SKILLS FRAMEWORK

FOR THE CULTURE–CRAFT–CITIZENSHIP COORDINATOR

Projet Erasmus+ CCC – Culture, Craft & Citizenship

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Erasmus+ *is the EU's programme to support education, training, youth and sport in Europe for the period 2021–2027. It fosters transnational cooperation to improve education quality, social inclusion and innovation.*

Key Action 2 – Cooperation Partnerships (KA220) *This framework was developed as part of a project supported under Key Action 2 of the Erasmus+ programme, which aims to foster cooperation between organisations in order to promote innovation, share practices, and address contemporary societal challenges.*

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Purpose of the framework

This document sets out a skills framework for the design, articulation, and coordination of CCC pathways (Culture · Craft · Citizenship).

It aims to formalise the skills utilized by professionals who design and implement these pathways within training institutions, integration services, or organizations commited to social, cultural, and professional inclusion, particularly for vulnerable groups or those with fewer opportunities.

It is part of a broader effort to enhance employability by supporting the development of pathways that bridge the gap between employers' expectations regarding shared culture, interpersonal skills, and professional values, and the actual profiles of job seekers from these groups.

The objectives of this framework are to:

- clarify the competencies required to implement CCC pathways;

- provide a common framework for analysing and structuring practices;

- facilitate the transmission, ownership, and transferability of the CCC methodology across different organisations and contexts.

The framework thus serves as a pedagogical and methodological tool for trainers, coordinators, and program managers involved in the implementation of CCC pathways.

Development Context of the Framework

This framework was developed within the scope of the European CCC – Culture, Craft & Citizenship project, supported by the Erasmus+ program as a Cooperation Partnership (Key Action 2 – KA220-VET) in the field of Vocational Education and Training (VET) (2024–2025).

It is part of a cooperation between European partners involved in training, integration, and the transmission of craftsmanship, all united by a shared goal: to design more inclusive pathways for vulnerable individuals or those with fewer opportunities.

In this context, the CCC project has enabled the cross-referencing of pedagogical experiences gained from working with groups facing social, economic, cultural, linguistic, educational, or territorial obstacles. The partners drew upon their own practices to identify approaches capable of linking vocational learning, cultural resources, and civic participation.

The framework presented here is one of the key structural outcomes of this dynamic process. It formalises the skills progressively identified through the piloting of CCC pathways, partners exchanges,stakeholders feedback, and the analysis of fields practices , providing a common framework for organisations wishing to develop this type of pathway.

With this in mind, it helps equip pathways that promote a more effective return to work and more sustainable long-term employment. It achieves this by developing a shared professional culture between learners and the work environments likely to welcome them.

Role profile: CCC coordinator

The framework describes the competencies associated with the role of CCC pathway coordinator. The CCC coordinator is the person within an institution capable of integrating the CCC approach into the existing training offer in a complementary way. This role involves adapting, designing, structuring, and supporting pedagogical pathways that link vocational training, cultural resources, and the development of active citizenship, while taking into account the realities, needs, and barriers faced by vulnerable groups or those with fewer opportunities.

The CCC coordinator typically operates within a training institution, an integration service, a cultural mediation center, or an educational program.

Their role consists of:
- *design and organise pedagogical pathwaysincorporating the principles of the CCC methodology;*

- *coordinate the various activities and partners involved in these pathways;*

- *facilitate group dynamics and intercultural interactions;*

- *promote the link between vocational learning, cultural experiences, and civic participation.*

This role requires a combination ofpedagogical, organisational, and interpersonal skills, as well as the ability to adapt pathways for individuals facing social, economic, cultural, linguistic, educational, or territorial barriers.

The CCC Coordinator function, as described in this framework, is the result of formalizing the practices developed by the project partners. It serves as a support function that identifies, organizes, and makes transferable the competencies utilized across various training, integration, or mediation contexts. Depending on national and organizational frameworks, this function may overlap with existing professional profiles, which this framework helps to align, clarify, or complement.

Definition of a CCC Pathway

A CCC (Culture · Craft · Citizenship) pathway is a pedagogical program that links vocational training, cultural resources, and civic participation.

The CCC approach aims to leverage cultural resources and artisanal know-how as drivers for personal fulfillment, social inclusion, and employability, particularly for vulnerable individuals or those with fewer opportunities.

Within these pathways, pedagogical activities—in addition to the acquisition of technical skills—enable learners to:

- strengthen learners' self-confidence and cultural legitimacy;
- develop intercultural skills;
- encourage learner participation and expression in collective settings;
- support autonomy and the ability to envision oneself within a professional and social environment.

CCC pathways thus contribute to build inga shared cultural foundation between trainees and the professional and institutional environments in which they operate.

Methodological Principles for Framework Construction

The framework was developed based on the observation and analysis of practices conducted by the CCC project partners within their respective training, integration, and mediation contexts. This approach relied on the analysis of concrete pedagogical situations, the logbooks produced by trainers involved in the pilot projects, and the progressive identification of competencies mobilized in the design and coordination of CCC pathways.

The observed practices were analysed according to three main dimensions:

- group dynamics;
- intercultural challenges
- pedagogical approaches.

The results of these observations were the subject of a collaborative pooling and formalization effort among partners to identify the competencies necessary for implementing CCC pathways. Consequently, this framework is the result of a process rooted in the analysis of practices, consolidated and collectively validated by the project partners.

A detailed breakdown of these competencies can be found in the Training Manual for CCC Coordinators, which specifies their implementation in teaching situations as well as in the support engineering for individuals with fewer opportunities within mediation, training, and integration pathways. The competency framework presented below is structured into 3 competency blocks, divided into 17 competencies, actions, and modalities, to clarify the pedagogical, organizational, and interpersonal dimensions involved in coordinating CCC pathways.

SKILLS FRAMEWORK FOR THE CCC COORDINATOR

Skills Block (SB)	Skills	Actions	Implementation modalities
SB1 Designing and Running a CCC Course	SB1.1 Elaboration	Organize knowledge progression	Through practical exercises and periodic evaluations.
	SB1.2 Diversification	Diversify exercises, activities, and evaluations	in order to prevent self-censorship mechanisms in the learning process
	SB1.3 Identification	Take note of what the teaching team has already covered	Adapt lessons to avoid repetition and ensure pedagogical continuity.
	SB1.4 Monitoring	Keep an open mind and use external methodologies and technologies	Leverage external structures to diversify approaches.
SB2 Coordinating an institution´s CCC pathways	SB2.1 Harmonization	Ensure alignment between activity objectives and learning objectives	Align with the institution's goals and the students' professional objectives.
	SB2.2 Organization	Develop a logistical risk prevention plan	Covering costs, itineraries, available digital resources, language resources, equipment, etc.
	SB2.3 Conception	Develop a plan for project ownership by learners, teachers, and stakeholders	Involving active citizenship applied to projects.
	SB2.4 Cataloging	List the civic and cultural aspects of the activities	Ensure cultural dimensions are acknowledged.
	SB2.5 Explicitation	Communicate and explain the rationale of the CCC pathway	with internal and external stakeholders in order to ensure clarity and engagement
	SB2.6 Review	Obtain an overview of the institution's teaching, cultural mediation, and social support activities	Covering aspects like training centers, integration structures, etc.

SB2 Coordinating an institution's CCC pathways	**SB2.7** Conduct	Facilitate sessions transmitting universal and cultural values	Ensure institutional staff are engaged with cultural and civic objectives.
	SB2.8 Promotion	Analyse intercultural situations and provide appropriate action guidelines	in order to foster intercultural awareness and professional development within the institution.
	SB2.9 Structuring	Organize collective decision-making processes	Including election processes, rule-setting, and selection of delegates.
	SB2.10 Networking	Identify local stakeholders and resources	Connect with associations, former student "ambassadors" entrepreneurs, etc., related to cultural empowerment.
SB3 To ensure pedagogy and managing a group	**SB3.1** Analysis	Diagnose group needs and dynamics	Analyze readiness, previous knowledge, and abilities of the students.
	SB3.2 Customization	Propose grouping solutions tailored to learners' needs	Adapt groups based on origin, level, or other factors for better learning outcomes.
	SB3.3 Facilitation	Organize dialogue spaces and exchange rituals	Foster communication and exchange within the training programs

This framework was developed as part of the European project CCC – Culture, Craft & Citizenship, supported by the Erasmus+ programme under a Cooperation Partnership (Key Action 2 – KA220-VET) in the field of vocational education and training (VET). The project, registered under number 2023-1-FR01-KA220-VET-000166884, falls within the Erasmus+ programme priority on inclusion and diversity, which aims to reduce the barriers faced by people with fewer opportunities in accessing education and training, employment, rights, and social and cultural participation. The CCC project explores how cultural resources, craft skills, and local heritage can serve as pedagogical levers promoting social inclusion, the construction of professional pathways, and civic participation. It is based on cooperation between European partners involved in contexts of vocational training, inclusion, and the transmission of know-how.

Partenaires du projet

Artemisia Formation / school specialized in painting crafts (Paris, France)/ *Scuola Edile Siena* / the building trades school of Siena, specialized in vocational training for the construction sector (Siena, Italy)/ *Smiltenes Tehnikums* / a secondary-level vocational education center offering training in service-related professions (Smiltene, Latvia)/ *Municipality of Bursa* / The Bursa Museums Department, under the authority of the municipality, offers a training programme in ceramic painting (Bursa, Turkey).

Among the outputs produced as part of this partnership:

- the CCC coordinator skills framework

- Good Practices Guide for CCC Support

- the Training Manual for CCC Coordinators;

- the *Culture · Craft · Citizenship* exhibition.

all are available free of charge online on the website https://ccc.erasmus.com