

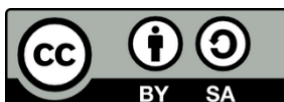


# The CIP COLV Approach

R1: Competence Oriented Learning and Validation Approach



Co-funded by  
the European Union



The European Commission support for the project does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This deliverable has been created as a part of the project CIP “Culture InnoPreneurship - Innovation, Entrepreneurship, Digitalisation and Facilitation Competences for Culture Professionals”, coordinated by Landkreis Kassel (DE) in partnership with Aristotelio Panepistimio Thessalonikis (GR), blinc (DE), Federation For European Storytelling (BE), Instituto Politecnico de Leiria (PT), Smart Revolution (IT); Storytelling Centre (NL), from 1st November, 2021 to 30th April, 2024 funded by the European Union under the Erasmus+ Programme, under the contract number: 2021-1-DE02-KA220-ADU-000028285.



## Table of Contents

0	Introduction.....	3
1	The Facilitating Design Based Collaborative Learning .....	4
1.1	Action fields .....	6
1.2	Learning fields .....	6
1.3	Learning Pathways - Planning non formal learning .....	7
1.4	Validation Design in informal and non-formal learning.....	9
1.5	Choosing and designing Learning activities .....	11
2	Competence Validation – The Facilitators’ Assessment .....	13
2.1	LEVEL5 Validation Introduction and How to .....	13
2.2	Competence Description:.....	13
2.3	Reference System: Facilitating Contextualised Creativity & Innovation Learning & Development Program .....	15
2.4	Certificate of a Trainer .....	16

## 0 Introduction

The CIP Project is based on the "Design-Based Collaborative Learning" (DBCL) approach which has been developed to support the practice of contextualizing creative facilitation – the key competence to becoming a Cultural Innopreneur. In CIP, DBCL serves as an approach for fostering innovative idea generation and problem-solving. With a focus on collaboration and constructive teamwork, the participants are navigating through a design and development process aimed at producing tangible outcomes such as products, services, or prototypes while facilitating collective learning experiences. This approach aligns with the principles of contextualized creative facilitation, prioritizing learner-centred approaches while promoting collaborative and team-based learning environments. By integrating DBCL approach, the CIP Project empowers participants to engage in hands-on, experiential learning journeys that encourage creativity, innovation, and collective problem-solving.

This section of the report will detail the principles to facilitate and plan for DBCL, and how it will help CIP facilitators to contextualised their competence oriented learning offers and community projects and subsequence validation.

# 1 The Facilitating Design Based Collaborative Learning

The approach of “Facilitating Design Based Collaborative Learning” is based on the idea that, competences in new can only be planned and delivered in a competence-oriented way. This is especially true for those learning fields that are not related to formal curricula.

To train this, we set up an easy-to-use approach to plan and deliver Competence Oriented Learning and Validation (COL&V) based on the LEVEL5 system which builds on a simplified Plan-Do-Check step procedure:

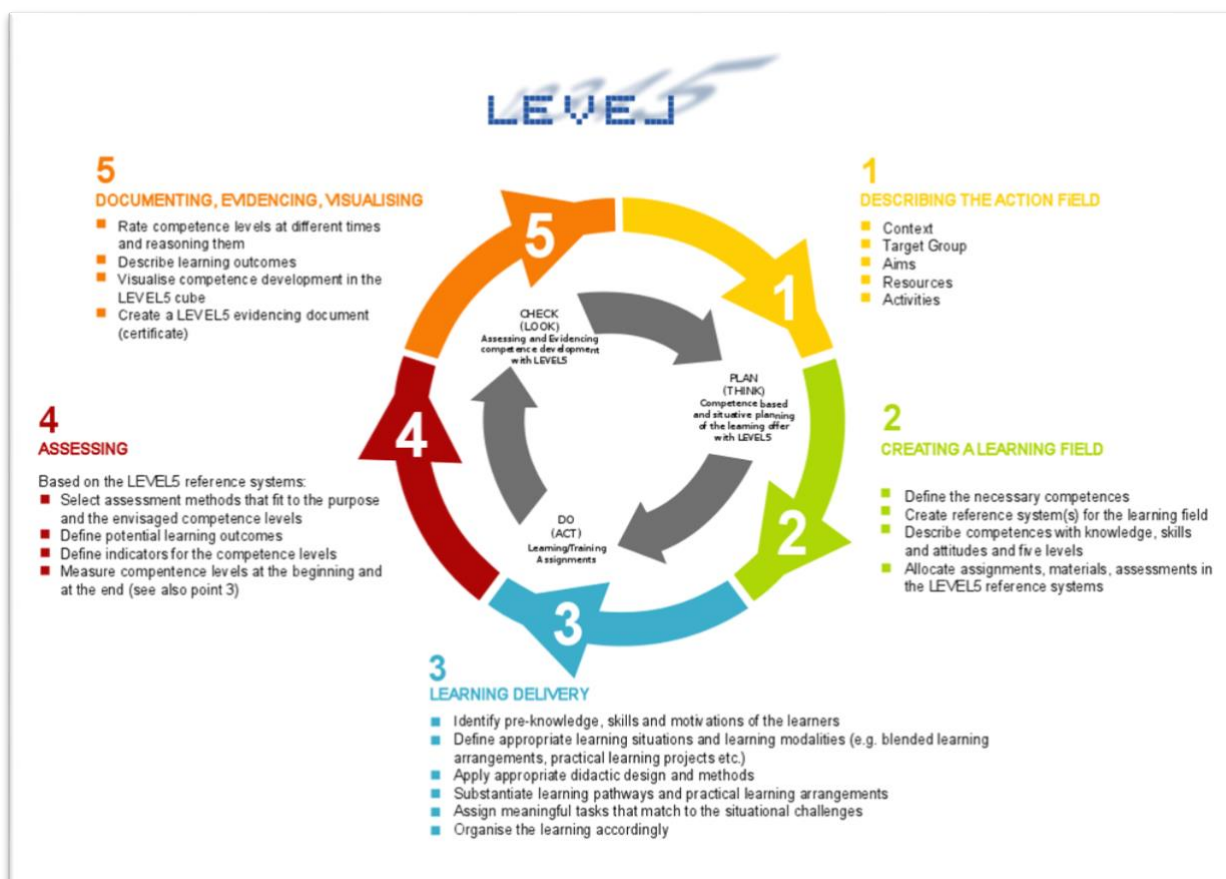


Fig. 1: Procedure to plan and deliver COL&V

## Plan:

The starting point of the planning is the so called 'action field' in which the learner is located. It describes context, actions, resources and objectives of his/her activities.

The conversion of this action field into a learning field is facilitated by the LEVEL5 reference systems which derive the competences that are necessary to tackle the actions and solve the tasks in the field.

## Do:

The delivery of learning is highly dependent on the context. It can range from a rather informal, self-guided learning (e.g. on the job (traineeships, internships, mobility settings Health, Touristic and Integration Projects to more formal arrangements (e.g. in Adult Education projects planned and delivered for instance in seminar).

LEVEL5 largely supports blended, web-aided learning arrangements. It comes with state-of-the-art learning technologies and an open learning space which include LMS and e-Portfolio.

#### Check:

The check-element refers to the validation within LEVEL5. Dependent on the identified action and learning field it covers the identification, documentation, assessment and certification of competences. It is based on the LEVEL5 reference systems that facilitate individual and contextualised validation. The learning outcomes may normally be documented in LEVEL5 certificates including the dynamic LEVEL5 cube. In interim stages, also badges might be applied to document the learning at different competence levels, hence they are representations for a rather informal certification.

#### **Instruments for Planning and Delivery**

Based on the procedure we have developed four main instruments to plan and deliver Competence Oriented Learning and Validation.

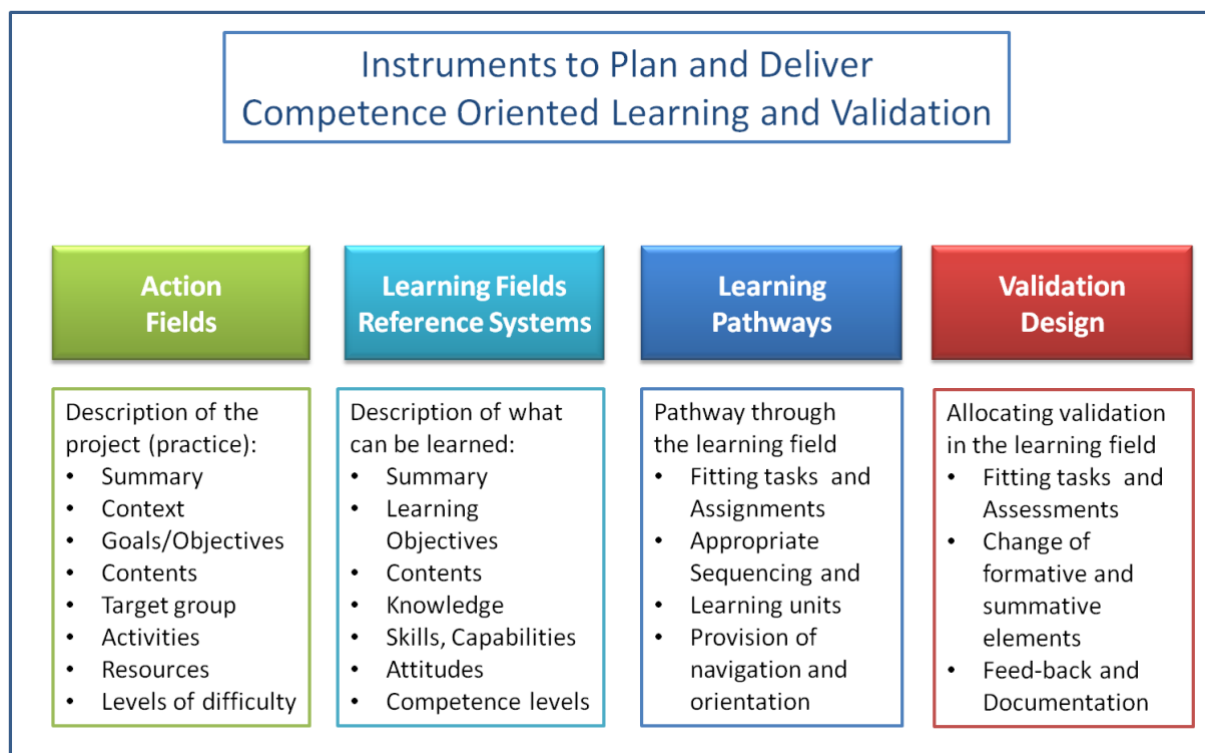


Fig. 2: Tools and Instruments for Planning and Delivering COL&V

The instruments are easy to use tools that facilitate the planning according to a logical step-by-step procedure. The first step (action field) scans the practical field and the challenges therein. It replaces and substantiates the formerly used didactic pattern which basically consisted of:

- Target group determination
- Objectives (related to both acting/bahaving and learning)
- Methodology and
- Contents

The learning field connects to learning objectives and envisaged competences levels and sets up a contextualised reference system. In the third step a learning pathway is designed, and reasonable tasks and assignments are located on it. In the last step a reasonable assortment of assessments is assigned to it (formative and summative if applicable) as well as meaningful documentation and certification.

## 1.1 Action fields

The first planning step is always related to the practical situation and describes:

- Context
- Target Group
- Aims
- Resources
- Activities

What is the acting field and what does the individual has to perform in a specific context – (what are the tasks, the challenges, the visions, background and the perspectives)?

The action field is thoroughly described in a pre-defined project pattern. This step represents the planning of modern, practical and contextualised learning. It can be applied in a large variety of learning sectors ranging from modern HR-management for highly efficient continuing professional development (CPD at the workplace) to practical learning projects in NGOs or in innovative formal education settings, e.g. in innovative interdisciplinary fields, system thinking or other interdisciplinary action fields or simply by creating and introducing innovative practices (e.g. methods in educational studies).

The action field already comes with five different quality levels and describes the challenges and tasks that the individual is confronted with in his/her field of action (which can be professional and/or private).

## 1.2 Learning fields

In the next planning step, the action field is turned into a learning field, following the question: Which competences do we need at which (quality) level in order to tackle the situation successfully? At this stage the LEVEL5 reference systems establish a framework which maps the necessary (contextualised) competences on three dimensions and quality levels. Necessary actions to create a learning field are:

- Define the necessary competences
- Create a reference system for the learning field (attached in the annex)
- Describe learning outcomes on knowledge, skills and attitudes and five levels
- Allocate assignments, materials, assessments in the LEVEL5 reference systems



L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Possessing knowledge of where else the contextualisation of creative facilitation can be applied and actively seeking opportunities for knowledge transfer.	Developing, constructing, transferring	Able to develop, construct, and transfer innovative facilitation techniques and approaches to address complex challenges and opportunities. Exhibiting proficiency in mentoring and coaching others to enhance their facilitation skills.	Incorporation	Being convinced of the values and principles of creative facilitation, including adaptability, empathy, and inclusivity. Demonstrating a commitment to continuous improvement and to inspire others of the approach.
4	Knowing when (implicit understanding)	<u>Contextualise</u> : Know when and how to apply specific approaches, tools and instruments in specific contexts. <u>Identify</u> : Know when and what content of CIP would be best delivered with a specific creative and storytelling techniques	Discovering, acting independently	Facilitating and delivering a complete CIP learning course/community project with appropriate tools that foster an innovative learning environment	Commitment	Being determined to change the own learning and teaching style to acquire new knowledge on contextualisation and creative facilitation methods and approach
3	Knowing how	Understand the principles of contextualization and importance in creative facilitation. Know the roles and required competence of a facilitator	Deciding/ selecting	Planning, adapting and applying a set of facilitation and creative methods to suit specific contexts and participant needs.	Motivation/ appreciation	Being motivated to plan and deliver contextualised creative facilitation. Showing empathy and sensitivity towards participants' backgrounds and perspectives.
2	Knowing why (distant understanding)	Understanding why planning and delivering of a contextualised creative facilitation has its benefits to promote and cultivate cultural innopreneure	Using, Imitating	Exercising singular creative/storytelling tools and techniques. Demonstrating basic facilitation skills such as active listening	Perspective taking	Being interested and curious to new ways of teaching/facilitation and to explore various creative & facilitation tools and instruments.
1	Knowing what	Understand the basic concept of creative facilitation and how it would differ in different contexts	Perceiving	Recognising the differences between deploying creativity/storytelling techniques and creative facilitation	Self-orientation	Showing openness to learning and exploring new facilitation techniques

Fig. 3: LEVEL5 Reference system (Learning field)

Knowledge, skills and attitudes in the learning field are described in a consistent way on the five quality levels including potential learning outcomes. Appropriate learning activities, materials, resources, and potential validation settings are assigned to and allocated in the reference systems.

### 1.3 Learning Pathways - Planning non formal learning

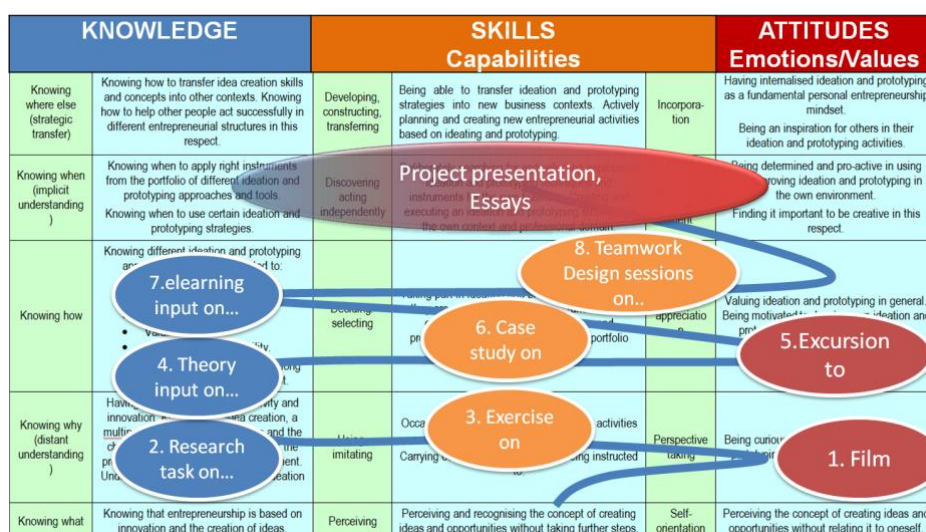


Fig. 4: Learning pathway with envisaged activities in the Learning field

The learning pathway is a trajectory through a learning landscape, a consciously planned path through the reference system (which is the competence framework of this learning field).

While planning and delivering COL we have to consider:

- Assigning the right tasks to the right stages; depending on
- content levels (level of complexity)
- levels of difficulty
- levels of knowledge, skills
- attitudes
- intention of the designer

The action and learning fields help the learning designer to identify different competence levels, to describe learning outcomes related to the levels and the three dimensions (columns) knowledge, skills and attitudes. They are then able to deliver a kind of landscape to develop a consistent and high-quality learning pathway – also in informal learning settings.

Based on these landscapes, designers can also plan learning trajectories when the learner is not in a classroom (e.g. in cultural projects, internships, volunteering or on mobility) and/or connected with mobile learning apps.

Necessary actions while delivering Competence Oriented Learning:

- Identify pre-knowledge, skills and motivations of the learners
- Define appropriate learning situations and learning modalities (e.g. blended learning arrangements, practical learning projects etc.)
- Apply appropriate didactic design and methods in the learning field
- Substantiate the learning pathway and practical learning arrangements
- Assign meaningful tasks that match to the situational challenges
- Organise the learning accordingly

Appropriate assignments on different levels may be:

Knowledge basic level:	Basic Input, simple research questions, ...
Skills basic level:	Simple exercises, imitation of something, ...
Attitudes basic level:	watching film, discussion, provocative opening questions, ...

Knowledge medium level:	advanced knowledge Input, comprehensive tasks, more complicated research questions, reflections and discussion, valuing different approaches according to certain scales ...
Skills medium level:	More complex exercises, taking a role, unguided activities in a protected space (role plays, case studies), ...
Attitudes medium level:	self-reflection on the main theme, advanced and motivating tasks, ...



Knowledge high level:	transfer knowledge in complex scenarios, evaluating complex different options and explanation of complex systems and principles...
Skills high level:	Complex exercises in an unknown or disturbed context, project tasks...
Attitudes high level:	no specific tasks, just observation of commitment ...

## 1.4 Validation Design in informal and non-formal learning

Validation is a complementary process to planning and delivery of competence-oriented learning. Validation refers to the identification of already available competences, their documentation, a competent assessment and (if needed) a certification as formal proof of the learning activity.

The **identification** could be easily integrated into the learning processes, for instance as entry questionnaires or competence spiders based on self-assessments.

**Documentation**, as outlined above, can be facilitated with e-Portfolios (e.g. Mahara) or learner areas in LMS (e.g. Moodle). Here, the learning proofs or artefacts can easily be collected and connected to the learners' competence profiles.

Hence the individual (who should be in the centre of the validation) has the opportunity to organise his/her learning proofs accordingly, and the web-based portfolio also facilitates a 'management' of these proofs of competences.

The **Certification** in CIP is NOT a formalised one but an informal one, which nevertheless has a high quality claim. In the end, visitors receive a badge which is connected to a pre-defined competence level.

The most challenging point which has to be considered while validating informal learning is the right way of assessing competences.

Hence **Assessments** have to be competence oriented as well. This refers to

1. the competence column (knowledge, skills and attitudes): there is no need to identify and measure complex attitudes with simplified tick-box questions.
1. on the other hand, to the competence level (again, the higher the competences level is, the greater the need for a more complex assessment)
2. to the purpose (formative to empower, summative to measure performances)

Page 10

## 1.5 Choosing and designing Learning activities

To select learning activities to facilitate the process of competence acquisition we return to the philosophy of competence-oriented learning.

<b>Meaningful contexts</b>	Based on that approach it is recommended to select Meaningful contexts. This is done by inviting participants to present a real case they are working on and to serve as the one involving peer learners in the community building process that comes with it. So, one or a few of the participants become project leaders, or project owners of a heritage community building project they have introduced, and which will be further elaborated with a small group of fellow participants.
<b>Room for initiative and creativity</b>	In the small group the one having introduced the project explains the context and involves all others in inventing and elaborating the community building plan according to the distinguished phases. Each phase may be considered a distinct, yet integral module of the complete competence acquisition process aimed for. Several techniques and tools for promoting entrepreneurial and creative work are included (design thinking; co-creation, visualisation, expressive technique, brain writing, collaboration model, a viability desirability feasibility model)
<b>Constructive learning</b>	In the course the participants will work on an actual initiative and to plan and where possible present, or even implement that during the course. So, while the time of face-to-face activities and related online activities passes the community building initiative becomes more and more tangible and visible. The proof of the pudding is in the eating, so attempts are made to pilot some of the planned activities on the (other) participants in the course.
<b>Cooperative, interactive learning (with peers, teachers and other actors.)</b>	Although per subgroup one of the participants serves as the project owner/leader, all participants are involved in the various stapes the community building process goes through. They contribute, the discuss, they interview each other, they engage in role play, they pilot and evaluate and thus together they move forward to better plan, better, products, better actions and better results.
<b>Discovery learning</b>	The case introduced by the one who is the project leader, is new to the others, the questions posed by the participants to the one who brough the case sheds new light on the case and thus reveals new aspect to all involved. That way the process of analysing a case, identifying the stakeholders, helping people to connect and articulate their needs and goals, plans and actual community building may be considered a discovery process and be discussed as such, to identify what new issues arise and what

	new strategies and plans are required to deal with such issues. The discovery process serves as the vehicle that facilitates reflection.
<b>Reflective learning</b>	While making progress in going through the constructive steps of the community building process, the learners are asked to reflect on the learning process they experience. They monitor the progress, explore the strengths and weaknesses of the learning process, identify specific learning outcomes (both competences and products) and discuss strategies to optimize their learning.
<b>Personal learning</b>	Apart from going through a learning process together also activities are included to help learners to reflect on what they personally gain from this process, which competences they acquired and how these may be integrated in their personal and professional toolkit and how these competences may come in useful in future work or activities. Participants are also led through ideas on what story telling may contribute to community building. The course activities and experiences are also meant to contribute to their own professional, or personal stories. Through these stories and by sharing these stories participants become the author and protagonist of their own personal and professional life stories. This process of meaning making is part of the community building they are learning about, as well as of their own development as a person.

## 2 Competence Validation – The Facilitators’ Assessment

In the competence-oriented approach chosen, the learning activities and assessments are closely linked. The same context, the same setting, and the same tasks that organize the learning process are also the assessment conditions. So, in the course design no isolated events are organized to assess the learning outcomes. The progress and the outcomes are monitored and assessed in the actions the participants plan and implement in response to the cases they are confronted with anyhow.

Apart from observing progress, moments of discussion, reflection and transfer are included to elevate the outcomes and make them more versatile (applicable in other somewhat dissimilar situations).

### 2.1 LEVEL5 Validation Introduction and How to

This assessment relates to the “*Contextualising Creative facilitation*”, serving as an example. The CIP competence framework and the reference systems of all CIP’s competences are in the report “CIP Competence Framework”, available for download on <https://cip-eu.org/downloads/>.

The participants acquired and developed these competences during the CIP learning programme. Participants were asked to reflect on their competence levels before the course (at the time of entering the learning programme) and at the end of it.

Participants used the following pattern with the reference system and the descriptors.

It was the basis for a self-assessment and rating.

1. They first ticked boxes on the levels of knowledge, skills and attitudes, for the beginning and at the end of the CIP learning programme (only one rating possible per dimension)
2. Examples should be given that illustrate and justify the ratings.
3. These ratings and the reasoning were discussed with the teammates.
4. After this step the examples and justifications were finalised).
5. There was a consistency check from the coordinators and the LEVEL5 certificates were produced as PDF

### 2.2 Competence Description:

#### Competence Description

The CIP Facilitators can conduct their training and facilitate a creative learning environment using various methods and tools, concepts and approaches. He/she should adapt and develop concepts and designs for collaborative learning for different target groups and is flexible in re-planning and adapting to the needs of the situation. The facilitator can motivate others and inspire participants to develop their own competences in this context. Facilitating Contextualised Creativity and Innovation Learning and Development is both

constructive (oriented along a development process which aims at a concrete product or prototype) and teamwork driven.

The competence framework below comprises the most relevant learning objectives/outcomes in regard to planning and delivery of Facilitating Contextualised Creativity and Innovation L&D.

**Knowledge:** The trainer/facilitator knows...

- what collaborative learning is about, and which components and theories belong to the concept,
- what it takes to plan and implement creative facilitation and collaborative learning concepts, for instance to consider multiple perspectives and concrete individual experiences,
- the role of a facilitator in this process,
- at which points he/she should intervene within the collaborative learning process in a supportive/facilitative manner
- relevant teamwork and creativity concepts

**Skills:** The trainer/facilitator is able to...

- create collaborative relationships,
- create and sustain a participatory environment,
- formulate and apply a strategy of enquiry to enable individuals to explore issues and develop insights,
- evoke the creativity of a group,
- plan appropriate group processes,
- guide groups to appropriate and useful outcomes and
- facilitate design based collaborative learning based on a repertoire/collection of methods, concepts and tools

**Attitudes:** The trainer/facilitator ...

- understands the shortcomings of traditional educational formats
- appreciates the collaboration of learners
- is motivated to promote learning conditions that are constructive and output oriented
- is curious to continuously learn new approaches of participatory learning
- is open for unexpected learning outcomes
- also appreciated unambiguous results
- is ready to re-define the own teaching/training/counsellor role

## 2.3 Reference System: Facilitating Contextualised Creativity & Innovation Learning & Development

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Possessing knowledge of where else the contextualisation of creative facilitation can be applied and actively seeking opportunities for knowledge transfer.	Developing, constructing, transferring	Able to develop, construct, and transfer innovative facilitation techniques and approaches to address complex challenges and opportunities. Exhibiting proficiency in mentoring and coaching others to enhance their facilitation skills.	Incorporation	Being convinced of the values and principles of creative facilitation, including adaptability, empathy, and inclusivity. Demonstrating a commitment to continuous improvement and to inspire others of the approach.
4	Knowing when (implicit understanding)	<u>Contextualise</u> : Know when and how to apply specific approaches, tools and instruments in specific contexts. <u>Identify</u> : Know when and what content of CIP would be best delivered with a specific creative and storytelling techniques	Discovering, acting independently	Facilitating and delivering a complete CIP learning course/community project with appropriate tools that foster an innovative learning environment	Commitment	Being determined to change the own learning and teaching style to acquire new knowledge on contextualisation and creative facilitation methods and approach
3	Knowing how	Understand the principles of contextualization and importance in creative facilitation. Know the roles and required competence of a facilitator	Deciding/ selecting	Planning, adapting and applying a set of facilitation and creative methods to suit specific contexts and participant needs.	Motivation/ appreciation	Being motivated to plan and deliver contextualised creative facilitation. Showing empathy and sensitivity towards participants' backgrounds and perspectives.
2	Knowing why (distant understanding)	Understanding why planning and delivering of a contextualised creative facilitation has its benefits to promote and cultivate cultural innoprenure	Using, Imitating	Exercising singular creative/storytelling tools and techniques. Demonstrating basic facilitation skills such as active listening	Perspective taking	Being interested and curious to new ways of teaching/facilitation and to explore various creative & facilitation tools and instruments.
1	Knowing what	Understand the basic concept of creative facilitation and how it would differ in different contexts	Perceiving	Recognising the differences between deploying creativity/storytelling techniques and creative facilitation	Self-orientation	Showing openness to learning and exploring new facilitation techniques



## 2.4 Certificate of a Trainer

The certificate of a Trainer holds significant importance within the CIP CPD, offering participants the opportunity to undergo an assessment and certification process based on the LEVEL5 taxonomy within their organization. During the piloted CIP CPD, 15 participants attended the in-person training in Amsterdam, with 12 opting to proceed with the assessment process. These participants subsequently developed and delivered their own learning offers and/or community projects related to cultural innopreneurship.

The certificates serve as tangible evidence of the trainers' competence development throughout the CPD period, reflecting advancements in knowledge, skills, and attitudes associated with the competence to Contextualize Creative Facilitation (as outlined in section 6.3). The assessment and certification process align with the LEVEL5 taxonomy, which delineates the desired learning outcomes across five levels within each competence column.

Each certificate comprises four pages, with the first two pages detailing individual results and visualizing competence development in both 3D (cube) and 2D (graph of knowledge, skills, and attitude development), accompanied by quality-checked learning outcome descriptors. Pages 3 and 4 provide descriptors for all three columns and five levels of competence. An example of a CIP Trainer Certificate is included for reference.

## Learner-Certificate CIP



### Participant

Vianne Law

### Informal learning project

CIP

Project start 01/11/20

Project end 30/04/24

Institution blinc eG

Location Goettingen, Germany



### Learning activities

The workshop, held from 17-20th April 2023 in Nieuw West, Netherlands, a suburb recognized for its cultural diversity and socio-economic complexities. Participants were provided with invaluable insights into the neighborhood's context and prevalent challenges. By applying design thinking and creativity facilitation techniques, participants created a local project that would support the local community. As a follow up phase, each participant will pilot a CIP project in their own context.

### Evaluated competences

Contextualising Creative Facilitation

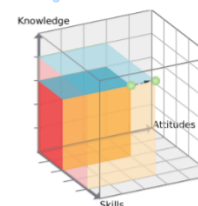
### Assessment methods

self-rating and assessment in discussion with peers and experts

### Assessors/Evaluators

reveal experts

### Learning outcomes : Contextualising Creative Facilitation



### Competence profile at the beginning

Knowledge: 3:  
I am familiar with facilitating workshops and understand what is required to be a good a facilitator. However, I am not very confidence in facilitating and encouraging creativity

Skills: 2:  
I have used 2 or 3 storytelling/creativity activities witin workshops and training. These are usually recommended activities from the trainers' guide

Attitudes: 3:  
I am keen to use more creativity facilitation in a suitable context/framework for the participants. I sometime find it difficult to choose the right format for the right audience

### Competence profile at the end

Knowledge: 4:  
I now have a better understanding on how to identify suitable case study and creative and storytelling techniques for a specific traget group/training.

Skills: 4:  
I designed and delivered a CIP learning course for 6 participants (female artists) on using arts to promote social change.

Attitudes: 3:  
I am knee to expand and change my own learning and teaching style to design and deliver training/workshop that are based on contextualised creative facilitation

### Competence development on each dimension

#### Knowledge

5	Know where else (knowledge for transfer)
4	Know when (implicit understanding)
3	Know how
2	Know why (distant understanding)
1	Know-what/know that

#### Skills

5	Developing/ constructing/ ransferring
4	Discovering/ acting indepe dently
3	Deciding/ selecting
2	Using/ imitating
1	Perceiving

#### Attitudes

5	Incorporation/ internalisat ion
4	Self-regulation/ determina ion
3	Motivation/ appreciation
2	Perspective taking/interes
1	Self-orientation

### Reference system : Knowledge

5 : Know where else (knowledge for transfer)

- Individual description : Possessing knowledge of where else the contextualisation of creative facilitation can be applied and actively seeking opportunities for knowledge transfer.

4 : Know when



(implicit understanding)

- Individual description : Contextualising: Knowing when and how to apply specific approaches, tools and instruments in specific contexts.  
Identifying: Know when and what content of CIP would be best delivered with a specific creative and storytelling techniques

3 : Know how

- Individual description : Understand the principles of contextualization and importance in creative facilitation. Know the roles and required competence of a facilitator

2 : Know why

(distant understanding)

- Individual description : Understanding why planning and delivering of a contextualised creative facilitation has its benefits to promote and cultivate cultural innopreneure

1 : Know-what/know that

- Individual description : Understand the basic concept of creative facilitation and how it would differ in different contexts

Reference system : Skills

5 : Developing/ constructing/ transferring

- Individual description : Able to develop, construct, and transfer innovative facilitation techniques and approaches to address complex challenges and opportunities. Exhibiting proficiency in mentoring and coaching others to enhance their facilitation skills.

4 : Discovering/ acting independently

- Individual description : Facilitating and delivering a complete CIP learning course/community project with appropriate tools that foster an innovative learning environment

3 : Deciding/ selecting

- Individual description : Planning, adapting and applying a set of facilitation and creative methods to suit specific contexts and participant needs.

2 : Using/ imitating

- Individual description : Exercising singular creative/storytelling tools and techniques. Demonstrating basic facilitation skills such as active listening and effective communication

1 : Perceiving

- Individual description : Recognising the differences between deploying creativity/storytelling techniques and creative facilitation

Reference system : Attitudes

5 : Incorporation/ internalisation

- Individual description : Being convinced of the values and principles of creative facilitation, including adaptability, empathy, and inclusivity. Demonstrating a commitment to continuous improvement and to inspire others of the approach.

4 : Self-regulation/ determination

- Individual description : Being determined to change the own learning and teaching style to acquire new knowledge on contextualisation and creative facilitation methods and approach

3 : Motivation/ appreciation

- Individual description : Being motivated to plan and deliver contextualised creative facilitation. Showing empathy and sensitivity towards participants' backgrounds and perspectives, and being receptive to feedback for improvement

2 : Perspective taking/interest



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

The LEVEL5® validation system is courtesy of the REVEAL Network for Learning, Validation and Capacity Building



Co-funded by the European Union



- Individual description : Being interested and curious to new ways of teaching/facilitation and to explore various art/cultural/creative tools and instruments. To accept that learners might be more competent

1 : Self-orientation

- Individual description : Showing openness to learning and exploring new facilitation techniques



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

The LEVEL5® validation system is courtesy of the REVEAL Network for Learning, Validation and Capacity Building



Co-funded by the European Union

