

# Recommendations for Vocational Education and Training providers who train artists and other creative practitioners

## Training Requirements and Key Skills for Artists and creative practitioners to work in participatory settings

The Leonardo partnership project “Training Requirements and Key Skills for Artists and Creative Practitioners to Work in Participatory Settings” (TRaKSforA) brought together a solid partnership of organisations from across Europe to develop a Self-Assessment Competency Framework (SACF) for use by artists and other creative professionals working in participatory settings to develop the transversal or creative skills of participants.

Artists are in higher demand than ever before as professional trainers, innovators, initiators of change and community development activists, and they are playing an increasingly important and active role in schools and in other learning contexts across Europe. However, the skills and competencies needed by artists to work in educational contexts are not systematically supported or incorporated into the education and training of artists and creative practitioners.

During the TRaKSforA research, conversations with many experienced creative practitioners took place across Europe. Roundtables, individual and group conversations, and/or testing sessions were organized in Belgium, Croatia, Czech Republic, Finland, Hungary, Lithuania, the Netherlands, Norway and the United Kingdom involving hundreds of artists and creative practitioners. Based on these conversations, the following recommendations are presented for consideration by training providers to improve the professional development opportunities for creative practitioners.

- Trainers should focus on developing the skills of creative practitioners to become expert facilitators of learning, able to adapt their practice to meet the specific needs of the learners and their context.
- Training providers should provide opportunities for trainees to explore and experience working in different educational contexts, with different target groups and on projects which have different learning outcomes.
- Training of creative practitioners should involve strengthening their skills to facilitate the creative process in everything they do.
- Training providers should share the SACF with the artists and creative practitioners they work with and train.
- Training providers should encourage artists and creative practitioners to use the SACF as a reflection tool to value existing skills and behaviours, as well as identify what and how they might continue to develop their practice in the future.

Our aim is that the recommendations given above, the SACF and the case studies from partner countries produced as a result of the TRaKSforA Project will provide valuable resources for professional development of creative practitioners. We also hope they will be widely used by training providers, creative practitioners and other stakeholders who support the important role of creative practitioners in participatory settings to develop the creativity and key skills of participants.

All project outcomes are free to download at:  
<http://icenet.ning.com/page/traksfora-leonardo>  
or at partners’ websites, where you can also find different language versions.

