



PROJECT 101055705 — DIALOG CITY DELIVERABLE 3.5 - LIST OF SKILLS AND COMPETENCIES

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Executive Summary (EN)

Deliverable D3.5 presents the development of a structured **list of skills, competences and knowledge** required for artists to act as **Futures Literacy facilitators** within the DIALOG CITY project. The objective of this work was to define the core competencies underpinning the training programme and toolkit designed to support artists in facilitating participatory processes with citizens and decision makers.

The analysis builds on previous project deliverables (D3.2, D3.3 and D3.4), which provided insights into the needs and perceptions of citizens, artists and stakeholders. In addition, a dedicated workshop with artists and project partners (November 2023) was conducted to generate qualitative data on skills, practices and attitudes related to Futures Literacy. This was complemented by a comparative review of European and international competence frameworks, including UNESCO, ESCO and regional training standards.

The results identify a set of key competences combining **knowledge, skills and attitudes**. Core elements include creativity, empathy, strategic thinking, the ability to manage uncertainty, and facilitation skills, alongside knowledge of Futures Literacy concepts and pedagogical approaches. Cross-cutting competences such as collaboration, communication, inclusiveness and openness to multiple future scenarios are highlighted as essential.

The report further defines learning outcomes for a structured training pathway, based on five thematic modules, covering Futures Literacy concepts, inclusive facilitation, creative methodologies, pedagogical tools and strategic foresight. These modules aim to equip artists with the capacity to guide participatory processes and support citizens in reflecting on future-oriented challenges.

The findings confirm the strategic role of artists as mediators in fostering citizen engagement and future-oriented thinking. The resulting competence framework serves as a foundation for the development of training materials and ensures a coherent, transferable and scalable approach to capacity building within the project and beyond.

Executive Summary (IT)

Il Deliverable D3.5 presenta lo sviluppo di un elenco strutturato di **competenze, conoscenze e abilità** necessarie agli artisti per operare come **facilitatori di Futures Literacy** nell'ambito del progetto DIALOG CITY. L'obiettivo è stato definire le competenze chiave alla base del programma formativo e del toolkit destinati a supportare gli artisti nella facilitazione di processi partecipativi con cittadini e decisori.

L'analisi si basa sui risultati dei deliverable precedenti (D3.2, D3.3 e D3.4), che hanno fornito indicazioni sui bisogni e sulle percezioni di cittadini, artisti e stakeholder. Inoltre, è stato realizzato un workshop dedicato con artisti e partner di progetto (novembre 2023), finalizzato a raccogliere dati qualitativi su competenze, pratiche e attitudini legate alla Futures Literacy. Questo è stato integrato con un'analisi comparativa di quadri di competenze a livello europeo e internazionale, tra cui UNESCO, ESCO e standard regionali di formazione.

I risultati identificano un insieme di competenze chiave che combinano **conoscenze, abilità e attitudini**. Tra gli elementi centrali figurano creatività, empatia, pensiero strategico, capacità di gestire l'incertezza e competenze di facilitazione, insieme alla conoscenza dei concetti di Futures Literacy e degli approcci pedagogici. Competenze trasversali quali collaborazione, comunicazione, inclusione e apertura a scenari futuri multipli sono considerate essenziali.

Il report definisce inoltre risultati di apprendimento strutturati in cinque moduli formativi, riguardanti i concetti di Futures Literacy, la facilitazione inclusiva, le metodologie creative, gli strumenti pedagogici e la visione strategica. Questi moduli mirano a rafforzare la capacità degli artisti di guidare processi partecipativi e supportare i cittadini nella riflessione su sfide future.

I risultati confermano il ruolo strategico degli artisti come mediatori per il coinvolgimento dei cittadini e lo sviluppo di un pensiero orientato al futuro. Il quadro di competenze definito costituisce la base per lo sviluppo dei materiali formativi e garantisce un approccio coerente, trasferibile e scalabile al capacity building.

Executive Summary (EL)

Το Παραδοτέο D3.5 παρουσιάζει την ανάπτυξη μιας δομημένης λίστας **δεξιοτήτων, γνώσεων και ικανοτήτων** που απαιτούνται για τους καλλιτέχνες ώστε να λειτουργούν ως **εισηγητές Εγγραμματισμού του Μέλλοντος** (Futures Literacy) στο πλαίσιο του έργου DIALOG CITY. Στόχος ήταν ο προσδιορισμός των βασικών δεξιοτήτων που στηρίζουν το εκπαιδευτικό πρόγραμμα και τη σχετική εργαλειοθήκη, τα οποία ενισχύουν τους καλλιτέχνες στη διευκόλυνση συμμετοχικών διαδικασιών με πολίτες και υπεύθυνους λήψης αποφάσεων.

Η ανάλυση βασίζεται στα αποτελέσματα προηγούμενων παραδοτέων (D3.2, D3.3 και D3.4), τα οποία παρείχαν στοιχεία για τις ανάγκες και τις αντιλήψεις πολιτών, καλλιτεχνών και εμπλεκόμενων φορέων. Επιπλέον, πραγματοποιήθηκε εργαστήριο με καλλιτέχνες και εταίρους του έργου (Νοέμβριος 2023), με στόχο τη συλλογή ποιοτικών δεδομένων σχετικά με δεξιότητες, πρακτικές και στάσεις που συνδέονται με τον Εγγραμματισμό του Μέλλοντος. Η προσέγγιση συμπληρώθηκε με συγκριτική ανάλυση ευρωπαϊκών και διεθνών πλαισίων δεξιοτήτων, όπως της UNESCO, του ESCO και περιφερειακών προτύπων κατάρτισης.

Τα αποτελέσματα αναδεικνύουν ένα σύνολο βασικών δεξιοτήτων που συνδυάζουν **γνώσεις, δεξιότητες και στάσεις**. Κεντρικά στοιχεία αποτελούν η δημιουργικότητα, η ενσυναίσθηση, η στρατηγική σκέψη, η διαχείριση της αβεβαιότητας και οι δεξιότητες διευκόλυνσης, μαζί με τη γνώση των εννοιών του Εγγραμματισμού του Μέλλοντος και παιδαγωγικών προσεγγίσεων. Οριζόντιες δεξιότητες όπως η συνεργασία, η επικοινωνία, η συμπερίληψη και η ανοιχτότητα σε πολλαπλά μελλοντικά σενάρια θεωρούνται ιδιαίτερα σημαντικές.

Η έκθεση ορίζει επίσης μαθησιακά αποτελέσματα μέσα από πέντε θεματικές ενότητες κατάρτισης, που καλύπτουν τον Εγγραμματισμό του Μέλλοντος, τη συμπεριληπτική διευκόλυνση, δημιουργικές μεθόδους, παιδαγωγικά εργαλεία και στρατηγική σκέψη. Οι ενότητες αυτές στοχεύουν στην ενδυνάμωση των καλλιτεχνών ώστε να καθοδηγούν συμμετοχικές διαδικασίες και να υποστηρίζουν τους πολίτες στην κατανόηση μελλοντικών προκλήσεων.

Τα αποτελέσματα επιβεβαιώνουν τον στρατηγικό ρόλο των καλλιτεχνών ως διαμεσολαβητών για τη συμμετοχή των πολιτών και την ανάπτυξη μελλοντικά προσανατολισμένης σκέψης. Το πλαίσιο δεξιοτήτων που προέκυψε αποτελεί τη βάση για την ανάπτυξη εκπαιδευτικού υλικού και διασφαλίζει μια συνεκτική, μεταφέρσιμη και επεκτάσιμη προσέγγιση στην ανάπτυξη ικανοτήτων.

Executive Summary (DE)

Deliverable D3.5 präsentiert die Entwicklung einer strukturierten **Liste von Kompetenzen, Kenntnissen und Fähigkeiten**, die Künstlerinnen und Künstler benötigen, um als **Futures Literacy Facilitators** im Rahmen des Projekts DIALOG CITY tätig zu werden. Ziel war es, die zentralen Kompetenzen zu definieren, die der Entwicklung des Trainingsprogramms und des Toolkits zugrunde liegen und Künstler bei der Moderation partizipativer Prozesse mit Bürgerinnen und Bürgern sowie Entscheidungsträgern unterstützen.

Die Analyse baut auf den Ergebnissen der vorherigen Deliverables (D3.2, D3.3 und D3.4) auf, die Einblicke in die Bedürfnisse und Wahrnehmungen von Bürgern, Künstlern und Stakeholdern geliefert haben. Darüber hinaus wurde im November 2023 ein Workshop mit Künstlern und Projektpartnern durchgeführt, um qualitative Daten zu Kompetenzen, Praktiken und Einstellungen im Bereich Futures Literacy zu erheben. Ergänzend erfolgte eine vergleichende Analyse europäischer und internationaler Kompetenzrahmen, darunter UNESCO, ESCO und regionale Ausbildungsstandards.

Die Ergebnisse identifizieren zentrale Kompetenzen, die **Wissen, Fähigkeiten und Einstellungen** miteinander verbinden. Zu den wesentlichen Elementen zählen Kreativität, Empathie, strategisches Denken, der Umgang mit Unsicherheit sowie Moderationskompetenzen, ergänzt durch Kenntnisse zu Futures Literacy und pädagogischen Ansätzen. Querschnittskompetenzen wie Zusammenarbeit, Kommunikation, Inklusion und Offenheit gegenüber unterschiedlichen Zukunftsszenarien werden als besonders relevant hervorgehoben.

Der Bericht definiert zudem Lernziele in Form von fünf Trainingsmodulen zu Futures Literacy, inklusiver Moderation, kreativen Methoden, pädagogischen Werkzeugen und strategischem Denken. Diese Module sollen Künstler befähigen, partizipative Prozesse zu gestalten und Bürger bei der Auseinandersetzung mit zukünftigen Herausforderungen zu unterstützen.

Die Ergebnisse unterstreichen die strategische Rolle von Künstlern als Vermittler für Bürgerbeteiligung und zukunftsorientiertes Denken. Der entwickelte Kompetenzrahmen bildet die Grundlage für Trainingsmaterialien und gewährleistet einen kohärenten, übertragbaren und skalierbaren Ansatz im Capacity Building.



Introduction

The project "DIALOG CITY – A holistic approach towards a digital cultural infrastructure in European cities," abbreviated as DIALOG CITY, is founded on the belief that an innovative, culturally-centred approach can significantly enhance social cohesion amidst profound transformational processes. Artists possess the potential to drive this change, yet they require specific skills to do so effectively.

This endeavour aims to delineate the essential skills necessary to become a facilitator of Futures Literacy, empowering artists to engage citizens and decision-makers in embracing this transformative journey.

As outlined in the Dialog City project, the two lead partners of Task T3.5, CIAC and CFPCEMON, conducted investigations into inventories of skills and competences relevant to artistic fields. Their aim was to identify the skills and abilities required for capacity-building workshops for artists. Through this process, they identified those skills and competences most aligned with the role of a DIALOG CITY Facilitator, in order to determine the final workshop contents.

Premises

This work has been fundamentally informed by the outputs of deliverables D3.2, D3.3, and D3.4, which involved the administration of questionnaires and conducting interviews with citizens, artists, and decision-makers in France, Germany, Italy, Greece and Austria. These deliverables served as sources of information, providing rich insights into various stakeholders' perspectives and needs regarding the project objectives.

Furthermore, we have extensively utilized the Data Analytics Platform of the project (internal to partners and not for public use), to analyse and interpret the data collected from the initial surveys. This platform not only aggregates artists' responses on a country-by-country basis but also provides a comprehensive overview of their perceptions of Futures Literacy, Futures Literacy skills, and their respective comments and suggestions.

Methodology

CIAC and CFPCEMON, two training centres located in Northern Italy, collaborated in the development of Deliverable D3.5 together with Dr. Linn Friedrichs, a learning innovation consultant renowned for her expertise in Pedagogy, digital literacy development, diversity



& inclusion, and Futures Literacy (FL). This collaborative effort laid the groundwork for crafting a pathway towards designing our Futures Literacy toolkit.

In partnership with Dr. Friedrichs, project partners fulfilled a crucial requirement for Work Package 3: identifying the essential skills artists need to serve as facilitators or mediators of Futures Literacy among citizens. This process addressed two specific challenges:

- The data collected by CulturePolis in collaboration with the other project partners from previous interviews with citizens, decision-makers, and artists (“D3.2 Needs assessment of citizens and stakeholders - Gathering information by means of a questionnaire”, “D3.3 REPORT: Focus groups with artists”; “D3.4 REPORT - Citizens’ Focus Groups”) did not provide tailored insights into their perspectives on Futures Literacy or their self-assessment of competency in this domain.
- The understanding of the emerging academic research on Futures Literacy was limited.

CIAC and CFPCEMON decided to organize a workshop on November 10, 2023, aimed at a curated group of artists from every project region and representatives from project partners. This workshop was designed to tackle both challenges outlined earlier, and CIAC and CFPCEMON enlisted the expertise of Dr. Friedrichs to conceptualize and facilitate it according to their specific needs.

The workshop design incorporated several elements: a Futures Literacy exercise centred around the narrative of an object from the future; a concise overview of current research on Futures Literacy, with an emphasis on the UNESCO framework and the work of Prof. Riel Miller; an examination of the relationship between Futures Literacy and future skills frameworks, as well as complexity resilience; and structured dialogue interviews aimed at generating a small data sample regarding artists' engagement with Futures Literacy.

Following the workshop, an analysis of the data sample gathered from the dialogue interviews was conducted, focusing particularly on artists' responses to questions such as

- How do artists relate to and “use” the future? How do you do this?
- Which skills do you bring and need as a potential Futures Literacy facilitator/trainer?
- Which specific artistic practices can grow Futures Literacy, and how?

CFPCEMON and CIAC conducted a comprehensive comparison and evaluation of the responses, aligning them with insights from Futures Literacy research, particularly focusing on the UNESCO-led initiatives. Utilizing the data sample, pertinent research



findings, and the collective expertise in education and professional development services, CIAC and CFPCEMON recognized Futures Literacy as a critical competency that required unique skills, knowledge, and attitude.

Workshop with artists

Futures Literacy workshops with artists constitute a key activity toward achieving the objectives of the DIALOG CITY project. The analysis work commenced by examining local inventories of skills and competences relevant to artistic fields, identifying those aligning most closely with the role of the ideal DIALOG CITY Facilitator.

The workshop, titled "Empowering Artists to Shape Tomorrow," took place on Friday, November 10, from 10:00 am to 12:30 pm CET. Its aim was to explore the relationship between empowered citizenship, artistic practice, and Futures Literacy, thereby advancing the fulfilment of WP3 requirements and the development of a "Futures Literacy toolkit" for citizens and decision-makers, facilitated by artists.

Conducted in a lab format via Google Meet and conducted entirely in English by Dr. Friedrich assisted by Irene Cornaglia (CFPCEMON) and Laura Cassardo (CIAC), the workshop required full participation from all 24 attendees. These included 14 artists from diverse fields such as visual art, artificial intelligence, dance, and industrial design, hailing from France, Italy, Germany, Austria, the UK, and Greece. Additionally, 10 project partners from small and medium-sized cities across five European countries, encompassing city archives, urban activists, cultural organizations, and vocational training facilities, contributed to the workshop.

The session commenced with a welcome and brief introduction to the workshop objectives, followed by participant introductions facilitated by the "object from the future" exercise. This exercise allowed each participant strict 60-second speaking time to introduce an object representing the future. Subsequent sessions delved into the concept of Futures Literacy and its significance in addressing complex societal problems and uncertainty, with a particular focus on its relevance to artistic identity and practices.

Following a brief break, participants engaged in dialogue interviews to uncover Futures Literacy and facilitation knowledge, skills, and attitudes inherent in artists and their practices. These interviews were conducted in small groups, each comprising an interviewer, an artist, and a scribe. The session concluded with the sharing of group findings, collaborative brainstorming for toolkit development, and a closing segment highlighting main insights and open questions, as well as outlining next steps and expressions of gratitude.

Throughout the workshop, participants embraced various roles such as Interviewer, Interviewee/Artist, and Scribe, contributing to a rich and insightful exchange of ideas and experiences, detailed in the following some simple instructions.

Instructions:

For 35 minutes, groups of three are suggested to assign roles and say hello (5 minutes), conduct the interview (20 minutes), and then, the scribe shares observations, and the group decides who will present the findings (10 minutes).

The project partner should take the role of the scribe and document all findings in a shared document. Another participant should act as the interviewer, guiding the conversation by covering the following questions as feels natural. The artist should assume the role of the interviewee, sharing their experience and reflections about the questions below. If there are two artists in a group, they can switch roles of interviewer and interviewee as necessary, so both contribute their ideas.

Comparative competences

The table comparing competences - annexe 1 “Comparative Skills Table” - is structured to examine various definitions relevant to the project, drawing from sources including: UNESCO, the Regional Directory of Qualifications and Training Standards of the Piedmont Region, the ESCO portal (European Skills, Competences, Qualifications, and Occupations), as well as insights gleaned from the results from the "Workshop with artists" mentioned earlier.

Further details are accessible in the “Council Recommendation” dated May 22nd, 2018, regarding key competences for lifelong learning and the digital skills extracted from the inventory of the Piedmont Region.

In 2006, the European Parliament and the Council of the European Union adopted a recommendation concerning key competences for lifelong learning. Member States were urged to develop "the provision of key competences for all within the framework of their lifelong learning strategies, including strategies for universal literacy," and to make use of the European reference framework "Key Competences for Lifelong Learning." Since its adoption, the recommendation has been an important reference document for the development of education, training, and skills-oriented learning.

Therefore, it has become increasingly important in a comprehensive approach to skills development, such as that of the Dialog City project.

From the regional inventory, we have extracted cross-cutting digital skills with the aim of providing a professionalizing objective constituted by multiple modular competences. The purpose is to meet the need for basic training for various profiles, both in computer-related and non-computer-related fields. The skills listed in the profile can be used individually by contextualizing them within existing professional paths.

We have also selected the Regional Trainer Profile, from Piedmont skills portal. The Trainer is a content specialist experienced in training processes. They can integrate their own skills with the needs of the training path to achieve defined objectives. They manage classroom variables related to group dynamics and interpersonal relationships. They can direct the attention and motivation of participants, managing the classroom atmosphere, and promoting participation and interaction. They rework and integrate content according to the recipients, using both traditional and advanced classroom support and aids, while respecting didactic programming in terms of timing and content.

Additionally, we have analysed the ESCO portal, from which we extracted skills such as communication, collaboration, and creativity under the teaching and training domain, including the application of teaching strategies.

Below are the observations arising from the work conducted:

- **Intersection of Skills:** some competencies overlap across different sources and specific profiles. For instance, the ability to apply teaching strategies is relevant both for the trainer profile and for the workshop. This highlights how there are fundamental skills that cut across various roles and contexts.
- **Context-specific skills:** For example, understanding the role of the future is specific to UNESCO, while designing functional educational materials for managing the training intervention is specific to the trainer.
- **Evolution of skills:** The comparison also suggests how skills can evolve or be reinterpreted in different contexts. For example, the skill of "activating collaborative processes and active citizenship through digital technologies" in the local digital inventory can be seen as a more specific and contextualized version of the more general skill of "communication, collaboration, and creativity" in the workshop.
- **Key skills for the future:** The table highlights some skills that could be particularly relevant for the future, such as "flexibility, agility, and resilience in the face of change" and "understanding the impact of art and technology on the future." These skills are particularly important in a rapidly evolving world.

Reflecting on the work done, we have considered the following aspects:

What skills are essential to become a Futures Literacy Facilitator and therefore should be considered in the selection of Trainers:

- Technical skills (such as digital skills and teaching strategies)
- Cross-cutting skills (like communication, collaboration, and creativity).
- In particular: understanding the role of the future in current actions; the ability to rethink the present using future scenarios; openness to different futures and comfort with uncertainty, creativity in artistic expression, and interaction with future concepts.

Finally, some skills that will be acquired at the end of the Train the Trainer program have been identified from the literature:

- Understanding the impact of art and technology on the future;
- Awareness of diverse future narratives;
- Designing and applying techniques for educational material production;
- Facilitating participatory and collective learning processes;
- Tolerance and empathy towards different viewpoints;
- Optimism about the future;
- Taking responsibility.

To the individuals participating in the workshops as Citizens and Decision Makers, artists will have the task of helping them to develop or enhance:

- Empowerment;
- Increased awareness of diverse future perspectives also linked to uncertainty and change;
- Understanding the role of the future in current actions;
- Promoting open-mindedness, creativity, and tolerance towards diverse perspectives;

In conclusion, the work has produced a final list of skills and a knowledge of prerequisites for the selection of artists who will be involved in the project.

Results

Through a comparative analysis of local, national, and international inventories, along with the examination of data obtained from workshop interviews conducted by CIAC and CFPCEMON under the supervision of Dr. Friedrich, it was possible to formulate a comprehensive list encompassing the requisite knowledge, skills, and attitudes essential for facilitators in this domain.

The final list of skills, knowledge and attitudes includes:



1. Empathy - SKILL
2. Creativity - SKILL
3. Overview: Futures Literacy concept & state of research - KNOWLEDGE
4. Diversity, Equity, Inclusion - ATTITUDES
5. Prototyping & constructive mistake/failure-culture SKILL
6. Sense of Agency/Growth Mindset/Positive Attitude toward being able to shape the future - ATTITUDES
7. Learning sciences, teaching & facilitation tools - KNOWLEDGE
8. Self-promotion, branding, networking (community & partnership development) - SKILL
9. Managing uncertainty - SKILL
10. Strategic thinking - SKILL

However, it's important to note that this list is not exhaustive; rather, it highlights what the project partners and the research identify as most crucial. CFPCEMON and CIAC view this list as a dynamic resource, subject to validation through the experience in development and teaching of the training centres.

This list will serve as a guiding framework as the project progresses to the next phase of WP3: the iterative and collaborative creation of facilitator training materials. Adhering to the principles of backward design, CFPCEMON and CIAC will collaborate with project partners possessing specialized knowledge and artists to develop five modules of training, each lasting three hours. These training sessions will aim to achieve the following learning outcomes:

1. Understanding the Concept of Futures Literacy and Research State:
 - Knowledge of the concept of Futures Literacy and current research in the field.
 - Ability to facilitate discussions and activities based on a solid understanding of the concept and ongoing research.
2. Promoting Empathy and Inclusion:
 - Ability to empathize and connect with others' perspectives and feelings.
 - Commitment to promoting an inclusive environment, valuing diversity and equity.
3. Fostering a Culture of Creativity and Resilience:
 - Capacity to generate innovative approaches and creative solutions.
 - Proficiency in prototyping and fostering a culture that embraces failure as learning opportunities.
4. Effectively Using Pedagogical and Facilitation Tools:
 - Knowledge of learning sciences, teaching techniques, and facilitation tools.

- Ability to apply such knowledge to effectively facilitate Futures Literacy activities.
- 5. Promoting Strategic Awareness and Uncertainty Management:
 - Strategic thinking skills to analyze complex situations and develop action plans.
 - Competence in managing uncertainty, providing tools and strategies to address uncertain future scenarios.

These learning outcomes encompass a blend of skills, knowledge, and attitudes drawn from various inventories, as confirmed by workshop participants as detailed in the annexe 2 “Futures Literacy Workshop with Artists - Results”.

These instructional objectives are designed to cultivate the essential skills needed to become an effective facilitator of Futures Literacy. They integrate critical knowledge, skills, and attitudes crucial for guiding others in exploring and comprehending the future.

Conclusions

This report was developed to present the results of the List of Skills and Competences within the framework of WP3 of the DIALOG CITY project. The analysis of responses from questionnaires and interviews conducted with Citizens, Decision-makers, and Artists from Germany, Greece, Italy, Austria, and France, managed by CulturePolis, indicates that both audiences are receptive to digital changes. They believe that the use of digital tools and services can offer solutions to many practical and everyday issues within their cities.

However, citizens still harbour some concerns about these changes and require additional information to become more comfortable and adaptable to social and digital transformations. This is why the role of the facilitator could prove to be a genuine solution in helping citizens and decision makers navigate these changes. Becoming a facilitator requires a diverse set of skills, knowledge, and attitudes. Through a comparison of local, national, and international competency inventories, particularly referencing UNESCO's portal, several aspects suggest that artists could play a pivotal role in transmitting these competences. Notably, there is emphasis on creativity, openness, and the utilization of art to engage with and comprehend the future. Additionally, resilience is mentioned concerning dealing with precarious situations. However, some competences appear to be lacking.

Following the productive workshop in November 2023 with artists and project partners CIAC and CFPCEMON, we are now able to clearly define the competences, skills, and knowledge necessary for an artist to become a Futures Literacy facilitator listed in the annexe 1 “Comparative Skills Table”.

Annexes

Annex 1 - Comparative Skills Table

Annex 2 - Futures Literacy Workshop with Artists - Results

UNESCO				LOCAL INVENTORY "TRAINER" *Competences from the Repertoire of Qualifications and Training Standards of the Piedmont Region. Profile: Trainer (Formatore).			LOCAL INVENTORY "DIGITAL" **Competences from the Repertoire of Qualifications and Training Standards of the Piedmont Region: Cross-Disciplinary Digital Skills.			ESCO PORTAL	WORKSHOP				LEARNING OUTCOMES
COMPETENCIES	KNOWLEDGE	SKILLS	ATTITUDES	COMPETENCIES	KNOWLEDGE	SKILLS	COMPETENCIES	KNOWLEDGE	SKILLS	S1.3.0 apply teaching strategies	COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES	
Understanding the Role of the Future: Recognizing how future scenarios impact current perceptions and actions Intro to Future Literacy	Understanding the role of the future in <u>shaping current perceptions and actions</u> .	Skills in <u>rethinking the present using future scenarios</u> .	Openness to diverse futures and comfort with uncertainty.									Understanding technology's impact on society and perceptions.	Prototyping & constructive mistake-failure-culture		Promoting Strategic Awareness and Uncertainty Management: Strategic thinking skills to analyze complex situations and develop action plans. Competence in managing uncertainty, providing tools and strategies to address uncertain future scenarios.
Rethinking the Present: Using various future scenarios to reframe current understanding and approach to challenges Through their own art	<u>Knowledge of various future scenarios</u> (probable, preferable, reframed).	<u>Strategic thinking</u> and agency in shaping the future.	Empowerment to be creative, experimental, and innovative.									Knowledge of various artistic formats and their application to future scenarios.	Creativity Managing uncertainty		Fostering a Culture of Creativity and Resilience: Capacity to generate innovative approaches and creative solutions. Proficiency in prototyping and fostering a culture that embraces failure as learning opportunities.
Embracing Diverse Futures: Participatory action-learning processes to understand different narratives of the future, fostering comfort with uncertainty and change Listening and telling stories.	<u>Knowledge of various future scenarios</u> (probable, preferable, reframed).	<u>Critical thinking, communication, and collaboration</u> .	Appreciation for change and different perspectives.									Awareness of the role of art in storytelling and non-verbal communication	Empathy	Diversity, Equity, Inclusion	Promoting Empathy and Inclusion: Ability to empathize and connect with others' perspectives and feelings. Commitment to promoting an inclusive environment, valuing diversity and equity.
Agency and Empowerment: Empowering people to be creative, open, experimental, and innovative through inclusive participatory processes Create something with sense experience for others.	<u>Awareness of diverse futures and different narratives</u> .	<u>Flexibility, agility, and resilience</u> amid change.	Optimism about the future and taking ownership over it.	<u>Design educational materials</u> functional for managing the training intervention.	<u>Design techniques for educational materials</u> Choosing the type of educational material based on the target audience Identifying the objectives to convey	<u>Learning support materials</u> Applying techniques for producing educational material	<u>Activate collaborative processes and active citizenship</u> through digital technologies	Elements of digital citizenship Use digital services consciously to participate in social life. Concepts of security, handling of digital identity Use digital sharing tools in a professional context. Privacy policies	<u>Use digital communication tools to promote social inclusion.</u> <u>Propose solutions for the creation of digital collaboration environments.</u> 5. Understand the issues related to digital identity management.	skills - communication, collaboration and creativity - teaching and training - teaching and training - apply teaching strategies https://esco.ec.europa.eu/en/classification/skill?uri=http%3A%2F%2Fdata.europa.eu%2Fesco%2Fskill%2F51.3.0	FUTURES LITERACY IS A COMPETENCE that required 10 different knowledge, skills, and attitudes	Learning sciences, teaching & facilitation tools	Self-promotion, branding, networking		Effectively Using Pedagogical and Facilitation Tools: Knowledge of learning sciences, teaching techniques, and facilitation tools. Ability to apply such knowledge to effectively facilitate future literacy activities.
Imagination and Strategic Thinking: Using imagination and agency to prepare, recover, and invent as changes occur Situation simulation and risk mitigation.	<u>Awareness of diverse futures and different narratives</u> .	<u>Flexibility, agility, and resilience</u> amid change.	Optimism about the future and taking ownership over it.	<u>Supporting students' learning process through monitoring learning strategies</u>	<u>Adapting content</u> and classroom management methods based on assessment results and class progress Support techniques <u>Implementing student empowerment techniques</u>	<u>Respecting individual and group learning paces</u> Verification and monitoring techniques <u>Valuing group and individual resources</u> Teaching methodologies and techniques Applying <u>supportive techniques</u> and operational modalities <u>Processing targeted training and exercises</u> based on individual and class-wide gaps The learning process	<u>Activate processes of self-empowerment in the digital realm</u>	Self-empowerment techniques	<u>Creatively use digital technologies</u> Activate processes and/or paths of professional growth		Overview: Futures Literacy concept & state of research	Strategic thinking	Sense of Agency/Growth Mindset/Positive Attitude toward being able to shape the future	Understanding the Concept of Future Literacy and Research State: Knowledge of the concept of future literacy and current research in the field. Ability to facilitate discussions and activities based on a solid understanding of the concept and ongoing research.	
				<u>Managing the relationship with students</u> during the learning phase	<u>Communicative techniques</u> Applying techniques for managing relational dynamics Establishing the classroom contract with students	<u>The classroom system</u> Setting classroom interaction modes Recognizing the emotional and affective aspects of the participants	<u>Develop digital contents</u>	Main techniques for developing digital contents	1. Identifying the appropriate digital tool for the professional field of reference. 2. Creating customized solutions for the professional field of reference by integrating and/or reworking the content.						

dialog city

FUTURES LITERACY WORKSHOP

Empowering Artists to Shape Tomorrow!

November, 10th 2023

10.00 -12.30



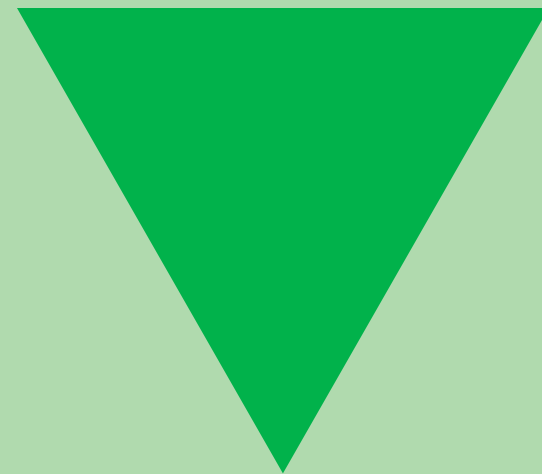
This work aims at prototyping a methodology for generating creative ideas that can transform the relationship between citizens and their future cities, which are characterized nowadays by rapid technological changes and unpredicted crises; thus redefining citizens' role in future smart cities and complex ecosystems.

We want to build artists' capacity as key players of societal transformation, providing them with the necessary FUTURES LITERACY skills in order to support decision makers to engage citizens in designing the future of their city and redefining their role between the analog and digital environment. This has already been a reality in our cities especially after the outburst of unpredictable threats such as the COVID-19 pandemic.

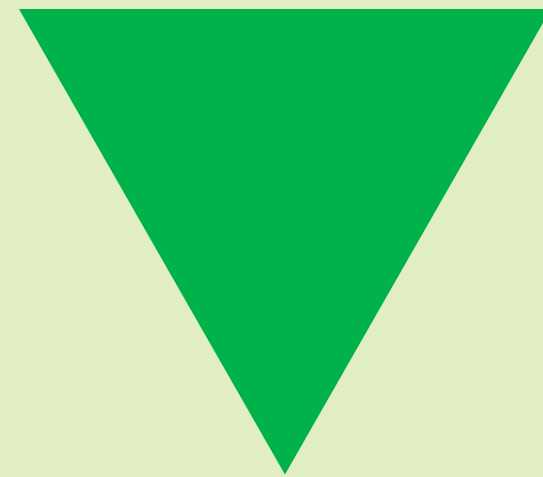


dialog
city

THE WORKSHOP



PARTICIPANTS



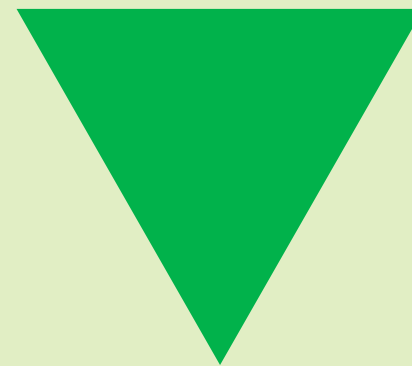
**14 artists
from**

France, Italy, Germany,
Austria, UK, Greece

**Different Fields
represented by artists**

e.g., visual art, artificial
intelligence, dance,
industrial design, etc.

PARTICIPANTS



10 project partners

The project partners are based in small and medium-size cities in 5 European countries: they are city archives and city museums, urban activists and social architects, cultural organisations, a contemporary circus art institute and vocational training facilities.

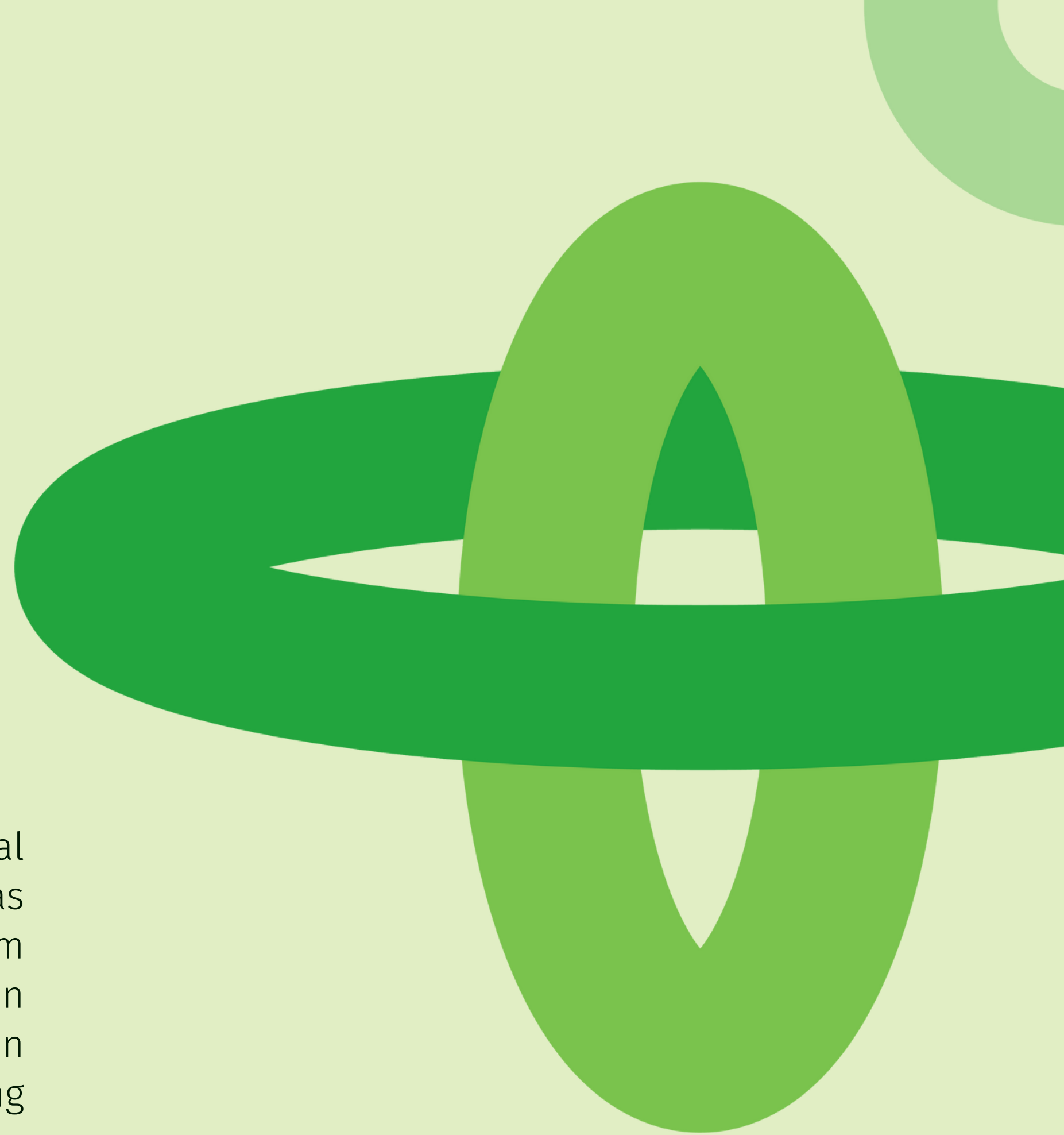
FACILITATED BY

Linn Friedrichs



<https://linnfriedrichs.com>

Her work stands at the intersection between institutional leadership, teaching, researching, and consulting. She has crafted learning programs for young people aged 15-23 from more than 80 countries, guided international faculty in innovating their teaching methods, and advised clients in education and business on their strategy and learning initiatives.



IDENTIFY SKILLS AND ABILITIES TO BE INCLUDED IN THE CAPACITY BUILDING WORKSHOPS FOR ARTISTS

Futures Literacy workshops with artists are one of the activities towards the achievement of the DIALOG CITY objectives.

We investigated the local, national and european inventories of skills and competences which are relevant to the artistic fields and then identified those that are mostly in line with the role of the ideal DIALOG CITY Facilitator.

We conducted comparisons with the ESCO portal to define the final content.

Project partners administered questionnaires and interviews to citizens, decision-makers, and artists from various countries and analysed the results. Additionally, insights from workshops with artists are factored into the analysis.



OBJECTS OF THE FUTURE

We asked the participants to show different ways in which we "use the future"



Guiding Questions: Dialogue Interviews

- How do artists relate to & “use” the future?
- Which skills do you bring / need to act as a futures literacy coach?
- Which specific artistic practices can potentially be applied in futures literacy workshops? How could you use them to help others develop futures literacy?

UNESCO's Pioneering Role in Futures Literacy Research

The United Nations Educational, Scientific and Cultural Organization, has taken a prominent role in spearheading research in the field of Futures literacy.

Defining Futures Literacy:

Futures literacy is an emergent and dynamic field of research that delves into the skills and competencies needed to navigate an ever-changing world.

Ongoing Evolution:

This new field is continually evolving, reflecting the rapid changes in technology, society, and education. UNESCO plays a pivotal role in shaping the discourse surrounding future literacy.

Analysis

Primary Reference: UNESCO COMPETENCIES*

Understanding the Role of the Future

Recognizing how future scenarios impact current perceptions and actions

Intro to Futures Literacy

Rethinking the Present

Using various future scenarios to reframe current understanding and approach to challenges

Through their own artistic practices

Embracing Diverse Futures

Participatory action-learning processes to understand different narratives of the future, fostering comfort with uncertainty and change

Listening and telling stories.

Agency and Empowerment

Empowering people to be creative, open, experimental, and innovative through inclusive participatory processes

Create sensory experience, teach play, experimentation, and collaboration.

Analysis

Primary Reference: UNESCO COMPETENCIES

Imagination and Strategic Thinking

Using imagination and agency to prepare, recover, and invent as changes occur

Situation simulation and risk mitigation.

Flexing a Wide Range of Skills

Including critical thinking, creativity, communication, collaboration, confidence, agility, resilience, and strategic thinking

Create a Futures Literacy workshop for citizens based on training & toolkit.

Analysis - WORKSHOP INTERVIEWS 1

Several artist reflections **align** well with research:

- emphasis on creativity
- openness
- the use of art to engage with and understand the future
- resilience with regards to uncertainty, precariousness, and risk.

Analysis - WORKSHOP

INTERVIEWS 2

Missing / Unaligned



Strategic Thinking and Agency

While there is mention of proactive attitudes and imagination, artists did not explicitly mention strategic thinking and agency as key features for shaping the future.



Learning how to learn

While this is a core competency of artists, this was not made explicit in the interviews. (learning how to learn, or metacognition, is important for adaptation, cp. Dialog City definition of FL)



Flexibility in Skill Sets

The workshop responses did not highlight agility and resilience in the face of change.



Rethinking the Present

There is less emphasis in the workshop on using the future to reframe and rethink current challenges and scenarios.



What is Futures Literacy?

WE AGREE THAT FUTURE LITERACY IS A COMPETENCE!

COMPETENCE

(not to be confused with competencies)

refer to "...a combination of knowledge, skills and attitudes, where:

- a) **knowledge** is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;
- b) **skills** are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;
- c) **attitudes** describe the disposition and mind-set to act or react to ideas, persons or situations".

The Futures Literacy Facilitator Toolkit

PDF Document,
30 pages
Free downloadable
Available in English, Italian,
Greek and German



Development of a toolkit with knowledge and skills for futures literacy workshops and curricular elements to be implemented in a set of 5 consecutive 3h-training sessions.

The beneficiaries of such training will be the artists, who will later on become the “Facilitators” of the dialogue between decision-makers and the overall citizenship

This toolkit will include the necessary material to provide knowledge to artists compatible with the needs analysis and in order to conduct workshops with citizens and decision makers towards future thinking.

It is in fact essential to provide the necessary training towards design thinking, storytelling, etc. in order to be able to boost creative and future design thinking for decision makers and other citizens.

The facilitator for futures literacy competency development among decision-makers and citizens will need different

SKILLS & KNOWLEDGE & ATTITUDES/VALUES



TOP TEN METHODOLOGY

In our process of defining the 10 essential skills, we extracted insights from the scribe notes of the dialogue interviews. These interviews served as crucial touchpoints, allowing us to capture firsthand experiences and perspectives.

Additionally, we crosschecked these insights against the points highlighted in our research findings.

This comprehensive approach ensured that our selection was grounded in both qualitative and quantitative data. Furthermore, we engaged in thorough discussions within our core group, where we collectively assessed the relevance and significance of each skill.

Through a voting process, we arrived at a consensus on the final 10 essentials.

TOP TEN

1. Empathy - **S**
2. Creativity - **S**
3. Overview: Futures Literacy concept & state of research - **K**
4. Diversity, Equity, Inclusion - **AV**
5. Prototyping & constructive mistake-/failure-culture 19 **S**
6. Sense of Agency/Growth Mindset/Positive Attitude toward being able to shape the future - **AV**
7. Learning sciences, teaching & facilitation tools 17 - **K**
8. Self-promotion, branding, networking (community & partnership development) - **S**
9. Managing uncertainty - **S**
10. Strategic thinking 13 - **S**

LEGENDA

S= SKILLS

K= KNOWLEGES

AV= ATTITUDES/VALUES

NEXT STEPS



How Can We Transfer **THOSE SKILLS** to Artists?

- = recruit suitable and motivated artists for FL training. We need to identify current strengths, potential gaps, and opportunities for further development in artists who want to become FL trainers;
- = the learning experiences for the future facilitators will be a model what will reflect what they will do during the workshop with the population (rationale: limited time, focus, credibility);
- = provide a space for them to acquire a solid basis in what they do not know/do;
- = provide opportunities to develop their own workshops in dialogue with others.



NEXT STEPS

Train the trainer WORKSHOP

FROM JANUARY 2025
5 ONLINE TRAINING MODULES
3 HOURS EACH

MODULE SETTING

Learn

Reflect

Practice

Apply

