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## META Competences Framework

Summary and meaning of this document:

The document sets out the META Competences Framework based on ten main potential benefits of intercultural education through art, defining for each of them a key competence and a corresponding statement of expected goals/aims.

Potential benefits of ART Intercultural Education	META key competences	Goals statements
Aid to understand diversity	1. Understanding/Acceptance	<i>Learn to interpret other people's expressions, emotions and attitudes through artistic activities</i>
Bring dialogue into diversity	2. Communication	<i>Enhance self-understanding and communicate using different art forms and languages</i>
Enhance involvement in mutual learning processes	3. Commitment	<i>Learn to work in mutual learning environment</i>
Mainstream cultural diversity as resource for inclusion	4. Inclusivity	<i>Develop learning styles to recognise opportunities in diversity</i>
Provide open and cooperative perspective	5. Individual and collective Responsibility	<i>Learn to understand another's point of view when different from your own</i>
Foster experiences to appreciate different forms of cultural expression	6. Empathy	<i>Recognize the effects of different emotions</i>

<b>Create environments conducive to promoting intercultural learning</b>	<b>7. Resilience</b>	<i>Adapt to and deal with different intercultural environments</i>
<b>Share vision and goals within the group to reach a common objective through a clear path</b>	<b>8. Leadership</b>	<i>Make choices and taking actions in accordance with your values</i>
<b>Enhance own cultural awareness and self-esteem</b>	<b>9. Self-Awareness &amp; Self-Empowerment</b>	<i>Give meaning and value to one's life</i>
<b>Strengthen the capability to innovate</b>	<b>10. Creativity</b>	<i>Being creative and seeing several ways to overcome problems and move forward</i>

The full version of the Div. 2.1 “Key Competence Framework” provides:

- theoretical frame of reference on the art as a tool for intercultural education
- framework emerged from the analysis of case studies and round table
- correlations between key competences 5 (Learning to learn), 6 (Social and civic competences) and 8 (Cultural awareness and expression)
- indications for the definition of learning objectives
- criteria for the definition of specific learning objectives according to different levels of skills development
- criteria for the identification of learning outcomes
- suggestions regarding methods
- suggestions regarding different types of activities
- principal qualitative characteristics of the activities

Based on this information, it is possible to develop intercultural education through art that has as at its core one or more key skills.

For each competence must be identified:

- learning objectives adjusted to the target
- expected results
- content and activities
- assessment tests

Through the training and piloting activities it is possible to validate and finalize the competences framework based on experience gained within the organizations of MUS-E artists and teachers involved in this project (BE, DE, ES, IT).



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