IO2
The Cultural Administration & Sustainability Boosters
Curriculum
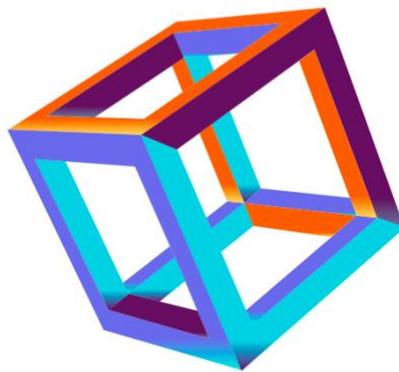
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Introduction

The project CUBES, co-funded by Erasmus+, KA2 Cooperation for Innovation and the Exchange of Good Practices, KA204 Strategic Partnerships for Adult Education, aims to design and develop a training programme offered on an inclusive, interactive and user-friendly digital platform, in order to create and disseminate know-how regarding the sustainable administration of tangible and intangible cultural resources.[1]

The project, as it was already concluded in IO1 - The Review Paper on Parameters Mapping, aims to empower all sectors of society to administer their cultural resources in sustainable ways, aiming at both cultural democracy and cultural sustainability. Thus, taking into consideration the identification of target audience and needs, the three predominant areas of work in which the stakeholders from our "Best Practices" case studies are active in are:

- **Experience Creation**
- **Product Creation**
- **Networking Creation**

The collection of data has enabled us to identify the main educational needs of our audience, allowing us to create four subjects:

- **Project Management**
- **Community Involvement & Networking**
- **Marketing Cultural Work**
- **Fundraising for Culture**

The curriculum will be designed by all partners based on the needs and results identified above. The structure will allow partners to build a comprehensive curriculum, which will enhance learners' understanding and boost their abilities for cultural administration and sustainability.

The first draft of the English version of the curriculum should be submitted on the **30th of October 2020.**

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[1] http://cubesproject.eu/about/

Identification of Target Audience

According to the project proposal, CUBES targets the following groups:

Local communities' members, regional and local authorities' leaders & representatives, public staff, NGOs & CSOs, private & public key-players in the cultural sector.

The project objectives are defined as:

a) to empower local communities in the participating countries with knowledge and awareness on significant aspects of **cultural administration** & sustainable development.

b) to provide **target groups** with all the necessary knowledge **so that they can act as access point-role mentors** in the local communities, taking up the responsibility of informing, guiding and mentoring **the other members of the communities** in a series of cultural management within a sustainability framework.

Following the objectives of the project, and the definition of Boosters offered by IO1[2], it can be deducted that CUBES targets a significantly wide range of audiences. This will be done **through** Boosters' knowledge and skill development and transference. In effect, Boosters will transfer knowledge to the wider pool of audiences, who will then in their turn target their target audiences.

On the one hand, the proposal suggests that Boosters are the primary target audience and the mediators of knowledge and experience for CUBES. On the other hand, the data taxonomy of IO1 – Review Paper of Parameters Mapping of CUBES, produced two separate distinct categories of potential target audiences:

Category A: Categories of "Best Practices"[3] Stakeholders
Category B: Target Audiences, Partners and Stakeholders

Category A: Categories of "Best Practices" Stakeholders

As demonstrated below, this is the classification of "Best Practices" stakeholders, which were presented in IO1. They were classified in 4 general categories, as follows:

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[2] **Boosters: point-role mentors** in the local communities, taking up the responsibility of informing, guiding, **mentoring the other members of their respective communities** on various aspects of sustainable development and cultural management, focusing on young people and women as Boosters. Boosters carry a very important role in cultural management while embedding cultural management in the whole ecosystem

[3] According to IO1 - The Review Paper on Parameters Mapping: *"CUBES recognises that "best practices" are defined as a method or technique that has been generally accepted; namely, as practices that are deemed to be either "tried or tested" or "superior to any alternatives". It is used within this report as a short-hand, if not as an exact term, to describe approaches that produce results that are superior to those achieved by other means or because it has become a standard way of doing things ("tried and tested" methods)"*

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CATEGORY A: Classification of "Best Practices" Stakeholders

Government Structures (National, Regional, Local)

e.g. Vilnius Municipality

Cultural Centres/ Institutions

e.g. Museums, Libraries, Galleries, Onassis Stegi

Cultural CSOs & Associations

e.g. Visual Voices, Association Haggadah
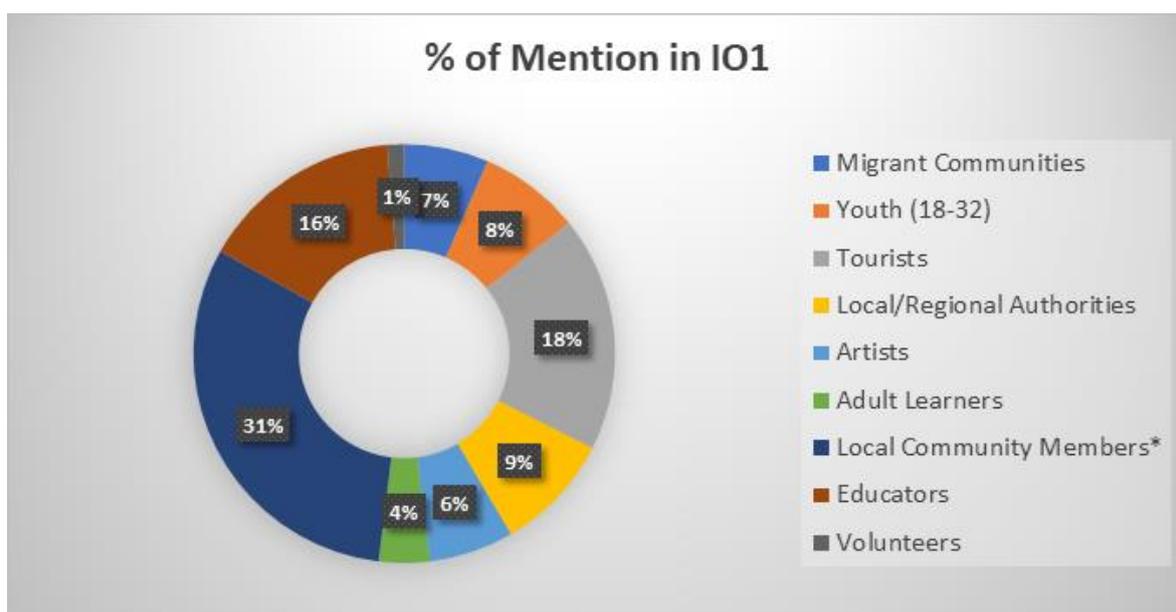
Artists

e.g. Diadora Jewellery

These categories represent the entities that provided us with the information for the collection of "Best Practices" for IO1. These entities represent categories within the scale of cultural production and administration, with the exception of private cultural companies, which were not included in IO1 data collection of "Best Practices".

Category B: Target Audiences, Partners and Stakeholders

The following chart represents the percentage of mentions of different target audiences as answer of Category A stakeholders to the question within the mapping of "Best practices": *"Who are your Target Audiences, Partners & Stakeholders?"*

Due to the fact that while collecting the data for "Best Practices" in IO1, Target Audiences, Partners and Stakeholders were not separated, answers were given in bulk without clarifying between the three groups. In this category, the most frequent answer is *Local Community Members* (31%) followed by *Tourists (18%)* and *Educators (16%).*

% of Mention in IO1

- Migrant Communities
- Youth (18-32)
- Tourists
- Local/Regional Authorities
- Artists
- Adult Learners
- Local Community Members*
- Educators
- Volunteers

Conclusions

Combining the foundation proposed in our project proposal regarding target audiences and the evidence collected from IO1, we conclude that IO2 – Cultural Administration and Sustainability Boosters Curriculum should contribute to a variety of stakeholders in this format:

Admittedly, based on the evidence collected from IO1, there seems to be a lack of distinction between Boosters (= Members of the local community, as defined by our proposal) and Category B individuals (= Members of the local community, as identified first and foremostly through data collected from IO1).

Subsequently, the way the Curriculum will benefit the members of the local community is in a **circular way**. CUBES Curriculum will be offered to the wider public, who is potentially interested in gaining knowledge and know-how regarding cultural initiatives and their administration, and then contribute that learning into the structures of Category A, which in turn will then benefit the wider community, like so:
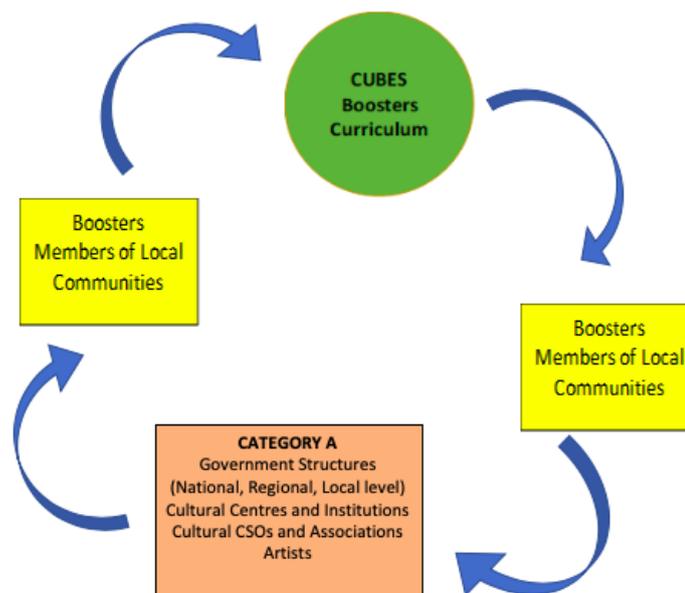
Identification of Audience Needs

There are three sources of information regarding the needs of audiences, which derive from IO1 and can be relevant for building IO2:

1. Data that identifies the needs of our audience(s) within IO1 is data collected through the "Best Practices" case studies, particularly concerning the answer of each stakeholder to the question "*What are the educational needs of the initiative's staff to be addressed?*". This data identifies **staff educational needs.**

2. The recommendations for **skills / competencies** that can be included in the Curriculum, as described by IO1.

3. The areas of work identified by categorising the stakeholders from the "Best Practices" case studies.

Staff educational needs
What does this data identify?
The **educational needs** of the staff of stakeholders included in our "Best Practices" case studies in IO1.

Results
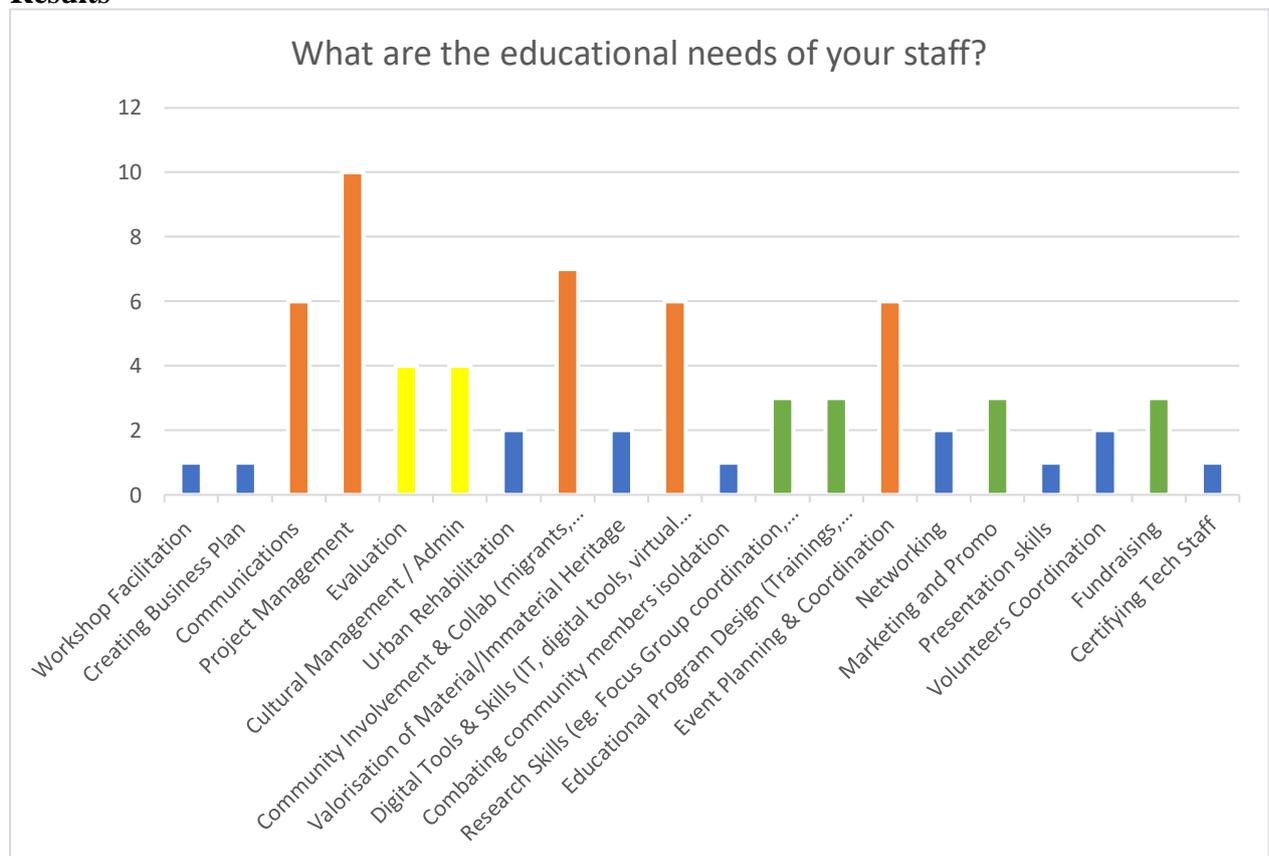
From the data collected and demonstrated in the chart above, the stakeholders identify overall, 20 categories of educational needs. The first 11, by order of priority, are:

Top needs:

Project Management
Community Involvement & Collaboration
Communications
Digital Tools & Skills
Event Planning & Coordination

Secondary needs:

Evaluation
Cultural Management / Admin

Other needs:

Research skills
Education Program Design
Marketing & Promo
Fundraising

Skills / Competencies for IO2 - Cultural Administration & Sustainability Boosters Curriculum

What does this data identify?
The **skills / competencies** recommended by IO1 - The Review Paper on Parameters Mapping as the foundation for IO2 - Cultural Administration & Sustainability Boosters Curriculum.

Results
Based on the collection of data from the partners of the consortium for "Best Practices" in cultural initiatives and the recommendations reached in IO1, IO2 will be designed based on the inclusion of following skills/ competencies:

- Project Management
- Coordination and Support
- Fundraising and Business Approach
- Communication and Dissemination
- Cooperation
- On-site activities

These recommendations presented in IO1 through the following chart, are a combination of skills and competencies.

Learner wants to know	How to:	Manage and coordinate	Fundraise	Communicate and disseminate	Cooperate	Have good interpersonal skills
Course creator and educator	Should provide	Opportunity to choose want is the most applicable (tailor-made modules)	Practical knowledge	Physical location accompanied with digital versions and real life/authentic examples	A chance to extend network	Tasks enhancing empathy

Areas of Work of Stakeholders

What does this data identify?
The **areas of work** in which the stakeholders from our "Best Practices" case studies are active in.

Results
These three predominant areas of work were identified based on the prevalent cultural outcome the stakeholders are focused on and they are separated in three major areas:

Experience Creation   Product Creation   Network Creation

Some examples to clarify the division of areas of work based on stakeholders from IO1:
Artists mentioned in IO1 are predominantly focused on Product Creation, for instance jewellery creation. Some museums focus on Experience Creation, developing educational programs of events, like, for instance, exhibitions. Governmental structures and bodies like Municipalities focus on projects that are oriented towards Experience Creation but also play a strong part in Network Creation. This also applies to some Institutions and CSOs.

Educational needs for IO2

The collection of our data provides evidence for the educational needs of stakeholders' staff from the consortium's countries as well as competencies that are prioritized by these stakeholders and the areas of work, they are active in, hence the structure of IO2 will be created as a **Competency-based Curriculum**.

A **Competency-based curriculum** emphasizes the complex outcomes of a learning process (*i.e. knowledge, skills and attitudes to be applied by learners*) rather than mainly focusing on what learners are expected to learn about in terms of traditionally-defined subject content.

In principle, such a curriculum is learner-centred and adaptive to the changing needs of learners and society. It implies that learning activities and environments are chosen so that learners can acquire and apply the knowledge, skills and attitudes to situations they encounter in everyday life. Competency-based curricula are usually designed around a set of key competences/competencies that can be cross-curricular and/or subject-bound.[4]

In the context of CUBES, the flexibility of the Competency-based Curriculum is instrumental in allowing for adaptation, according to the cultural and other needs of local community members (i.e. Boosters) each partner country.

We have prioritized five educational needs:

- Project Management
- Digital Tools & Skills
- Community Involvement & Collaboration
- Marketing & Promotion
- Fundraising

Prioritizing these five educational needs, we will create specific subjects that encapsulate the essence of the educational needs and competencies proposed by IO1, but also respond to the aim of the CUBES project to focus on Cultural Administration and Sustainability. At the same time, these main four subjects will include within them aspects from multiple educational needs that are identified separately in IO1. This way, even though the subjects are only 4, their modules will cover multiple areas from other educational needs mentioned in our mapping (Identification of Audience Needs). The subjects are:

Subject 1: Project Management
Subject 2: Community Involvement and Networking/Collaboration
Subject 3: Marketing Cultural Work
Subject 4: Fundraising for Culture

[4] http://www.ibe.unesco.org/en/glossary-curriculum-terminology/c/competency-based-curriculum

	Educational Needs Identified in IO1[5]	Competencies Proposed by IO1	4 Final Proposed Subjects
	Project Management	Project Management	**Project Management**
	Event Planning & Coordination	On-site Activities	
	Evaluation		
	Cultural Management		
	Digital Tools & Skills		
	Communications	Communications	
	Community involvement & Collaboration	Coordination & Support Cooperation	**Community Involvement & Networking**
	Research Skills		
	Educational Program Design		
	Marketing & Promotion	Dissemination	**Marketing Cultural Work**
	Fundraising	Fundraising & Business Approach	**Fundraising for Culture**

5 See pages 7-8 for reference.

Structure for IO2 - Cultural Administration & Sustainability Boosters Curriculum

Slides

- For each module, the **minimum** number of slides should be **60 slides** and the **maximum** number **80 slides**. *(See example below)*6
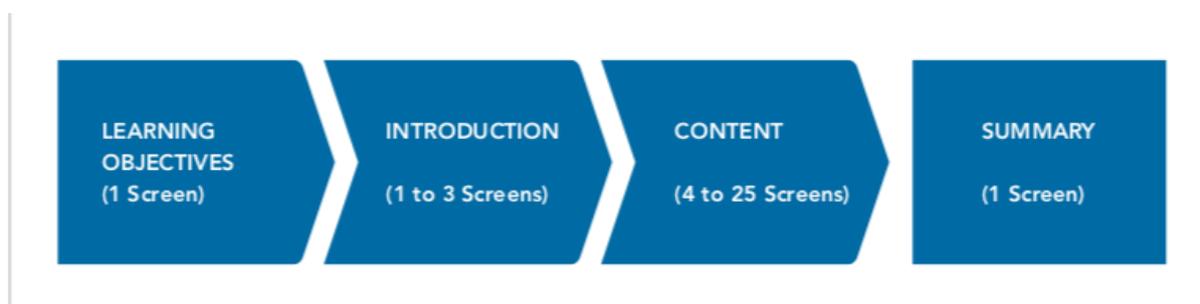
Please note: *For content development, you will have to send the entire content from the slide presentations and also write down in text any audio-visual material included in the slides. (See Guidelines for e-Platform Content Development)7*

Content Template
o **Module Title**
o **Duration:** Number of weeks/hours
o **Introduction to module:** Brief description about what the module entails.
o **Learning Objectives:** Overall goals of the module (You can find indicative learning objectives below).
o **Lessons/Units:** Number and name of lessons or/and units, e.g. Lesson 1: Name, Unit 1 etc.
o **Content (Topic 1, Topic 2 etc.):** The content can take the form of lecture notes for learners to follow along with slides, as well as activities and discussions associated with the time period of the course. This part should include the **main text** and **any additional text (side-notes)**.   It is recommended, apart from the lecture notes, to use different techniques in order to create a more interactive curriculum, such as: • *Storytelling*   • *Demonstration-practice method*   • *Scenario-based approach*
o **Focus questions:** The prioritisation of key points for each module that will enable students/learners study for the module assessment.

6 E-learning methodologies: A guide for designing and developing e-learning courses, FAO, 2011
http://www.fao.org/3/i2516e/i2516e02.pdf

7 CSI e-platform guidelines for Content Development, 4th August 2020.

o **Exercises/Learning Activities:** Any homework and activities that will accompany the reading material for learners in each lesson. It may include presentations of media for the purpose of explaining, discussing, or elaborating on concepts from the module.
o **Module assessment:** This is where you should provide explicit details on how you will assess student work and participation for each module.
o **Evaluation:** Certificate of completion for learners, questionnaire for module evaluation etc.
o **References:** Any sources should be added in this section.
o **Additional reading material:** Any additional reading and resources related to the module.
o **Translations:** The entire template should be used for all translations – to be completed at a later stage.

Module distribution

- **Introduction to Subject 1: Project Management (NGO SC)**

General introduction about Subject 1, overview of modules, learning objectives, assessments and further information for learners.

Subject 1	Modules
Project Management	**3**
Module 1 (AER & UoP)	

Module 1 (AER & UoP)
- **Title:** Project Management Introduction
- **Duration**
- **Introduction to Module**
- **Learning Objectives**

Upon completion of this module participants should be able to:
Indicatively
- Develop an understanding of the basic principles of project management
- Learn project management terminology
- Enhance capacity to define a project scope and plan for it
- Adapt sustainable management delivery
- Understand the basics of cultural project management

- **Lessons/Units**
- **Content (Topic 1, Topic 2 etc.)**
- **Focus Questions**
- **Exercises/Learning Activities**

+ **Module Assessment**
+ **Evaluation: e.g. Certificate of completion, Questionnaire**

- **References**
- **Additional reading material**
- **Translations**

Module 2 (AER & CSI)
- **Title:** Project Management Methodology & Toolsets

- **Duration**
- **Introduction to Module**
- **Learning Objectives**

Upon completion of this module participants should be able to:

Indicatively

- Understand the key stages of managing a project (Planning, Analysis, Design, Implementation, Evaluation)
- Learn about fundamental components of each project management key stage
- Become familiar with various tools that can support project management
- Digital tools & skills for project management

- **Lessons/Units**
- **Content (Topic 1, Topic 2 etc.)**
- **Focus Questions**
- **Exercises/Learning Activities**

+ **Module Assessment**

+ **Evaluation: e.g. Certificate of completion, Questionnaire**

- **References**
- **Additional reading material**
- **Translations**

Module 3 (SMOC)

- **Title:** Cultural Project Life Cycle
- **Duration**
- **Introduction to Module**
- **Learning Objectives**

Upon completion of this module participants should be able to:

Indicatively

- Implement theory into investigating case studies of project management in cultural work
- Learn how to adapt project life cycles into cultural funding programmes and their requirements

- **Lessons/Units**
- **Content (Topic 1, Topic 2 etc.)**
- **Focus Questions**
- **Exercises/Learning Activities**

+ **Module Assessment**

+ **Evaluation: e.g. Certificate of completion, Questionnaire**

- **References**
- **Additional reading material**
- **Translations**

- **Introduction to Subject 2: Community Involvement & Networking (NGO SC)**

General introduction about Subject 2, overview of modules, learning objectives, assessments and further information for learners.

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Subject 2	Modules
Community Involvement & Networking	**3**

Module 1 (Xenios Polis – *NGO SC can assist if needed*)
- **Title:** Introduction to Cultural Competence
- **Duration**
- **Introduction to Module**
- **Learning Objectives**

Upon completion of this module participants should be able to:

Indicatively
- Develop an understanding of what cultural competency is
- Enhance capacity for cultural self-assessment
- Become more conscious of the dynamics inherent when cultures interact
- **Lessons/Units**
- **Content (Topic 1, Topic 2 etc.)**
- **Focus Questions**
- **Exercises/Learning Activities**

+ **Module Assessment**
+ **Evaluation: e.g. Certificate of completion, Questionnaire**
- **References**
- **Additional reading material**
- **Translations**

Module 2 (Xwhy)
- **Title:** Networking in Cultural Settings
- **Duration**
- **Introduction to Module**
- **Learning Objectives**
  Upon completion of this module participants should be able to:

Indicatively
- Be confident about contemporary equity, diversity and inclusion issues in cultural administration
- Apply cultural competence concepts in a workplace setting
- Begin developing intercultural problem-solving and communication skills for networking.
- **Lessons/Units**
- **Content (Topic 1, Topic 2 etc.)**
- **Focus Questions**
- **Exercises/Learning Activities**

+ **Module Assessment**
+ **Evaluation: e.g. Certificate of completion, Questionnaire**
- **References**
- **Additional reading material**
- **Translations**

Module 3 (Xwhy)
- **Title:** Culture as a pillar for Sustainable Development (2030 Agenda and Cultural Administration)
- **Duration**
- **Introduction to Module**

- **Learning Objectives**
Upon completion of this module participants should be able to:
Indicatively
  - Develop an understanding of the 17 Sustainable Development Goals and the 2030 Agenda
  - Learn how cultural administration can contribute to the implementation of the 2030 Agenda
  - Enhance capacity for cultural sustainability
  - Understand the contribution of cultural initiatives to sustainable development (including the challenges that arise from the use of cultural resources for development)
  - **Lessons/Units**
  - **Content (Topic 1, Topic 2 etc.)**
  - **Focus Questions**
  - **Exercises/Learning Activities**
+ **Module Assessment**
+ **Evaluation: e.g. Certificate of completion, Questionnaire**
  - **References**
  - **Additional reading material**
  - **Translations**

- **Introduction to Subject 3: Marketing Cultural Work** (NGO SC)

General introduction about Subject 3, overview of modules, learning objectives, assessments and further information for learners.

Subject 3	Modules
Marketing Cultural Work	**3**
Module 1 (UoP) • **Title:** Introduction to Marketing and Marketing Planning • **Duration** • **Introduction to Module** • **Learning Objectives** **Upon completion of this module participants should be able to:** *Indicatively* - Become familiar with basic concepts of marketing - Learn basic terminology around marketing - Understand audience mapping, monitoring and development - Learn key marketing strategies and digital marketing tools • **Lessons/Units** • **Content (Topic 1, Topic 2 etc.)** • **Focus Questions** • **Exercises/Learning Activities** + **Module Assessment** + **Evaluation: e.g. Certificate of completion, Questionnaire** • **References** • **Additional reading material** • **Translations**	

Module 2 (Gripen)
- **Title:** Communications Planning and the Use of Digital Tools
- **Duration**
- **Introduction to Module**
- **Learning Objectives**
  Upon completion of this module participants should be able to:

Indicatively
- Understand how to prepare marketing and communications plans
- Become familiar with social media tools and their use in promotion
  - **Lessons/Units**
  - **Content (Topic 1, Topic 2 etc.)**
  - **Focus Questions**
  - **Exercises/Learning Activities**

+ **Module Assessment**
+ **Evaluation: e.g. Certificate of completion, Questionnaire**
  - **References**
  - **Additional reading material**
  - **Translations**

Module 3 (Mindshift)
- **Title:** Strategic Marketing – Branding
- **Duration**
- **Introduction to Module**
- **Learning Objectives**
  Upon completion of this module participants should be able to:

Indicatively
- Learn ways to identify a brand and enhance it
- Become familiar with branding strategies
- Apply knowledge into building, measuring and manging a brand
  - **Lessons/Units**
  - **Content (Topic 1, Topic 2 etc.)**
  - **Focus Questions**
  - **Exercises/Learning Activities**

+ **Module Assessment**
+ **Evaluation: e.g. Certificate of completion, Questionnaire**
  - **References**
  - **Additional reading material**
  - **Translations**

- **Introduction to Subject 4: Fundraising for Culture (NGO SC)**

General introduction about Subject 4, overview of modules, learning objectives, assessments and further information for learners.

Subject 4	Modules
Fundraising for Culture	**3**

Module 1 (SMOC)
- **Title:** Basics to Fundraising
- **Duration**
- **Introduction to Module**
- **Learning Objectives**
  Upon completion of this module participants should be able to:

Indicatively
- Become familiar with identifying potential funding options & models for cultural administration
- Become familiar with identifying stakeholders in fundraising processes
- Learn how to develop fundraising infrastructures for cultural work

- **Lessons/Units**
- **Content (Topic 1, Topic 2 etc.)**
- **Focus Questions**
- **Exercises/Learning Activities**

+ Module Assessment
+ Evaluation: e.g. Certificate of completion, Questionnaire
- **References**
- **Additional reading material**
- **Translations**

Module 2 (Xenios Polis)
- **Title:** Strategic Planning for Fundraising
- **Duration**
- **Introduction to Module**
- **Learning Objectives**
  Upon completion of this module participants should be able to:

Indicatively
- Understand the basic structure for strategically planning for fundraising
- Apply knowledge into planning for small-scale fundraising events for cultural work
- Become familiar with online fundraising and crowdfunding principles

- **Lessons/Units**
- **Content (Topic 1, Topic 2 etc.)**
- **Focus Questions**
- **Exercises/Learning Activities**

+ Module Assessment
+ Evaluation: e.g. Certificate of completion, Questionnaire
- **References**
- **Additional reading material**
- **Translations**

Module 3 (Xenios Polis)
- **Title:** Grant Proposal Writing
- **Duration**
- **Introduction to Module**
- **Learning Objectives**

> **Upon completion of this module participants should be able to:**
>
> *Indicatively*
> - Develop skills to prepare concept notes and preparatory material for proposal writing
> - Acquire knowledge on answering key questions in proposal writing
> - Learn about budgeting in grants proposal writing
>
> - **Lessons/Units**
> - **Content (Topic 1, Topic 2 etc.)**
> - **Focus Questions**
> - **Exercises/Learning Activities**
>
> **+ Module Assessment**
> **+ Evaluation: e.g. Certificate of completion, Questionnaire**
>
> - **References**
> - **Additional reading material**
> - **Translations**