked by the trainees before the training (i.e. preparation for participation in the training):

- Interesting moments in the local history (history of the town/village/region they come from) that could be used as a “topic” or inspiration for the cultural event to be organised, around which the local community could be integrated.

**Topic 6. Communication and marketing skills**

By Dr János Szigeti Tóth, president and Katalin Varga, project manager  
Hungarian Folk High School Society (Magyar Népfőiskolai Társaság)

**Aim**

High level communication skills to reach different audience groups and use a variety of dissemination channels in local communities

**Learning outcome in general**

Knowledge about and skills in planning and managing culture activities that can help to revive sparsely populated areas

**Specified learning outcome**

- High level skills of verbal and non-verbal communication
- High level skills of listening and questioning
- High level of presentation skills
- Sharing examples of effective speaking
- Sharing and practice of examples of different dissemination channels in the local community

**Additional information**

Materials: e.g. role play collection on similar projects already completed

## 1a. Extra learning outcome for culture volunteers

### *Topic 7. Transfer learning outcome into own future tasks as culture volunteers*

By Hans Jørgen Vodsgaard, Head of Institute

Interfolk, Institute for Civil Society (Interfolk, Institut for Civilsamfund)

#### **Background and need**

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.

What you learn should benefit you, your association and not least, the users. When attending our courses, it is our goal that you should be able to go home and use what you have learned right away.

From research, we know it's crucial that you get started using your new knowledge as quickly as possible. Therefore, we recommend that you talk to your manager and colleagues before the course about what to do on the course.

At the same time, it is good to agree on how to train and test your new knowledge in your voluntary work afterwards. It provides the best conditions for creating effective and useful learning.

#### **Aim**

Learn to transfer the learning to future work as a culture volunteer

Learning outcome in general

Focus on and ability to apply the learning in the future work as culture volunteer

#### **Specified learning outcome**

Competences

- to access your specific learning needs to do a better job as culture volunteer
- to utilise and transfer what you have learned in a context (on a course) to another context (the voluntary work).
- to validate your own competence development during the course as well as the transferability of the learning.

#### **Additional information**

- Before the course starts/during course registration you must argue why the course is important for you/how you think it can bring you new knowledge and skills that you can apply in your future work as a culture volunteer
- Individual home work with presentation of specific knowledge and skills that you need to do a better job as a volunteer
- 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 a culture volunteer.
- 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 learning.

***Topic 8. How to influence cultural activities in sparsely populated areas***

By Bente von Schindel, Secretary General

National Association of Cultural Councils in Denmark (Kulturelle Samråd i Danmark)

**Aim**

Knowledge of the influence of cultural activities in sparsely populated areas and skills on how to influence.

**Learning outcome in general**

Knowledge of the influence of cultural activities in sparsely populated areas and skills on how to influence cultural activities in sparsely populated areas.

**Specified learning outcome**

- Enhanced knowledge of and skills in planning and managing cross-culture activities and events in the local community.
- Enhanced social and communication skills to engage and involve different social groups in the local municipalities.
- Enhanced knowledge of and skills in order to contact stakeholders and make them interested in the project

**Additional information**

Collect knowledge from people who have already done so.

***Topic 9. Good practices in strengthening local identity***

By Dr János Szigeti Tóth, President and Katalin Varga, Project Manager  
Hungarian Folk High School Society (Magyar Népfőiskolai Társaság)

**Aim**

Knowhow on how to strengthen local identity

**Learning outcome in general**

Insight, knowledge and shared experiences of why and how arts and culture can help to revive remote areas.

**Specified learning outcome**

- Specifications of the local community (data etc.)
- Local cultural traditions, local heritage
- Factors of self-defining a local community (local colour: special or unusual features of place)

**Additional information**

Identify the local resources (i.e. library etc) and key local resource persons



## II. Basic learning outcome for culture managers

### *Topic 1. Recognition of Prior Learning*

By Laraine Winning, Project Director Up for Arts & Arts Development Coordinator  
Voluntary Arts England

#### **Background information about the topic**

Knowledge of what Recognition of Prior Learning is and how to implement an approach that is customised to volunteer projects delivered in sparsely populated areas. It will also assess what problems groups anticipate in delivering this assessment process as part of a wider training or support programme.

Using RPL for the recognition of informal learning involves a review of past experiences. Learners reflect on their experiences in order to discover and then express what these experiences have taught them. RPL is a process through which learning gained from experience can be recognised and used. It also includes learning gained through non-formal learning and training in the work place, in the community or in the voluntary sector.

People can gain a range of knowledge and skills through:

- Family life,
- Work (paid or unpaid)
- Community, voluntary or leisure activities,
- Key experiences or milestones
- Passing on of skills or traditions.

Benefits for providers in developing a RPL approach

- Helps with the retention of volunteers
- Widens access to a range of learners from different socio-economic and cultural backgrounds
- Increases participation of learners from non-traditional learning backgrounds.
- Helps to identify skills effectively
- Helps to identify skill gaps
- Increases motivation and interest from beneficiaries
- Generates new ideas or developments.

#### **Aim**

The focus of this module is to recognise that learning can be gained from experience rather than from formal learning.

Learning from experience is different: it is largely unstructured; it is more personal and is often unconsciously gained (life skills). It is, however, just as real and valid as learning acquired in a formal academic setting. In addition, it can be more permanent, as it is not readily forgotten or lost.

#### **Learning outcome in general**

The RPL process aims to help volunteers value and build on the learning they have gained informally. RPL enables learners to realise what they have learnt through their experiences and to demonstrate this to others. It reveals the learner's potential and capacity to learn from future experiences.

**Specified learning outcome**

8. Provides an explanation of what RPL is and its benefits.
9. Explains the role of RPL in terms of cultural volunteering.
10. Provides examples of how RPL can be used in a number of contexts.
11. Explains the role of Volunteer Managers in supporting learners in the RPL process.
12. Materials to help facilitators understand how people learn through experience and how facilitating can help with professional development.
13. Provides examples of handouts that can be used by facilitators.
14. Provides activities that can be used to draw out individual experiences and past learning.

**Additional information**

- Attendees will be asked to carry out desk research on assessing what RPL processes are used in their own country geared to cultural volunteers and where possible, bring examples.
- To share their experiences on implementing RPL processes, particularly those geared to working with under-represented priority groups or hard to reach communities.

***Topic 2. Knowledge of how arts and culture can help to revive remote areas***

By Bente von Schindel, Secretary General

National Association of Cultural Councils in Denmark (Kulturelle Samråd i Danmark)

**Aim**

Insight knowledge and shared experiences of why and how arts and culture can help to revive remote areas.

**Learning outcome in general**

Knowledge about and skills in planning and managing culture activities that can help to revive sparsely populated areas

**Specified learning outcomes**

- Project management
- Knowledge of how art and culture can influence civil society and individuals
- Knowledge of the local society
- Knowledge of local art and heritage
- Knowledge of the importance of local amateur art and voluntary culture and their role in the project

**Additional information**

Materials: e.g. reports on similar projects already completed

### ***Topic 3. Manage culture events in sparsely populated areas with added values***

By Hans Jørgen Vodsgaard, Head of Institute

Interfolk, Institute for Civil Society (Interfolk, Institut for Civilsamfund)

#### **Background and need**

The manager must not only have knowhow on how to manage culture events but in this project context, also to know how to create added values for civic participation, community bonding and local identity. These added values are the innovative part of the project idea and also the most demanding part to provide.

#### **Aim**

To manage and monitor culture events in sparsely populated areas with added values for civic participation, community bonding and local identity.

#### **Learning outcome in general**

High level knowledge and skills on how to plan, manage and monitor voluntary culture activities and events in sparsely populated areas with an added value for civic participation and community bonding

#### **Specified learning outcome**

- Knowledge about the added values and their importance for local communities;
- Knowledge about how to promote the added values with the help of cross-culture activities;
- Skills to manage cross-cultural activities with added values;
- Skills to monitor and evaluate the cross-cultural activities with a clear focus on the added values.

#### **Additional information**

Possible materials to be used by the trainers:

- Present examples of good practice from culture reports, etc.
- Collect stories from local people that outline the added values

Materials for the trainees:

- To be proposed by the trainers.

Proposals for the trainees:

- To share their knowledge concerning good examples from their local communities.

#### ***Topic 4. Provide innovative ways of outreach and learning opportunities***

By Bente von Schindel, Secretary General

National Association of Cultural Councils in Denmark (Kulturelle Samråd i Danmark)

##### **Aim**

To promote innovative ways of outreach and new high quality learning opportunities tailored to active citizens to become resourceful culture volunteers.

##### **Learning outcome in general**

High level knowledge and skills to provide innovative ways of outreach and new, high quality learning opportunities tailored to active citizens to become resourceful culture volunteers.

##### **Specified learning outcome**

- Knowledge of why people should become volunteers.
- Knowledge of where the potential volunteers are. (e. g. in museums, at libraries, in culture organisations and the like).
- Knowledge about volunteer portals on social media.
- Knowledge of what it means to be voluntary.
- Knowledge of what tasks you can undertake as a volunteer.
- Knowledge of how much time and energy it requires.

##### **Additional information**

Possibly to be used by the trainers:

- Publications/materials concerning outreach and tailor-made course programmes
- Examples and good practices, success stories from people who have already done so

Materials for the trainees:

- To be proposed by the trainers.

Proposition for the trainees:

- Possible publications and/or a compilation of good practice
- Share experiences concerning successful outreach and training events

### **Topic 5. Guidance and support to the engaged culture volunteers**

By Agnieszka Dadak, president

Foundation of Alternative Educational Initiatives

(Fundacja Alternatywnych Inicjatyw Edukacyjnych)

#### **Aim**

High level knowledge and skills on how to provide appropriate guidance and delivery of support to the engaged culture volunteers.

#### **Learning outcome in general**

Upgraded level of knowledge and skills of providing appropriate guidance and support to the engaged culture volunteers.

#### **Specified learning outcome**

1. Knowledge and skills on how to present and agree on possible tasks, rights and duties of the volunteer;
2. Knowledge and skills of clearly presenting the benefits from cooperation to the volunteer;
3. Knowledge and skills of assessing the competence profile of desired/newly recruited volunteer(s);
4. Knowledge and skills of designing and developing introductory/initial training programmes for the newly recruited volunteers;
5. Knowledge and skills in how to motivate volunteer(s);
6. Knowledge of the mentor role and skills in how to serve as a mentor for the volunteer(s).

#### **Additional information**

Possibly to be used by the trainers:

- Publications/materials concerning mentoring and motivating;

Materials for the trainees:

- To be proposed by the trainers.

Proposition for the trainees:

- To share their experiences concerning guidance/support they used to receive as volunteers (if any...). What could be recommended? What should be avoided?

### ***Topic 6. Document and validate the activities of the culture organisations***

By Hans Jørgen Vodsgaard, Head of Institute

Interfolk, Institute for Civil Society (Interfolk, Institut for Civilsamfund)

#### **Background and need**

For own organisational learning and for getting support from key stakeholders, the culture associations must have the knowhow to use simple and efficient assessment methods to provide solid evaluation and documentation of the activities, as well as their added values.

#### **Aim:**

To gain the knowledge and skills to evaluate and document and the practise of the organisations and their voluntary staff

#### **Learning outcome in general**

High level knowledge and skills on how to apply an assessment framework to document and validate the practise of the organisations and their voluntary staff to provide enlivening arts and culture opportunities in communities with an added value for civic and democratic participation

#### **Specified learning outcome**

1. Knowledge of appropriate evaluation methodologies, such as the theory of change approach;
2. Skills to complete progress evaluation;
3. Skills to complete impact evaluation;
4. Skills to present the results in clear and simple evaluation reports to key stakeholders.

#### **Additional information**

Possible materials to be used by the trainers:

- Present appropriate evaluation methodology
- Present a case study of evaluation

Materials for the trainees:

- To be proposed by the trainers.

Proposals for the trainees:

- To share their knowledge concerning good examples of evaluations from their own organisations.



## Ila. Extra learning outcome for culture managers

### *Topic 7. Transfer learning outcome into own future tasks as culture managers*

By Hans Jørgen Vodsgaard, Head of Institute

Interfolk, Institute for Civil Society (Interfolk, Institut for Civilsamfund)

#### **Background and need**

During the course, both teachers, course leaders and the organisation must be aware of how the learning can be transferred and transformed into specific tasks of the specific organization.

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). When attending our courses, it is our goal that you should be able to go home and use what you have learned right away.

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.

From research, we know it's crucial that you get started using your new knowledge as quickly as possible. Therefore, we recommend that you talk with the trainees before the course about what to do in the course.

At the same time, it is good to agree on how the trainee can train and test the new knowledge in the voluntary work afterwards. It provides the best conditions for creating effective and useful learning.

#### **Aim**

Learn to transfer the learning to future work as culture managers

#### **Learning outcome in general**

Focus on and ability to apply the learning in the future work as culture manager

#### **Specified learning outcome**

Competences

- to access your specific learning needs to do a better job as culture manager
- to utilise and transfer what you have learned in a context (on a course) to another context (as manager in a voluntary culture association).
- to validate your own competence development during the course as well as the transferability of the learning.

#### **Additional information**

- Before course start/during course registration you must argue why the course is important for you/how you think it can bring you new knowledge and skills you can apply in your future work as a culture volunteer
- Individual home work with presentation of specific knowledge and skills you need to do a better job as a volunteer
- 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 a culture volunteer.
- 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 learning.

### ***Topic 8. Good practices and standards in cooperation with volunteers***

By Agnieszka Dadak, President

Foundation of Alternative Educational Initiatives

(Fundacja Alternatywnych Inicjatyw Edukacyjnych)

#### **Aim**

Increased awareness concerning the good practices in cooperating with volunteers.

#### **Learning outcome in general**

Upgrading knowledge concerning standards and good practices of cooperation between a culture sector organisation and a volunteer.

#### **Specified learning outcome**

1. Knowledge of the role the volunteer may have in a culture sector organisation, including the volunteer's rights, duties and potential benefits of being a volunteer;
2. Knowledge of the role of the receiving organisation: rights, duties and benefits of cooperating with volunteers;
3. Knowledge of the legal aspects of cooperation with volunteers;
4. Knowledge of the good practices and standards of cooperating with volunteers: Agreement of Cooperation, final certificate/recommendations etc.

#### **Additional information**

Possibly to be used by the trainers:

- Extracts from the relevant laws/regulations concerning cooperation between a receiving organisation from the NGO sector and a volunteer.

Materials for the trainees:

- To be proposed by the trainers.

Proposition for the trainees:

- To share their experiences concerning being a volunteer. What could be recommended? What should be avoided?

***Topic 9. Strengthening the supportive attitude of local governments and authorities***

By Dr János Szigeti Tóth, president and Katalin Varga, project manager  
Hungarian Folk High School Society (Magyar Népfőiskolai Társaság)

**Aim**

To strengthen the supportive attitude of local governments and authorities to the voluntary culture activities in local communities

**Learning outcome in general**

Insight knowledge and shared experiences of how to promote the supportive attitude of local governments and authorities

**Specified learning outcome**

Securing the support of the local government (local authorities in general)

- Networking with local community for support
- Contact building with local authorities
- Advocating skills for support of local art and cultural activities
- Methods of convincing key actors in local public life

**Additional information**

Examples and good practices, success stories from people, who have already done so.



## **Curricula Compendium. Culture volunteering in sparsely populated areas**

**The Compendium has been made in the framework of the 2-year Erasmus plus project, 2016 – 2018, entitled: “Curricula for culture volunteers and managers in sparsely populated areas.”**

**The project idea is to engage culture volunteers and managers 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 Ecorys, the UK National Agency of the Erasmus plus programme of the European Union.**



**Interfolks forlag**

