Sustainability Facilitator Professional Profile

GREENCCIRCLE

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Authors (name/partner organization):	Olli-Pekka and Eija Mäkirintala, supported by Xamk team

Abstract

The project defines a competency framework for the GreenCCircle CCI Sustainability Change Facilitator program at European Qualifications Framework (EQF) levels 4-7. It describes the necessary knowledge, skills, and competencies for promoting sustainable development in the creative industries and cultural sector. The competency framework includes two main groups: sustainability content expertise and entrepreneurial competence. Detailed learning objectives are defined for each EQF level, covering topics such as understanding sustainability principles, assessing environmental impacts, developing sustainable business models, and change management. At higher levels, there is an emphasis on strategic planning, influencing skills, and international cooperation. The document serves as a foundation for developing practical training content and modules. It outlines a comprehensive approach to upskilling professionals in the cultural and creative industries to become sustainability change facilitators.

Deviations from the original planning / Grant Agreement

The current document has made significant progress in outlining the competency framework for CCI Sustainability Change Facilitators. However, there were one key area that required attention to fully align with the original task description. The inclusion of EQF level 4 was reconsidered and added to the scope, as the original brief specified focusing on levels 5-7. A clear justification for its inclusion is provided and explained how it contributes to the overall framework and supports the progression to higher levels. It's worth noting that despite this area for improvement, the project has been progressing well. The work has been completed within the allocated timeframe and has remained within the designated budget, demonstrating effective project management and resource utilization.

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GreenCCircle Closing the Skills Gap - Requirements Specification for CCI Sustainability Change Facilitator Program

Created by:

Olli-Pekka and Eija Mäkirintala

supported by Xamk team

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Introduction

This document describes the basic learning outcomes based on framework for closing the skills gap in the context of the GreenCCircle project.

The competence framework discussed in this document will be used to outline Green CCI Sustainability Change Facilitator specific professional profiles (EQF 5th-7th). These profiles are described by learning outcomes and include the following elements: knowledge, skills, and the ability to apply knowledge and skills autonomously and with responsibility (competence). This document sets guidelines for the output that will be a comprehensive description, defining the purpose and function of the upskilled CCIs professional, so as to ensure that the standard framework is current and relevant to the EU/national contexts. It lists the key competences required targeting learning outcomes compliant with the EQF framework. During the preparation of this document it became clear that EQF 4 level should be taken into account as the scope of the project includes also VET institutions - and as sustainability itself by its definition is inclusive. This is proposed as an addition to the specification of WP3 in the original project plan.

Definitions in this document are produced by PhD (Behavioral Sciences), Master of Music Eija Mäkirintala and PhD (Technology), MSc (Business management) Olli-Pekka Mäkirintala. Eija has previously developed curriculum subjects and held lectorate in the University of Arts, Helsinki, Finland. She also possesses high level of expertise in integrating arts derived competencies with traditional business acumen. Olli-Pekka holds a qualification in vocational teaching and has a substantial background in strategy and business development in small and large organizations. Olli-Pekka also possesses more than 25 years' experience on sustainability including leading related EU programs as on loan director for the EU, building Nokia Mobile Phones global sustainability leadership system and substantial consulting around sustainability development.

Both Eija and Olli-Pekka have personal lived experience in running an international applied arts tech start-up company.

In addition, definitions discussed here are based (but not limited to) on the following sources:

- Target group surveys carried out by Xamk
- EU European Qualifications Framework.

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Basic assumptions

This specification uses EQF as a baseline for defining requirements for the outcome of learning activities. The European Qualifications Framework (EQF) (https://europass.europa.eu/en/description-eight-eqf-levels) acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning. The EQF aims to relate different countries' national qualification systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems. Since 2012, all new qualifications issued in Europe carry a reference to an appropriate EQF level. This document uses the EQF as a baseline describing how closing the skills gap may be approached.

Validation process and next steps

To validate the Professional Profile presented in this deliverable and to get input and feedback for developing the training programme, one-day country-specific focus groups (min. 3 participants) were organized to discuss the output. The participants comprised CCIs and their representatives, teachers, trainers and educators, environmental experts/scientists, etc. The themes discussed included the relevance of the profile to current and future needs of the CCIs regarding sustainability, the applicability of the profile across various CCI sectors, and the alignment with educational frameworks.

The focus groups emphasized both the relevance and challenges of the Sustainability Facilitator role within CCIs. All groups acknowledged the significance of integrating sustainability into CCIs. The key competencies of the profile include responsibility, creative problem-solving, and community engagement, all essential for driving meaningful change. The facilitator must possess not only technical expertise but also strong leadership and communication skills. The concerns involved theoretical knowledge vs. competencies which need to be developed in practice. By emphasizing practical, high-level expertise, the profile can effectively bridge the gap between sustainability theory and application. Participants found the profile comprehensive but suggested inclusion of more advanced skills, particularly digital competencies and entrepreneurial skills, sector-specific training, practical and soft skills, and advanced competencies, such as systems thinking and stakeholder engagement. To increase practicality of the profile, participants suggested to clarify and adapt terminology to ensure its relevance to CCIs, incorporate thorough training on regulation, environmental impacts and practical sustainability metrics, focus on developing entrepreneurial skills also for fostering innovation and adaptability, and assure a holistic approach in training.

More detailed recommendations included:

- emphasize soft skills at all levels and include them in the learning objectives.
- incorporate hands-on, practical training elements into the curriculum.

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- focus specifically on business and leadership skills to empower facilitators to lead sustainability efforts.
- strengthen the facilitator's ability to engage stakeholders and advocate for sustainability in policy-making and strategic contexts.
- ensure that learning outcomes are adaptable to the specific needs of various CCI sectors, reflecting the specific contexts of different sectors, such as film, theater, or design.
- broaden the knowledge base of facilitators to include expertise in mobility, energy management, and digital sustainability.
- provide tools and resources to avoid greenwashing and ensure accurate sustainability reporting.
- integrate digital literacy into training empowering professionals to leverage technology effectively.
- strengthen understanding of systems thinking starting at level 5, to include supply chain knowledge and cross-sector knowledge.
- emphasize change management and collaboration within the learning objectives throughout the levels.
- strengthen the focus on social sustainability alongside environmental and governance aspects.
- use of standardized, jargon-free language and framework throughout.
- ensure that clear entry criteria and progression paths are established for different EQF levels to facilitate smoother transitions between levels and relevance to actual job roles.
- develop an internationally recognized certification system to strengthen the credibility of the facilitator role.
- leverage the EQF alignment to promote the adoption of the professional profile across Europe.

The Sustainability Facilitator role is seen as crucial in driving the green transition in the CCI sector. However, it will require a clear, adaptable training path, international certification, and a strong focus on practical implementation to ensure success across diverse cultural settings. Clear definitions and expectations at each level ensure that professionals can effectively transition from foundational competencies to higher levels of autonomy and responsibility.

Next steps

This document includes definitions for the outcome of GreenCCircle CCI Sustainability Change Facilitator skills profile. The next step would be starting to develop practical content, modules and other structures to implement the desired program. To be noted is that each course should be tailored in each particular instance by taking into account e.g. the level of participants' existing competencies and the content of other relevant courses or curriculums. The profile described here is a general guideline for the implementation.

The overall accessibility of the training and the learner profiles (including e.g. potential learning disabilities) are not discussed in this document. However, these types of issues should be taken in consideration and separately planned for each implementation when applicable. In general, the crucial next step to move forward is to outline the training courses structure for each level including for example number and duration of modules/lessons with relevant topics, content, activities/exercises, tools, evaluation/assessment methods and any additional resources.

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EQF level key characteristics

EQF levels 4-7 divided into three sections can be summarized as follows:

Level 4: Vocational qualification

Knowledge:

- Factual and theoretical knowledge in broad contexts within a field of work or study.

Skills:

- A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.

Competence:

- Exercise self-management within the guidelines of work or study contexts that are usually predictable but are subject to change.
- Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

Level 5: Advanced level vocational qualification (supervision)

Knowledge:

- Comprehensive, specialized, factual, and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.

Skills:

- A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.

Competence:

- Exercise management and supervision in contexts of work or study activities where there is unpredictable change.
- Review and develop performance of self and others.

Level 6: Bachelor level qualification

Knowledge:

- Have comprehensive, specialized, factual, and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.

Skills:

- Can use advanced cognitive and practical skills to solve complex problems that require the application of inventive thinking and creativity.

Competence:

- Exercise management and supervision in contexts of work or study activities where there is unpredictable

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change; review and develop performance of self and others.

Level 7: Master level qualification

Knowledge:

- Highly specialized knowledge: At this level, individuals have advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.
- Critical awareness: Individuals are expected to have critical awareness of knowledge issues in a field and at the interface between different fields.

Skills:

- Specialized problem-solving skills: This includes the development of new knowledge and procedures, and the integration of knowledge from different fields.
- Ability to manage and transform work or study contexts: Individuals should be able to review and enhance the performance of themselves and others.
- Judgment and decision-making: They should be able to make judgments in complex and unpredictable situations, involving multiple variables.

Competence:

- Responsibility and autonomy: At this level, individuals can manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts.
- Leadership and innovation: They may be required to lead and manage professional development, as well as innovation in their field of expertise.

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GreenCCircle CCI Sustainability Change Facilitator skills profile (EQF levels 4-7)

Note! The LETTERS in brackets after the numbered headings are for the table in progress (EQF levels 4-7 combined with the content domains mentioned below). Here is the link to Canva: https://www.canva.com/design/DAGH0SPXs_w/qkNkJV6O2BPD6-pVzjcFbA/edit:

The first group (G) consists of relevant subject matter competence comprising two main domains, culture&creativity and sustainability. The second group can be defined as entrepreneurial competence, including business (B), strategic (S) and leadership (L) skills. Relevant digital skills, tools and competencies as well as required practical exercises should be embedded accordingly including relevant EU Green Tools.

I Group: Green CCI substance competence

(G) Green CCI Substance Skills (Culture & Creativity and Sustainability)

II Group: Entrepreneurial competence

(B) Business skills

(S) Strategic skills

(L) Leadership skills

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EQF 4: Basic Skills (CCI Sustainability Junior Practitioner)

EQF Level 4 corresponds to the ability to apply basic methods, tools, materials, and information to complete tasks and solve problems.

Goal: Learner shall understand the principles of sustainability in the arts and culture context and practice applying this into one's own work in the CCI context.



SKILL PROFILE

1. Understanding the historical role of arts and culture and appreciation of heritage (G)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- How arts and culture have shaped, and been shaped by, historical events, societies, and movements over time. It involves valuing and respecting the diverse cultural heritages that contribute to the identity and continuity of communities.
- The overall context of the arts and culture sector, different forms and expressions of arts.

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- The significance of preserving both tangible and intangible heritage for future generations.
- Understanding the wholeness, e.g. the diversity of cultural heritages and the different ways communities around the world celebrate and maintain their cultural identities.

2. Understanding the basic terminology of sustainability (environmental part) (G)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Basic understanding of the sustainability concept – how to move from traditional approaches to sustainable and regenerative thinking and action.
- Basic understanding of environmental regulation.
- Deep understanding of key environmental components of sustainability (e.g. climate change, biodiversity, CO2/Carbon footprint & handprint (optimistic/positive approach in-addition of negative sum-up), renewable/non-renewable energy, material issues, circular economy).

3. Understanding of sustainability principles and their relevance in the arts and culture sector (G)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- The concept of sustainability, definition and scope.
- Knowledge and skills to choose environmentally friendly materials in art creation, event planning and cultural production.
- Basic knowledge of material recycling and circulation economy.
- How to apply and combine the knowledge of sustainability in one's own arts and culture concepts.

4. Basics of self-leadership / -management skills (L)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Understanding the concept of self-leadership and related tools (inc. time management)
- Developing skills in self-awareness, self-reflection and self-regulation (thoughts, emotion-feelings and action)
- Developing social skills
- Developing the competence to reach desired goals and build satisfying life
- Understanding how to apply the concept in one's own work.

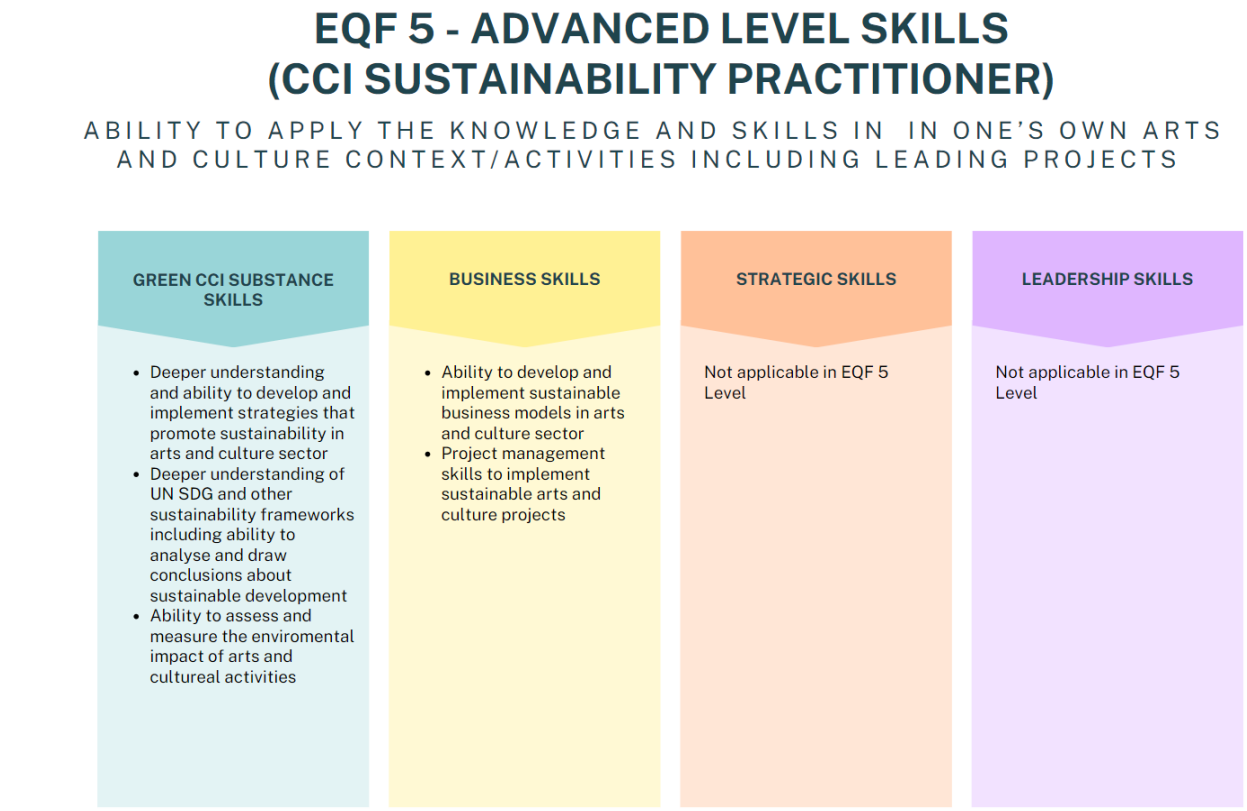
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EQF 5: Advanced Level Skills (CCI Sustainability Practitioner)

EQF level 5 possesses a blend of theoretical knowledge and practical skills, enabling learners to perform competently in their professional roles and to progress to higher levels of professional development.

Goal: Learner shall become practitioner of sustainability in the arts and culture sector – applying the knowledge and skills in one's own arts and culture context/activities including leading projects.



SKILL PROFILE

1. Deeper understanding and ability to develop and implement strategies that promote sustainability in the arts and culture sector (G)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Deeper understanding of environmentally related sustainability goals.
- Ability to analyze their relevance and opportunities.
- Understanding how to develop strategies using typical strategy development guidelines, methods and tools.

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- Ability to develop implementation strategies.

2. Deeper understanding of UN SDG and other sustainability frameworks including ability to analyse and draw conclusions about sustainable development (G)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Basic understanding of environmental legislation.
- Deep understanding of United Nations Sustainability Development Goals.
- Understanding of the 4 pillars of modern sustainability (economic, environmental, social and cultural) and the special role of as an interconnecting component.
- Ability to analyze their relevance and opportunities in the arts and culture sector.
- Ability to develop implementation strategies.

3. Ability to assess and measure the environmental impact of arts and cultural activities (G)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Understanding of sustainability metrics and tools, for example CO2 analysis, material analysis etc.
- Ability to apply these tools in the arts and culture sector.

4. Project management skills to implement sustainable arts and culture projects (B)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Basic terminology of project management.
- Understanding of project management knowledge areas (e.g. how to define scope, costs, quality, resources, risks, etc.).
- Project management processes, methods and key tools and techniques.
- Basics of project leadership, including leading others.
- Understanding of modern agile and lean project management methods and tools.
- Understanding of standards related to project management.

5. Ability to develop and implement sustainable business models in the arts and culture sector (B)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- How to develop business models.
- How to develop business plans.
- Basic understanding of profit and loss calculations.
- Ability to apply these in sustainability products and services in the arts and culture sector.

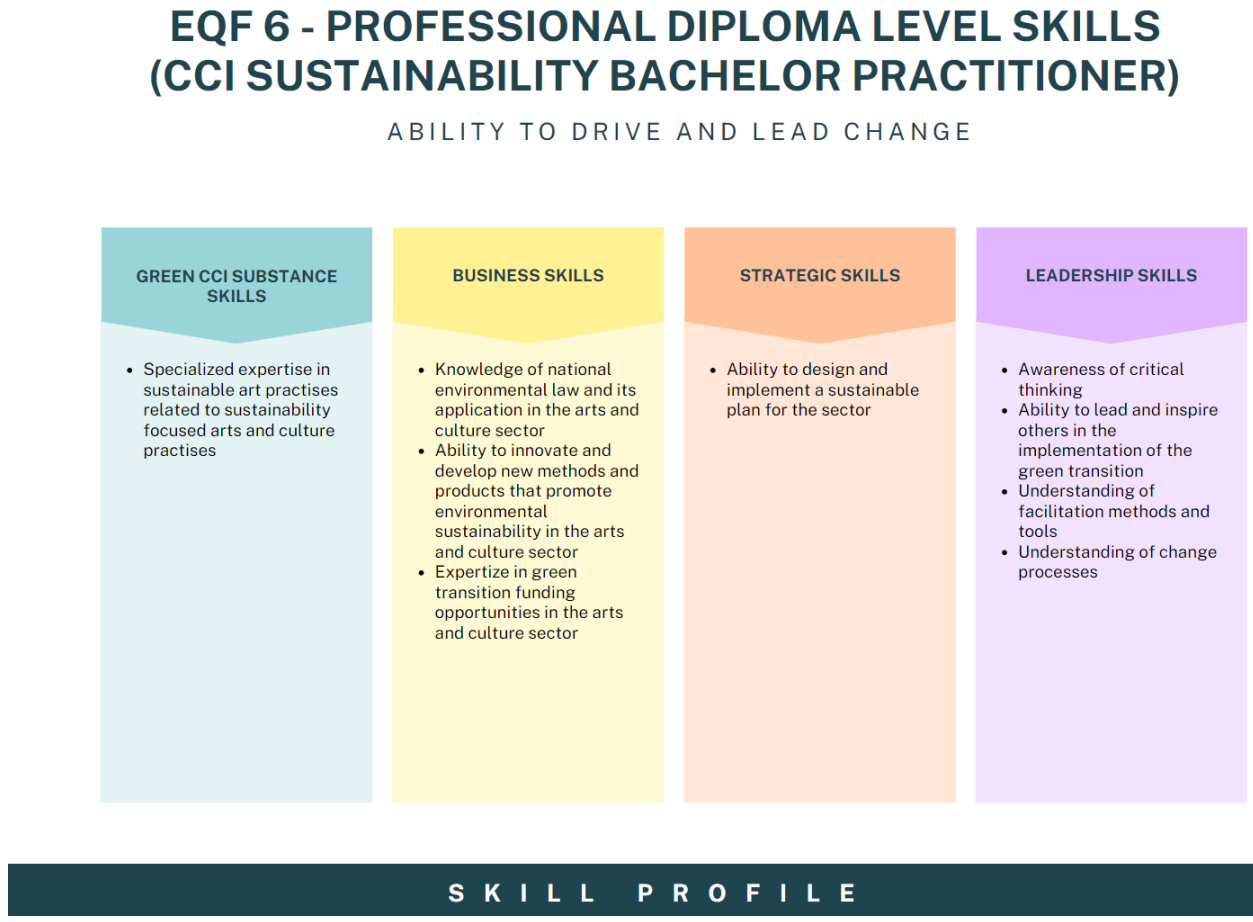
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EQF 6: Professional Diploma Level Skills (CCI Sustainability Bachelor Practitioner)

EQF level 6 prepares individuals for professional practice in their field, equipping them with the knowledge, skills, and competence needed to perform at a high level and take on significant responsibility.

Goal: Learner shall become master in sustainability in the arts and cultural sector – including ability to drive and lead change in this sector.



1. Specialized expertise in sustainable art practices related to sustainability focused arts and culture practices (G)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Foundations of sustainability in the arts and culture sector.
- Sustainable art practices entail and their significance.
- The history and evolution of sustainability in the arts and culture sector.
- Understanding of key sustainability concepts such as environmental impact, social responsibility, and

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economic viability including culture.

- Curating and exhibiting sustainable art, methods, tools and practices including virtual opportunities.

2. Knowledge of the relevant EU and national environmental law and its application in the arts and culture sector (B)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- EU and national environmental law and regulation and how they affect the arts and culture sector.
- Standards related to environmental issues in the arts and culture sector.
- Methods and tools to follow and impact regulatory development.
- How to utilize and connect to relevant partners and networks.

3. Ability to innovate and develop new methods and products that promote environmental sustainability in the arts and culture sector (B)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Sustainable materials and techniques including eco-friendly materials how to identify and source them for artistic creation.
- Applying traditional techniques: reviving and adapting traditional, low-impact techniques.
- Developing innovative practices: exploring new, sustainable techniques such as biodegradable art, circular economy opportunities, and zero-waste practices and applying the knowledge in practice.
- Understanding basics of thematic exploration (research) in the arts and culture sector.
- Environmental themes: creating artworks that address environmental issues such as climate change, pollution, and biodiversity loss.
- Social Themes: Exploring themes related to social justice, human rights, and community sustainability.
- Economic Themes: Highlighting issues related to economic sustainability, such as fair trade and responsible consumption.
- Cultural Themes: Understanding the role of the upcoming fourth pillar of sustainability - how culture and sustainability are intertwined and how cultural actions may support sustainability development.
- Communication, using art as a tool for raising public awareness about sustainability issues.
- Advocating for sustainable practices within the arts and culture sector.

4. Expertise in green transition funding opportunities in the arts and culture sector (B)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Why to seek funding and how to define one's own requirements and targets for funding.
- Funding and other support for sustainable development in the arts and culture sector including for example grants, loans and residencies.

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- Available funding organizations, including public funding (EU and national).
- Principles of private funding (e.g seed, VC funding, loans).
- How to discuss with funding organizations and basics of writing applications or preparing required pitches.

5. Ability to design and implement a sustainable development plan for the sector (S)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Ability to understand boundaries of sustainability in the arts and culture sector.
- Sector specific knowledge of different types and forms of arts and culture.
- Stakeholder engagement, identifying, engaging and assessing needs and requirements of chosen stakeholders.
- Methods, tools and practices of strategic planning and developing roadmaps.
- Applying basic project management and leadership principles in order to develop an efficient and effective plan for the sector.

6. Awareness of critical thinking (L)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Assessment and measurement of sustainability, it's impact and societal role using tools learned in the earlier phases.
- Measurement and evaluation including key performance indicators, data collection and analysis.
- Foundations of critical thinking and related skills.
- Methods and practices for critical thinking and future forecasting.
- Principles of research and argumentation.

7. Ability to lead and inspire others in the implementation of the green transition (S+L)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Strategic thinking for developing sustainable arts and culture organizations.
- Defining and translating sustainability terminology into understandable terminology in the arts and culture sector.
- Basic characteristics, benefits and risks of sustainabílity in the arts and culture sector.
- Basic leadership and engaging approaches, methods, tools and practices.
- Basic coaching skills.
- Self-leadership skills for leading others.
- Ability to analyze sustainability impacts in one's own work, in other arts and culture sectors.
- Defining key questions and pain points in the arts and culture sector related to sustainability.
- How to turn sustainability into an advantage in the arts and culture sector.

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8. Understanding of facilitation methods and tools (L)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- The fundamentals of facilitation - what facilitation is and what it is not.
- Facilitation mindset and ethics.
- Core skills needed in successful facilitation.
- Basics of team dynamics.
- Basic facilitation tools and techniques and how to find and apply them.
- Facilitation project management (planning, implementation and follow-up).
- Basics of digital facilitation.
- Practical exercises of chosen key tools and methods.

9. Understanding of change processes (L)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Definitions and terminology of change in organizations.
- Typical change processes, methods and tools.
- How to define vision and targets for the change.
- How arts derived methods can be used to drive changes, what added value they can bring and when.
- How to define needed roles and responsibilities to ensure the desired result of the change.
- Following and measuring that change is bringing desired results.
- Ensuring the Implementation and embedding of the desired change.

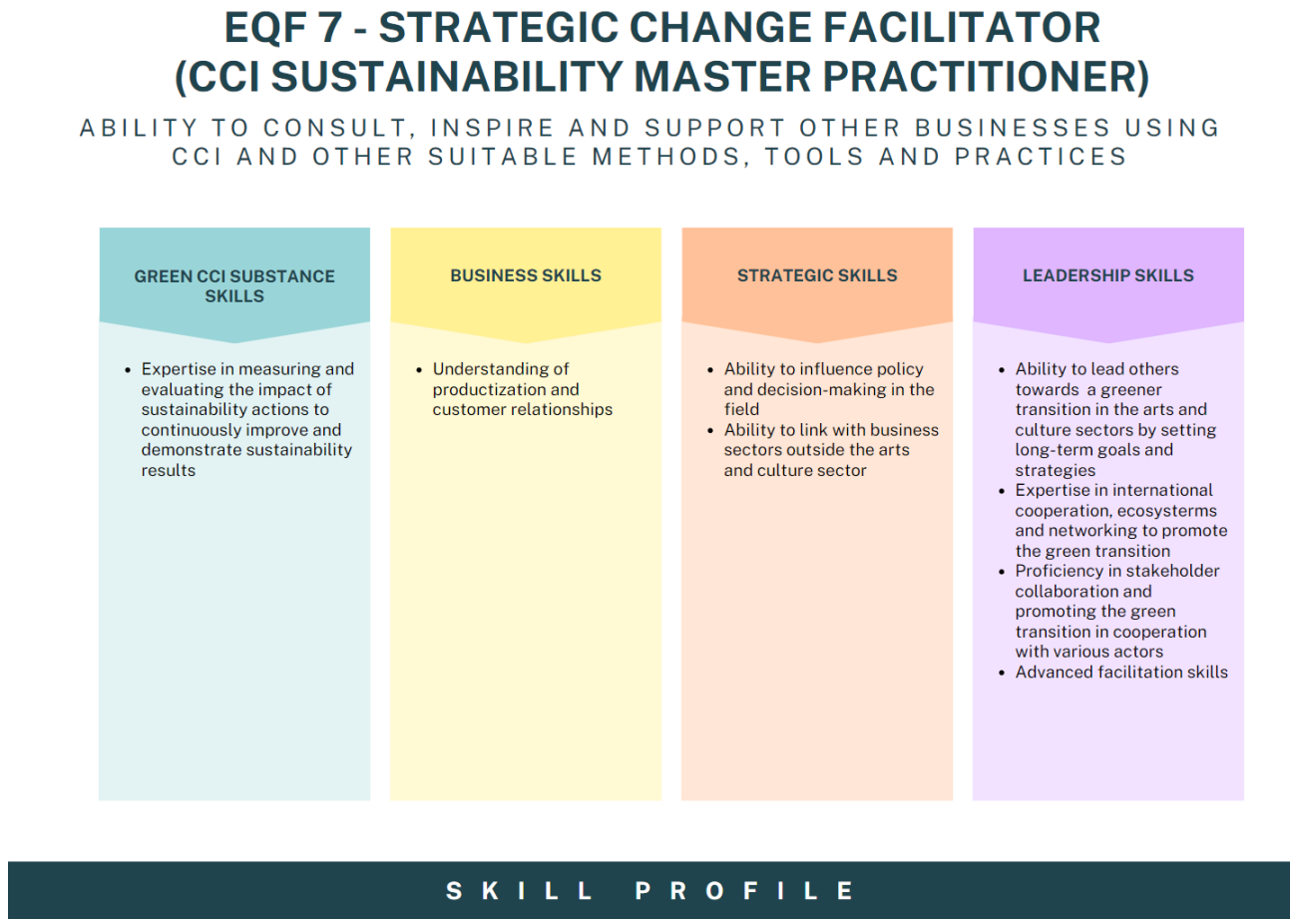
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EQF 7: CCI Sustainability Master Practitioner / Change Facilitator

EQF level 7 qualifications prepare individuals for high-level professional roles requiring them to have in-depth theoretical and practical knowledge, advanced skills, and a high level of autonomy and responsibility.

Goal: Learner shall become change master and professional sustainability trainer/facilitator – developing the capability to consult, support and inspire other businesses also outside the CCI sector e.g. by using CCI and other relevant methods, tools and principles.



1. **Ability to lead others towards a greener transition in the arts and culture sectors by setting long-term goals and strategies (L)**

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- The fundamentals of setting goals for the long and short term development.
- The fundamentals of defining inspiring vision(s).
- How to define targets (achievable steps) for continuous development.
- How to apply modern development methods, such as agile development.

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- How to state metrics for following long term goals and strategies, for example OKR method.

2. Expertise in measuring and evaluating the impact of sustainability actions to continuously improve and demonstrate sustainability results (G)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Sustainability metrics and indicators related to UN SDG goals or comparable frameworks.
- Different tools for analyzing and expressing needs and results, such as life cycle assessment (LCA), carbon footprint (CO2), environmental impact assessment (EIA) or social return on investment (SROI) and assessments related to biodiversity.
- Understanding positive approaches and tools towards sustainability such as environmental handprint.
- Translating and evaluating sustainability goals in different business frameworks (for example cost-benefit analysis. gap analysis, benchmark techniques).
- Reporting and communication of sustainability targets, achievements, risks etc. including basic knowledge of reporting standards.
- A philosophy and theory of lean and continuous improvement.
- How to develop own's own tool package and knowledge of tools related to continuous improvements. One good tool for arts and culture professionals could be "Gemba Walks", the idea of "Gemba Walks" is to walk around, to observe business processes and analyze potential improvement opportunities. More traditional improvement tools may be PDCA circle, Six Sigma, Root Cause Analysis, SWOT analysis and 5 Why questions.

3. Ability to influence policy and decision-making in the field (S)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- How policy and decision-making work in the EU and at the governmental and local level.
- Ability to develop and define one's own messages so as to have an impact on policy and decision-making level.
- How to improve lobbying and networking skills to improve influencing capabilities.
- How to identify, develop and utilize relevant networks, associations and other important partners.

4. Expertise in international cooperation, ecosystems and networking to promote the green transition (L)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Policy and decision-making practices in the EU and at the governmental and local level.
- International and national co-operation mechanisms and networks.
- Developing of one's networking skills including understanding of cross-cultural issues.
- Engaging with international professional networks, forums, and conferences to stay updated and connected.

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5. Ability to link with business sectors outside the arts and culture sector (S)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- How to interpret, apply and follow sustainability goals in different contexts outside arts and culture.
- How to apply sustainability tools, indicators and analysis methods (e.g. CO2 -calculations).
- How to utilize customer collaboration and engagement tools, such as sustainable value proposition.
- Business models that can be applied in working with business sectors.
- Ability to understand modern purchasing processes.
- Broad understanding and ability to apply arts derived methods to transform and support other business sectors.
- Art education, incorporating sustainability into art education curricula and teaching methods.

6. Proficiency in stakeholder collaboration and promoting the green transition in cooperation with various actors (L)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- How to plan stakeholder collaboration.
- How to use sustainability tools, indicators and analysis methods (e.g. CO2 -calculations) with stakeholders.
- Identifying value adding and relevant stakeholders, e.g. governments, NGOs, businesses, local communities, and international organizations.
- Stakeholder mapping by using tools and techniques to map stakeholder interests, influence, and relationships.
- Understanding the needs, motivations, and concerns of different stakeholder groups.
- How to plan effective communication and how to engage stakeholders using relevant methods and tools.
- How to build trust and relationships with different stakeholder groups.

7. Advanced facilitation skills (L)

Minimum learning targets ensuring sufficient knowledge, skills and competence:

- Deep knowledge of facilitation skills, methods and tools.
- Ability to analyze, choose and apply facilitation methods suitable for different cases.
- Ability to plan facilitation processes.
- Deep understanding of group dynamics.
- Effective communication and conflict resolution methods.
- Basic understanding of solution-oriented approaches.
- How to develop one's own cultural competencies, how to deal with inclusivity issues, how to positively utilize diversity.

8. Understanding of productization and customer relationships (B)

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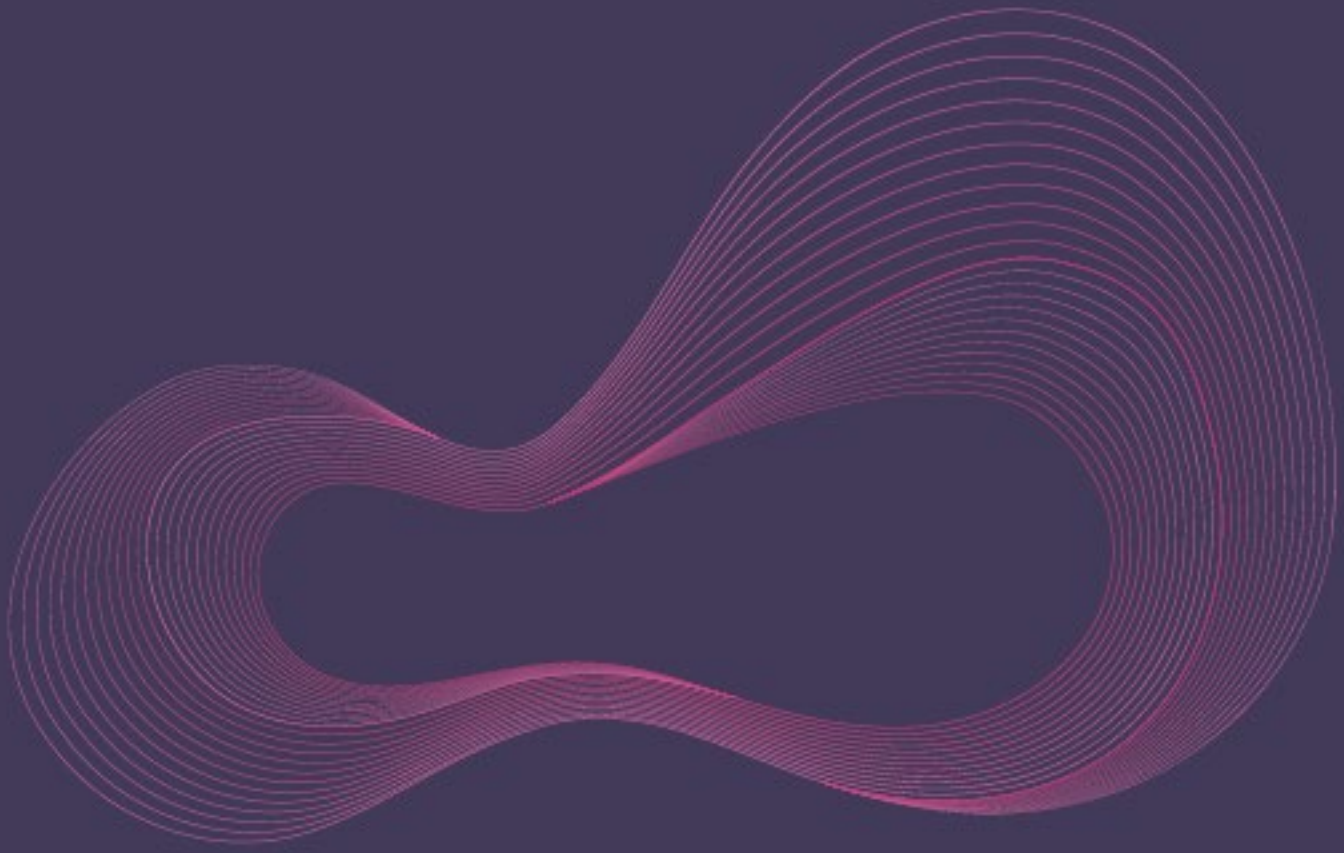
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Minimum learning targets ensuring sufficient knowledge, skills and competence:

- How to use main tools around sustainability facilitation, development and analysis.
- How to develop product concepts.
- How to productize (define) one's own ideas to make them sellable for the clients.
- How to translate traditional linear economy into concepts utilizing circular economy principles.
- How to build customer relationships.
- How to build sales funnels.
- How to develop product and marketing messages and presentations.

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