## **Project Description and Introduction**

#### EULER (http://www.eulerproject.eu/) is a project financed by Erasmus+ where participate organisations experienced in the field of community work and urban citizenship: City Mine(d) from London, Tesserae from Berlin, NDVR from Antwerp and Trànsit Projectes from Barcelona. Basic question that faces the project is if can community action unlock and deepen skills of those disconnected from the labour market?

In a more general way, project EULER is looking for making a valuable contribution to the analysis of the changing working world, and the skills and competences that are needed therein. Partners strongly believe that **social and creative skills play an important role in our future world**, and that it is a question of social justice, and constantly question our traditional schemes of education and certification.

#### SOM LA MARINA (meaning WE ARE LA MARINA) is the local project developed under the EULER frame by Trànsit Projectes between May 2016 and April 2017 in a neighbourhood in Barcelona called LA MARINA. This curriculum corresponds to the actions taken then and there, but it can be easily adapted to other contexts.

1. **Training & Educational Aims**

The aim of the Som La Marina training is to engage a socio-cultural participative process in a specific neighbourhood. It works from a double strand. On one hand, it aims to provoke reflections in the participants about their place of living and themselves as neighbours, in order to give them an understanding about their identity. On the other hand, it aims to teach the participants, which are the best methods, tools and techniques to express their ideas and spread them in the community with a final artistic or cultural work result.

This means that prior to the planning of the contents of the final work result, an intense research has to be done by the participants about the social and cultural reality of the neighbourhood, so that the ideas spread and the chosen format are the best approach.

This training was realized in a concrete geographic area and the participants chose to use a specific art field and format to express themselves. In this case, it happens to be in the La Marina neighbourhood in Barcelona, and the participants chose to use the audiovisual documentary format.

The concept of Som La Marina not only offers to the participants the possibility to get to know video techniques and how to realize a participative video project or even to discover and understand their own cultural past and reinforce their desires for the future. This training is to be regarded as an essential step to empower the participants and unlock their personal skills, in order to use it professionally and also to become an active citizen of the community.

The training is structured and organized in a way that can be replicated in any other geographic place (always attending to the specificities of each local reality) and that any other field or artistic expression can be used (adapting the contents to the chosen format, whether is theatre, dance, music, etc.). During all the process, in a transversal way, the participants get in touch with the concepts as citizen participation, collaborative methods, co-creation, autoetnography, visual thinking and social artistic practices.

1. **Target Group**

The target group of Som La Marina is mainly adult citizens in a wide range of ages, from people aged 30 up to the age of 84 years. It's desirable that the group is heterogeneous in what concerns ages, genders, personalities and ideologies so that the discussions are profitable and the final work result is as representative as possible of the community. Some of the participants might currently be in local associations, entities or social movements. Therefore, is also desirable that not only participate people in representation of their entities, but also search for the individual participation of the 'anonymous' citizens.

People in the target group of SOM LA MARINA in general remain on qualification level 3 of the eight- level EQF. Therefore, the levels with all its descriptors reflect in the entire training and all documents:

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| --- | --- | --- | --- |
| EQF Level | Knowledge | Skills | Competences |
| Level 3 | Knowledge of facts, principles, processes and general concepts, in a field of work or study | A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information | Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems |

|  |  |
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| EQF Level | NQF ES |
| **3** | 2 |

Transferred to the National Qualifications Framework (NQF) this means:

1. **Structure of the curriculum**

The Som La Marina curriculum is based on the training and educational aims and organized in two units which are stringently linked to each other:

Unit 1 - Read the neighbourhood

Unit 2 - Narrate the neighbourhood

The content of teaching in every unit is described in Learning Outcomes. The Learning outcomes are statements of what participants will learn during the process and what they will do/be able to do and how they will apply that skill or knowledge.

To measure all learning contents in Som La Marina, the European wide ECVET (European Credit System for Vocational Education and Training) system is embedded into the curriculum units.

This workload for Som La Marina is about 60 hours which corresponds two ECVET points.**EULER – SOM LA MARINA Curriculum**

**Unit 1 - Read the neighbourhood**

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| --- | --- |
| **Descriptor** | **Unit Content** |
| **Title** | Read the neighbourhood |
| **Learning Hours** | 20 |
| **EQF Level** |  |
| **Description** | The unit focuses on giving the tools to the assistants to be able to read and understand a specific neighbourhood, in a cultural and social perspective. In a concrete geographic area, understand which are the main social and cultural elements that characterize it and that define its identity.  This process include:  - an ongoing discussion on what are the elements that define an identity (in general and in reference to the chosen neighbourhood),  - a discovery phase (visit the places, Internet research, testimony from experts from the neighbourhood and from other similar experiences, design visual maps),  - an individual compiling information,  - a collective selection of the most relevant elements for the following phases relying on team and collaborative work. |

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## **Learning Outcomes**

**After completing the unit, students should be able to:**

**LO1 Research and filter collected information about a specific neighbourhood, in relation to its cultural and social reality**

**LO2 Identify the positive identity values that the neighbourhood needs to reinforce and project into the future**

**LO3 Work collaboratively as a group and value each other's personal background**

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## **Competences, Knowledge and Skills**

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| **Competences** | **After completing the unit, the participant will have acquired the responsibility and autonomy to:** |
| LO1 | Research about a specific neighbourhood by visiting relevant places, asking questions to experts, compiling available information (from the Internet, from books and documental files) and analysing their findings. |
| LO2 | Identify the main positive identity values that define them as a neighbourhood. |
| LO3 | Co-creation of value, cooperation and tolerance over competition. |
| **Skills** | **After completing the unit, the participant will be able to master the following skills:** |
| **LO1** | SOCIAL SKILLS: Participation tools, hosting and hospitality, networking, meeting facilitating and moderating  CREATIVE SKILLS: Design thinking, problem solving, resourcefulness  TECHNICAL SKILLS: Management information, digital tools |
| **LO2** | SOCIAL SKILLS: Participation tools, public speaking, mediation and conflict management, leading and coordinating  CREATIVE SKILLS: Imagining and conceptualizing, learning to prototype, imagining and conceptualizing, (re-)combing ideas  TECHNICAL SKILLS: Management information, digital tools, arts |
| **LO3** | SOCIAL SKILLS: Mediating and conflict management, hosting and hospitality,meeting facilitating and moderating, mediating and conflict management  CREATIVE SKILLS: (Re)combing ideas, perseverence and resilience, problem solving  TECHNICAL SKILLS: Team work, management |
| **Knowledge** | **After completing the unit, the participant will:** |
| LO1 | Know deeply about a neighbourhood, with its social and cultural specificities. |
| LO2 | Identify the several identity values that they want to reinforce in the future. |
| LO3 | Realize the value of cooperation and collaboration, as well as having conscience that everyone has something to enrich the discussion. |

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## **Assessment Criteria**

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| º | Knowledge | Application |
| LO1 | Characteristic elements of the local reality that define the neighbourhood in a social and cultural perspective. | Use of informal methodologies like elaborate collective cartographies, organize urban walks, itineraries and design visual maps. |
| LO2 | What are the identity values and formulate and select which they want to reinforce in the future. | Use of informal methodologies like open discussions and debates. |
| LO3 | How to work collaboratively: value each other's input, listen respectfully, combine forces to achieve a common goal. | Use of informal methodologies like distributing the individual work depending on each others capacities, in order to accomplish a fruitful teamwork. |

**Unit 2 - Narrate the neighbourhood**

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| **Descriptor** | **Unit Content** |
| **Title** | Narrate the neighbourhood |
| **Learning Hours** | 40 |
| **EQF Level** |  |
| **Description** | The unit focuses on learning how to transfer the previously designed contents in to a format that allow them to narrate the specificities of the neighbourhood. Most of the learning process is based on practice and ends with a final result that can be presented to an audience. |

## **Learning Outcomes**

**After completing the unit, students should be able to:**

**LO1 Transfer the relevant elements of the neighbourhood into the production phase. Getting to know the chosen cultural format (or artistic field).**

**LO2 Identify, select and draw the structure of the final work.**

**LO3 Elaboration and creation of the final collaborative work.**

## **Competences, Knowledge and Skills**

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| **Competences** | **After completing the unit, the participant will have acquired the responsibility and autonomy to:** |
| LO1 | Transfer and transform the relevant identified elements (in the previous phase) into the chosen cultural format (or artistic field) by getting in touch with it, identifying and analysing its specificities, dynamics, resources and tools. |
| LO2 | Identify all the possibilities given by the chosen format, select which are the best to narrate the neighbourhood and draw the final structure. |
| LO3 | Elaboration and creation of the final work. |
| **Skills** | **After completing the unit, the participant will be able to master the following skills:** |
| **LO1** | SOCIAL SKILLS: Moderating, networking, leading and coordinating, participation tools  CREATIVE SKILLS: Resourcefulness, imagining and conceptualizing, (re-)combing ideas, creative solutions  TECHNICAL SKILLS: Arts, using specialized tools, management, using of a video camera and a sound recorder |
| **LO2** | SOCIAL SKILLS: Communication, meeting facilitating and moderating, leading and coordinating, participation tools  CREATIVE SKILLS: Design, imagining and conceptualizing, planning, learn to prototype  TECHNICAL SKILLS: Team work, management, specialized technical skills, writing a script, preparing interviews |
| **LO3** | SOCIAL SKILLS: Coordinating, public speaking, promotion and communication, participation tools  CREATIVE SKILLS: Creative solutions, planning, resourcefulness  TECHNICAL SKILLS: Specialized technical skills, team work, arts, filming and editing |
| **Knowledge** | **After completing the unit, the participant will:** |
| LO1 | Transform the relevant elements of a neighbourhood into a chosen cultural format. |
| LO2 | Define which is the best way to narrate the neighbourhood. |
| LO3 | Know how to create and elaborate a final work in the chosen cultural format. |

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**Assessment Criteria**

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| --- | --- | --- |
| º | Knowledge | Application |
| LO1 | Which are the main characteristics of the chosen cultural format and how to apply them to the identified elements of the neighbourhood. | Use of informal methodologies like getting in touch with other similar experiences, open discussion, visual maps and practical exercises with the new tools (video and sound recorders). |
| LO2 | Which is the best way to narrate the neighbourhood. | Use of informal methodologies like drawing a final structure, writing scripts, preparing interviews. |
| LO3 | How to create and elaborate a final work in the chosen cultural format. | Use of informal methodologies like putting in practice the drawn final structure with the specific tools and resources of the chosen cultural format. Filming. Analyze the recordings and select the scenes to use. Video editing. |