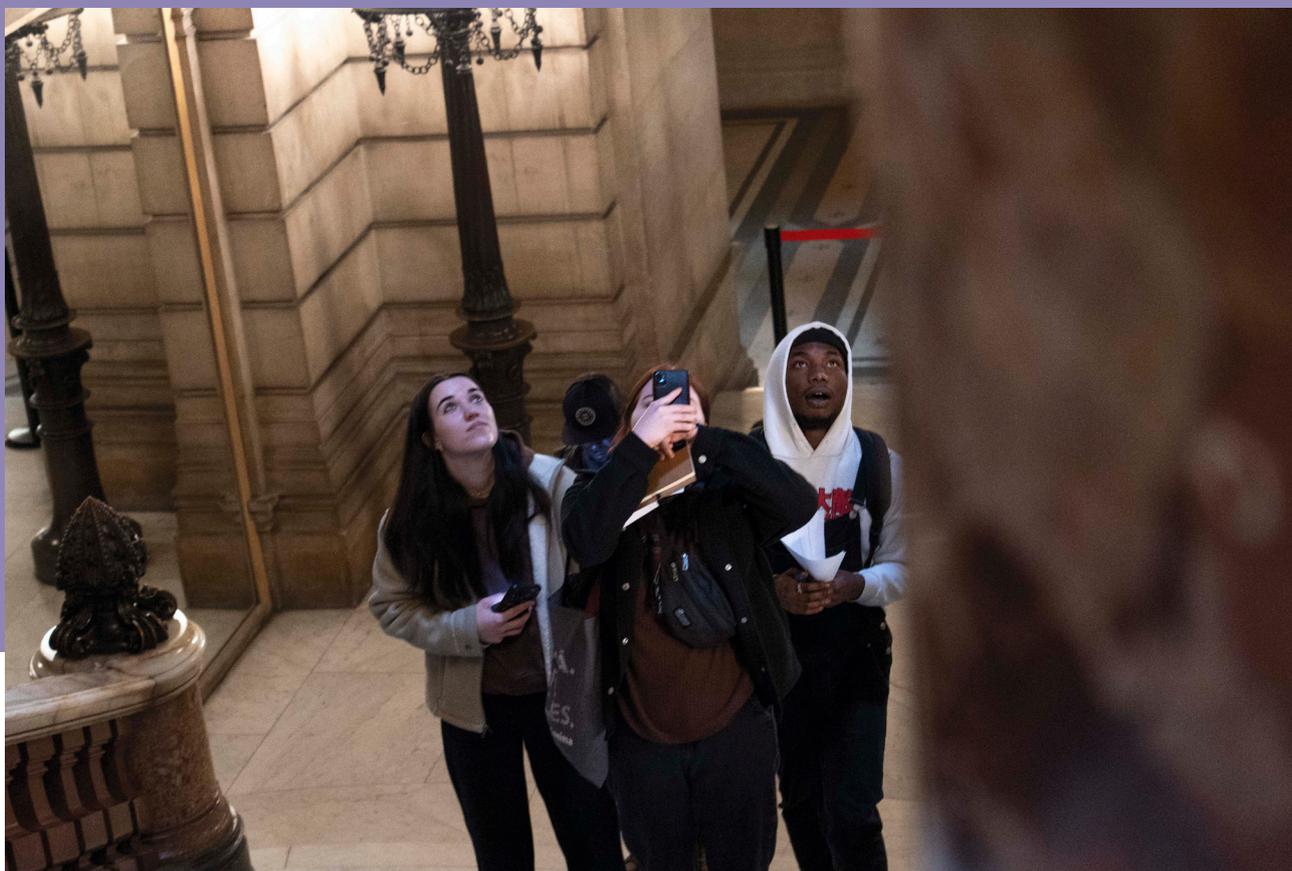


Culture Craft Citizenship



Pathways to Empowerment

Good Practices Guide

for coordinated support in :

C[ulture]culture

Access to culture

C[raft] Professional

Professional anchoring

C[citizenship] citizenship

Active Participation



Approach's Overview CCC (culture – Craft – Citizenship)

Objectives of this Guide and Target Audiences

The CCC Guide – Culture, Craft, Citizenship / Culture, Métier, Citoyenneté – dedicated to strengthening the coordination of social, professional, cultural and civic support is the result of a two-year international action-research project carried out by four organisations working in technical education, vocational training, socio-professional inclusion and cultural mediation.

The French, Italian, Latvian and Turkish partners of the CCC consortium committed their trainers and coordination teams to compare practices and analysis, with the aim of developing a shared framework for comprehensive support of learners and trainees, while fully respecting local specificities.

Observing that support systems for people with fewer opportunities were often fragmented – sometimes neglecting the professional dimension, sometimes cultural rights or civic participation – and that such fragmentation limited the achievement of training objectives and labour market integration, we initiated a process of transformation of our practices. This process involved formalizing and updating the methods and competences mobilized within our organisations in order to significantly improve the quality of the support provided.

This guide describes the CCC activities as implemented throughout the project and proposes a methodology to design and deploy a CCC programme applicable to any type of organisation – association, social enterprise or public authority – supporting people with few or fewer opportunities. It presents an operational framework and provides descriptions of activities from which the most relevant good practices were identified and highlighted.

As this guide is intended for practitioners, managers and decision-makers wishing to implement high-quality support tailored to the needs of their publics, it also includes focused insights into certain aspects of our work which, although not strictly classified as “a best practice,” may help professionals take a position and deepen their reflection.

Our hope is that this guide will serve as a decision-making tool, a lever of change and a catalyst for action. It does not claim to hold an absolute truth; rather, it offers a humble account of the positive changes brought about by implementing a CCC programme within our organisations. Faithful to the spirit of an approach that values partnerships, outreach activities, international mobility and, more broadly, openness and dialogue among support actors, it concludes with an invitation to join and enrich the CCC community, in a spirit of sharing and collective reflection. Faithful to the spirit of an approach that values partnerships, outreach activities, international mobility and, more broadly, openness and dialogue among support actors, it concludes with an invitation to join and enrich the CCC community, in a spirit of sharing and collective reflection.



Toutes les photos présentées ici ont été prises pendant le projet grâce à Sebastián Rivas, responsable de la communication, et à la contribution de tous les participants au projet qui l'ont activement documenté au quotidien.

Culture Craft
Citizenship 



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The Culture – Craft – Citizenship (CCC) partnership brings together four European organisations from the fields of training, education and culture, pursuing a common goal: **making culture accessible so as to operate as a lever for empowerment, inclusion and active citizenship**.

The CCC project promotes an integrated approach to social support – combining access to culture, the acquisition of professional codes, the understanding of rights and active participation – in order to address the real needs of learners and strengthen cohesion within European territories.

Each partner contributes specific expertise – *pedagogical, cultural or territorial* – thereby helping to build a shared European vision of support that is more comprehensive, inclusive and collaborative.

Artemisia Formation : is a non-profit organisation specialised in vocational training for painting and decorative arts professions. Through its workshops in Paris and its learning sites in France and abroad, Artemisia delivers training actions open to all types of learners. The social and cultural diversity of its learners is one of the organisation's defining strengths. We take particular pride in the professional certifications and employment integration outcomes achieved in the fields of decorative painting, finishing painting, heritage painting and stage decoration. www.artemisia-formation.com

Bursa Müze : Bursa Museums is the umbrella institution bringing together twelve museums operating under the Bursa Metropolitan Municipality, within the Department of Urban History and Promotion, Museums Branch Directorate. Committed to preserving, researching, making visible and transmitting the city's historical and cultural heritage to future generations, Bursa Museums adopts an accessible, inclusive and sustainable approach to museology. Bursa Museums develops educational programmes, workshops, exhibitions, national and international partnerships, research and documentation activities, and community engagement projects aimed at making audiences active stakeholders in heritage. <https://www.bursamuze.com/>

Scuola Edile di Siena : is a joint-sector training organisation in the construction industry and a member of the national FORMEDIL network. It trains, qualifies, and specializes employees, technicians and job seekers, promoting access to professional skills and sustainable labour market integration. Through an approach combining the transmission of know-how, the acquisition of professional codes and cooperation among social actors, the Scuola Edile di Siena contributes to strengthening employability, inclusion, and active participation. www.scuolaedilesiena.it

Smiltenes Tehnikums : Founded in 1922, Smiltenes Tehnikums is one of the oldest vocational education institutions in Latvia. Today, it welcomes more than 700 learners, both young people and adults, including individuals with specific needs. The school offers training programmes closely aligned with the realities of the Latvian and international labour markets, in cooperation with local and international companies. Through diversified educational infrastructures and a broad range of cultural, sports and civic activities, Smiltenes Tehnikums promotes professional development, personal growth and civic engagement among its learners. www.smiltenestehnikums.lv

Through their complementary approaches, the CCC partners share a common commitment to strengthening the role of culture as a space of recognition, dialogue and belonging.

Their cooperation is rooted in a long-term dynamic: developing tools, methods and open resources that support a shared European vision of inclusive training – one that is rights-aware and fosters active citizenship.



Conceptual Framework



Conceptual Framework

CCC : Three letters, infinite possibilities

What is CCC?

Above all, it is the articulation of three forms of support – cultural, professional and civic – which, when combined, help more effectively prevent situations of exclusion and strengthen the active participation of the most vulnerable groups*.

The CCC approach is not a ready-made model, nor a miracle method.

You will not find simple recipes, personal-development formulas, or automated tools that can replace the work of reflection, observation, and teamwork required to create social support tools that are truly sustainable.

What this guide does offer, however, are concrete experiences, field testimonies and practical avenues for action designed to nourish and inspire professional practice.

Our objective is not to prescribe, but to open up possibilities – opening practices, exchanges and new perspectives, so that each team and each organisation can adapt the CCC approach to its own reality.

Above all, we hope these pages will encourage you to take part in the adventure: to experiment, to share – and also to contribute, in your own way, to this shared culture of support that lies at the heart of the CCC project.

The CCC Digital Portal

The implementation of a CCC programme is part of a collective learning process, enriched by the exchange of experiences and the comparison of practices.

The CCC digital portal (<https://ccc-erasmus.com/>) is designed as a space for dialogue and shared resources between support practitioners, field professionals, coordinators and decision-makers engaged in approaches that articulate culture, craft and citizenship.

In this way, the portal extends the guide as a living space for exchange, serving professional practice.

What do we mean by vulnerable groups?

Within European social and educational inclusion policies, vulnerable groups are understood as people or communities who, due to personal, social or structural factors (age, disability, migration, poverty, geographic isolation, etc.), face a heightened risk of social exclusion or weakening of their rights.

https://ec.europa.eu/employment_social/2010againstpoverty/extranet/vulnerable_groups_en.pdf

Within the Erasmus+ programme, the most relevant term for our purpose is “participants with fewer opportunities.” These are defined as “individuals who, for economic, social, cultural, geographical or health-related reasons, or due to a migrant background or learning difficulties, face obstacles that prevent their effective access to the opportunities offered by the programme.” . <https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-common-terms>

These definitions imply that vulnerability or “fewer opportunities” are not fixed statuses, but relational and contextual situations: any individual may experience fragility depending on resources, environment and life trajectories.

In the context of coordinated support – access to culture, acquisition of professional codes and access to rights – the groups concerned notably include:

- individuals in socio-professional integration, distant from employment or training, with limited professional or cultural reference points;
- newcomers or migrants facing linguistic, administrative or recognition barriers;
- individuals with low or no formal qualifications, or whose skills and profiles are not recognized in their new context;
- individuals experiencing social or economic vulnerability (precariousness, isolation, disability, etc.);
- individuals with limited cultural or institutional capital, unfamiliar with cultural institutions or with mechanisms for recognition and valorisation of their rights.

The CCC approach through examples:

territory integration

Ten mason trainees in Siena explore the city to prepare a guided visit for future çini ceramic painters from Turkey. By discovering local trades, traditions and heritage, they strengthen both their technical skills and their professional outlook. Eight confirm their vocational choice; four complete their qualification: they do not only get to know a craft but also a territory.

Fourteen refugee painters employed by a Paris-based social enterprise spend a week in Liège training in carpet and linoleum installation. Guided by their supervisor, they also discover the city through a street-art and heritage architecture tour. Mobility is technical learning, as well as cultural openness and a positive experience of moving across borders.

access to rights

CCC : activities that aim to improve professional inclusion and territorial integration through:

- cultural awareness
- acces to rights
- active participation

Culture Craft Citizenship

À Paris, de futurs peintres décorateurs découvrent le Sénat lors d'une journée d'immersion citoyenne. Ils y observent dorures, stucs, faux marbres et techniques du décor, tout en comprenant le rôle des institutions démocratiques. Cette visite relie leur formation au patrimoine public et renforce à la fois leur identité professionnelle et leur appropriation civique.

citizenship valorisation

insertion by means of beauty

In Bursa, young women train in çini ceramic painting and discover the heritage of Iznik through workshops and cultural visits. They then welcome foreign decorative painters, share Ottoman motifs and travel to Siena to broaden their skills. As representatives of a living craft, they become ambassadors of their territory.

In Smiltene, Latvia, a rural technical school faces the challenges of including Russian-speaking and Ukrainian students, as well as local youth willing to migrate. In a sensitive geopolitical context, the school chooses dialogue by creating a discovery trail on Latvian symbols and runes, linked to a digital application that fosters exchange, understanding and territorial belonging.

school of citizenship



CCC, also means :

- A dialogue among peers to coordinate more effectively the mediation, training and support activities carried out within our institutions.
- A training programme for agents in vocational training, social inclusion and cultural mediation, implemented in 2024-2025 and accessible on ccc-erasmus.com.



Over these two years, trainers from four countries shared their practices and analysed those of local trainers, educators and mediators, with the objective of creating synergies for change and fostering constructive critical distance from established habits.

The challenge: enabling professionals working with specific groups to become aware of their capacity for impact, and to feel legitimate and equipped to mobilize it in response to learners' needs.

Voices of support practitioners

EXCHANGE / MUTUAL ENRICHMENT



The CCC project is based on a simple observation: in order to fully embody a profession you need not only to master technical knowledge, but also to share a culture, a professional one as well as a general culture. It is necessary to understand the territory in which one operates. Civic participation is equally important. Our publics include people with fewer opportunities, and only through high-quality support will we be able to reduce de facto inequalities within our territories.

Fabien, Director of a centre with a social and professional mission

We train people who are mostly in precarious situations, facing strong socio-economic difficulties; incarcerated individuals; migrants and Italian nationals. We must be able to engage all of them in our training programmes, and this is precisely what the CCC tools help us achieve. By applying a method that combines professionalization with an understanding of the need for territorial inclusion, we enable our publics not only to feel comfortable within our institution, but also within the city.

Monica, Pedagogical Coordinator of an adult school specialized in construction trades



Sharing the experiences and knowledge of other teams of trainers, cultural managers or socio-professional integration specialists, and discovering how these teams in partner countries address difficulties and respond to them, is always extremely valuable. Generally, we transmit professional skills to students, but if we limit ourselves to that and omit the civic and cultural dimensions, it is not sufficient to foster their engagement within the community.

Līga, cheffe de projet /

Project Manager / Coordinator of International Relations for /miltenes Tehnikums

DISSEMINATE / BUILD CAPACITY



Within our train-the-trainer programmes, we disseminate the CCC methodology to other teachers so that they can, in turn, pass it on within other organisations, institutions and to other trainers. .

Bruno Domenech,
Project Officer

We learned so much, honestly. We came to learn and to work as a team. I feel better equipped to include students with very different backgrounds in our society and in our school, so that they can feel at home there.

Sanita Krastina, Teacher at Valmieras Tehnikums, after a CCC train-the-trainer session



Our trainers were very engaged and eager to implement the activities. They could clearly see how these methods could be useful in their own lives. One of them told me: "On Friday, I will reuse the Six Thinking Hats activity with my students." Learning this method in Bursa made me feel like a student again. I didn't know how to use this method at all. I finally understood this method. I can see how it can be useful to other people as well. And we can show them how useful it is.

It was a major challenge for me, but I see how I have become braver, less shy, more flexible and more capable of adapting to situations.

Lauma Dišlere, Teacher at Smiltenes Tehnikums

It was something new. I had already participated in similar projects, but here I truly worked with colleagues from my own institution. Every day brought something new. The first activity, Six Thinking Hats, is a simple yet very effective method for managing problems or complex situations. We also designed our own itinerary. These are things I can clearly reinvest in my work.

Kristaps Emīls Radziņš, Teacher at Smiltenes Tehnikums



I had the opportunity to come out of my shell in an activity that was too narrow and to broaden my perspective, reaching a more complex level in the design of pedagogical activities, which I consider essential for a trainer. .

Marco Pasqui, trainer at Scuola Edile di Siena

Territorial appropriation itineraries, training actions that transform our ways of teaching, questioning our professional postures and roles – all these dynamics contribute to successful pathways and renewed pleasure in supporting and transmitting knowledge...

These are the pathways to empowerment that this guide seeks to describe.

Who is this guide for?

This Good Practices Guide is intended for all professionals involved in social support actions who, within their specific contexts, foster active participation, access to culture, the acquisition of professional codes and awareness of rights. It reflects a shared approach rooted in European values: a comprehensive model of support in which culture is not an optional add-on, but an essential lever for strengthening self-esteem, social skills and citizenship.

Although job titles, institutional frameworks and support systems vary from one country to another, the objectives remain common: to support individuals facing situations of vulnerability or unequal access to opportunities — whether they are engaged in integration pathways, young people distant from education or training, recently arrived migrants, persons with disabilities, or individuals living in geographically isolated areas.

This guide therefore aims to connect professionals who, at their respective levels, contribute to social cohesion through culture, training and access to rights, and to provide them with practical tools useful for their daily practice.

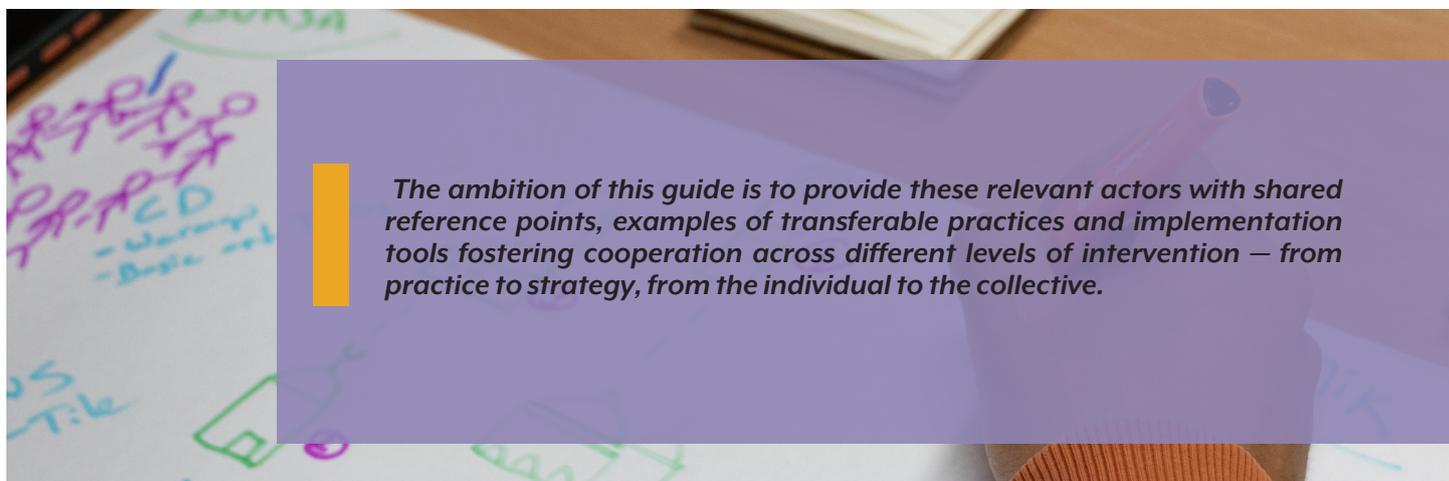
In order to ensure its relevance at the European level, we have identified four major categories of functions, present — under various denominations — in the majority of national systems:

- Actors in socio-professional support, who contribute to building integration pathways, removing barriers and linking individual projects to employment and training;
- Actors in training and knowledge transmission, who support learning processes and integrate cultural and civic dimensions into pedagogical practices;
- Actors in social education and mediation, who work closely with target groups to strengthen autonomy, confidence and participation;
- Actors in cultural mediation and cultural action, who facilitate access to culture, recognition of talents and artistic expression.

We have also identified three categories of roles contributing to the deployment of the CCC approach within institutions and territories:

- Trainers, in direct contact with target groups, responsible for support and the operational implementation of activities;
- Managers and coordinators, responsible for ensuring the coherence and quality of actions, partnership development and the facilitation of collective dynamics;
- Institutional and territorial actors, in charge of designing, supporting or evaluating public policies in the fields of inclusion, training and culture.

These seven categories are not intended to describe fixed professions, but rather interdependent functions contributing to a shared objective: enabling each learner or trainee to find their place in society by knowing their rights, mastering professional codes and experiencing cultural openness.



The ambition of this guide is to provide these relevant actors with shared reference points, examples of transferable practices and implementation tools fostering cooperation across different levels of intervention — from practice to strategy, from the individual to the collective.

This model is designed for European contexts and does not take into account specific local adaptations. It is based on the European classification of professional profiles: ESCO – European Skills, Competences, Qualifications and Occupations.
<https://esco.ec.europa.eu/en>

Why is it Essential to Link Culture with Craft and Citizenship?



Support systems still largely fragmented

In most adult support systems — whether related to vocational training, integration, housing or social services — interventions have historically been organized into distinct fields: employment, training, housing, access to rights and social support. This organisation responds to legitimate administrative, regulatory and funding logics, but it produces a well-known effect: fragmented pathways.

Within this framework, culture and citizenship are often relegated to a secondary position, perceived as optional or “peripheral” dimensions compared to priorities considered urgent: finding employment, acquiring qualifications, regularizing administrative status or complying with institutional requirements. Cultural rights and civic participation are therefore treated as “extras,” mobilized only when time, resources or conditions allow.

Yet this implicit hierarchy of needs between the “essential” (working, housing, training) and the “secondary” (cultural engagement, participation, social connection) contributes to reducing support to the management of constraints rather than fostering a genuine process of empowerment and autonomy.

Culture and citizenship are essential rights, not accessories

Recent work conducted by many agents in the social field reminds us of an often overlooked reality: culture is neither a luxury nor a reward, but a fundamental right and a structuring lever of agency. It enables individuals to recognize themselves as full subjects, bearers of knowledge, narratives, expressive capacities and the ability to contribute to collective life.

Access to culture — understood broadly, including artistic practices, spaces of sociability, transmission, creation and participation in the cultural life of a territory — acts as a factor of dignity, recognition and confidence. Similarly, citizenship does not simply refer to formal access to rights; it relates to the real capacity to understand one’s environment, to position oneself within it, to participate and to act.

When these dimensions are absent or marginalized in support pathways, individuals may indeed acquire technical skills or meet institutional expectations, but without necessarily finding lasting meaning in their engagement or envisioning a future of their own choosing.

The limits of partial support

Field experience shows that support focused exclusively on employment or training produces uneven results. Individuals who already possess cultural, educational or relational resources are more likely to appropriate the systems offered to them. Conversely, those furthest removed — due to migration pathways, biographical ruptures, prolonged precarity or discrimination — face greater difficulties in engaging sustainably.

This imbalance can lead to fragile engagement or even disengagement: dropping out of training, interrupted pathways, progressive withdrawal or loss of motivation. In some cases, individuals complete programmes without these producing any real and lasting transformation in their lives.



The added value of a coordinated Culture-Craft-Citizenship approach

Linking culture, craft and citizenship, as proposed by the CCC approach, means moving beyond this additive logic to build integrated pathways. It does not consist of adding a cultural activity to a training programme, nor of symbolically “dressing up” a professional scheme, but of conceiving support as a coherent whole in which each dimension strengthens the others.

Culture becomes a space for experimentation, expression and confidence-building; craft becomes a concrete means of earning a living, contributing to society and giving tangible value to one’s skills; citizenship becomes a framework for understanding rights, responsibilities and one’s place in society.

This articulation fosters:

- stronger engagement in pathways by giving meaning to learning;
- reduced dropout rates through diversified forms of involvement;
- enhanced autonomy by supporting initiative and long-term projection;
- recognition of individuals as actors, rather than mere beneficiaries.

Restoring meaning to work and learning

In a context where the loss of meaning at work and in training is widely documented – including among support professionals – the coordinated CCC approach also acts as a lever for collective remobilization.

For supported individuals, it connects learning a profession to a history, a territory, a culture and shared values. For teams, it opens spaces for cooperation, creativity and cross-disciplinary work, breaking away from compartmentalized and sometimes exhausting task-based logics.

Culture plays a central role here: it creates spaces for breathing, connection and dialogue while remaining anchored in the material realities of life pathways. It helps connect what one does, who one is and who one wishes to become.

A sustainable added value for territories

Finally, a coordinated CCC approach does not benefit individuals alone. By fostering territorial anchoring, participation in local life and connections between social, cultural, educational and economic actors, it contributes to strengthening social cohesion and territorial vitality.

Supported individuals are no longer merely “integrated” into a programme but become actors in their environment, capable of contributing to local cultural, economic and civic dynamics. In the long term, this approach generates collective value: it supports more stable, autonomous and sustainable pathways, benefiting society as a whole.

In
summary

Linking culture to craft and citizenship does not unnecessarily complicate support; on the contrary, it makes it more effective, fair and humane. The CCC approach is grounded in a simple yet demanding conviction: sustainable support is impossible without considering the full range of individuals’ rights, aspirations and capacities to act.

A brief theoretical framework

The **Culture – Craft – Citizenship CCC** project is based on the idea that sustainable inclusion requires the articulation of three complementary axes of support – culture, craft, and citizenship – enabling each individual to find their place in society, develop autonomy, and strengthen their capacity to act (empowerment, in the sense used in European and United Nations terminology – UNESCO, Education for Sustainable Development and Global Citizenship, 2021).

This approach aligns with European work on lifelong learning and social cohesion (European Commission, Council Recommendation on Key Competences for Lifelong Learning, 2018), which recognises cultural, social, and professional learning as three inseparable dimensions of active citizenship.



Le C de Culture

Culture is understood here in a broad sense: it encompasses general culture, local and territorial culture, administrative culture (knowledge of rights, institutions, and procedures), as well as the professional culture specific to each sector.

According to UNESCO (Convention on the Protection and Promotion of the Diversity of Cultural Expressions, 2005), culture is not limited to artistic participation, the appreciation of works, or heritage; rather, it refers to a set of values, practices, knowledge, and shared references that enable individuals to position themselves actively within their environment.

The Fribourg Declaration (2007) also emphasises that cultural rights – participating in cultural life, accessing symbolic resources, and expressing and transmitting one's identity – constitute an essential dimension of human dignity.

Within the CCC approach, the objective is therefore to enable participants to engage in continuous cultural enrichment, by fostering curiosity, critical reflection, and openness to others. Culture thus becomes both a lever for learning and a tool for social integration – a space where belonging, understanding, and recognition are built.

The C of Craft (profession / know-how)

The term Craft is understood here in its dual meaning:

- the profession, as a set of technical and professional skills
- and the act of doing — the ability to create, transform, and contribute.

Learning a profession does not consist solely of mastering technical gestures; it also involves the appropriation of implicit codes: professional attitudes, modes of communication in the workplace, expected behaviours, the ability to cooperate, and the capacity to project oneself into a professional pathway.

European research on key competences (European Commission, 2018; Cedefop, Vocational Education and Training in Europe, 2020) highlights the complementarity between technical knowledge, relational skills, and informal learning.

From this perspective, the CCC approach recognises that success in a professional pathway does not depend solely on the “formal” elements of a curriculum, but also on these invisible competences: those that make it possible to access employment, remain in it, progress within it, or create one’s own activity.

The profession thus becomes a space for personal and social development, where one learns not only a set of skills but also a way of existing in and through work.

Practical case – Artemisia : Decorative Painters

At an equivalent level of qualification, differences appear in the trajectories of learners: participants engaged in labour-market integration programmes show lower rates of access to employment than those from other training pathways. Yet the certified competences and mastered technical skills are identical.

This gap highlights the decisive role of so-called “invisible” competences — professional attitudes, the ability to project oneself into the future, understanding the codes of the working world, confidence, and a sense of legitimacy — which do not always appear in training frameworks but strongly condition access to employment, retention, and career development.

Faced with these differences, several interpretations are possible. One might conclude that some groups are “better”, better prepared, or more suited to the world of work, or conversely attribute these outcomes to a lack of effort, motivation, or the reproduction of previous trajectories of failure.

Such interpretations, which are frequent in training and integration programmes, lead to a form of determinism: the idea that these disparities stem from individual characteristics over which support mechanisms would have little influence.

Within a strictly managerial or service-oriented logic, such a reading could lead to the conclusion that these groups do not have their place within certain programmes, at the risk of causing them to lose time, energy, hope — and financial resources.

Conversely, if the choice is made to enable everyone to make a living from the profession they are preparing for, and once these individuals have been admitted into a programme, it becomes the responsibility of pedagogical and support teams to identify these gaps, make them explicit, and work on them.

The challenge is therefore no longer to select the “highest-performing” participants, but to design remedial mechanisms capable of strengthening these invisible competences: making professional codes explicit, working on projection and confidence, providing gradual work-based situations, and linking training with cultural and civic experiences that give meaning and legitimacy to learning.

Good practice : Collecting and structuring long-term monitoring data (for example, the professional trajectories of learners at 6, 12, and 24 months — contract stability, terminations, retention within the profession, or reorientation) makes it possible to identify precisely the factors influencing career paths and to adapt support mechanisms accordingly. Examples include supported work placements on worksites or in companies, combined with collective debriefings on implicit expectations (professional posture, communication, autonomy), in order to reduce disparities rather than naturalise them.



The C of Citizenship

The third axis of the CCC project, citizenship, aims to strengthen the active participation of supported participants in the life of their territory, their training structure, and, more broadly, society.

The objective is to foster a lived and concrete form of citizenship, rooted in everyday practices and in the understanding of the collective spaces where rights and responsibilities are exercised.

According to the European Commission (EU Work Plan for Culture 2023–2026; European Pillar of Social Rights), civic participation is not limited to voting or political engagement; it also includes the ability to act upon one's social, cultural, and professional environment.

This approach echoes that of the Council of Europe, which defines democratic citizenship as “the ability of individuals to participate fully in the life of their community, to exercise their rights and to assume their responsibilities within a framework of shared values” (Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, 2010).

Within this perspective, the CCC project distinguishes three levels of civic integration: La participation locale:

Local participation: involvement in the daily life of the programme, the training centre, or the neighbourhood – through taking initiative, contributing to collective projects, or representing peers.

This form of “micro-citizenship” nurtures confidence, a sense of belonging, and mutual recognition.

Understanding and appropriation of collective processes:

Learning how decision-making bodies function, understanding social and administrative rights, modes of public expression, and mechanisms of cooperation at the territorial level. The aim is to equip participants to engage in local dynamics (associative, cultural, and economic).

Autonomous access to rights : the progressive development of the capacity to mobilise resources without excessive dependence on intermediaries (local authorities, support services, or community networks).

This evolution marks the transition from a logic of dependence to one of agency, in line with the principles of citizen empowerment (Freire, *Pedagogy of the Oppressed*, 1974; Nussbaum, *Creating Capabilities*, 2011).

Within the CCC approach, citizenship is therefore not reduced to a legal status; rather, it is conceived as a process of emancipation and the co-construction of a shared social life.

Practical case : Artemisia – Discovering the /enate



This activity consists of a supervised educational visit to the Luxembourg Palace, the seat of the French Senate, integrated into a training pathway for learners engaged in labour-market integration programmes and preparing for the profession of decorative painter. The activity forms part of a pedagogical pathway aimed at making participatory citizenship tangible for learners involved in a professional integration programme and training for the profession of decorative painter. The group is accompanied to the Senate, a place of institutional power to which these audiences would, in practice, have neither spontaneous access nor any particular reason to enter on their own.

The visit is structured around a professional entry point: the palace, richly decorated, provides an opportunity to explore the history of the building, artistic commissions (including its origin as a commission by Marie de' Medici, then Queen and Regent of the Kingdom of France, inspired by the Palazzo Pitti in Florence), as well as the techniques and uses of decorative arts, in direct connection with their future professional skills. This approach is progressively broadened to include an understanding of the daily role of senators and the functioning of a parliamentary democracy. In this way, the site is demystified without being trivialised: codes, etiquette, and ceremonial aspects are explained; a meeting with a senator gives concrete form to the institution; and the learners are recognised as legitimate citizens within a public space that, although exceptional, ultimately belongs to them.

Finally, the educational team makes the “behind-the-scenes” dimension visible by explaining how this visit was made possible: through networking, institutional relationships, and the continuity of partnerships built from previous integration worksite projects. This narrative demonstrates concretely that access to institutions relies on professional attitudes, effective communication, and collective dynamics, transforming what might appear to be a simple outing into a structuring pedagogical sequence, with lasting effects on learners' confidence, ability to project themselves into the future, and capacity to act.



CCC : an itinerary is not a route

These are two notions that the Culture – Craft – Citizenship (CCC) project has taught us to distinguish throughout its two years of implementation. Although often used as synonyms, the notions of itinerary and pathway refer, in our approach, to two distinct levels of action and pedagogical structuring.

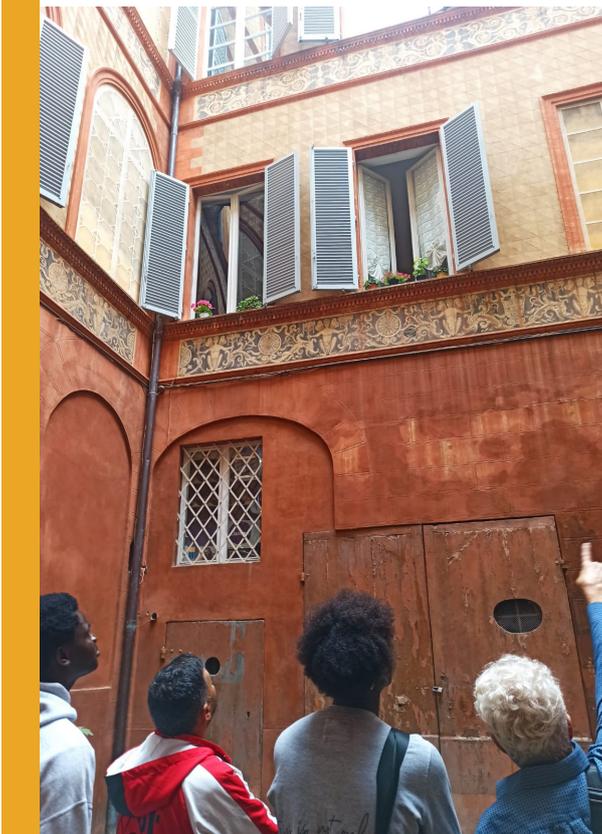
CCC itinéraire

A CCC itinerary is first and foremost a concrete pedagogical project, designed for a specific group of learners and culminating in a tangible and shared outcome. It is an itinerary of territorial appropriation: a real movement – from point A to point B – in which each stage is intentionally conceived as a resource for cultural, professional, and civic learning.

An itinerary is therefore not a simple succession of activities (for example, a stand-alone museum visit), but a structured framework enabling participants to discover, understand, and connect territory, profession, and society.

Its objective is to transform mobility into a learning experience, in which movement itself becomes a vector for acquiring knowledge, skills, and social capacities.

Example of a CCC itinerary – Mural workshop and guided visit in Siena



A CCC itinerary is a concrete pedagogical project anchored in time, bringing together several complementary dimensions:

Culture : discovery of the city through a guided visit, enabling learners to appropriate a territory that they do not yet know.

Craft : practical workshops in mural decoration and stencil techniques, during which each participant acquires specific techniques and learns how to transmit them.

Citizenship : a collective restitution in the form of an exchange of good practices, involving local peers in the presentation and enhancement of heritage.

Through this itinerary, participants were able to develop:

- **technical skills** (surface preparation, motif creation, stencil application);
- **transversal competences** (cooperation, verbal and non-verbal communication, empathy, teamwork);
- a **shared experience** that gives meaning to the training and strengthens integration both within the group and within the territory.

A CCC itinerary is therefore not a one-off activity, but a structured and interconnected sequence generating technical, cultural, and civic learning.



The CCC pathway

The CCC pathway, by contrast, refers to a broader and more institutional process.

.It is a strategic orientation project carried by an organisation (association, training centre, local authority, integration structure, or network) that integrates the CCC approach across the entirety of its activities.

A CCC pathway therefore combines:

- an overarching vision (values, objectives, target groups, partners);
- a coherent organisation of actions (itineraries, workshops, collaborations, events, etc.);
- and an integrated support strategy that links professional integration, territorial integration, and civic participation.

The CCC pathway is therefore not simply an addition of itineraries, but rather a comprehensive educational and social policy, based on the conviction that culture can serve as a lever for emancipation and social cohesion.

Example of a CCC pathway : *the Cuisine & Territories School*

The Cuisine & Territories School is a training centre located in a large metropolitan area, specialising in preparation for the professions of cook and multi-skilled catering employee, and mainly welcoming participants engaged in labour-market integration programmes as well as individuals undergoing professional reconversion.

Before the implementation of a CCC pathway, the training programme followed a conventional structure: technical modules focused on culinary techniques and hygiene standards, parallel social support, and occasional cultural activities (market visits, gastronomic outings) offered as moments of openness, without a formal link to professional learning.

Despite strong technical training, the team observed recurring difficulties: dropouts during training, tensions in workplace situations, instability in first jobs, and limited professional projection within the sector.

The adoption of a CCC pathway led the organisation to fundamentally rethink its structure. Training programmes were reorganised into territorial itineraries connecting producers' markets, professional kitchens, partner restaurants, cultural sites linked to the food heritage of the territory, and local institutions.

These itineraries made it possible to address the profession through real-life situations: understanding supply chains, relationships with suppliers, organisation of work in a brigade, professional posture in relation to clients, and the management of sector-specific constraints.

Cultural activities were integrated into professional modules to approach cooking as a cultural and social phenomenon (history of food practices, diversity of culinary cultures, service practices and codes), thereby strengthening learners' professional legitimacy and openness.

Social support was articulated with the professional situations encountered, incorporating access to rights, understanding of the regulatory framework of the restaurant sector, and participation in local events (solidarity meals, culinary festivals, associative projects).

Pedagogical, social, and cultural teams worked in a coordinated manner, with shared objectives and an expanded monitoring of learners' trajectories (employment stability, ability to remain within work collectives, autonomy in professional procedures).

Within this framework, the CCC pathway does not correspond to the accumulation of successful actions, but rather to a lasting transformation in the way the organisation conceives training, by articulating culture, craft, and citizenship as inseparable levers for integration, professionalisation, and territorial anchoring.

Implementing and monitoring a CCC programme within your organisation

Culture – Craft – Citizenship



Implementing and monitoring a CCC programme

Culture – Craft – Citizenship

In this guide, the notion of a Culture–Craft–Citizenship (CCC) programme refers to a structured approach, designed over time, whose purpose is to articulate coherently:

- situations of access to culture and cultural mediation,
- contexts for learning and professional practice,
- and spaces that foster expression, participation and civic empowerment.

A CCC programme is therefore defined by its logic of articulation: it is not the actions taken in isolation that characterise it, but the way they are designed, sequenced and connected within pathways or itineraries that make sense to participants.

It is always embedded in a given institutional and organisational context, with its constraints, room for manoeuvre and specific objectives. Far from replacing existing schemes, it aims to strengthen their coherence, interpretation and the capacity for participants to mobilize them as real levers for their trajectory.

This Section II of the Guide proposes a 9-step method to implement, adjust and steer a CCC programme program within an organisationorganization, taking into account field realities, the effective uses of existing support schemes already in place (non-profit, public body, social enterprise, etc), and the balance to be found between social purpose, administrative and financial constraints, and professional practices.

Culture Craft
Citizenship



9 steps to implement and monitor a **CCC** programme

THREE MAIN PHASES

QUESTIONING AND FRAMING THE CCC PROGRAMME

– setting the framework, intentions and conditions of feasibility –

1. Clarify the intention and legitimacy of the CCC programme

Define the meaning of the programme, its priorities, and its coherence with the organisation's mission and participants' trajectories.

2. Identify constraints and room for manoeuvre

Analyse the institutional, organisational and budgetary framework in order to distinguish what is negotiable from what is not.

3. Define clear CCC governance

Clarify roles, responsibilities and coordination modalities required for the implementation.

4. Analyse participants and their real objectives

Understand trajectories, needs and effective priorities of participants beyond administrative categories.

DESIGNING AND STRUCTURING THE PROGRAMME

- identifying convergences and translating the CCC programme into an operational pathway –

5. Identify possible points of convergence

Track down the zones where institutional objectives, participants' priorities and existing practices can meet.

6. Design a realistic, progressive CCC pathway

Translate the programme into a structured, clear and adaptable pathway articulated with what already exists.

ADJUSTING, FORMALISING AND SETEERING OVER THE TIME

- validating, monitoring and ensuring sustainability –

7. Adjust, validate and consolidate the CCC programme based on real-world uses

Transform gaps between the designed programme and what is actually experienced into levers for improvement, while identifying elements that are sufficiently tested to be validated and shared.

8. Formalise the consolidated CCC programme

Explicit the framework, the objectives, and the modes of the programme guidelines to ensure clarity and transmissibility.

9. Monitor, evaluate and evolve the CCC programme

Ensure continuous improvement through monitoring, evaluation and adjustments over time.

STAGE 1 – Clarifying the intention and legitimacy of the CCC programme

The implementation of a Culture – Craft – Citizenship (CCC) programme cannot be reduced to the occasional addition of cultural or civic activities within an existing scheme. It requires, at the outset, an explicit clarification of the organisation's intent and its legitimacy in championing such a programme.

This clarification is a decisive factor in ensuring the CCC programme is not perceived by the team as a side project, an isolated experiment, an external add-on, or an opportunistic response to a call for proposals.

On the contrary, a clearly formulated intent allows the CCC programme to be part of a **coherent, clear, and fully-owned trajectory**, both for the staff and the groups being supported.

Clarifying Objectives and Areas of Action

The support schemes—whether social, cultural, professional, or civic—led by our organisations sit at the intersection of several competing drivers:

- The objectives specific to the supporting organisation;
- The requirements of funders and contractual frameworks;
- The rules of existing systems;
- The needs, expectations, and trajectories of the target groups being supported.

The CCC programme is fully embedded within this complexity. Clarifying the intent therefore means explicitly stating what the organisation seeks to achieve, for whom, and based on which priorities.

At this stage, the goal is not yet to design specific actions, but to make the framework of intent clear—providing the foundation upon which subsequent choices can be made.

A first reading of the objectives: organisation and target group

On the side of the supporting organisation, the objectives it sets for itself are generally clearly formulated and can be summarized in three main items:

- implementing the organisation's own social, educational, or territorial project (training without exclusion; transmitting the city's cultural heritage to the widest possible audience; promoting the professions of a target sector—construction, hospitality, IT, etc.);
- training/supporting target groups while complying with funders' specifications;
- complying with the operational and organisational rules of the framework within which the support or training action for beneficiaries takes place.

On the side of the supported groups, objectives are rarely formulated in such a univocal manner. The entry of a beneficiary into a programme is often interpreted, from the perspective of the institution that receives and supports them, as the expression of a primary intention to access employment or to prepare for it (through education, training, skills assessment, or another type of support depending on the framework proposed by the organisation).

However, applicants frequently adjust their discourse to align with the perceived expectations of the program, particularly during recruitment interviews. In reality, individuals' actual priorities may relate to multiple and intertwined issues: administrative stabilization, access to income, the need to structure one's time, overcoming isolation, acquiring cultural reference points, or projecting oneself into a longer-term life pathway. The expected benefits for the beneficiary or beneficiaries resulting from participation in the programme do not necessarily coincide with those that the institution highlights as priorities in its social project or communication.

Clarifying the intention of the CCC programme therefore requires avoiding confusion between stated objectives and lived objectives, and acknowledging this plurality from the outset.

The CCC approach as a response to a structural tension

In the majority of support schemes aimed at people with fewer opportunities, the target group participants are not the ones funding the action—or only marginally so. The organisation must therefore simultaneously respond to the institutional and contractual requirements (objectives, funding frameworks, reporting obligations) set out in the funders' specifications, ensure that its actions remain consistent with its own social project, comply with the operating rules of the framework in which the action takes place, and address the actual objectives of the supported group.

This situation can generate a structural tension between formal compliance with the specifications, the economic sustainability of the scheme, and the effective quality of the service delivered to the public.

Acknowledging the possible existence of this tension is neither an admission of failure nor a value judgment, but a necessary starting point for operational reflection. The CCC approach can then be understood as a lever for reconnecting institutional logics and human needs, within a clearly articulated intention.

To limit the risk of project-based management whose sole objective is the economic viability of the organisation at the expense of service dedicated to the people it supports, it may be necessary to explicitly restate and clarify the organisation's social, educational, cultural, and civic project. By asking this simple yet structuring question:

What do we truly want for our publics? — one is led to examine:

- the place given to supported individuals within the organisation's actual priorities;
- the degree of alignment between institutional objectives and individual trajectories;
- the capacity of the scheme to be mobilized by participants as a meaningful lever in relation to their own objectives.

Clarifying the intention of the CCC programme therefore consists not in identifying a single objective, but in identifying zones of objectives and action where the organisation's goals and those of the public can meaningfully converge, making genuine engagement with the scheme possible.

What needs to be worked on concretely at this stage

- Why does the organisation wish to implement a CCC programme at this specific moment?
- Which needs, observations, or limitations in current practices is the programme intended to address?
- How is the CCC programme consistent with the organisation's social project, missions, and values?
- Which target groups are primarily concerned, and for what reasons?
- What is concretely expected from the CCC program, beyond its title?

Points of attention

- An intention that is too general or consensual to effectively guide operational choices.
- The adoption of a CCC programme without questioning its compatibility with existing practices, institutional constraints, or the organisation's actual capacities.
- An intention formulated solely at management level, without ownership or appropriation by the teams.

Levers and recommended practices

- Explicitly name the starting point of the CCC approach
Collectively raise the question of why the organisation is engaging in a CCC approach at this specific moment, and based on which tensions, observations, or opportunities identified in existing practices
- Open discussion on the program's legitimacy in light of field realities
Confront the intention carried by management or coordination with the lived experiences of the teams and the situations encountered with the target groups, in order to ensure that the CCC responds to real and shared issues.
- Clarify what the CCC programme seeks to transform — and what it does not seek to change
Clearly distinguish the elements the approach aims to evolve (articulations, clarity, coherence) from those that belong to the core foundations of support work and are not intended to be called into question.
- Make visible the values and priorities guiding the approach
Explicitly state the principles underlying the CCC programme (relationship to culture, to work, to participation), not as injunctions but as reference points to guide future choices.
- Acknowledge areas of uncertainty from the outset
Recognize that certain objectives, modalities, or effects of the programme remain to be developed, thereby framing the approach within a logic of exploration rather than immediate compliance.

STAGE 2 – Identifying constraints and room for manoeuvre

A CCC programme never unfolds in a neutral space. It operates within an institutional, organisational, budgetary, and political framework that strongly conditions its possibilities for implementation. Clearly identifying these constraints and the existing room for manoeuvre is a decisive step in avoiding discrepancies between the program's initial intention and its concrete feasibility.

This stage establishes a realistic framework where the CCC programme is viewed not as an added mandate, but as a strategic tool for optimizing and bringing coherence to existing initiatives.

A complex and fragmented institutional environment

Social, cultural, and professional support organisations now operate in an environment characterized by a multiplication of schemes, co-funding logics (European, national, regional, local), time-limited projects, and strong requirements in terms of accountability, reporting, and the valorisation of results (job placement rates, certification outcomes, attendance figures, etc.). This fragmentation — sometimes described as an “institutional layer cake” — leads to an overlay of frameworks, objectives, and timelines that can be difficult to articulate in practice. Funding opportunities, carried by diverse institutions whose project-call logics have gradually become harmonized over the past two decades, most often rely on co-funding mechanisms. This configuration fuels a permanent project-based logic that can weaken the continuity of actions and the stability of teams. In this setting, the CCC programme is developed within an established landscape of constraints that must be clearly identified before any operational decisions are taken.

Identifying existing constraints

The aim is to clearly and explicitly identify the constraints under which the organisation operates, in particular:

Institutional constraints:

- funders' requirements;
- contractual specifications;
- rules governing existing schemes;
- monitoring indicators, quality requirements, and reporting obligations.

Organisational constraints

- team availability;
- distribution of roles and responsibilities;
- existing or missing competences;
- workload and internal timelines.

Budgetary constraints

- mobilizable financial resources;
- limits related to earmarked funding;
- direct and indirect costs linked to the implementation of the CCC program.

The purpose is not to compile a comprehensive list of obstacles, but to distinguish what is truly restrictive from what derives primarily from established routines or ingrained organisational assumptions.

Distinguishing constraints from habits and identifying real room for manoeuvre

A common difficulty lies in confusing what is legally or contractually non-negotiable with what results from established practices, sometimes maintained without being questioned. This confusion can lead either to an overestimation of blockages or to an underestimation of real risks. Clarifying this distinction makes it possible to open spaces for adjustment where they truly exist, without weakening the organisation in relation to its institutional commitments.

Alongside constraints, it is important to identify the organisation's effective room for manoeuvre, such as:

- possibilities for small-scale experimentation;
- flexibility in organizing pathways;
- existing or mobilizable partnerships;
- internal decision-making spaces;
- teams' capacity for adaptation.

These margins constitute the effective zone of mobilization of the scheme — the perimeter within which the CCC programme can be adjusted, tested, and used to evolve practices without contradicting the institutional framework.

CCC: additional constraint or optimization lever?

At this stage, a central question arises:

Is the CCC programme perceived by teams as an additional investment (in time, energy, and resources), or as an optimization of existing practices?

This perception varies among stakeholders:

- for some, the CCC programme may appear as an additional burden in an already constrained context;
- for others, it represents an opportunity to make existing actions — sometimes carried out in a diffuse manner — more coherent, visible, and effective.

Recognizing these differing perceptions is essential to assessing actual room for manoeuvre, as they directly influence team engagement and the long-term viability of the program.

Encouraging convergence of perspectives through dialogue

Below are the seven concerns or reservations we have identified as most commonly expressed by teams when the explicit implementation of a CCC programme is introduced. These concerns appear legitimate and deserve to be examined in advance of presenting a programme or action plan aimed at fostering an active cultural opening within a vocational training centre, or at opening a cultural institution to a strong partnership logic with local vocational training providers (or any other configuration in which a structure seeks to add one or two “C” dimensions to those it already practices).

1. Concern related to the fear of additional workload

<< *Another programme on top of everything else...* >> Educators, mediators, social workers, or socio-professional advisors may perceive the CCC programme as an additional layer in an already overloaded daily routine — a source of extra meetings, reporting requirements, and unforeseen adjustments; a project that will require time without freeing up any elsewhere. Even if the CCC coordinator speaks of optimization, past experience may have taught practitioners that what is presented as transversal often translates into additional work.

2. Concern related to the fear of questioning existing practices

<< *What we're already doing isn't enough anymore?* >> Announcing the implementation of a CCC programme that begins by examining practices may be perceived as a disguised evaluation, an implicit questioning of the work carried out so far, or even an attempt to “standardize” or requalify practices that have already proven effective. << *We already work on culture, support, collective dynamics... why should we now relabel it as CCC?* >>

3. Concern related to the fear of losing professional autonomy

<< *Who is going to decide what I do, and how?* >> The formalization of a CCC programme may raise fears of increased prescription of practices, reduced room for manoeuvre in individualized support, or the standardization of situations that were previously adjusted case by case. Educators may fear that the programme will override the educational relationship.

4. Concern related to perceived vagueness around CCC

<< *It's just another concept...* >> If the presentation remains too general, practitioners may experience it as abstract discourse, struggle to see what will concretely change in their daily work, or perceive a gap between the program's terminology and field realities. This may generate a form of pragmatic scepticism: << *In principle, fine — but what about in practice?* >>

5. Concern related to past experiences with institutional projects

<< *We've seen this before...* >> Practitioners may have experienced projects launched by the institution and later abandoned, initiatives promoted for a time and then replaced, or programs dependent on temporary funding. CCC may therefore be perceived as yet another project — potentially interesting, but possibly short-lived.

6. Concern related to the relationship with the supported public

<< *Does this really match their priorities?* >> Field practitioners may question participants' capacity to engage in certain CCC dimensions, the relevance of cultural or civic sequences in light of urgent needs (housing, legal status, income), or the risk of a disconnect between the program's intention and lived realities. They may ask themselves: << *Will this genuinely benefit them, or mainly serve the scheme or the organisation?* >>

7. Concern related to the position of the CCC coordinator

<< *Who are they to tell us this?* >> Especially if the coordinator is new, practitioners may expect proof through practice, remain vigilant regarding the legitimacy of the role, and require evidence that the coordinator truly understands field realities. Providing clear and concrete responses to these concerns makes it possible to engage in often fruitful dialogue and to co-construct the CCC programme with all the colleagues involved.

What needs to be worked on concretely at this stage

- Which institutional constraints are non-negotiable in the short term?
- Which organisational constraints can be discussed or reorganized?
- Which human, financial, or partnership resources can be mobilized for the CCC program?
- What spaces for experimentation genuinely exist within the organisation?
- Where are the actual margins for adjusting, testing, or evolving the program?

Points of attention

- Underestimating the real weight of institutional and organisational constraints.
- Launching a CCC programme without having clarified the organisation's actual capacity to sustain it over time.
- Ignoring divergent internal perceptions regarding the added value of the CCC.

Levers and recommended practices

- Explicitly distinguish genuinely non-negotiable constraints from established practices
Precisely identify what stems from actual contractual, regulatory, or budgetary obligations, and share this analysis transparently with the entire team, so as to clearly separate mandatory frameworks from organisational interpretations or routines that may mistakenly be perceived as constraints.
- Make internal representations of the CCC explicit
Create spaces for dialogue allowing teams to express their perceptions, expectations, reservations, or doubts regarding the program's added value. Open discussion on what is perceived as an additional constraint or, conversely, as an opportunity to improve existing practices, in order to prevent misunderstandings, limit silent resistance, and adjust the programme in light of field feedback.
- Identify genuinely mobilizable room for manoeuvre
Map existing spaces for experimentation, organisational adjustment, or partnership cooperation, in order to embed the CCC programme within an operational perimeter that is compatible with the organisation's effective capacities.



STAGE 3 — Defining a clear CCC Governance Framework

Owing to its nature, a CCC programme involves a plurality of stakeholders, practices, and fields of action: social support, vocational training, cultural mediation, citizenship, and territorial partnerships. Without explicitly defined governance, a CCC programme risks relying on fragile individual commitments, generating internal misunderstandings, or gradually losing momentum over time.

Defining CCC governance does not mean creating an additional hierarchical layer or rigidifying the organisation's functioning. It primarily means clarifying who does what, at which level, and according to which decision-making, coordination, and regulation modalities, in order to secure the program's implementation.

An organisation is not a homogeneous block

Even before defining formal roles, it is essential to recognize that a support organisation — whether an association, a public institution, a joint operator, or a social enterprise — is not a monolithic entity. It is the product of a dialogue — sometimes implicit — between different representations of work, missions, and the values attributed to the action carried out.

Management, trainers, support staff, administrative or commercial teams do not necessarily share the same understanding of the organisation's missions, the program's priorities, or their own margins of initiative. These differences stem from distinct professional backgrounds, differentiated institutional responsibilities, and heterogeneous field practices. This plurality is both a strength and a source of complexity in implementing a CCC program.

Clarifying roles beyond the organisational chart

Organisational charts and job descriptions, while necessary, do not fully reflect how a structure actually functions. Effective CCC governance requires examining real practices:

- As a practitioner, how autonomous am I in practice?
- Which initiatives do I allow myself — or refrain from taking?
- As a manager, do I have a clear understanding of what is actually happening in the field?
- Are local initiatives recognized, encouraged, shared — or rendered invisible?

Clarifying CCC governance therefore means making these grey areas visible and explicitly identifying existing spaces for initiative, coordination, and arbitration.

Between institutionalization and appropriation

In observed CCC approaches, two dynamics frequently emerge:

- **Bottom-up initiatives, stemming from individual or local action:** a trainer introducing a cultural dimension, a mediator linking training and rights, a coordinator experimenting with new formats to encourage active learner participation. These initiatives reflect organic appropriation, but may lack visibility, internal coherence, or institutional recognition.
- **Top-down initiatives,** embedded in an institutional or organisational strategy, providing a clear framework and shared direction. If not collectively owned, however, they may be perceived as instructions imposed from above, difficult to translate into everyday practices.

Most CCC programs operate within a productive in-between space, seeking to connect these two logics. CCC governance must precisely enable this articulation, transforming individual initiatives into collective resources without neutralizing them.

Defining operational CCC governance

This involves clearly identifying:

- Who carries the overall vision of the CCC program?
- Who ensures day-to-day coordination, and with which resources?
- What roles are played by trainers, support workers, cultural mediators, or partners?
- What spaces exist for discussing adjustments, tensions, or arbitration?
- How are decisions related to the CCC taken, shared, and documented?

CCC governance must integrate into the organisation's existing modes of operation, while making them more transparent and cooperative.

The role of the CCC coordinator

Practice analysis shows that many organisations already perform CCC-related coordination functions, sometimes without explicitly naming them: articulating support pathways, connecting partners, translating institutional frameworks into concrete action, and monitoring uses and outcomes.

The implementation of a CCC programme may therefore reveal the need for explicit coordination, whether in the form of a clearly identified role assigned to one person, a shared function distributed among several actors, or a structured collective body.

There is no single model. The issue is not to create a position for the sake of creating one, but to make visible, recognized, and sustainable work that is already largely being carried out, in order to secure its continuity and quality.

What needs to be worked on concretely at this stage

- Who steers the CCC programme at the strategic level?
- Who coordinates its operational implementation?
- Which responsibilities are clearly identified, and which remain implicit?
- What spaces for dialogue and regulation exist, or need to be created?
- How can individual initiatives and a collective framework be articulated without placing them in opposition?

Points of attention

- Governance that is too vague, leading to a dilution of responsibilities and the overburdening of certain actors.
- Governance that is too centralized, hindering initiative and team ownership.
- Confusion between steering the CCC programme and steering the overall support scheme.
- The invisibilisation of coordination work already carried out by certain individuals.

Levers and recommended practices

- Clarify steering levels and make effectively exercised roles visible

Identify who carries the strategic vision of the CCC programme, who ensures its operational coordination, and which functions of liaison, arbitration, or regulation are already being exercised within the organisation — including when they rely on implicit or minimally formalized commitments.

- Define formalized spaces for coordination and adjustment

Establish dedicated times and frameworks for sharing information, addressing tensions, and evolving decisions related to the CCC program, in order to embed governance within a cooperative and sustainable mode of operation.

- Articulate individual initiative and collective framework

Enable pedagogical or organisational initiatives while linking them to a shared reference framework, in order to avoid both fragmentation of practices and excessive centralization of decision-making.

- Distinguish the steering of the CCC programme from the overall steering of the support scheme

Clarify the respective perimeters of the CCC programme and the existing support framework, specifying the responsibilities associated with each.



STAGE 4 – Analysing target groups real objectives

The relevance of a CCC programme largely depends on its ability to resonate with the lived realities of the people it supports. Institutional objectives assigned to schemes do not always coincide with the actual priorities of individuals engaged in these pathways. Analysing target groups and their real objectives is therefore a decisive step in preventing misunderstandings, superficial adherence, or constrained uses of the scheme. This analysis makes it possible to design a CCC programme that is mobilizable, credible, and meaningful for those concerned.

Moving beyond administrative categories

Within support schemes, target groups are often defined through administrative categories: status, age, employment situation, level of education, place of residence — all serving as eligibility criteria. These categories are necessary for implementing public policies, but they are insufficient for understanding individual trajectories, lived constraints, and real motivations.

Target groups are not homogeneous. They are characterized by heterogeneous professional, migratory, or educational pathways; differentiated resources and vulnerabilities; and varying relationships to institutions, culture, and work.

Their trajectories may also be shaped by specific constraints — notably visible or invisible, temporary or long-term disabilities — which influence access to activities, proposed rhythms, modes of participation, and forms of engagement with the scheme. This requires the supervisory team to maintain adaptive capacity and ongoing vigilance regarding possible adjustments to roles, action formats, and pathways.

Analysing target groups therefore means considering them not as passive beneficiaries, but as agents capable of action, engaged in evolving trajectories.

The importance of diagnosing real needs

Needs assessment cannot be reduced to a registration form or an initial intake interview. It must be understood as an evolving process that accompanies the individual throughout their pathway.

The way questions are framed is crucial:

- « Would you like to follow this training? » refers to an immediate need.
- « Why would you like to follow this training? » opens up an intermediate objective.
- « Where do you see yourself in three years? » invites personal projection and a life horizon.

These nuances highlight the importance of a diagnosis that is not purely functional, but also narrative and forward-looking, enabling individuals to articulate their priorities, constraints, and aspirations.

Tools for analysing target groups over time

Several tools can be mobilized to refine this analysis:

- regular individual interviews;
- dynamic questionnaires (at the beginning, midpoint, and end of the pathway);
- field observations;
- collective expression workshops;
- reflective supports (video, learning journals, oral presentations).

What matters most is not the tool itself, but the organisation's capacity to update its understanding of target groups over time and to share this analysis within the team.

Understanding the actual use of the scheme

Target groups do not always engage with the scheme as it was originally designed. They may appropriate certain actions while neglecting others, adapt formats to meet unanticipated needs, or adopt a posture of compliance without genuine adherence.

Analysing target groups therefore also means observing how the scheme is actually used — not only its initial intentions or stated objectives. Such observation provides valuable material for adjusting the CCC programme and strengthening its relevance.

What needs to be worked on concretely at this stage

- Who are the publics effectively concerned by the CCC program?
- What are their trajectories, constraints, and short- to medium-term priorities?
- Which objectives are explicitly formulated, and which remain implicit?
- What gaps exist between institutional objectives and participants' expectations? How do these objectives evolve over the course of the pathway?

Points of attention

- Treating target groups as homogeneous or stable over time.
- Confusing discourse adjusted to institutional expectations with real motivations.
- Relying exclusively on quantitative or administrative data.
- Analysing target groups without sharing this analysis within the team (e.g., monitoring committee).

Levers and recommended practices

- **Move beyond administrative categories as the sole analytical reference**

Consider status, level, or eligibility criteria as necessary entry points but insufficient in themselves, and broaden the analysis to include lived trajectories, experienced constraints, and participants' effective priorities.

- **Distinguish institutional objectives from lived objectives within an evolving perspective**

Identify possible gaps between the purposes assigned to the scheme and the target groups' real motivations, recognizing that these priorities may evolve over time and should be understood as trajectory indicators rather than inconsistencies to correct.

- **Integrate structured spaces for expression within the pathway**

Create moments that allow participants to articulate their expectations, priorities, and encountered barriers within a framework that permits speech not solely adjusted to institutional expectations.

- **Cross professional perspectives in situation analysis**

Share observations stemming from different fields of intervention (training, social support, cultural mediation) in order to avoid a one-dimensional reading of target groups.

- **Observe the actual uses of the scheme**

Analyse how participants appropriate, bypass, or neglect certain sequences of the program, considering these uses as structuring information for adjusting the CCC program.



STAGE 5 — Identifying Possible Points of Convergence

A CCC programme does not seek to artificially align the objectives of the organisation with those of the supported groups, nor to deny the gaps that may exist between institutional logics and individual trajectories. On the contrary, it aims to identify the points at which these objectives can meet in a sufficiently meaningful way to enable genuine engagement with the scheme.

Identifying these points of convergence is a pivotal step: it allows the transition from analysing constraints and objectives to designing concrete, realistic, and collectively supported actions.

Thinking in terms of zones of convergence

Given the diversity of institutional objectives and the plurality of participants' priorities, it becomes relevant to reason not in terms of single, unified goals, but in terms of zones of objectives and action.

These zones correspond to areas where the organisation's expectations, the requirements of existing schemes, and the target groups' priorities partially overlap, without necessarily being identical. The aim of a CCC programme is therefore not to impose total convergence, but to strengthen these areas of overlap, thereby expanding the scheme's capacity to be mobilized by participants in an active and meaningful way.

CCC Itinerary in Siena (Italy)

In Siena, a CCC itinerary was designed around a mural fresco workshop combined with a sensitive reading of the urban heritage. The project combined a phase of cultural discovery of the territory, technical workshops in mural painting and stencil work, as well as a collective presentation moment involving local stakeholders.

This itinerary made it possible to intersect cultural objectives (appropriation of heritage and territory), professional objectives (acquisition of specific techniques, work on surfaces, collective organisation of work), and civic objectives (cooperation, transmission, public visibility of the work carried out).

It illustrates how a CCC itinerary can bring out zones of convergence between institutional expectations, professional practices, and the actual uses of the target groups, by relying on an identifiable and shared local context.



From tension to opportunity

The gaps identified in the previous stages — between institutional objectives and lived objectives, between constraints and aspirations — do not constitute anomalies to be corrected, but realities from which action can be designed. The CCC programme can thus be viewed as a framework that makes these gaps visible and enables the construction of situated actions capable of responding simultaneously to several logics. It is in this ability to bring different objectives into dialogue that the added value of the programme lies.

Identifying concrete leverage points

Based on the previous analyses, the task is to examine where and how the objectives of the organisation and those of the publics can resonate around certain activities or situations (workshops, visits, collective projects), at specific moments in the pathway (intake, skills development phase, transition), and around transversal themes (territory, professions, rights, expression, participation).

These points of convergence are not intended to cover the entire pathway, but to constitute sufficiently solid leverage points for building relevant CCC actions.

Itinéraire CCC de Smiltene (Lettonie)

In Smiltene (Latvia), the starting point of the CCC programme was not the creation of a new activity, but the identification of an already existing pedagogical practice: the observation of local symbols in the immediate environment, used by teachers at the technical secondary school as a learning support.

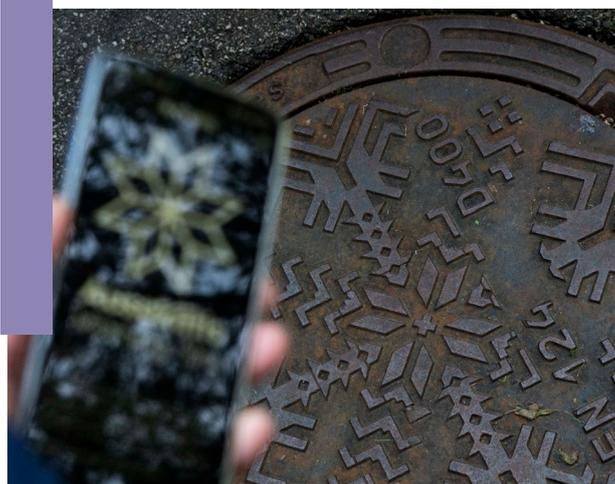
The convergence was identified precisely at this point:

- for the institution: to strengthen territorial anchoring and open the school to its surrounding environment;
- for the target groups: to give meaning to learning and move beyond a strictly school-based approach;
- for local partners: to have access to an accessible cultural mediation tool.

The Latvian Symbol Trail was therefore not conceived as an autonomous cultural project, but as a zone of convergence between objectives that were already present, made visible and articulated through the CCC program.

This partial alignment was enough to generate genuine engagement, without attempting to harmonize all objectives from the outset.

See the *Smiltene: The Latvian Symbols Trail Pathway sheet* in Section III of the guide.



Assessing the strength of the convergence points

Not all identified areas of convergence carry the same weight. Some may seem convincing in theory but reveal their fragility when put into practice.

Cooking and Territories identified a strong convergence around a collective cooking project integrated into a pathway for professional integration in the catering sector.

Culture: exploration of culinary practices drawn from participants' cultural backgrounds and connection with the food traditions of the local territory;

Profession: learning culinary techniques, organizing kitchen work, and complying with hygiene and safety regulations;

Citizenship: co-organizing a meal open to the public, including collectively defining operating rules, distributing roles, presenting and justifying the choices made (menu, organisation, values upheld), and facilitating a discussion with residents and partners about the use of the venue, access to food, and forms of participation in neighbourhood life.



In practice, however, this convergence proves fragile.

Participants invest strongly in technical learning but encounter difficulties in engaging with the preparation phases and public speaking components. Some experience these sequences as a form of imposed exposure rather than as spaces for expression or participation.

The cultural references mobilized through cooking often remain implicit, due to a lack of specific support to make them explicit and connect them to territorial issues. The civic dimension, although formally present, is unevenly appropriated.

This gap leads the team to reassess the scheme: strengthening preparation for public speaking, adapting exchange formats, clarifying the objectives of each sequence, and adjusting the articulation between the three CCC dimensions.

Identifying points of convergence therefore implies assessing their reality, their sustainability, and their capacity to mobilize the target group.

At this stage, it is relevant to ask:

- which convergences are realistic in light of the identified constraints?
- which require strengthened support?
- which reflect more of an intention than a concrete possibility?

What needs to be worked on concretely at this stage

- In which areas can the objectives of the organisation and those of the target groups meet?
- Which activities, situations, or themes can serve as shared points of interest?
- At what moments in the pathway are these convergences most relevant?
- Which convergences are realistic given existing constraints?
- Which are fragile or temporary and require particular vigilance?

Points of attention

- Overestimating potential convergences and treating them as already secured.
- Confusing convergence with compliance with institutional expectations.
- Conversely, underusing relevant leverage points.
- Attempting to make everything converge, at the risk of losing clarity and effectiveness.

Levers and recommended practices

- Reason in terms of zones of convergence rather than single objectives
Identify the spaces in which institutional objectives, participants' priorities, and existing practices overlap, without seeking total alignment or reducing the complexity of individual trajectories.
- Start from existing practices to identify articulations already at work
Observe situations in which access to cultural rights (or cultural awareness) intersects with contextualized professional practice and forms of active participation (public speaking, collective engagement, representation through elected mandate, access to rights through practice), even implicitly, and treat them as leverage points for structuring the CCC program.
- Assess the robustness and sustainability of identified convergences
Evaluate the effective capacity of teams and target groups to engage in these articulations, in light of constraints and observed uses, and retain as leverage points only those capable of being sustained over time.



STAGE 6 — Designing a Realistic and Progressive CCC Pathway

Once points of convergence have been identified, the CCC programme must be translated into a concrete, structured, and clear pathway. This stage is decisive, as it determines the program's capacity to be understood, appropriated, and sustained over time, both by teams and by the supported groups. A CCC pathway that is overly ambitious, too dense, or insufficiently articulated with existing schemes risks remaining theoretical or weakening stakeholder engagement. Conversely, a pathway conceived as a mere juxtaposition of activities will not generate lasting effects or provide meaningful coherence to the approach.

The CCC programme translated into a pathway

The CCC programme cannot be reduced to a single action (visit, workshop, event) but must be embedded in a logic of progression. This involves designing sequences of actions conceived in their articulation, pacing, and intermediate objectives. Such progression should enable gradual skills development, increasing ownership by the target groups, and coherent articulation between the cultural, professional, and civic dimensions. Designing a CCC pathway therefore means giving a clear structure to the proposed journey, so that each participant can situate themselves within it and understand its stakes.

Building the Pathway from Existing Practices

Before imagining new actions, it is essential to recognize and value what already exists. Current practices often reflect strong professional commitment and constitute a foundation on which the CCC programme can build.

Designing the CCC pathway therefore involves:

- i. identifying existing activities that already, even partially, relate to the culture, profession, or citizenship dimensions;
- ii. mapping mobilizable human, material, and partnership resources;
- iii. understanding how these activities are actually used by the target groups.
- iv. This approach helps avoid a logic of rupture or implicit questioning of previously accomplished work, and instead frames the CCC programme as a process of gradual coherence-building rather than abrupt restructuring.



In a CCC pathway carried out in Siena, the sequence begins with a guided tour of the historic center during which participants observe mural frescoes and painted decorations integrated into the urban architecture. This visit goes beyond an aesthetic reading: it highlights the techniques employed, the social functions of the decorations, and their place within the city's history.

Participants then continue the pathway through technical workshops in a training space, where they experiment with some of the techniques observed (surface preparation, outlining, pigment application), adapting them to a contemporary exercise.

The pathway concludes with a public presentation organized with local stakeholders, during which participants present their work, explain their technical choices based on the references encountered during the visit, and engage in discussion with the public about the place of decorative work in today's urban space.

It is this precise sequence — cultural reading of a territory, professional practice, and situated public speaking — that enables participants to connect cultural references, acquired skills, and their capacity to position themselves both collectively and individually.

Linking Needs, Resources, and Actions

Designing a CCC pathway is based on bringing together three elements:

- the needs expressed by the publics and/or identified by the teams;
- the resources available to the organisation;
- the activities already in place or to be developed.

This articulation makes it possible to identify possible continuities between existing actions and CCC objectives, the gaps to be addressed, and the adjustments required to strengthen the overall coherence of the scheme.

Simple tools (summary tables, action mapping, pathway diagrams) can facilitate this work and serve as supports for collective discussion.

Designing a Modular and Progressive Pathway

A realistic CCC pathway benefits from being conceived in a modular way, by identifying clearly recognizable stages, intermediate objectives, and action formats adapted to different moments of the pathway.

This modularity makes it possible to adapt the programme to existing constraints, to test certain sequences without committing the entire scheme, and to evolve the pathway based on observed uses.

Modularity also allows adjustments to formats, pacing, and modes of participation in order to make the CCC programme accessible to groups with differentiated capacities, constraints, or needs, including persons with disabilities.

The progression may rely on:

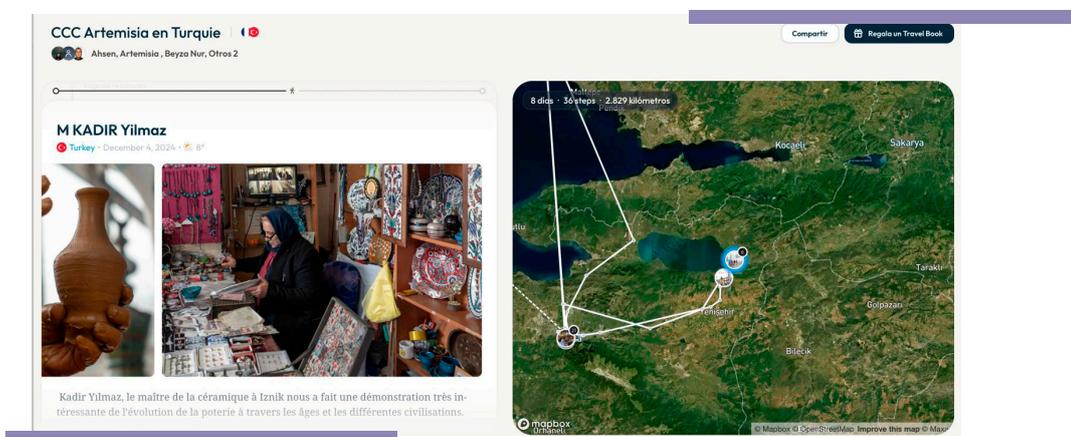
- welcome and confidence-building phases;
- phases of cultural and territorial exploration (see the Art Nouveau CCC itinerary in Section 3 of this guide);
- contextualized professional practice workshops (e.g., training worksite);
- sequences of public speaking, presentation, or civic participation (e.g., forum theatre).

Making the Pathway Clear and Appropriable

Even a well-designed pathway will only produce effects if it is understandable and appropriable by the target groups. It is therefore essential to make the stages of the pathway visible, clarify the objectives pursued, and highlight the links between the different proposed activities.

Accessibility can be enhanced through:

- simple presentation materials;
- collective clarification sessions;
- tools enabling participants to situate their progression (learning journal, shared diagram, review sessions).



To facilitate the learning-journal logic with a public facing language difficulties and accustomed to social media, the use of an application such as Polarsteps, which combines itinerary building with checkpoints and comments integrating photos, emojis, and short texts in a social-media style format, makes it possible to document activities carried out within a CCC itinerary or pathway.

What needs to be worked on concretely at this stage

- Which CCC activities are relevant in light of the identified zones of convergence?
- How can these activities be articulated within a progressive and coherent pathway?
- At which stages of the support process does the CCC programme have the greatest relevance?
- What intermediate objectives can be defined to structure and mark the progression?
- How can this pathway be made understandable, accessible, and appropriate for the target groups?

Points of attention

- Attempting to integrate too many actions from the outset, at the risk of overloading the pathway.
- Designing a pathway that is too rigid, leaving little room for adjustment.
- Introducing new actions without clearly articulating them with existing practices.
- Overlooking clarity and accessibility of the pathway for the supported groups.

Levers and recommended practices

- Translate selected convergence points into structured sequences

Turn identified leverage points into coherent sequences of actions that articulate access to cultural rights, contextualized professional practice, and active participation, in order to make these articulations visible and mobilizable.

- Embed the pathway within a logic of progression

Organize sequences around a gradual increase in participant engagement and autonomy, taking into account observed rhythms of appropriation and levels of involvement.

- Integrate the CCC pathway into existing frameworks rather than layering it on top

Embed CCC sequences within already established schemes, timelines, and formats, in order to strengthen overall coherence without creating an additional organisational layer.

- Maintain modularity compatible with identified constraints

Design the pathway as an evolving structure composed of adjustable sequences, enabling partial experimentation without destabilizing the overall balance of the scheme.



Culture–Craft–Citizenship program



To concretely illustrate the proposed approach, we developed an example of a CCC programme based on elements drawn from experiences conducted within our four partner organisations (Artemisia Formation, Bursa Müze, Scuola Edile di Siena, and Smiltenes Tehnikums). This exercise has an acknowledged limitation: it does not correspond to the analysis of a single existing structure, but is based on situations drawn from these four partners of the Erasmus+ CCC project. The proposed example is intentionally simple and accesible, to facilitate its appropriation by readers.

The presentation begins with an overview of the current situation: identified needs of the target groups, mobilizable resources, and existing – or previously existing – initiatives prior to the formalization of a CCC program. This initial step aims to make the starting situation visible and to objectify the dynamics already at work in articulating access to cultural rights, professional learning, and active participation.

Once this initial overview is in place, the different elements can be analyzed together to identify areas of convergence and develop a coherent, structured, and meaningful set of activities – for both the target groups and the organisation – thus moving toward a mode of operation better suited to coordinated CCC support.

For the purposes of this exercise, we identified nine items: Creation of a culture–craft itinerary; Introduction of applied citizenship; Contextualized practical workshops; Integrated language sequences; Strengthened active participation; Valuing collective project; Activities fostering social ties and intercultural expression; Strengthening of the shared network; Progressive capitalization.

This list illustrates the axes that a structure may choose to develop based on a given situational analysis.

These items are then developed in a table structured around the following columns: CCC articulation logic; Projected situation after CCC action plan; Expected effects on the organisation; Expected effects on the target group. The last two columns highlight that the expected benefits are both organisational and qualitative for the supporting structure, and concrete for the supported groups. One may therefore speak of a genuine zone of convergence between the two.

We have sought to provide meaningful and diversified examples in order to make the transferability of the approach visible.

With this programme example, we aim to encourage each structure – if this has not already been done – to undertake a comparable internal analysis. Such an approach constitutes a valuable support for designing, monitoring, and coordinating a CCC program, while enabling collective appropriation of the forms and means of action necessary to concretely bring the organisation’s social project to life.

If the table remains abstract at first reading, the detailed analyses and activity descriptions presented in the third part of the guide will embody its principles through concrete examples.



1. Starting from the target group needs

IDENTIFIED / EXPRESSED TARGET GROUPS' NEEDS

- Gaining access to cultural and territorial reference points that support better orientation within the social and professional environment.
- Developing transferable professional skills that can be valued on the labor market.
- Improving language proficiency and mastery of social codes necessary for professional integration.
- Strengthening self-confidence, public speaking skills, and the ability to interact with institutions.
- Discovering cultural and heritage sites in order to enrich professional perspective and situate one's activity within a broader context.
- Understanding the administrative and civic functioning of the host country.
- Overcoming isolation, building social connections, and actively participating in a collective dynamic.
- Learning within a safe, inclusive, and stimulating environment.

2. ... and available list...

AVAILABLE RESOURCES

Human and Organisational Resources

- Mobilizable professional team (trainers, mediators, support staff, coordinators, specialized contributors).
- Structured organisational framework (social or educational project, internal regulations, participation or representation bodies for the publics).
- Internal coordination capacity and project management capability.

Normative and Institutional Resources

- Existing reference frameworks (competency frameworks, training programs, charters, or strategic orientations).
- Sector-specific regulatory frameworks governing the organisation's activity.
- Public schemes or agreements framing the action (funding mechanisms, authorizations, accreditations).

Material and Logistical Resources

- Activity or reception spaces (classrooms, workshops, exhibition spaces, offices, intervention sites).
- Technical equipment and intervention tools.
- Monitoring, evaluation, and pathway-tracking tools.

Territorial and Partnership Resources

- Deeply rooted in the local ecosystem (local authorities, institutions, associative and economic networks).
- Mobilizable partner network (companies, cultural organisations, public services, social actors).
- Access to nearby cultural facilities and resources (museums, libraries or media libraries, cultural centres or community centres, heritage sites, local cultural events).

Resources Linked to the Socio-Economic Environment

- Funding programs or public schemes supporting access to training, employment, or social participation.
- Services and institutions involved in access to rights, integration, or social support.

Resources Emerging from the Collective

- Diversity of trajectories, experiences, and cultural references among the supported publics and the supervisory team.

3. ... connect them to existing structures and practices...

EXISTING SITUATION PRIOR TO THE IMPLEMENTATION OF A CCC PROGRAM

- Occasional cultural visits, not articulated with professional learning or a structured civic approach.
- Technical courses primarily focused on the acquisition of professional skills and gestures.
- Limited use of the territory as a pedagogical resource.
- Predominantly passive learner participation, with few formalized spaces for contribution.
- Limited valorisation of public expression and experience sharing.
- No explicit continuity between culture, craft, and citizenship.
- Existing collective activities, but rarely structured to strengthen engagement and responsibility within the group.



... and move toward a mode of operation more conducive to coordinated Culture–Craft–Citizenship support:

CCC articulation logic

Bringing together territorial discovery, understanding of local professional environments, and active appropriation of institutional and social spaces in order to articulate situated culture, professional activity, and civic anchoring.

Linking understanding of institutions, professional activity, and the capacity to interact with public stakeholders to make citizenship a concrete competence integrated into the pathway.

Connecting the acquisition of technical skills with an understanding of the cultural, economic, and social contexts in which those skills are applied, to give meaning to professional learning.

Embedding professional vocabulary development, oral communication, and collective participation within authentic work situations in order to bridge the gap between language learning and practical application.

Projected situation after implementation of the CCC action plan

Creation of a territorial appropriation itinerary linking cultural input and professional approach (neighbourhoods, architecture, museums). (e.g., *for a recycling center: neighbourhood walk to understand collection circuits, visit to a sorting center or waste facility, meeting with local circular economy stakeholders*).

Introduction of applied citizenship (e.g., *for recently arrived migrants in a construction training program: organizing a debate on the renovation of an emblematic neighbourhood building, bringing together the professional perspective developed in training and the civic voice of local residents*).

Contextualized practical workshops (e.g., *for learners in decorative painting: working on colours, patterns, and textures; analysing an institutional site through its visual elements; researching the history and stylistic characteristics of the intervention site*).

Integrated language sequences (e.g., *preparation for a professional interview; production of authentic documents related to the activity — emails, reports, professional materials —; collective development of a visual and written glossary of professional vocabulary displayed in workspaces; structured oral presentation before a jury or partners*).

Expected effects on the organisation

Integration of the territory into pedagogical practice, consolidation of local cultural partnerships, stronger articulation between cultural outings and technical training, and improved external connection of the pedagogical project.

Structuring relationships with local institutions, strengthening mutual understanding with public stakeholders, and affirming the organisation's role as a territorial integration actor

Enrichment and contextualization of pedagogical content, recognition of trainers' expertise, and qualitative differentiation of the proposed pathway.

Bridging language learning and technical training, increased learner autonomy, and strengthened overall coherence of the pathway.

Strengthening group dynamics, developing an internal culture of participation, and reducing passive postures within the collective.

Increased visibility with partners and funders, strengthened sense of belonging, and enhanced external recognition of the organisation's social project.

Expected effects on the public

Development of stronger territorial anchoring, better understanding of local heritage, and enhanced ability to connect cultural environment with professional practice.

Concrete understanding of institutional functioning, increased confidence in interactions with public actors, and active appropriation of civic rights and responsibilities.

Deepening of technical mastery through a cultural and aesthetic interpretation of forms, enhancing both the quality of execution and understanding of the profession.

Improved command of professional vocabulary, progress in oral expression, and enhanced capacity to participate actively in collective and professional situations.

Logique d'articulation CCC

Transforming collective moments into spaces of structured engagement where public expression, responsibility, and contribution become integral dimensions of the pathway.

Linking professional production, cultural expression, and public recognition to shift learners from the status of executants to that of visible actors.

Bringing individual trajectories, cultural references, and professional learning into dialogue in order to make diversity a pedagogical and collective lever.

Bringing cultural, institutional, and economic partners together around shared pedagogical objectives in order to embed the programme within a coherent territorial ecosystem.

Transforming lived experiences into structured resources that enable transmission, pedagogical continuity, and foster progressive improvement of the programme.

Prévisionnel après plan d'action CCC

Strengthened active participation: *presentations, rotating roles, contributions to a collective project (e.g., for a recycling center: rotating responsibility for shop reception, leading public workshops, participating in decisions regarding the layout of the sales space).*

Empowering collective project (e.g., for a digital workshop: *public presentation of an application developed collectively, online publication of a group project, organisation of a digital literacy workshop for local residents*).

Activities fostering social ties and intercultural expression (e.g., in cultural mediation: *co-designing a workshop or pathway integrating participants' cultural references; collective storytelling of trajectories linked to professional learning; facilitating discussion sessions connecting personal experiences with professional issues*).

Strengthening the network (e.g., in a support scheme for young NEETs: *setting up a participatory territorial pathway designed as an active exploration of the neighbourhood, during which young people meet and exchange – over half a day and on foot – with around ten local training and employment actors, transforming the territory into a concrete network of mobilizable resources; participation in job fairs; inviting stakeholders to present their opportunities directly on site*).

Progressive capitalization (e.g., for veterinary assistant trainees: *documenting cases encountered during internships; compiling a shared file of protocols and feedback; collective analysis of situations to improve practices from one cohort to the next*).

Effets attendus sur la structure

More inclusive group climate, improved regulation of intercultural dynamics, and sustainable strengthening of internal cohesion.

Consolidation and strategic organisation of the partnership network, enhanced capacity to initiate cross-sector projects, and deeper integration within the local ecosystem.

Enhanced monitoring capacity, gradual formalization of an internal CCC reference framework, and facilitated transfer to new team members.

Effets attendus sur le public

Increased self-confidence, development of oral expression, and greater capacity to take on responsibilities within a collective setting.

Strengthened sense of recognition and legitimacy, valorization of the work accomplished, and concrete experience of visible contribution to a collective project.

Stronger sense of belonging, enhanced intercultural understanding, and development of relational skills within the group.

Broader access to local resources and opportunities, improved knowledge of territorial actors, and expanded professional and social perspectives.

Greater awareness of learning achieved, improved ability to articulate and value one's pathway, and consolidation of a clearer and more structured personal trajectory.

By linking the identified needs of the target groups to the actions undertaken, and by clarifying the expected outcomes of all planned activities, the organisation establishes a structured framework connecting culture, craft, and citizenship. Grounded in a shared diagnosis, this framework guides action toward outcomes that are both visible and measurable, for the supported groups as well as for the organisation itself.

This structuring matrix for a Culture–Craft–Citizenship programme can serve as a powerful collective analysis tool: it helps detect potential overlaps, verify coverage of competency frameworks or institutional objectives, and ensure consistency between articulated needs and proposed activities.

It thus provides a structuring framework for involving the team in the design, adjustment, and progressive development of the CCC programme. .



STAGE 7 – Adjusting, Validating, and Consolidating the CCC Programme Based on Actual Use

A CCC programme does not become stable at the moment of its design, nor during its initial rollout. It is progressively shaped through actual use, participants' appropriation, and the adjustments made by teams.

This stage aims to transform the gaps between the designed programme and the programme as actually experienced into levers for improvement, while identifying the elements that are sufficiently tested to be validated and shared.

The challenge is twofold:

- to ensure the operational anchoring of the CCC programme within real practices, so that it does not remain theoretical or prescriptive;
- to ensure its gradual consolidation in order to secure its coherence and long-term sustainability.

From the designed programme to the lived programme

The experimentation phases often reveal gaps between the initial intentions of the CCC programme, the formats actually implemented, and the ways in which the programme is effectively used by participants and teams.

These gaps should not be interpreted as malfunctions, but as valuable indicators of the real conditions of the programme uptake. They help identify what makes sense for participants, what is compatible with existing professional practices, and what needs to be reconsidered or reformulated.

Observing, analysing and adjusting uses

Adjusting the CCC programme requires a close observation of the sequences that are effectively taken up by participants – those that generate engagement, participation or genuine appropriation, and those that, on the contrary, lead to withdrawal, distance or superficial adherence. It also involves identifying unexpected or diverted uses of the programme. Far from being anecdotal, such uses may reveal unanticipated needs or underexploited levers for action.

Adjustment does not mean modifying the programme at every difficulty encountered. Rather, it consists of making reasoned decisions, grounded in a shared analysis of actual uses.



In Siena, prior to any formalisation of a CCC programme, a **time-limited pilot phase** was conducted in the form of a mural fresco workshop integrated into an existing training week.

The experimentation was deliberately kept limited in scope:

- a small group of participants,
- a restricted number of sessions,
- a single cultural partner involved.

This pilot phase made it possible to observe participants' capacity to engage in an activity combining technical practice and cultural mediation, to identify the adjustments required to improve the rhythm of the workshops, and to assess team reactions to a less compartmentalized organisational structure.

The lessons drawn from this trial directly informed subsequent decisions: what could be scaled up, what required adaptation, and what should not be carried forward. The experimentation phase thus fulfilled its filtering function, preventing premature formalization.

Validating what can be consolidated

Within this process of continuous adjustment, certain elements of the programme may be considered sufficiently tested to be validated:

- action formats that consistently prove effective,
- coherent and relevant sequencing of activities,
- modes of articulation between culture, craft and citizenship that demonstrate tangible impact.

Validation marks a collective decision-making moment during which the organisation explicitly recognises what now constitutes the core framework of the CCC programme. It does not freeze the programme definitively, but strengthens its clarity, coherence and transmissibility.

Involving Stakeholders in Adjustment and Validation Decisions

Adjustments and validations benefit from being addressed collectively. Involving teams — and, where relevant, participants or partners — allows for cross-analysis, shared interpretation of observed practices, and stronger ownership of the programme.

This approach helps clarify roles, secure decision-making processes, and reinforce the legitimacy of the CCC programme within the organisation.

Key Issues to Address at this Stage

- Which CCC sequences generate actual participant engagement?
- What discrepancies exist between the designed programme and observed practices?
- What adjustments are necessary to enhance the programme's relevance?
- Which components can be considered consolidated and collectively approved?
- How can these decisions be made visible and shareable within the organisation?

Points of attention

- Adjusting too frequently without clarity or a framework.
- Validating prematurely a programme that remains fragile or insufficiently tested.
- Confusing structural adjustments with ad hoc adaptations.
- Making decisions without documenting or communicating them.

Recommended lever and practices

- Organise regular reviews of actual programme use

Implement regular collective review sessions to analyse how programme sequences are effectively taken up by participants and teams in order to analyse discrepancies between the designed and lived programme.

- Establish formalised feedback sessions

Implement recurring moments that enable teams — and, where appropriate, participants — to analyse implemented sequences: what was engaging, what generated engagement, and what remained marginal.

- Document successive adjustments and validations of the CCC programme

Systematically record modifications made to the programme, the rationale behind them, and the observed effects. This documentation ensures evolution traceability, supports continuity, facilitates the integration of new team members, and progressively clarifies the consolidated components of the CCC framework.



STAGE 8 — Formalising the consolidated CCC program

Following the stages of experimentation and adjustment, the formalisation of the CCC programme represents a critical step in ensuring its clarity, transmissibility and sustainability.

Formalising does not mean definitively fixing the programme in place. Rather, it means making explicit what has been consolidated, so that it can be collectively understood and appropriated by teams, partners and, where relevant, funders.

This stage anchors the CCC programme within the organisation's regular functioning, beyond individual dynamics or isolated initiatives.

Making a shared framework explicit

Formalisation aims to make the following elements explicit and clear:

- the objectives of the CCC programme,
- the structuring principles underpinning it,
- the selected action formats,
- the target groups,
- the roles and responsibilities of the different stakeholders.

It allows the organisation to move beyond implicit or informal practices — often reliant on key individuals — and to establish a shared, transferable and clearly defined reference framework.

Making the programme framework visible to teams and participants

Two recurring vulnerabilities are often observed in support programmes:

- limited clarity regarding objectives and priorities within teams;
- lack of transparency of the institutional framework as perceived by participants.

Formalising the CCC programme helps address both challenges, provided that the process remains clear, accessible and comprehensible.

This includes:

- making explicit how the organisation operates and what institutional expectations exist;
- clarifying the objectives being pursued;
- and, where relevant, acknowledging gaps between institutional intentions and on-the-ground realities.

Formalisation may also specify the measures implemented to ensure accessibility of pathways for participants with specific needs — including persons with disabilities — through adaptations of materials, spaces, timing or modes of presentation and assessment.



In the programme formalisation document, the organisation specifies, for example, that at the end of a scale-model construction module for learners in decorative arts and design, trainees present their 3D model during a collective session open to other groups and partners.

Each participant explains the choices made in designing the model in response to a specific brief (for example, creating a decorative scheme for a tea room), the techniques implemented, and the difficulties encountered. They then connect these choices to references identified during visits to contemporary decorative projects.

This speaking exercise also serves as preparation for the oral examination of the professional certification marking the end of the training pathway in which the trainees are engaged.

This session is formalised as a key moment within the CCC programme, as it explicitly articulates a mastered professional gesture, mobilised cultural references, and situated public speaking

Appropriate formats without overburdening practice

Formalisation can take different forms depending on needs and contexts:

- internal documents (concept notes, project sheets, guides),
- pathway diagrams,
- communication materials intended for participants,
- integration into the institutional project, activity reports or training materials.

The challenge is to produce reference materials that are sufficiently clear and structured to serve as a shared point of reference, without turning the CCC programme into a rigid or overly normative system.

Key issues to address at this stage

- Which elements of the CCC programme can now be considered consolidated?
- Which objectives and principles must be made explicit to ensure shared understanding?
- Which roles and responsibilities need to be formalised to secure implementation?
- What are the most appropriate formats for formalising the programme?
- How can flexibility and evolutive capacity be preserved while clarifying the existing framework? ?

Points of attention

- Formalising too early a programme that remains fragile or insufficiently tested.
- Conversely, leaving the programme implicit and dependent on key individuals.
- Producing documentation that is too heavy or insufficiently accessible for teams and participants.
- Confusing formalisation with rigidification of the programme.

Recommended levers and practices

- Align pedagogical and organisational documentation
Update internal documents (pedagogical project, activity sheets, schedules, monitoring tools) so that they reflect the validated articulations and make the CCC logic explicit.
- Clarify the position of the CCC programme within the overall organisation
Define its scope, objectives and articulation with other existing schemes in order to avoid overlap or divergent interpretations.
- Make the structure of the programme clear for teams and participants
Present the principles and sequencing of the CCC programme in a concise and accessible format within internal communication materials, to facilitate appropriation and transmission.
- Embed the CCC approach in the institutional project and report on its implementation in activity reports
Explicitly integrate the Culture–Craft–Citizenship principles and articulations into the organisation's core documents (institutional project, pedagogical framework, strategic orientations), and document the actions implemented and their effects in activity reports. This formal embedding consolidates the framework, ensures continuity beyond individual actors, and strengthens its visibility and legitimacy among partners and funders.



STAGE 9 — Monitoring, Evaluating and Evolving the CCC Program

A CCC programme cannot be considered complete once consolidated. Its relevance depends on its capacity to be monitored, evaluated and adjusted over time, in light of actual practices, evolving participant profiles, institutional constraints and the organisation's strategic orientations.

Monitoring and evaluation help prevent the CCC programme from becoming static or gradually disconnected from on-the-ground realities. They embed the approach within a continuous improvement logic.

Moving Beyond Reporting in Evaluation

evaluating the CCC programme cannot be reduced to fulfilling institutional reporting requirements. Its primary purpose is to understand how the programme is implemented, by whom, and with what effects.

This requires distinguishing several levels of analysis:

- the effective implementation of the programme by participants,
- its appropriation by teams,
- its coherence with institutional objectives,
- the programme's sustainability for the organisation.



During monitoring sessions, the supervisory team observes that participants are actively engaged in technical workshops but remain hesitant or withdrawn during public presentations.

This imbalance leads to reinforcing preparation sessions focused on public speaking and adjusting the format of the presentations, in order to rebalance the professional and citizenship dimensions of the programme. .

Implementing Appropriate Monitoring Tools

Several tools can be implemented to ensure ongoing monitoring of the CCC programme,

including:

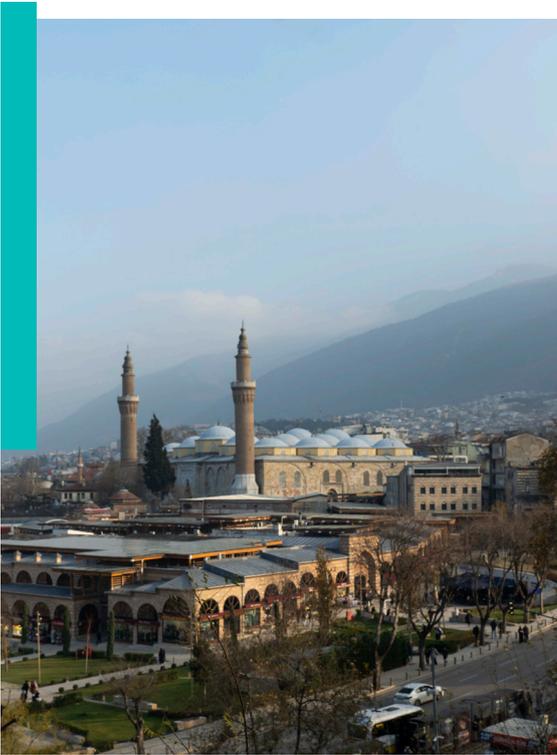
- a Continuous Improvement Table (CIT),
- collective project review sessions,
- a monitoring and development committee.

These tools should be conceived as instruments for analysis and regulation, rather than as mechanisms of control.

The Continuous Improvement Table

The Continuous Improvement Table (CIT) is a steering tool designed to identify discrepancies, formalise adjustments and track the evolution of the programme within a framework of progressive and documented regulation.

It takes the form of a structured support tool that records, for each action or sequence: observations drawn from actual practice, collectively agreed adjustment decisions, observed effects, and points to consolidate or revisit in subsequent phases.



CCC pathway in Bursa (Turquie)

In Bursa, a CCC pathway was implemented within an existing training scheme (training in porcelain painting techniques), combining cultural mediation sequences, exchange sessions on professional pathways, and supervised collective activities. The pathway unfolded over several weeks, following a progression designed in advance but deliberately open to adjustment.

From the very first sessions, regular monitoring was ensured through:

- observation of participation levels in each sequence of the pathway,
- feedback from the trainers and mediators involved,
- interim review sessions with participants.

This monitoring process highlighted discrepancies between the planned pathway and its actual use: certain sequences generated strong engagement, while others quickly lost relevance for participants.

On this basis, the pathway was adjusted during implementation: the sequencing of activities was reorganised, moments linking culture and professional practice were reinforced, and certain phases deemed redundant were streamlined. .

The role of a monitoring and development committee

Establishing a monitoring committee serves to:

- anticipate gaps between intentions and actual practice,
- identify emerging difficulties before they become structural,
- collectively reflect on future developments.

This committee brings together stakeholders with complementary profiles, including external partners, in order to cross perspectives and benefit from expertise that is not embedded in the organisation's day-to-day functioning. It relies on concrete field-based evidence (observations, feedback, indicators) to inform decision-making. .

Ensuring the program evolves over time

Monitoring and evaluation should feed an ongoing reflection on necessary adjustments, innovations to consolidate, and practices to discontinue or transform.

Documenting the decisions taken and the changes introduced to the CCC programme strengthens its institutional memory, clarity and adaptive capacity.

Key issues to address at this stage

- Comment observer la mobilisation effective du programme par les publics ?
- Quels indicateurs qualitatifs et quantitatifs sont pertinents au regard des objectifs poursuivis ?
- Quels retours des équipes, des publics et des partenaires peuvent être pris en compte ?
- À quels moments le programme doit-il être réinterrogé ou ajusté ?
- Comment documenter et partager les enseignements tirés du suivi ?
- Quels publics participent effectivement au programme, et quels freins d'accessibilité pourraient expliquer certaines absences, retraits ou usages partiels du dispositif ?

Points of attention

- Reducing evaluation to compliance or justification requirements.
- Accumulating indicators without hierarchy or clarity.
- Failing to involve teams and participants in feedback processes.
- Neglecting to document programme developments.

Recommended levers and practices

- Ground evaluation in prioritised and relevant indicators
Define a limited number of qualitative and quantitative indicators directly aligned with programme objectives, in order to avoid the accumulation of unusable data.
- Implement a Continuous Improvement Table (CIT)
Structure action monitoring by recording field observations, validated adjustments, observed effects and points to consolidate, thereby ensuring progressive and documented regulation of the programme.
- Establish a monitoring and development committee
Periodically convene internal stakeholders and external partners to analyse programme evolution, anticipate difficulties and formulate adaptation strategies.
- Periodically reassess the overall relevance of the programme
Identify moments when the framework should be adjusted in response to evolving participant profiles, institutional constraints or the organisation's strategic orientations.



Coordinating CCC support : an emerging professional profile

Implementing a CCC pathway or itinerary mobilises competencies that go beyond the occasional delivery of cultural activities or traditional project management. It requires the ability to articulate, over time, cultural actions, professional situations and spaces for civic participation, in close connection with social support mechanisms and participants' trajectories.

Several recent studies highlight that this articulation increasingly relies on identifiable coordination functions, although they are rarely formalised. The report *Intégrer la culture à la pratique sociale : un puissant levier d'insertion*, published by the Fédération des acteurs de la solidarité (FAS), emphasises the growing role of professionals responsible for coordinating cultural projects within social organisations, facilitating participatory approaches within teams, and organising the partnerships necessary to ensure effective access to culture (FAS, 2019). These functions appear decisive in linking cultural practices, social support and collective dynamics.

The reference document *Késako Culture*, also published by the FAS, shows that implementing accessible cultural pathways — including preparation of participants, adapted mediation and articulation between the “before / during / after” phases of an activity — depends on ongoing work of translation, adjustment and alignment. This work is most often carried out transversally by teams, without being explicitly recognised as a distinct function, thereby contributing to the invisibility of competencies that are nevertheless central (FAS, 2019).

Finally, the survey *Culture et solidarité (2025)* underlines that the sustainable integration of culture into support schemes requires steering and coordination capacities between cultural, social and institutional actors, as well as careful monitoring of the actual use of proposed activities. It observes that these responsibilities are increasingly entrusted to hybrid profiles situated at the interface of multiple professional fields, yet without relying on a consolidated competency framework.

Concretely, coordinating a CCC programme — what the FAS refers to as socio-cultural coordination — involves in particular:

- designing and structuring coherent pathways based on existing resources;
- identifying and making explicit the articulations between culture, craft and citizenship;
- coordinating actors with differentiated roles, competencies and timelines;
- analysing the programme's actual use and adjusting formats, rhythms and implementation modalities accordingly;
- formalising decisions in order to make them shareable and transferable..

A cross-analysis of these works leads to a shared observation: a specific professional figure is gradually emerging, centred on coordinating approaches that articulate culture, craft and citizenship. This figure does not replace existing professions but plays a connective role — translating and aligning institutional logics, professional practices and participants' lived objectives.

It is on the basis of this field reality, documented by networks within the social and solidarity economy and by cultural and social actors, that a process of formalisation was initiated to make visible the competencies mobilised and to propose a competency framework for the CCC coordinator. This framework aims to contribute to the progressive recognition of this emerging professional profile, to the structuring of practices, and to the overall improvement in quality of support schemes articulating culture, craft and citizenship.

The competency framework is available online at ccc-erasmus.com.

CCC Activities

Mobility, actions, pathways and itineraries



Activities CCC:

Mobility, pathway et itineraries



This third section of the guide identifies a set of good practices that can be applied across a wide range of organisational contexts.

As the quality of an approach can only truly be assessed through its implementation, you will find here examples of CCC itineraries, CCC pathways and CCC mobility actions that have been carried out, along with the outcomes they generated.

Each activity sheet includes a set of good practices that we have identified through experience. We share them in the hope that they will serve as sources of inspiration and points of comparison, enabling you in turn to design and implement pathways that combine cultural, civic and professional support in the service of your participants.

CCC MOBILITY 1 – Crossing Gestures, Connecting Territories: Masons from Siena (IT) Host Ceramicists from Bursa (TR)

CCC MOBILITY 2 – Chosen Mobility, Affirmed Trajectory: Training Mobility and Territorial Appropriation in Liège (BE) for Building Painters from Paris (FR)

CCC PATHWAY 1 – **Bursa** : Reframing the Çini (Ceramic Tile Painting) Training Programme through a Culture · Craft · Citizenship Approach

CCC PATHWAY 2 – **Smiltene** :Smiltene (LVA): The Latvian Symbols Trail

CCC ITINERARY 1 – **Paris** : from decorative craft to citizenship - a visit to the Senate

CCC ITINERARY 2 – **Paris** : In the Footsteps of Art Nouveau – Seeing Paris Through the Eyes of a Decorative Painter



CCC Mobility 1



Crossing Gestures, Connecting Territories: Masons from Siena (IT) Host Ceramicists from Bursa (TR)

The City Through the Eyes of Future Heritage Masons: Intercultural Transmission with Turkish Trainees in Ceramic Painting

Siena : tangible and intangible heritage as a living craft ecosystem

Siena is a historic Italian city whose identity is shaped by a close interweaving of architectural heritage, artisanal practices and long-standing collective traditions.

Beyond its remarkable built heritage — historic palaces, churches, façades and urban fabric — the city is also characterised by its rich intangible cultural heritage, notably the Palio di Siena and the organisation of the city into contrade. This emblematic tradition structures social and civic life and mobilises a wide range of craft skills: textile and leather work, wood and metal craftsmanship, decorative arts, and the maintenance of historic urban spaces.

In Siena, tangible and intangible heritage form a coherent cultural ecosystem in which craftsmanship is not an isolated technical activity, but part of a broader social organisation and a shared civic identity.

Training centres, workshops and heritage sites actively contribute to the transmission of skills that are closely linked to the preservation and continuity of the city's historic character.

Context

The mobility framework within the CCC project

The activity carried out in Siena took place within the framework of the Erasmus+ KA220-VET Culture · Craft · Citizenship project.

The mobility brought together:

- trainees in çini (ceramic painting) from Bursa (Turkey),
- trainees based in Siena enrolled in a vocational orientation programme towards heritage masonry professions.

The programme unfolded within a shared learning environment grounded in exchange, observation and collective practice.

The host trainees played an active role as cultural interlocutors, presenting their training environment, their relationship to architectural heritage and their professional perspectives.

The mobility was designed as a structured educational experience, including a preparation phase, on-site activities and a follow-up period.

General overview of the activity

Type of activity : international mobility for learning and professional exchange

Location : Siena, Italy

Participants :

- Learners from the çini (ceramic painting) training programme in Bursa
- Trainees in the heritage masonry training programme delivered by the Scuola Edile di Siena
- Trainers, coordinators and cultural mediators

Duration : short-term intensive mobility (7 days)

Main professions and themes :

- Decorative techniques related to heritage architecture
- Observation of historic architectural contexts
- Articulation between craft practices, heritage and collective traditions

Objectives of the mobility

The mobility aimed to:

- enable discovery of a craft environment through direct immersion in a European city with a strong heritage identity;
- foster observation and understanding of decorative techniques in relation to historic architecture and public space;
- encourage peer exchange between participants from different cultural and professional backgrounds;
- strengthen learners' ability to articulate their practice, training pathway and cultural references within an intercultural context;
- develop autonomy, confidence and civic awareness through engagement with heritage and collective traditions;
- support reflection on professional identity and future career pathways.

Implementation: day by day program

Day 1 – Welcome, introductions and integration visit

Icebreaker activities and participant presentations; exchanges on training pathways and expectations; presentation of the host training centre by the Siena trainees; integration visit in Siena's historic centre, including the Piazza del Campo, surrounding medieval streets, façades and public spaces. .

Day 2 – Decorative techniques workshop

Practical workshops focused on decorative techniques: creation of decorative panels, stencil techniques, composition and colour work, collective production and shared feedback sessions, conducted alongside Siena trainees.

Day 3 – Heritage itinerary, sculptor visit and reflection session

Guided visits focused on painted façades, murals and trompe-l'œil decorations, with explanations provided by host trainees; visit to a sculptor working in relation to heritage architecture; collective reflection workshop. .

Day 4 – Collective fresco

Continuation and completion of a large collective fresco integrating cultural symbols; collaborative organisation of tasks; discussion on visibility, public space and collective responsibility.

Day 5 – Intangible heritage visit and closing activities

Visit to the Museum of the Contrada della Civetta; discovery of the Contrade system as a social and civic organisation structuring the city and closely linked to the Palio di Siena; final collective discussion and closing of the mobility.

The Contrade of Siena : a structuring civic and social organisation



A structure inherited from the medieval city-states

In Siena, the city is traditionally divided into seventeen contrade — historic districts dating back to the Middle Ages that have retained a strong local identity beyond simple urban geography.

Originally linked to military and administrative functions, the contrade gradually evolved into cultural, social and community-based structures. Today, each has its own symbol, colours, emblem, chapel or church, as well as dedicated spaces for gathering and collective memory (museum, fountain, celebration venues).

Beyond their participation in the famous horse race, the Palio di Siena, these territorial units play an active role in the city's daily life:

- they organise cultural, religious and social activities, including for children, young people and seniors;
- they maintain strong community cohesion through ceremonies, patronal feasts and collective meals that punctuate the year;
- they function as spaces of social connection and territorial solidarity for their members;
- they are recognised as important social intermediaries between citizens and local institutions.

This organisation — highly active and deeply rooted in local practice — illustrates how a historical social structure can continue to shape belonging, civic participation and collective engagement within a contemporary urban context.

Analysis of coordination practices

The mobility was grounded in close coordination between the sending and host teams.

Pedagogical objectives, logistics and participant support were jointly managed. Trainers adopted a facilitative stance, promoting intercultural mediation and adaptability through ongoing adjustments.

The Scuola Edile di Siena strengthened this coordination by mobilising complementary resources. An external consultant specialising in intercultural pedagogy supported the team in preparing host trainees for the relational and communicative dimensions of the mobility.

In addition, a Turkish student based in Siena and enrolled in an university programme within the lifelong learning faculty was integrated into the project for his linguistic skills in Turkish, Italian and English. His role went beyond translation: he acted as a cultural mediator, facilitating mutual understanding and embodying – through his familiarity with local codes – a bridging figure between Turkish and Italian contexts.

Project implementation involved the entire pedagogical and management team – trainers, director, project manager and pedagogical coordinator – within a structured collective dynamic. Regular preparatory meetings, the use of WhatsApp groups for operational exchanges, and the daily maintenance of a logbook by a technical trainer enabled continuous adjustments to both organisation and content.

These tools supported an active, responsive and shared coordination process throughout the mobility.

Observed impacts

Among participants

- Increased autonomy in an unfamiliar environment
- Strengthened capacity for observation and interpretation
- Greater confidence in self-expression
- Improved understanding of professions related to architectural heritage

Among teams

- Strengthened European collaboration
- Enhanced coordination in an international context
- Shared appropriation of the principles underpinning the CCC approach
- Collective awareness of the feasibility of more collaborative working methods within the host organisation

Good Coordination Practices Emerging from the Mobility

Good Practice No. 1 – Preparing the Mobility through Collective Presentation Videos

Field Observation

Before the exchange, participants collectively produced short presentation videos in which they introduced themselves, described their training context, outlined their craft pathway and shared their expectations. These videos were sent to the host partners in advance of the mobility action.

Contribution of the CCC Approach

This practice frames the mobility action as a relational and civic experience. It strengthens ownership, confidence, and the ability to speak in one's own name, reduces asymmetry between groups, and establishes an initial connection prior to the physical meeting.

Good Practice No. 2 – Preparing Learners for Active Participation

Field Observation

Prior to departure, learners worked with clearly defined objectives, observation tools (grids, guiding questions) and explicit expectations regarding what they were expected to identify, compare, question and report.

Contribution of the CCC Approach

Preparation defines mobility as an investigative situation rather than simple exposure to a new context. Making observation criteria and pedagogical expectations explicit fosters structured attentiveness, supports in-situ analysis and strengthens the capacity to formulate professional hypotheses.

Good Practice No. 3 — Using the Host Context as a Learning Environment

Field Observation

Learning activities took place across varied settings: workshops, heritage construction sites, the historic centre, public spaces and informal exchange moments with host trainees.

Contribution of the CCC Approach

The host environment is mobilised as a structured pedagogical resource. Situations encountered (technical gestures practised in the workshop, work organisation, integration of techniques within architecture, local social functioning) become analytical objects in their own right. The territory is thus treated as a coherent technical, cultural and civic system, made intelligible to learners

Good Practice No. 4 — Structuring Peer-to-Peer Exchange Between Distinct Professional Cultures

Field Observation

Visiting learners and host trainees (heritage masons) participated in formalised peer-to-peer sequences: reciprocal presentations of training pathways, demonstrations of craft gestures, comparison of materials and exchanges on technical and heritage constraints.

Contribution of the CCC Approach

Peer exchanges between complementary professions were sequenced in advance and jointly designed by both teams to ensure that, within a limited timeframe, they fostered mutual recognition of skills and understanding of their interdependence within the built heritage ecosystem.

Good Practice No. 5 — Focusing Workshops on Gestures, Materials and a Shared Visual Language

Field Observation

Workshops combined experimentation with technical gestures, material handling, observation of façades and mural ornamentation (sgraffito), and the progressive development of a bilingual visual glossary. Learners sketched observed motifs or technical details and labelled them in Italian and Turkish to compare terminology and professional usage.

Contribution of the CCC Approach

Work on gesture, material and image functions as a common language across linguistic contexts. Attention to technical processes and visual logic transcends verbal barriers while reinforcing professional precision. The construction of a shared visual glossary structures learning by making elements identifiable, comparable and transferable. It fosters reciprocal recognition of expertise and supports the emergence of a shared professional language — a key condition for effective intercultural cooperation.



Good Practice No. 6 — Structuring Reflective Moments Without Overburdening the Programme

Field Observation

Reflection sessions were scheduled at identified points during the stay (end of day, activity closure) in the form of short collective exchanges.

Contribution of the CCC Approach

The planned integration of short reflective sequences (10–20 minutes) following specific learning situations makes technical, cultural and relational learning explicit without disrupting programme flow.

Good Practice No. 7 — Adopting a Facilitative Stance During Mobility

Field Observation

During workshops, visits and exchanges, facilitators primarily intervened to reframe discussions, prompt reflection, clarify technical points or regulate group dynamics, without replacing learners in demonstrations or presentations.

Contribution of the CCC Approach

This posture places learners in genuine positions of initiative: articulating choices, presenting observations, questioning peers and directly experimenting with techniques. The trainer safeguards the pedagogical framework and exchange quality, thereby fostering autonomy, responsibility and confidence in learning.

Good Practice No. 8 — Using Documentation as a Learning and Dissemination Tool

Field Observation

Participants documented the mobility through structured notes, purpose-driven photographic selection (technical details, workshop organisation, heritage elements) and shared digital tools (e.g., Polarsteps).

Contribution of the CCC Approach

Documentation is conceived as a deferred analytical tool: it allows revisiting observed situations, comparing practices and structuring collective feedback. It also serves dissemination and transferability purposes by transforming lived experience into a reusable pedagogical resource within the organisation.

Good Practice No. 9 — Mobilising Appropriate Expertise and an External Perspective

Field Observation

The host structure engaged external expertise in intercultural pedagogy to prepare teams and learners for the specific challenges of mobility. This intervention helped anticipate differences in educational frameworks, implicit codes and professional practices. An external perspective also enabled critical reflection on internal organisational habits and coordination methods.

Contribution of the CCC Approach

Integrating specialised expertise enhances quality by introducing analytical distance. The external perspective acts as a revealer: making implicit practices explicit, identifying intercultural risk factors and strengthening pedagogical preparation. This contributes to professionalising the mobility and embedding it within a logic of continuous organisational and pedagogical development. making implicit practices explicit, identifying intercultural risk factors and strengthening pedagogical preparation.



Good Practice No. 10 – Valuing Intangible Heritage as a Learning Resource

Field Observation

Elements of local intangible heritage, such as the Palio di Siena and the Contrade system, were presented and analysed in relation to the city's social and territorial organisation. Although intangible, the Contrade system was embodied through a visit to the museum of the Contrada della Civetta, giving tangible form to a medieval tradition that remains highly active in Siena.

Contribution of the CCC Approach

Integrating intangible heritage broadens observation beyond material objects. It enables understanding of belonging, transmission and collective organisation logics that structure a territory, situating craft practice within a broader civic framework.

Good Practice No. 11 – Integrating a Meeting with a Practising Professional into the Pedagogical Itinerary

Field Observation

A structured meeting with an experienced professional active in the built heritage sector was integrated into the third day's programme. Learners visited the professional's workplace, observed tools and methods, and discussed working conditions: technical constraints, client relations, heritage responsibilities, work organisation and career pathways.

Contribution of the CCC Approach

Engaging with a practising professional anchors mobility within a concrete economic and territorial reality. It connects training with real-world practice and civic responsibility linked to the profession. Direct exposure to working conditions strengthens professional projection, clarifies sector expectations and highlights interdependencies between trades within a shared heritage ecosystem.

Elements for reflection A professional mobility experience places participants outside their usual reference points and requires them to navigate different working contexts, communication styles and implicit frameworks. This shift goes beyond simple discovery; it calls for personal and relational adjustments which, when properly supported, can strengthen confidence, adaptability and the quality of cooperation. The CEDEFOP report *Leaving Comfort Zones Behind* (2020) highlights that such experiences, precisely because they engage individuals both emotionally and practically, foster autonomy and reinforce commitment to a training pathway. In Siena, Italian trainees were required to make their practices explicit and position themselves as transmitters of knowledge, while the Turkish participants entered an unfamiliar technical environment. The joint production of a concrete outcome gave tangible substance to this exchange. This crossing of roles and situations helps anchor professional identity in lived experience, clarify career perspectives and strengthen the sense of professional legitimacy.





CCC Mobility 2 Chosen Mobility, Affirmed Trajectory: Training Mobility and Territorial Appropriation in Liège (BE) for Building Painters from Paris (FR)

International Mobility for Employees in French Work Integration Workshop and Training Scheme (ACI)

From Laying Floors to Climbing the Montagne de Bueren: Learning the Trade, Expanding Horizons

This mobility was developed in partnership with the IFAPME (Walloon Institute for Dual Training, Craft and Small and Medium-Sized Enterprises), a public body of the Walloon Region (Belgium) dedicated to work-based vocational training and closely connected to local economic sectors.

Beyond its architectural heritage, Liège is a cultural city with a rich industrial past, offering a dense urban landscape in which techniques, materials and social history remain visible in public space: façades, murals, staircases, ironwork and traces of successive architectural styles coexist throughout the city.

Within the framework of their qualifying Work Integration Scheme pathway — combining real construction sites, technical workshops and socio-professional support — employees in work integration, trained as building painters at Artemisia School (Paris), travel to Liège for a one-week specialised training module in floor coverings at the local centre of the IFAPME.

The contribution of the CCC framework lies in designing this week not as a simple transfer from one training centre to another, but as a structured experience of territorial appropriation. Technical training becomes the entry point to a broader interpretation of the territory: starting from hands-on, locally grounded instruction in contemporary floor-covering techniques, and gradually expanding the perspective toward the city's surfaces, materials, buildings, histories and uses. In this way, professional learning is articulated with cultural discovery and civic positioning.

Approaching the city “from the ground up” — beginning with floors, surfaces and professional gestures, then progressively widening the lens to the surrounding urban environment — enables learners to connect technical practice, spatial understanding, cultural interpretation and civic appropriation.

Work Integration Workshops and Training Schemes (ACI)



Work Integration Workshops and Training Schemes (Ateliers et Chantiers d'Insertion – ACI) are part of the French Integration through Economic Activity system (Insertion par l'Activité Économique – IAE).

They are designed for individuals who are distant from the labour market and combine a salaried employment contract, structured vocational training and individualised socio-professional support.

In a qualifying ACI, productive activity serves as a pedagogical support enabling access to a certification or a clearly identified profession. The objective is skills development, social consolidation and access to sustainable employment.

Context

The Mobility Framework within the CCC Project

Artemisia Formation supports 14 employees engaged in a one-year professional integration pathway. All are foreign nationals, the majority beneficiaries of subsidiary protection (refugees), employed within a French Work Integration Workshop and Training Scheme (ACI).

The ACI pathway combines:

- salaried employment in the field of painting,
- progressive vocational training,
- structured support towards qualification and professional autonomy.

As most participants have experienced forced mobility linked to exile, their relationship to displacement is strongly shaped by the search for safety and stability. With a view to broadening professional horizons and consolidating individual trajectories, Artemisia developed a partnership with the IFAPME centre in Liège.

The mobility programme included: a full week of specialised floor-covering training at IFAPME Liège, under the continuous supervision of an Artemisia technical instructor; pedagogical follow-up by the coordinator (Day 1) and the director (Days 4–5); a cultural immersion itinerary jointly designed with IFAPME.

Given the intensity of the week's programme, the decision was made to provide hotel accommodation in individual rooms, ensuring comfort and tranquillity.

General Overview of the Activity

Type of activity : International mobility for learning and professional exchange

Location : Liège, Belgium

Participants :

- 14 ACI employees from Artemisia Formation
- Trainers and coordinators from IFAPME
- Artemisia's technical instructor, coordinator and director

Duration : one week

Main professional field: Painting and building trades

Key themes :

- Autonomy and mobility as learning experiences
- Interpreting the city through artistic expression (Paliss'art route), materials, architecture and public space

Objectives of the mobility

The mobility was designed to:

- provide a structured and secure learning pathway within an international context;
- strengthen autonomy and self-confidence;
- offer a positive mobility experience tailored to participants with complex migratory trajectories;
- consolidate professional aspirations in the building trades;
- reinforce collective identity through a shared experience.

Une approche CCC appliquée à une mobilité d'intégration

In Liège, the CCC approach was grounded in three principles: concrete experience, secured framework and progressive empowerment.

Particular attention was given to preparation, continuous support and the emotional dimension of mobility. The city itself was approached as a full pedagogical space.

Learning was conceived as a continuum:

preparation → technical training → cultural immersion → collective reflection.

The city itself was approached as a full pedagogical space.

Implementation: Day-by-Day Programme

Day 1 – Welcome and Framework

Familiarisation with the IFAPME training centre; clarification of workshop rules; safety procedures; organisation of accommodation; continuous presence of the Artemisia instructor/mentor.

Day 2 – Technical Training

Practical training in floor coverings; professional gestures; tools; materials; safety procedures.

Day 3 – Consolidation

Repetition of gestures; progressive autonomy; peer support.

Day 4 – Coordination and Cultural Preparation

Institutional meeting; validation of the cultural itinerary; continuation of technical training.

Presentation of the Paliss'art programme and the itinerary planned for Day 5 via a shared PDF map posted in the WhatsApp group including the 14 learners and Artemisia's supervisory team.



Launched in 2002 by the City of Liège, Paliss'Art brings contemporary creation into public space through mural paintings and graphic interventions.

More than 90 works have been produced by over 150 artists on hoardings, façades, gable walls and electrical cabins. Some murals, conceived as temporary installations, accompany urban transformations, while around thirty remain visible today. The project, carried out in partnership with the non-profit organisation Spray Can Arts, transforms the street into an accessible artistic space open to all.

In 2024, Paliss'Art received the Urban Planning Award in the category "Micro-Architecture Projects."

www.liege.be/fr/decouvrir/plein-air/art-public/palissart#c5=face

Day 5 – Territorial Appropriation Itinerary

Urban route including:

- Opéra Royal de Wallonie-Liège (discussion on faux marble and scagliola; explanation of what an opera house is; historical and cultural background)
- Murals from the Paliss'Art route (technical analysis; connection with professional skills developed during the ACI pathway)
- St. Paul's Cathedral of Liège
- Art Nouveau and Art Deco façades
- Montagne de Bueren staircase
- Princes-Évêques Palace
- Collective lunch and final debrief

Preparation phase

Several weeks of preparation were required to complete administrative checks, clarify logistical arrangements, present IFAPME, explain collective living rules and emotionally prepare participants to experience the mobility as a chosen opportunity.

Observed impacts

Among participants:

- Increased pride and autonomy
- Strengthened self-confidence
- Consolidated group cohesion
- Motivation to continue training

Among teams:

- Strengthened partnership
- Structuring of a secured mobility model
- Clarification of support modalities within the CCC framework

Good Practices Emerging from the Mobility

Good Practice No. 1 – Using a Shared Map as a Tool for Autonomy and Cooperation

Field Observation

All participants had access to the same PDF map of the Paliss'Art murals, shared in advance via WhatsApp. During the route, the group regularly paused to locate themselves collectively. Participants with limited French language skills used the map to point to a location, ask for confirmation or suggest a direction; others supplemented verbally.

Contribution Contribution of the CCC Framework

Providing a shared visual reference transforms orientation into a structured collective activity. It enables participation regardless of language proficiency and fosters mutual support as well as initiative in urban space.

Good Practice No. 2 — Using Unexpected Situations as Contextualised Learning Sequences

Field Observation

At the opera house, the absence of an expected mural led the group to observe the building's faux marble columns. A spontaneous question: "What is an opera?", opened discussion on the cultural function of the venue and associated professions.

Contribution of the CCC Framework

Integrating unforeseen situations into the pedagogical flow connects technical observation, cultural understanding and institutional reading. It requires the "guide" to provide contextual, cultural or historical elements linked to the profession being acquired. Mobility thus becomes an active analytical exploration of the territory rather than a fixed itinerary.

Good Practice No. 3 — Identifying and Validating Emerging Technical Reasoning

Field Observation

When observing a mural located at height, a participant inferred the use of an aerial lift for its execution. This reasoning, based on technical criteria (height, access, surface), was explicitly acknowledged by the instructor.

Contribution of the CCC Framework

Recognising professional reasoning expressed by learners consolidates professional identity. It validates existing competencies and reinforces confidence in technical analysis in real situations.

Good Practice No. 4 — Integrating Detours as Moments of Heritage Deepening

Field Observation

While searching for a mural, the group entered the cloister and then the interior of St. Paul Cathedral. This unplanned visit prompted careful observation of volumes, materials, and decorative elements.

Contribution of the CCC Framework

Openness to unplanned sequences enriches territorial interpretation and connects heritage discovery with analysis of surfaces, techniques and uses.

Good Practice No. 5 — Linking Urban Symbols with the Group's Collective Experience

Field Observation

The inscription "Société libre d'émulation" on a building façade was explained as referring to mutual encouragement and collective progress. A participant drew a parallel with the group dynamic, particularly during the ascent of the Montagne de Bueren staircase.

Contribution of the CCC Framework

Analysing symbols in public space makes lived collective values explicit. It fosters identification with shared principles and strengthens cohesion.

Good Practice No. 6 — Preparing Mobility Emotionally and Symbolically

Field Observation

Preparatory sessions addressed some participants' previous migration experiences and reframed travel as a chosen and structured opportunity. Emphasis was also placed on the learners' role as representatives and ambassadors of Artemisia within IFAPME and the city of Liège.

Contribution of the CCC Framework

Emotional preparation secures engagement and supports an active posture. It is particularly decisive for participants with forced migration backgrounds. Explicitly acknowledging the group's responsibility in the project's success and in sustaining the Artemisia-IFAPME partnership is both empowering and valorising.

Good Practice No. 7 — Ensuring Continuous and Identifiable Supervisory Presence

Field Observation

Participants knew that supervisors were present at every stage and reachable via a dedicated WhatsApp group.

Contribution of the CCC Framework

A clearly identified framework enables autonomy in a new environment without generating insecurity. Supervisory availability supports initiative rather than dependency.

Good Practice No. 8 — Integrating Material Conditions as a Pedagogical Lever

Field Observation

Individual, stable and clearly identified accommodation was organised for the entire group, although some learners experience unstable or precarious housing situations in France. This choice was conceived as an integral component of the mobility design, not merely a logistical variable.

Contribution of the CCC Framework

Material conditions directly affect readiness to learn. Providing a secure, respectful and stable environment strengthens concentration and engagement while restoring continuity within the pathway. Experiencing improved living conditions during training makes progression tangible: if circumstances already improve at this intermediate stage — even before certification and formal recognition of competencies — it becomes possible to anticipate sustainable consolidation at the end of the pathway.

By integrating these parameters into pedagogical design, the CCC framework considers the material environment as an active component of learning and professional projection.

Elements for reflection The mobility in Liège forms part of an already established pathway — a qualifying ACI scheme in which technical training, real production and socio-professional support unfold over time. For participants whose histories are sometimes marked by forced mobility, travelling to another European country tests their relationship to autonomy and professional projection. Specialisation in floor coverings provides a concrete anchor from which the city can be approached differently. The urban itinerary is conceived as a game — a form of “hunt for decorative elements” in which participants observe, compare and formulate technical hypotheses. This playful framework creates privileged moments in which institutional roles — learners, supervisors, management — are not overturned but become more flexible. Within this dynamic, perceptions evolve: each person encounters the other in a posture of attention, curiosity or initiative, supported by shared good humour and collective engagement. This shared experience strengthens group cohesion and reshapes the quality of future interactions, giving renewed value to the exchanges that will continue throughout the remainder of the pathway.



PATHWAY CCC 1



Bursa : Reframing the Çini (Ceramic Tile Painting) Training Programme through a Culture · Craft · Citizenship Approach

Çini: A Craft Tradition and Production System Rooted in Bursa

Çini refers to the traditional art of painting on ceramic tiles and porcelain objects, developed in Anatolia and reaching a high degree of refinement during the Seljuk and Ottoman periods. In Bursa, the first capital of the Ottoman Empire, çini is not merely a decorative feature of architecture; it represents a deeply rooted craft tradition that has shaped the city's cultural identity over centuries. Tile decorations found in mosques, tombs and külliyes (architectural complexes built around mosques) express a shared visual language based on geometry, floral motifs and symbolic colours, closely linked to spiritual, social and artistic values.

Beyond the finished objects, çini refers to a structured artisanal organisation: workshop practices, division of labour, progressive apprenticeship and intergenerational transmission of skills. Historically, production involved coordinated processes — from design and drawing to colouring, glazing and firing — requiring collective work, discipline and shared standards. In Bursa, this organisation of labour helped structure craft communities and ensured the continuity of skills within the territory.

Çini therefore cannot be reduced to a material or decorative technique; it constitutes a living tradition articulating craftsmanship, social organisation and cultural continuity. This dimension makes it particularly relevant within the CCC framework, where the craft is understood not only as technical competence but as a social practice contributing to professional identity, collective belonging and civic participation. In Bursa, çini thus provides a structuring entry point to reconnect learners with heritage, work ethics and their place within a shared cultural ecosystem.

Context

Since 2004, the Kent Tarihi ve Tanıtımı (Department of History and Promotion) of the Bursa Metropolitan Municipality, through its Directorate of Museums, has coordinated municipal cultural and educational initiatives. Since 2019, it has supervised a comprehensive çini (ceramic painting) training programme aimed at individuals facing sociocultural barriers and limited access to employment.

This programme, historically delivered by the municipal training centre BUSMEK, was built on solid technical modules and included visits to major heritage sites such as Yeşil Cami, the Muradiye Complex and İznik.

Within the Erasmus+ KA220-VET Culture · Craft · Citizenship partnership, the City of Bursa made the strategic decision in 2024 to integrate the CCC methodology into this existing programme. The objective was to more closely articulate: the city's tangible heritage (mosques, Ottoman complexes, museums, archaeological sites), the profession of ceramic painting, learners' social and civic development, preparation for their professional careers, and the programme's institutional visibility as part of local public policy.

The redesign process relied on joint work involving BUSMEK trainers, museum mediators, social teams and European partners. Officially launched in February 2024, the programme received strong institutional backing, highlighted during a municipal press conference held in October 2024 in the presence of the Mayor, the Directorate of Museums and European partners. This launch gave Bursa's CCC programme a fully institutional dimension, embedded within the city's cultural and social strategy.

General Overview of the Pathway

The CCC pathway developed in Bursa is based on the reorganisation of an existing çini training programme into a culture-anchored learning itinerary. Rather than creating a new course, the CCC approach was integrated into an already established professional framework.

The pathway articulates three interdependent dimensions: culture, craft and citizenship. It combines:

- technical workshop-based training,
- heritage site visits,
- collective creative activities,
- final public presentations.

A central structuring tool — the “Bursa Ceramic Decoration Route” map — links technical modules to heritage sites and observation missions, ensuring the pathway’s coherence.

The Programme Before the Integration of the CCC Approach

Before integrating the CCC approach, the çini training programme was primarily structured around workshop-based technical instruction. Learners followed modules focused on drawing, geometry, colour, plate and panel painting, and firing techniques.

Although technically robust, the programme offered limited opportunities for structured observation and interpretation of heritage. References to sites remained implicit; collaboration between trainers, museums and social teams was occasional; and teaching, conceived as a top-down transmission of knowledge, sometimes limited interaction and collective expression. The programme functioned effectively as vocational training, but the articulation between technical learning, cultural heritage and social, professional and civic development remained limited.

Reorganisation Through the CCC Approach

The training programme was redesigned through a CCC approach centred on heritage as a medium for cultural transmission and skill acquisition, without adding constraints or increasing the volume of activities.

Painted tile motifs and architectural elements observed in Bursa’s monuments became reference points linking observation, interpretation and technical practice. Heritage was no longer mobilised as mere contextual knowledge but as an active learning lever, enabling learners to connect what they see, what they do and what they express.

Implementation of the Pathway: A Collective and Embodied Experience

1. Active Methodology: Creative Theatre

Creative theatre was introduced to foster expression and interaction through short physical and role-based exercises. This method proved particularly effective in linguistically diverse groups, supporting confidence and cohesion. It was notably used to address occupational health and safety issues in embodied and collective ways.



2. Collective Development of a Shared Tool: The Bursa Ceramic Decoration

Learners, trainers, museum mediators and cultural experts collaboratively developed the Bursa Ceramic Decoration Route map, which brings together 19 key heritage sites, associated observation exercises, reference motifs and links to technical modules. The map serves as a common pedagogical and territorial framework.

3. Linking Technical Modules and Heritage Visits

Each technical module is associated with heritage sites and structured around simple missions: observe, sketch, formulate technical hypotheses, then reconnect observations with workshop practice. This articulation strengthens continuity between site visits and technical learning.

4. Developing Autonomy and Civic Participation

Learners interact with guides and artisans, take part in exhibitions and digital presentations, and use digital tools to support autonomy and inclusion, particularly for participants with limited literacy or Turkish language proficiency.

Analysis of Coordination Practices: CCC Principles in Action

The pathway relied on strengthened coordination between trainers, museum mediators and socio-educational teams. Short and regular coordination meetings allowed continuous adjustments.

Within this dynamic, the role of the supervisory team evolved from instruction to facilitation, supporting learner autonomy and collective dynamics.

Observed Impacts and Transferability

Among learners:

- Increased autonomy
- Improved ability to connect motifs, sites and techniques
- Strengthened confidence in self-expression
- Clearer professional projection

Among Teams:

- Strengthened coordination
- Clarified mediation roles
- Enhanced capacity to support diverse audiences

At institutional level, Bursa's CCC programme:

- consolidated municipal institutional ownership;
- recognised ceramic heritage as a social resource;
- demonstrated transferability to other craft professions.

Good Coordination Practices

Good Practice No. 1 – Integrating the CCC Contribution from Existing Structures

Field Observation

The çini training programme already had a structured technical content and institutional recognition. The integration of the CCC approach was achieved through the reorganisation of sequences and alignment of existing modules, without significant modification of contact hours or the technical framework.

Contribution of the CCC Approach

By reorganising what already exists rather than replacing it, the CCC approach demonstrates that pedagogical transformation can occur without structural disruption. It acts as a transversal layer that strengthens meaning, coherence and impact while preserving technical standards. This reduces institutional resistance, reassures trainers and enhances transferability to other professional schemes.

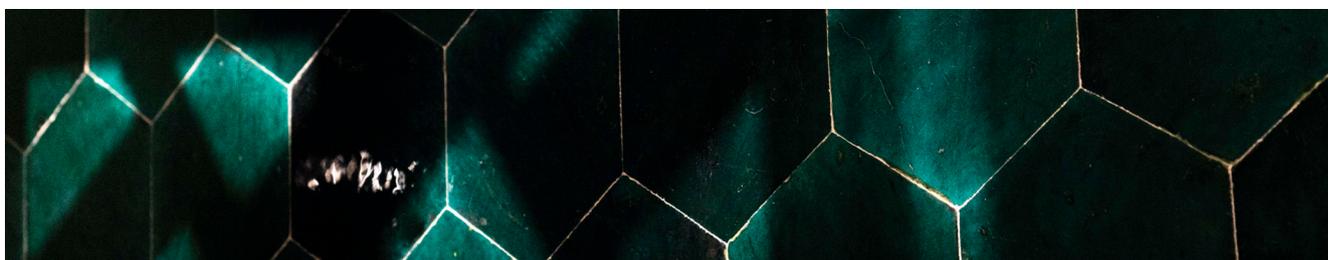
Best Practice No. 2 – Making Heritage an Active Learning Medium

Field Observation

Heritage visits were explicitly linked to technical modules: observation of motifs in situ, formulation of technical hypotheses, and return to the workshop for practical application.

Contribution of the CCC Approach

Heritage becomes a structuring pedagogical medium. It connects observation, interpretation and professional gesture, reinforcing coherence between territory and training.



Best Practice No. 3 — Co-Constructing a Shared Territorial Tool

Field Observation

The Bursa Ceramic Decoration Route map was collectively developed by trainers, museum mediators and learners. It connects 19 heritage sites to technical modules and serves as the structuring support of the pathway.

Contribution of the CCC Approach

A shared tool enables stakeholders to work from common reference points, clarify objectives and ensure continuity between workshop and field. Co-construction — even when guided — engages learners both collectively and individually: it transforms the tool into a shared production rather than a simple pedagogical support, strengthens personal investment and consolidates territorial appropriation. It thus structures coordination while facilitating replicability.



Good Practice No. 4 — Pacing Visits to Foster Attention and Analysis

Field Observation

Heritage outings were limited to a restricted number of stops, each associated with a specific observation task.

Contribution of the CCC Approach

Focusing on clearly defined objectives strengthens attention, facilitates technical analysis and maintains engagement, particularly for participants unfamiliar with heritage codes.

Good Practice No. 5 — Extending the Workshop Beyond Its Walls

Field Observation

Learners participate in exhibitions, festivals — such as Archeofest —, public workshops and complementary training sessions (communication, entrepreneurship).

Contribution of the CCC Approach

Public exposure connects training to real social, cultural and economic contexts. It strengthens professional projection, confidence and visibility, and opens access to broader networks. The CCC pathway thus extends learning beyond the training centre and supports trajectories towards employment or self-employment.

Good Practice No. 6 — Using Digital Tools to Enable Autonomy Without Replacing Experience

Field Observation

Tools such as Google Lens and Polarsteps are used to translate signage, document observations and produce field journals during visits.

Contribution of the CCC Approach

Digital tools reduce linguistic and literacy barriers and support autonomy and inclusion. They remain at the service of physical, social and sensory experience: complementing embodied learning without substituting it.

Good Practice No. 7 — Implementing Creative Theatre as a Pedagogical Activation Tool

Field Observation

Creative drama sequences were integrated into workshops and heritage visits: brief role-playing situations linked to professions (artisan, client, curator), body-based exercises to represent a motif or architectural element, and body-language reformulations prior to verbalisation.

Contribution of the CCC Approach

The integration of creative theatre creates a safe space for experimentation in which error is permitted and engagement precedes verbal mastery. By using the body, imagination and cooperation, these sequences facilitate entry into analysis, strengthen group cohesion and allow learners who are less comfortable speaking to access understanding through action before articulation. Creative theatre thus becomes a methodological lever to articulate culture, craft and collective participation. .

Elements for reflection In Bursa, the work consisted of reconfiguring an existing technical programme into a pathway fully articulated with heritage and the civic dimension of the territory. Çini training is now embedded in an explicit continuity between workshop gestures, observation of heritage sites and understanding of local cultural history. The motifs studied acquire meaning through their presence in monuments, their place within an organised craft system and their role in shaping the city's identity.

This alignment transforms the perception of the profession: it is no longer solely about acquiring a technique, but about understanding its position within a living cultural ecosystem. Strengthened coordination between trainers, museum mediators and institutional actors structures this coherence. The pedagogical stance shifts towards facilitation, enabling learners to articulate observation, analysis and practice themselves.

The principles applied — making explicit the links between workshop and territory, developing shared tools, fostering cross-actor collaboration and ensuring institutional anchoring — form a methodology that is readily transferable to other professions and territorial contexts.





Smiltene: The Latvian Symbols Trail

Smiltene: Where Forests, Symbols and Community Shape Belonging

Located in north-eastern Latvia, in the Vidzeme region, Smiltene is a small town characterised by forests, lakes and a strong rural identity. Historically shaped by agricultural, forestry and craft traditions, Smiltene maintains a close relationship between landscape, community life and cultural heritage.

Unlike major urban centres, Smiltene's scale encourages proximity between institutions, schools and local authorities, making collaboration structurally feasible. Intangible heritage — particularly traditional Latvian symbols, folklore and seasonal rituals — remains deeply embedded in daily life and the public sphere. This territorial context makes Smiltene particularly conducive to the development of a CCC pathway grounded in symbolic interpretation, local identity, and collective belonging.

The Latvian Symbols Trail is a cultural, social and civic pathway developed in Smiltene to support integration, mutual understanding and a sense of belonging among young people from diverse cultural backgrounds. Rooted in Latvian intangible heritage, the pathway uses traditional symbols (*zīmes*) as a medium to explore identity, values, territory and coexistence.

Through observation, interpretation, collective activities and digital tools, the pathway invites participants to connect ancient symbolic traditions with contemporary life, transforming local heritage into an active resource for education, cohesion and citizenship.

Context

Smiltenes Tehnikums serves a diverse population, including vocational students, migrants, Russian-speaking youth (national minority), Ukrainian refugees, learners experiencing academic or relational difficulties, and young people who may feel culturally disconnected.

Teaching teams identified recurring challenges:

- limited knowledge of local heritage;
- weak cohesion between groups;
- tensions or prejudices between communities;
- difficulty expressing identity and values.

Traditional Latvian symbols were identified as a meaningful response to these challenges. Present in crafts, architecture, folklore and everyday objects, they convey universal values such as protection, harmony, nature, family and continuity — making them powerful tools for intercultural dialogue.

In a rural territory characterised by low population density and the regular departure of young people to the capital or abroad, local anchoring is a structuring issue. The Latvian Symbols Trail therefore goes beyond school cohesion: it contributes to building a durable connection between young people and their territory by restoring visibility and value to local intangible heritage.

Integration within the CCC framework enabled these cultural elements to be structured into a coherent and replicable pathway.

General Overview of the Activity

Development of the Pathway

The Latvian Symbols Trail was initiated by Smiltenes Tehnikums as an educational response to the social and intercultural challenges faced by its students. Teachers identified the need for a structured activity capable of strengthening group cohesion, fostering cultural understanding and reinforcing students' sense of belonging to the local territory.

Recognising the pedagogical potential of traditional Latvian symbols (zimes) as carriers of meaning, identity and shared values, the school developed the initial concept of a symbolic urban pathway rooted in local intangible heritage.

Following this initiative, Smiltenes Tehnikums established cooperation with the municipal tourism department, which supported the pathway's development as part of the city's cultural and territorial promotion strategy. This collaboration enabled the installation of physical signage, integration into local tourism platforms and broader public accessibility.

The pathway was thus developed through a two-step process:

- an educational initiative led by the school, based on pedagogical needs;
- an institutional partnership with the local tourism authority, ensuring territorial anchoring and sustainability.

This dual foundation — educational and municipal — gives the Latvian Symbols Trail both pedagogical depth and territorial legitimacy. It is not merely a school activity but a structured CCC pathway integrated into the local environment and accessible to wider audiences.

The CCC coordinator ensured articulation between the school, cultural actors, the local Tourist Information Centre, and the municipality, aligning different professional logics, timelines and objectives. This coordination capacity proved decisive in the programme's success.

Objectifs du parcours

The creation of the Latvian Symbols Trail aims to promote integration, cohesion, mutual understanding and a sense of belonging among individuals of different nationalities, through the power of culture, traditions and digital tools, making Smiltene a welcoming, open and culturally rich environment.

Cultural Objectives

- Present Latvian intangible heritage through symbols
- Develop understanding of local traditions and shared values
- Connect historical symbols to contemporary life

Educational and Social Objectives

- Strengthen group cohesion
- Encourage dialogue among students from diverse cultural backgrounds
- Build confidence in self-expression

Civic Objectives

- Consolidate territorial belonging
- Encourage active participation
- Promote an inclusive local identity

The Latvian Symbols Trail

The Latvian Symbols Trail is organised as a structured territorial pathway integrated into school life and the local public space. It consists of two walking routes (5 km and 2 km) through Smiltene, marked by physical signage and supported by digital tools. The trail includes more than fifteen Latvian symbols, and related pedagogical materials are available both online and in printed format.

It is primarily used with first-year students at the beginning of the school year as an integration and orientation activity.

Participants walk the route in small teams, complete symbolic missions, document their observations and engage in collective reflection. The activity can be adapted for both internal school groups and broader audiences.

Step-by-Step Implementation

Step 1 — Introduction to the Symbols (Classroom Preparation)

- Students discover a selection of Latvian symbols. They are invited to interpret their meaning freely before receiving historical explanations (sun, harmony, work, protection, home, etc.).
- Trigger questions: “What does this symbol suggest to you?”; “Do you recognise similar symbols in your culture?”
- Contextual information is provided only after discussion.

Step 2 — Outdoor Exploration of the Trail

Students walk the trail in teams of 4 to 6. At designated stops, they complete short missions:

- identify environmental elements evoking the symbol;
- form the symbol with their bodies;
- recreate the symbol using natural materials;
- associate a value or wish with the symbol;
- solve short riddles;
- photograph symbolic interpretations.

Smartphones are used only for orientation and documentation.

Step 3 — Socio-Emotional and Intercultural Activities

To deepen the experience, several complementary activities are proposed:

- group traditional dance (inclusive, confidence-building);
- role-play on “culture shock” (empathy, hospitality);
- “My mother tongue” workshop (sharing meaningful words);
- discussion on subcultures (music styles, codes, affiliations).

These activities extend symbolic interpretation through personal narratives, allowing young people to connect symbols, values and identities within a safe framework.

Step 4 — Collective Reflection and Closure

At the end of the pathway, each group selects:

- a symbol representing them;
- a photo or creation;
- an associated value;
- a sentence or gesture explaining their choice.

This stage consolidates belonging and shared identity. It also enhances understanding of student diversity, values each voice and encourages expression, including non-verbal expression.

Preparation of the activity

Preparation included:

- needs assessment (cultural distance, cohesion challenges);
- selection and mapping of symbols;
- design and testing of routes;
- collaboration with the tourist information centre;
- creation of digital and printed tools;
- weekly coordination meetings;
- risk planning and mitigation measures.

Particular attention was paid to pedagogy in order to avoid overload and prioritise curiosity over theoretical mastery.

Good Coordination Practices Identified Through the CCC Pathway

Good Practice No. 1 – Begin with Personal Interpretation

Field Observation

The session opens with a free interpretation of the symbols: students share “what it evokes for them” before receiving any historical explanation. Contextual input is provided only after discussion, building on the hypotheses formulated by the group.

Contribution of the CCC Approach

Starting with personal interpretation creates immediate access without prerequisites. This reversal of the traditional “explanation → exercise” model establishes an active posture, values existing representations and strengthens inclusion: everyone can contribute from the outset, regardless of language proficiency or prior knowledge.

Good Practice No. 2 – Build Intercultural Bridges

Field Observation

Marco, an Italian teacher from Siena, during his participation in the Smiltene pathway, recognised meanings similar to those from his own culture after the introductory session. He reported feeling more at ease in the setting and closer to the group.

Contribution of the CCC Approach

Prior symbolic framing facilitates intercultural connection: it highlights common ground without erasing differences. By constructing a shared interpretative basis, the group reduces exclusion risks and gains confidence to cooperate, especially when languages and social codes diverge.

Good Practice No. 3 – Diversify Modes of Activity and Learning

Field Observation

Throughout the trail, students complete varied and short tasks: identifying environmental analogies, forming the symbol with their bodies, recreating it with natural elements, associating a value, solving a riddle or producing a photograph.

Contribution of the CCC Approach

The diversity of modalities (physical, visual, material, narrative) allows each participant to find an entry point into the activity, even without verbal ease. This diversification sustains attention, triggers engagement and anchors understanding in concrete traces rather than abstract commentary.

Good Practice No. 4 – Foster Integration Through Short and Structured Formats

Field Observation

Two- to five-minute missions, simple instructions and small group organisation facilitate participation. The framework also provides multiple forms of expression (verbal, gestural, graphic, photographic), explicit norms of mutual respect and a shared closing ritual.

Contribution of the CCC Approach

A short and structured framework reduces pressure, limits fatigue and secures participants: everyone knows what to do, for how long and under which conditions. Diversity then becomes a resource (perspectives, languages, styles) rather than a barrier, and integration is built through shared action.

Good Practice No. 5 – Ensure Structured yet Light Coordination

Field Observation

Simple and regular coordination (brief weekly meetings) allows adjustments. Roles are distributed (facilitation, observation, support), the route is tested in advance, an alternative scenario is prepared in case of bad weather and a concise briefing is given before departure.

Contribution of the CCC Approach

A light but explicit organisation secures implementation without overburdening it. It protects pedagogical quality (framework, rhythm, contingency management), reduces team workload, and ensures that the activity remains fluid, clear, and sustainable over time.

Good Practice No. 6 – Articulate Physical Supports and Digital Tools

Field Observation

The pathway combines urban signage, printed materials and online digital tools. A paper version is available for those who prefer not to use their phones.

Contribution of the CCC Approach

The complementarity of supports strengthens accessibility and adapts the activity to participants' preferences and constraints. It also facilitates documentation and continuity beyond the immediate experience.

LATVIAN SYMBOLS TRAIL

Length: 5km, ~3 hours
Start: Kalnamuiža 9

The idea of the trail is to popularize Latvian symbols, encouraging the public to get to know our cultural heritage and engage on common tasks. This activity is implemented within the framework of the "Erasmus+" coopera on project "Culture, Craft, and Citizenship", in which Smiltene Technical University, together with the Smiltene County Tourism Center, Smiltene County Culture Center, Smiltene County Youth Council and the Folklore Group "Rudzupuke", works together with partners from Italy, France and Turkey. The goal of the project is to promote the integration of humans of different nationalities through culture and traditions and create a sense of belonging, making Smiltene a friendly and open place for everyone.

1. **Grass Snake Symbol**, Kalnamuiža 9
2. **Moon Symbol**, Kalnamuiža 19
3. **Māras's Meander**, Teperis waterfall
4. **Austra's Tree**, Brūža iela 2
5. **Morning Star**, Brūža iela
6. **Symbol of God**, Dakteru iela 14b
7. **Māra's Cross**, Dārza iela 13
8. **Sun Symbol**, Baznīcas laukums 12
9. **Austra's Tree**, Mazā Atmodas iela 2
10. **Toad**, Gaujas iela 1
11. **Symbol of Ūsiņš**, active recreation park "Smil ņš"
12. **Symbol of Jānis**, open-air stage "Jāpukalns"
13. **Symbol of God**, Baznīcas laukums 5
14. **Symbol of Well**, Pils iela 3
15. **Symbol of Laima**, Kalnamuiža 2

To open the interactive version of the trail, download the "Actionbound" app on your smartphone, scan the QR code, register your team, and go on an adventure!

Co-funded by the European Union | Culture Craft Citizenship | SMILTENES TEHNIKUMS | Smiltēnes novads sanāki

Picture of map latvian symbols trail. The route is linked to Google Maps via the ActionBound application.

Name of the route on the ActionBound application:

LATVIEŠU ZĪMĶU TAKA

Statistics are available, and users can leave comments. A paper version also exists for people who do not wish to use their phone. Physical signs make it easier to follow the route on site. Users are invited to share photos of Latvian symbols spotted in other places.

<https://visit.smiltene.lv/piedzivo/latvie-su-zimju-taka/>

<https://www.smiltenesnovads.lv/lv/jaunums/smiltenes-novada-turisma-informacijas-centra-pieejama-latviesu-zimju-takas-karte>

Good Practice No. 7 – Establish Opening, Transition or Closing Rituals

Field Observation

The pathway concludes with simple rituals: a collective photo, a symbolic formation, selection of a symbol representing the group and choice of an associated value, sentence or gesture.

Contribution of the CCC Approach

Rituals give shared form to the experience: they mark a "before/after," consolidate belonging and fix a collective memory. They structure learning sequences, provide reassurance and make room for non-verbal expression, rendering multiple identities visible within a shared framework.

Good Practice No. 8 – Position Activities Strategically Within the Educational Timeline

Field Observation

The Symbols Trail is primarily offered to first-year students at the beginning of the school cycle as an integration and orientation activity.

Contribution of the CCC Approach

The timing of implementation strongly influences impact. By embedding the pathway at the entry point of training, it becomes a shared reference framework: it structures group cohesion, clarifies territorial landmarks and establishes a collective dynamic from the outset.

Good Practice No. 9 – Dare to Engage in Strategic Partnership

Field Observation

Cooperation with the Smiltene Tourist Information Centre transformed the pathway into a publicly accessible itinerary via the Actionbound app, improved mapping and dissemination, and articulated dual purposes: first-year student integration and tourist promotion of local heritage.

Contribution of the CCC Approach

A strategic partnership changes the scale of the initiative: it broadens audiences, strengthens territorial legitimacy and secures sustainability (tools, visibility, institutional anchoring). It also more clearly articulates the cultural, social and civic dimensions of the pathway within the public sphere.

Observed and Follow-Up

Observed outcomes:

increased participation of usually students who tend to hold back in group settings;

improved communication between linguistic communities;

reduction of tensions;

strengthened sense of territorial belonging;

high levels of satisfaction and engagement.

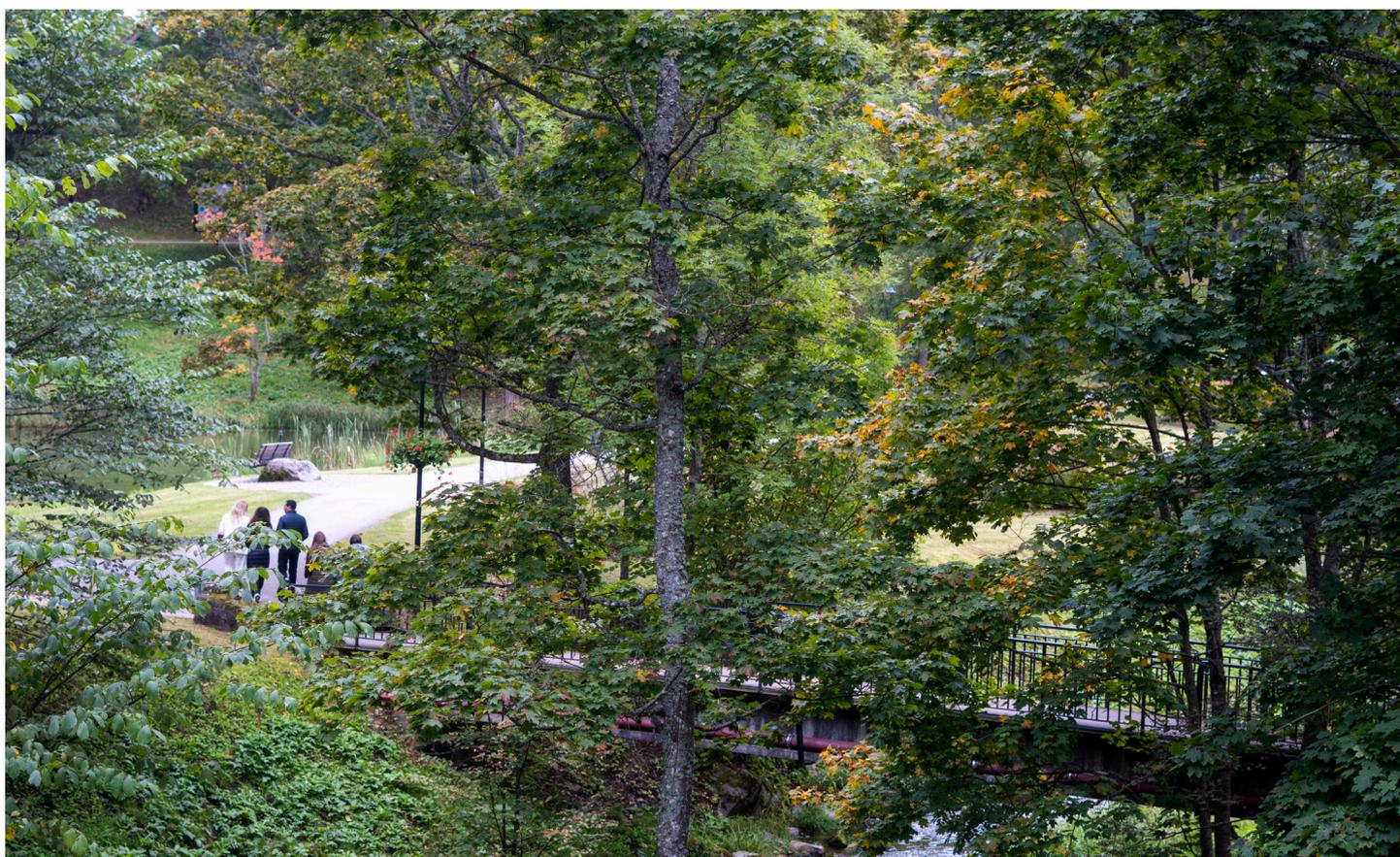
Approximately 100 students participated (around 20% of the school population in 2025), with growth projected for 2026.

The pathway is now integrated into school programmes and serves as a model for other thematic routes.

Elements for reflection The Smiltene pathway demonstrates how intangible heritage can become a structuring lever for a vocational education institution facing challenges related to cultural diversity and group cohesion. Traditional Latvian symbols are not mobilised as isolated heritage objects, but as supports for personal expression, identification and dialogue. By allowing students to interpret the signs before receiving historical explanations, the framework opens up a space in which each participant can inscribe their own story within a shared reference system.

Heritage thus becomes a tool for social cohesion, a vehicle for intercultural inclusion and a means of enhancing territorial value, while establishing an explicit bridge between tradition and contemporary digital practices.

The experience also highlights that the pathway's effectiveness lies less in the succession of activities than in the quality of its design and the coherence of its implementation. The structuring of the itinerary, the clarity of group missions, coordination between the school and the municipality, and the facilitatory posture of the supervisors are the determining factors. It is these methodological and organisational choices that transform a symbolic walk into a genuine process of territorial cultural mediation.



ITINERARY CCC 1



Paris: From Decorative Craft to Citizenship – A Visit to the French Senate

A space where the gilded splendour of power intersects with the active exercise of citizenship. The visit to the French Senate was designed as a civic and cultural itinerary within the CCC framework for trainees of Artemisia Formation.

Entering a site of political authority and historical significance – also a symbol of French democracy – allowed participants to confront their own representations of institutions while discovering the strong presence of decorative arts within a major public building. Beyond its institutional role, the Senate is a historic monument whose identity is shaped by architecture, materials, ornamentation and symbolic decoration. For learners trained in decorative painting, the visit offered an opportunity to observe how their future profession contributes to the preservation, transmission and meaning of republican spaces. .

Context

Artemisia supports a group of trainees enrolled in a qualifying programme in decorative painting. These learners, often distant from both the labour market and heritage or cultural environments, progressively acquire decorative techniques such as faux wood, faux marble and patinas, along with the cultural codes associated with their future profession.

The Senate visit emerged from the convergence of several elements:

a training-worksite project carried out in a Paris Habitat building, publicly presented in the presence of a municipal elected official who is also a senator;

a civic opportunity: the senator invites residents of her constituency each year to visit the Senate;

a consolidated partnership between Artemisia, Paris Habitat, integration networks and local social actors.

The activity therefore did not appear as a simple cultural visit, but as the culmination of an existing professional pathway and a coherent institutional dynamic.

General Overview of the Activity

Type of activity : cultural and professional itinerary within the CCC framework

Location : French Senate, Paris

Participants :

- Employees in professional integration trained by Artemisia
- Trainers and supervisors
- Senate guide
- A senator

Main themes:

- Citizenship and democratic institutions
- Heritage and decorative arts
- Professional legitimacy

Objectives of the Itinerary

The itinerary aimed to:

- make institutions concrete and accessible to individuals usually distant from them;
- enable participants to enter a prestigious setting without intimidation;
- connect decorative craftsmanship to public and heritage buildings;
- encourage questioning and dialogue;
- strengthen confidence and professional projection.

CCC Approach – Articulating Institution, Heritage and Craft

The CCC approach relied on constant mediation between:

- institutional discourse (the role of the Senate, democratic functioning);
- heritage observation (architecture, decoration, symbols);
- the learners' professional culture (decorative techniques, materials, craftsmanship).

Key Role of the Decorative Culture Trainer

Throughout the visit, the trainer specialised in decorative culture intervened to:

- clarify architectural and decorative vocabulary;
- analyse visible techniques within the palace;
- situate styles within their historical context;
- demonstrate how a decorative painter interprets a heritage site.

This complementarity between the institutional guide and Artemisia's trainer generated a rich pedagogical dynamic.

Participants realised that they already possessed relevant skills within a prestigious setting. The Senate guide drew upon these interventions and explicitly emphasised the importance of decorative painters in the conservation of heritage interiors, thereby reinforcing the learners' professional legitimacy.

Itinerary Structure – Main Stages Itin

Presentation of :

- the history of the palace;
- its institutional role;
- the structure of the visit.

Spontaneous questions emerged:

- "Who can enter here?"
- "Is it open to everyone?"
- "Why are there two chambers?" »

These questions immediately established a participatory dynamic.

Step 2 – Architectural Observation

During the walk through courtyards and salons:

- observation of volumes;
- interpretation of materials;
- analysis of decorative programmes.

Learners compared what they observed with techniques studied during training. The trainer ensured technical mediation.

Step 3 – Professional Recognition

In the reception rooms:

- identification of faux marble and imitation materials;
- questions regarding conservation;
- comparison between historical and contemporary techniques.

The guide explicitly recognised the relevance of these analyses.

A shift occurred:

participants adopted the posture of future professionals rather than passive visitors.

Step 4 – Exchange with the Senator

In the hemicycle, the senator presented:

- her professional career
- her responsibilities;
- the realities of political office.

Participants asked:

- “Is your work difficult?”
- “How many hours do you work?”
- “How do you manage pressure?”
- The exchange humanised the institution and reduced symbolic distance.

Step 5 – Collective Debrief

Discussion focused on:

- the most striking spaces;
- observed decorative elements;
- the evolution of their perception of institutions.

Preparation of the Activity

Preparation included:

- pedagogical sessions on institutions;
- decorative observation workshops;
- clarification of behavioural codes;
- individual support for participants requiring specific assistance.

The objective was to create a secure framework encouraging curiosity and expression.

Observed Effects

For trainees:

- greater ease in speaking;
- pride in accessing a symbolic institution;
- increased interest in heritage decoration;
- strengthened motivation for training;
- reinforced sense of legitimacy within institutional spaces.

Good Practices Identified Through the Itinerary

Good Practice No. 1 – Anchor the Civic Activity in a Real Professional Context

Field Observation

The Senate itinerary builds on a training-worksite project carried out in a Paris Habitat building, publicly presented in the presence of a local elected official who is also a senator. The visit therefore extends an already established professional pathway.

Contribution of the CCC Approach

The articulation between concrete professional activity and institutional visit strengthens the coherence of the initiative. It gives meaning to entering the site, consolidates learners’ legitimacy and connects civic engagement with professional trajectory.

Good Practice No. 2 — Prepare Entry into a Symbolic Institutional Space

Field Observation

Preparatory sessions clarified the role of the Senate, its functioning and the expected codes of conduct during the visit. Specific work addressed learners' legitimacy in entering a site of political authority.

Contribution of the CCC Approach

Symbolic preparation secures the experience and fosters an active posture. It enables participants to inhabit the institutional space with confidence and to engage as legitimate subjects rather than intimidated observers.

Good Practice No. 3 — Combine Institutional and Professional Mediation

Field Observation

The visit was co-led by an institutional guide and a trainer specialised in decorative culture. Historical and political explanations were systematically connected to the analysis of decorative techniques, materials and ornamental programmes.

Contribution of the CCC Approach

The complementarity of mediations links civic discourse with a professional interpretation of heritage. Architectural observation becomes an active learning support, reinforcing recognition of learners' technical skills within a prestigious setting.

Good Practice No. 4 — Encourage Direct and Spontaneous Questioning

Field Observation

Participants freely asked questions about the Senate's functioning, access to the building and political responsibilities. These interventions structured the dynamic of the visit.

Contribution of the CCC Approach

Encouraging personal expression establishes a direct relationship with the institution. Questioning becomes an act of civic participation and a lever for active understanding of democratic mechanisms.

Good Practice No. 5 — Organise a Face-to-Face Exchange with an Institutional Representative

Field Observation

A structured exchange with a senator allowed learners to discuss her professional path, responsibilities and constraints. Questions focused on daily work and the management of political duties.

Contribution of the CCC Approach

Direct interaction humanises the institution and makes citizenship tangible. It creates a bridge between individual trajectories and public engagement, strengthening learners' capacity to project themselves confidently into institutional spaces.

Elements for reflection The Senate visit is embedded in a relational continuity built over time, through local partnerships, completed projects, institutional encounters and active participation in professional networks. Its genesis highlights a central principle: cultural and civic opportunities do not arise by chance; they emerge from an ecosystem of relationships sustained with consistency.

Monitoring developments, engaging in professional spaces, identifying weak signals and responding to invitations play a decisive role in making such activities possible.

The itinerary thus reveals a circular dynamic.

Networks make opportunities possible; opportunities become activities embedded within the CCC framework; activities, in turn, generate visible effects that reinforce credibility and expand the initial network. This cumulative movement transforms a one-off initiative into a strategic lever.

For learners, the experience goes beyond discovering an institutional site. It becomes training in the ability to identify opportunities, understand the interpersonal and institutional implications and integrate them into a professional trajectory. The activity thus functions as implicit learning in navigating institutional environments and activating relational levers within an integration pathway.

ITINERARY CCC 2



Paris: In the Footsteps of Art Nouveau – Seeing Paris Through the Eyes of a Decorative Painter

Integration Through Beauty: Engaging with Contemporary Paris Through Belle Époque Architecture

“Sur les traces de l’Art nouveau” (In the Footsteps of Art Nouveau) is a cultural and territorial itinerary designed by Artemisia Formation to help trainees in decorative techniques learn to interpret Paris as a territory for professional projection – no longer as simple residents, but as future decorative painters.

The activity transforms the city into an open-air learning environment. Learners exercise their professional gaze on façades, ornamentation, lines, materials, and volumes, while strengthening their cultural confidence and public speaking skills. This CCC itinerary fully embodies Artemisia’s pedagogy of “insertion through beauty”: using heritage as a lever for building professional identity, cultural legitimacy and active citizenship.

Context

Artemisia Formation supports adults undergoing career transition, individuals in professional integration pathways and newcomers to France who wish to become decorative painters.

While learners progressively master foundational techniques (faux wood, faux marble, patinas, painted décor), they often begin with:

- limited knowledge of Parisian heritage;
- a sense of illegitimacy in cultural or prestigious spaces;
- difficulty identifying decorative styles in the urban landscape;
- restricted architectural and cultural vocabulary;
- apprehension about speaking in public.

To address these needs, Artemisia developed the Art Nouveau itinerary as a natural extension of professional training: learning to see the city through the eyes of a decorative painter.

The itinerary emerged from:

- a workshop led by two training groups (two groups of 12 learners engaged in training-worksite projects);
- a collaborative process of inquiry and documentation (research, WhatsApp exchanges, photographs, field notes, information sheets);
- a structuring intention: enabling learners to see Paris “as décor,” that is, as a coherent architectural and ornamental language.

The Art Nouveau itinerary was subsequently presented at the Salon International du Patrimoine Culturel- International Heritage Fair (Paris, October 2025) through an exhibition and a conference entitled: *“Inclusion Through Beauty: Appropriating Contemporary Paris Through Art Nouveau and Art Deco.”*

Iconography / documentation : <https://ccc-erasmus.com/artnouveau>

General Overview of the Activity

The itinerary takes the form of a 2.5- to 3-hour urban walk, offered twice during the European Heritage Days (September 2025), then adapted and presented at the International Heritage Fair (Carrousel du Louvre, October 2025).

It unfolds across five pedagogical stages combining:

- preparation;
- in situ observation;
- research and documentation;
- public mediation;
- restitution and practical application.

During the European Heritage Days, trainees themselves act as cultural guides: they present selected Art Nouveau façades to the public using analytical tools and interpretative frameworks developed during training. This format establishes an explicit transition from observation to transmission: learners become active mediators of heritage and decorative culture.

Objectives of the Itinerary

The itinerary aims to:

- develop decorative culture as a professional competence;
- train the “professional eye” (line, motif, material, volume);
- strengthen cultural legitimacy and reduce intimidation in prestigious spaces;
- build shared vocabulary (ornament, wrought ironwork, volute, cartouche, etc.);
- develop mediation and public speaking skills;
- foster territorial appropriation (belonging, orientation, civic integration);
- demonstrate that cultural pathways can serve as bridges toward professional engagement.

CCC Approach – Linking Culture, Craft and Citizenship

The CCC framework structures the itinerary as a learning chain:

- **Culture:** discovering Art Nouveau through real buildings, motifs and urban heritage;
- **Craft:** connecting observation to decorative painting techniques (materials, imitation effects, colour harmonies, ornamental logic);
- **Citizenship:** appropriating the city, speaking in public, engaging with residents and heritage audiences, occupying prestigious spaces with confidence.

The CCC approach is reinforced by learners’ active role: they research, document, narrate and transmit. They progressively become agents of cultural dissemination.



/step-by-/step Implementation

Step 1 – Project Launch and “Construction of the Gaze”

Before the walk, an introductory session aims to:

- outline the professional competencies of the decorative painter (technical, interpersonal and cultural).
- introduce Art Nouveau (period, artists, motifs, vocabulary);
- explain the relevance of art history for professional practice.

A progressive process of cultural appropriation is established: for many participants, this project constitutes their first active engagement with decorative and artistic culture, conceived as structured learning rather than passive exposure.

The trainer explains:

- how a decorative painter interprets façades, lines, volumes and materials;
- why Art Nouveau functions as a “gateway” to understanding decorative styles more broadly.

This stage establishes the pedagogical intention: developing an active, professional perception of heritage through observation, analysis and interpretation.

Step 2 – Active Research in Micro-Teams and Autonomous Visits

The group is divided into teams of three to four learners. Each team documents a site:

- Castel Béranger
- Hôtel Guimard
- Immeuble Lavirotte
- Petit Palais
- Hôtel Lalique

(Five sites identified; three selected for the final European Heritage Days itinerary.)

Each team must:

- take photographs;
- identify decorative details;
- recognise motifs and vocabulary;
- research historical context;
- publish findings in the shared WhatsApp group.

WhatsApp functions as a shared field journal. The pedagogical team, communication team, management and career advisors participate in the group, momentarily aligning institutional resources around this learning ecosystem.

The process generates concrete outputs: images, selected motifs, vocabulary, short narratives and analytical grids. From this collective knowledge, a brochure entitled “In the Footsteps of Art Nouveau” is produced and later distributed during public events.



Step 3 — Public Mediation During European Heritage Days

On the event day, learners act as cultural mediators. They present façades to the public using the analytical templates developed during training.

They learn to:

- comment on curves, vegetal motifs, ironwork and mascarons;
- connect observed elements to professional techniques;
- identify structural lines, colour dominants and materials;
- compare exterior and interior features through prior documentation;
- interact with an informed art and heritage audience.

Pedagogical Safety Net

The trainer provides support, ensuring factual accuracy and enabling learners to speak confidently.

This stage constitutes the civic core of the CCC itinerary: public speaking, legitimate occupation of heritage space and recognition through dialogue.

Step 4 — Exhibition and Conference at the International Heritage Fair

Artemisia presents:

- an exhibition retracing the process (research, sketches, photographs, WhatsApp documentation);
- learners' productions;
- pedagogical tools employed.

The conference highlights:

- “insertion through beauty”;
- decorative culture as professional competence;
- the methodological chain linking culture → craft → citizenship;
- pedagogical continuity from Art Nouveau to Art Deco;
- video testimonials illustrating the evolution of learners' gaze.

This stage consolidates the itinerary as a reproducible method rather than a one-off event.



Step 5 – Post-Visit Workshop: Practising the Art Nouveau Motif

One week after the European Heritage Days, Artemisia organises a public workshop:

- tile painting;
- reproduction of Art Nouveau and Art Deco motifs;
- introduction to colour and gesture;
- material discovery.

Objective: demonstrate how a cultural itinerary can become a gateway to professional training.

This final stage closes the sequence: observation - narration - practice. :

Preparation of the Activity

Preparation follows a progressive approach designed to reassure and empower:

- needs assessment (limited cultural references, difficulty reading the city, public speaking barriers);
- introductory sessions (Art Nouveau, styles, artists);
- site scouting (five buildings identified);
- micro-group field investigation (photography, analysis, research);
- creation of the “In the Footsteps of Art Nouveau” brochure;
- public speaking training (posture, breathing, articulation);
- official registration for European Heritage Days;
- production of laminated visual supports (archives, interior details);
- preparation of exhibition and conference.

Pedagogical safeguards:

- avoid overload: prioritise curiosity over theoretical mastery;
- explicitly connect the activity to professional objectives (confidence, oral expression, vocabulary enrichment, decorative culture);
- mentally prepare participants for prestigious settings (demystify, clarify codes without infantilising).

Observed Results, Feedback and Follow-Up

Effects on Learners

- increased confidence (“I dared to speak in front of a knowledgeable audience”);
- appropriation of the territory (“I live here, but I had never looked at it this way”);
- transformation of perception (“I can now recognize Art Nouveau / Art Deco”);
- strengthened professional projection;
- deeper understanding of artistic gestures.

Effects on Pedagogy

- validation of the “urban itinerary” format;
- recognition of the value of long-term workshops;
- strengthened coordination between trainers, social and employment advisors (CIP) and management.

Effects on Artemisia

- institutional recognition at the International Heritage Fair;
- increased visibility;
- strengthened partnerships.

Follow-Up

Launch of an Art Deco itinerary;
replication of itineraries in other contexts (Liège, Senate);
consolidation of the CCC logic (culture - craft - citizenship).

Good Practices Derived from the Art Nouveau Itinerary

Good Practice No. 1 – Starting from Learners’ Representations: “What is Decoration?”

Field Observation

The initial session opens the project with an explicit discussion of participants’ representations of decoration and of the competencies that define the decorative painter’s profession, including decorative culture as a fully-fledged professional dimension.

Contribution of the CCC Approach

Working from learners’ representations establishes an active and reflective posture. It makes visible the gap between initial perceptions and the professional reality, while anchoring cultural learning within professional identity. This approach fosters the progressive appropriation of heritage as a legitimate professional resource.

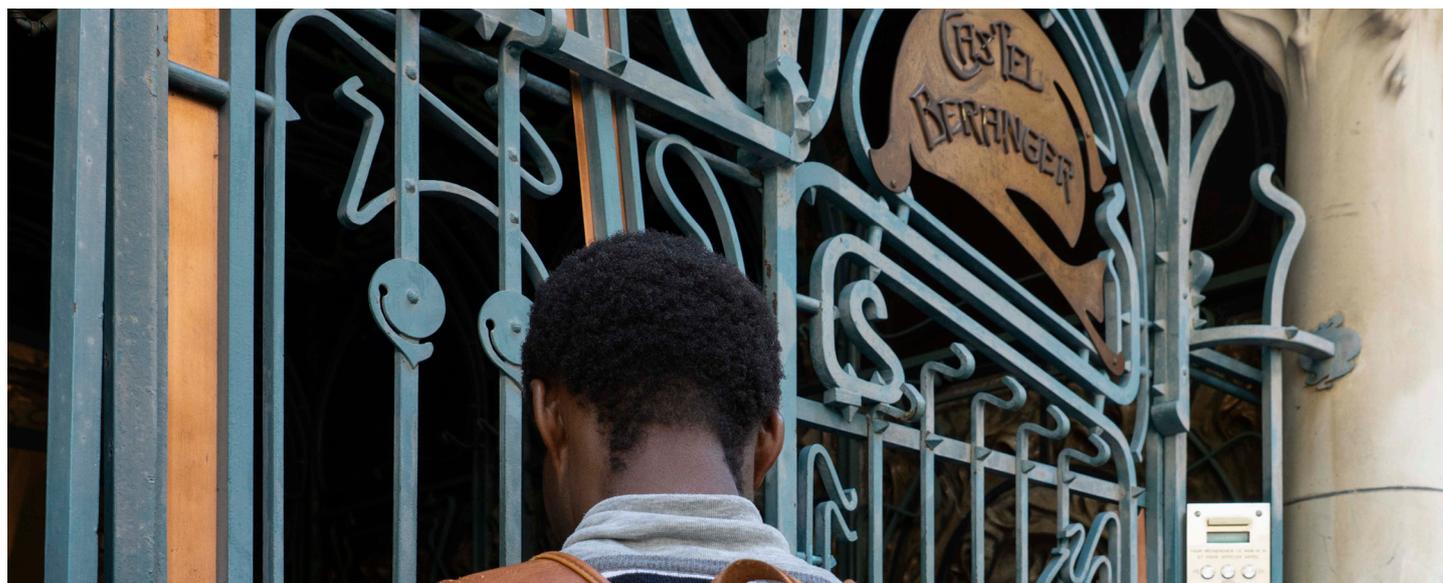
Good Practice No. 2 – Structuring Observation Through an Accessible Analytical Framework

Field Observation

Learners are provided with a simple analytical framework — line, motif, material, volume — applied during the study of façades and decorative elements.

Contribution of the CCC Approach

A structured analytical framework makes the analysis immediately actionable. It provides a secure entry point into observation and supports a gradual progression toward more nuanced interpretations. The tool fosters autonomy while upholding professional standards.



Good Practice No. 3 – Organising Research in Accountable Micro-Teams

Field Observation

Small groups document buildings and details through photographs, targeted research and internal exchanges.

Contribution of the CCC Approach

Micro-team work fosters responsibility and cooperation. It reduces individual inhibition and develops autonomy within a secure framework. Collective dynamics sustain engagement and improve the quality of analysis.

Good Practice No. 4 – Transforming Digital Tools into Collaborative Pedagogical Supports

Field Observation

Teams publish their observations on a dedicated WhatsApp group, enabling real-time reactions, comments and recognition across the organisation.

Contribution of the CCC Approach

The digital tool becomes a space for collective knowledge-building. It connects fieldwork and institution, makes ongoing learning visible and establishes an interactive learning ecosystem.

Good Practice No. 5 – Ensuring Confident Mediation Through Visual Aids

Field Observation

Laminated documents (archives, details, interior views) accompany oral presentations and structure public mediation.

Contribution of the CCC Approach

Visual supports reinforce precision of discourse and support confidence in public speaking. They make mediation accessible even when technical vocabulary is still being acquired.

Good Practice No. 6 – Co-Facilitating to Combine Autonomy and Pedagogical Safeguarding

Field Observation

Learners lead the public presentations, with the trainer intervening as needed to frame, complement or ensure the accuracy of the content.

Contribution of the CCC Approach

Co-facilitation places learners in an active position while ensuring content reliability. It combines high expectations with security – a necessary condition for genuine autonomy.

Good Practice No. 7 – Giving Voice to Learners in Public Restitutions

Field Observation

Video accounts and public interventions at the Heritage Fair highlight the evolution of learners' perspectives and trajectories.

Contribution of the CCC Approach

Public expression transforms the learner into a legitimate narrator of their own learning process. It strengthens recognition, confidence and civic projection.

Good Practice No. 8 – Making the Learning Process Visible

Field Observation

The exhibition at the International Heritage Fair presents research materials, sketches, digital exchanges and pedagogical tools used throughout the project.

Contribution of the CCC Approach

Making the process visible renders the method transferable and values progression. It embeds the experience within a logic of institutional capitalisation.

Good Practice No. 9 – Consolidating Learning Through Debriefing and Portfolio Development

Field Observation

A collective debriefing is followed by individual portfolio work.

Contribution of the CCC Approach

Capitalisation structures learning over time and supports professional valorisation. It strengthens employability and territorial appropriation.



Elements for reflection The Art Nouveau itinerary invites a broader reflection on how perception structures inclusion. Learning to observe a façade, identify a line, and recognise a decorative vocabulary is not merely a form of cultural enrichment; it transforms the individual's position within urban space. One who knows how to read a decorative scheme is no longer a simple passerby: they become an interpreter, capable of understanding the intentions, aesthetic hierarchies and technical choices that have shaped the city. This capacity for interpretation represents a powerful symbolic shift for audiences who may feel alien to heritage spaces.

Working on the notion of beauty also calls into question the place granted to culture within professional integration pathways. When attention to detail, sensitivity to form and the ability to conduct aesthetic analysis are recognised as fully-fledged professional competencies, the implicit hierarchy between technical knowledge and cultural knowledge is reconfigured. The trained gaze becomes a qualification tool. It directly links the history of styles to contemporary professional practice and grants learners legitimacy in occupying cultural spaces they might not otherwise enter spontaneously.

The territorial appropriation generated by this itinerary extends beyond the specific neighbourhood studied. It raises the question of how a training organisation can sustainably embed its pedagogical project within an urban environment by treating the territory as a recurring learning resource. The itinerary thus becomes a lever for designing a long-term cultural strategy in which styles, periods and contexts are not approached as successive content modules, but as structuring resources for building a coherent professional and civic identity.



The itinerary also contributes to transforming learners into ambassadors of their city and their profession. Acquiring both general and professional culture enables them to present a neighbourhood, explain a style and connect an architectural detail to a technical craft skill. This capacity to transmit knowledge reshapes their social and professional positioning: they are no longer solely in a learning situation, but in a mediation role. Publicly presenting their analyses allows them to concretely measure the progress made — the evolution of their perception, the enrichment of their vocabulary and their growing confidence in public speaking. The experience thus gains particular depth, consolidating professional commitment and reinforcing belonging to a craft grounded in cultural depth.

By structuring these itineraries around high standards and meaningful experiences, both the supporting institutions and the participants progress together: programmes gain ambition, vocations are strengthened and professional trajectories become conceivable where they initially seemed distant.

