CLC – Creative Learning Communities
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CLC MANUAL

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This document has been developed in the framework of the project.

CLC
Creative Learning Communities
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1. Introduction

The Creative Learning Communities project has actively involved trainers and learners in the creation of a brand new teaching tool that will help people acquire a sense of initiative and entrepreneurship.

These skills are vital in helping individuals turn ideas into action, through creativity, innovation and risk-taking, as well as acquire an ability to plan and manage projects therefore increasing their inclusion in society and the labour market.

The European Commission has recognised the importance teaching these skills that it has been identified as one of the LifeLong Learning “Key Competences” (http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm) yet research has demonstrated that there are few teaching methods that support teachers and trainers in promoting the acquisition of this competence. Therefore the effective integration of entrepreneurial teaching into the curriculum is one of the key challenges that education is currently facing as this key competence (hereafter known as KC7) becomes increasingly relevant in today’s world and the Creative Learning Communities project (hereafter known as CLC) has sought to respond to this challenge with support of the European Commission in the framework of the Lifelong Learning Programme ‘Leonardo da Vinci’.

The partners of the Creative Learning Communities project (hereafter known as CLC) in Austria, Italy, Malta, Poland and the United Kingdom, have worked together with trainers and educators in the Vocational Education and Training (hereafter known as VET) and learners from disadvantaged contexts in order to develop a relevant solution. The answer has been found in the development of a toolbox that will provide trainers and learners with materials to help them experiment and develop the skills, knowledge and attitudes linked to KC7 in their own specific learning contexts. The tools are inspired by creative thinking methods that will permit the users to create and participate in “Creative Learning Communities” which will be open, fluid and participative learning spaces that can fit into any teaching situation.

This training manual will support trainers and learners in using the online toolbox. The toolbox has been designed to be accessible for all people participating in VET learning pathways and can act as a catalyst for interested but otherwise disengaged learners in helping them to connect with a VET organization, and perhaps even forming their own Creative Learning Community.
1.1 What are Key Competences for Lifelong Learning?

“Key Competences are seen as a combination of knowledge, skills and attitudes that all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment. The Reference Framework sets out eight Key Competences such as: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence, learning to learn, social and civic competence, sense of initiative and entrepreneurship and cultural awareness and expression” (2006/962/EC).

The CLC project is devoted to the development of materials that facilitate the acquisition of KC7:

“Sense of initiative and entrepreneurship refers to an individual’s ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.” http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf

The teaching tools will focus on the various aspects that make up the skills, knowledge and attitudes of KC7.

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<table>
<thead>
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<th>Framework for Key Competences in a Knowledge-Based Society</th>
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<td><strong>Domain</strong></td>
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<td><strong>Knowledge</strong></td>
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<td>• Knowledge of available opportunities in order to identify those suited to one’s own personal, professional and/or business activities.</td>
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<td>• Ability to work co-operatively and flexibly as part of a team.</td>
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<tr>
<td>• Being able to identify one’s personal strengths and weaknesses.</td>
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<td>• Ability to act proactively and respond positively to changes.</td>
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1.2 **How CLC contributes to EU policies?**

During the elaboration of the CLC project, the importance of contributing to European policies which place emphasis on the promotion of creativity, competitiveness, employability and the growth of an entrepreneurial spirit amongst learners was recognized. In response CLC sought to develop innovative teaching and learning tools in order to stimulate entrepreneurial thinking and attitudes throughout Europe and to develop the channels and networks that would ensure a wide spread impact.

“Continuity, consolidation and change” in vocational education and training (VET) is vital to realizing the objectives highlighted in the Copenhagen Process (2002) ([http://www.cedefop.europa.eu/en/Files/3055_EN.PDF](http://www.cedefop.europa.eu/en/Files/3055_EN.PDF)). A fundamental aspect is the “need to focus on development on creativity in VET” to which CLC responds and which will enhance the quality of education and training.

Inclusion is primary to CLC. The VET trainers involved will be working with individuals from groups at risk and the acquisition of KC7 will permit these learners to actively achieve equality and inclusion.

Enterprise will also be stimulated by the project as it actively responds to the priorities of the Enterprise Policy including promoting entrepreneurship, competitive performance and innovation. Through the development of creative thinking skills of people in the labour market or who will enter the labour market, innovation and invention will increase therefore enabling Europe to achieve these priorities.

CLC works towards achieving the objectives of the Lisbon Strategy by facilitating economic growth and a responsive labour market; by enhancing VET systems throughout Europe, and; by developing learning environments that facilitate the acquisition of KC7 - sense of initiative and entrepreneurship - through the stimulation of creativity which in turn support flexibility, adaptability and innovation. In addition CLC is applicable across the European Union, thus supporting the Open Method of Communication (OMC).
2. What are Creative Learning Communities?

2.1 Advocacy
New teaching and learning tools are most effectively developed via a process of engaged, enlightened and inclusive co-creation. The ideas, voices and experiences of VET trainers, community representatives, commercial (and public and 3rd sector) agencies – and importantly, learners themselves – has been pooled together to provide a rich resource to underpin the collective development (and perpetual refreshing) of tools to support capacity, capability and skills building. In the case of KC7, such capability building is centred on themes of entrepreneurship, initiative, creativity and innovation.

2.2 Rationale
‘Learning Communities’ is an established frame of reference that is interpreted readily as including those institutions dedicated to facilitate formal learning, schools, colleges, Universities and VET training organizations – the formal aspects of education. However the description also includes those informal and non-formal aspects of education, whether they are clubs, community groups, family or peer-to-peer interactions. Even within this broader meaning, a ‘Learning Community’ will typically operate on some form of structured teacher-student model with learning inputs being one-directional (highly so in formal settings, more flexible in non-formal and informal settings) and therefore tending to mitigate against reflective or self-directed learning.

A ‘Creative Learning Community’ is distinct from a ‘Learning Community’ in that it is a highly flexible model, with teacher and student roles shifting dynamically according to context. Furthermore, whilst a ‘Learning Community’ may well use tools that support learning exchanges, virtual learning environments (VLEs) for example, a CLC will introduce whatever tools and methods that individual learners find beneficial.

The two aren’t mutually exclusive, CLC’s can and do form within formal educational settings – the small group that self-forms to work on an agreed activity or support one another on a common learning journey, supplementing mainstream methods with informal
meetings, social media and whatever other (readily available) support tools and activities that members deem useful.

From the research and needs analysis phase of the CLC project we identified the following key points:

1. Learning Communities are already established – the challenge is how to promote their development towards Creative Learning Communities;

2. KC7 skills, knowledge and attitudes are often being developed in formal, non-formal and informal settings, but the acquisition of skills, knowledge and attitudes may not be explicit for the learner;

3. Tools to support the promotion of KC7 skills, knowledge and attitudes were not perceived as being readily available.

The CLC project has responded by:

1. Engaging with formal and informal VET training organisations to promote KC7 and the CLC concept;

2. Producing materials (print and digital) that support this advocacy;

3. Creating a methodology (the ‘CLC Conversation Template’) that can be used to disclose where KC7 skills, knowledge and attitudes are being acquired or developed through the VET activities that a learner is already engaged in;

4. Creating a web-based toolbox that signposts learners to relevant KC7-developing tools according to their sphere of interest;

5. Enabling individual users to comment on the tools within the toolbox and add signposts to new tools that they have discovered;

6. Creating a series of new tools designed to promote KC7 acquisition, stimulating and challenging individual learners (and emergent CLC’s) to create their own new tools (and hopefully add them to the toolbox).
In carrying out these developments, we worked as a Creative Learning Community ourselves, with co-creation and collaboration at the heart of how we approached the task. The following pages describe the toolbox, ‘CLC Conversation Templates’ and new tools that resulted.
3. What is the CLC Toolbox?

The toolbox concept is to provide a means of signposting potentially helpful tools (including online and offline resources) that can support an individual acquire or develop specific skills from the Key Competency 7 set.

A simple web site allows different aspects of KC7 to be examined and displays links to the tools that are available to support a given skill. The CLC toolbox also contains some tools developed by the project, together with background information on Key Competencies and a link to an evaluation tool (Level 5) so that a user can experiment with self-evaluation. In order to enable creative learning communities to truly adopt the toolbox, there is provision for individuals to add links to new tools or comment on their experience with existing ones. The toolbox functions in the languages of the CLC project partners, although tools identified and linked may not be available in other languages. In addition to the structured navigation (as shown in the toolbox menu opposite) there is a free search feature that allows a user to enter their area of interest and the toolbox will respond with any matches. It is of course possible that a tool could feature in more than one Skills & Competency category.
4. Is the toolbox for me?

We developed the toolbox with a major aim in mind, to support the creation and development of creative learning communities in which Key Competence 7 can be shared, acquired and used between members of these communities. We see the toolbox as a spark, which can help you, and your community, to ignite your entrepreneurial spirit and help you achieve new goals which, before, seemed unreachable. So what is this entrepreneurial spirit that we hear so much about.

The entrepreneurial spirit is what has always moved the world forward. From the taming of fire to the creation of social networking, entrepreneurship has been the basis of mankind’s social, cultural and economic evolution. Entrepreneurship is often seen as the acquisition of wealth through economic activity but in reality it’s the improvement of one’s self. Whenever we want to change our lives, move forward and achieve something better, we are entrepreneurs. If you want to embark on this journey of self-development, then within the toolbox you will find references to specific tools that will support you in developing the skills needed to recognise your entrepreneurial spirit and, crucially, to exploit it to your needs, being of a personal, community and professional nature. But, after all, how can we achieve this?

The most essential part of entrepreneurship is innovation, the ability to transform an idea into something useful and applicable. So we need to generate new ideas to become innovative and we can generate new ideas through creative thinking. Creative Thinking is a natural capacity of the mind that everyone is born with. Over time we tend to disregard this ability and concentrate more on the more logical process of our mind. However, creative thinking can be re-kindled in anyone, irrespective of age, education and personal experiences. What we need is the right trigger.
Sometimes, these triggers are presented to us in everyday life and we've all come to a point where we had an idea we wanted to realize. However, transforming an idea into something tangible is not an easy task and it can really be disheartening when we can’t get to grips on how to get it moving. We have identified this as one of the major factors why most ideas are kept within the clouds and this is why we have included in our toolbox useful tools on how to further develop your idea and identify the critical steps you'll need to take to make your idea into reality. Moreover we have also included exercises that will help you trigger new ideas and look at the same challenge from different angles, guiding your mind to think creatively.

We all know what communities are. We are involved in a number of them even though we may not be aware of it. Family, work mates, friends, neighbourhoods, classmates, ‘on-line contacts’, these are some of the informal communities in which we are involved. Moreover, we also actively try to form part of formal communities like social clubs, voluntary organisations, groups of interest and others. Now imagine that each of these communities has a creative capital within it, a collection of the creative power of all the people within that community. More so, what could these communities create if all the people within them focused their creative energy into one thought, one endeavour, one single objective to improve themselves and the community as a whole. This is the basis of a Creative Learning Community.

Within a CLC, individuals not only collaborate together to generate ideas, but also to tackle common problems and, most importantly, to learn from each other’s experiences through the use of creative thinking. Within a CLC, one of the members of the community acts as a facilitator who directs the efforts of the community’s creative thinking process. To support the work of the CLC, the facilitator can use specific tools to help the members of his community and this is where the CLC project comes into play.
5. What can I get out of the toolbox?

So why should you be interested in the CLC Toolbox?

First of all, if you want to develop yourself and grow as an individual, then within our toolbox you’ll find specific tools and exercises on how to acquire new skills and apply them in different situations.

Second, if you want to learn about how to generate new ideas and take them forward, the toolbox will provide you with the steps you need to take to make this happen.

Third, if you want your community to work closely together and tackle specific challenges that the community is facing, then the toolbox will not only help you to focus the energies within your community but also to communicate and share experiences with other communities similar to yours.

Fourth, if you are a VET trainer and you want your learners to collaborate closely together, then the toolbox will guide you on how to develop your class into a creative learning community.

Finally, if you want to evaluate your progress in the acquisition of new skills, then within the toolbox you will find a specific tool (LEVEL5) that will provide you with a method on how to evaluate your progress.

If, after reading this section, you’re thinking that you can never come up with new ideas or that entrepreneurs are special individuals who are born to achieve success, then think again. This is a big misconception and you too have the ability to become an entrepreneur. However it all depends on you, but if you feel that you want to grow as an individual, within a community that is there to help you, then the CLC Toolbox can link you to the tools to assist you in your endeavors.
6. What can learners gain from the CLC Toolbox?

We view the toolbox as performing several important functions that should be valuable additions to a creative learning community:

The first is to be a place where the concept of Key Competencies can be encountered and clarified – in a way that enables individuals to make a personal connection with the skills within Key Competence 7, ‘Initiative and Entrepreneurship’ and to understand the potential value of them.

Second is to provide a mechanism that helps VET trainers and learners disclose skills development in context. The CLC Conversation template is designed to do this.

Third is to signpost tools that can assist in the acquisition and development of specific skills.

Fourth is to provide the ability for the community to build up the toolbox, adding new tools that they have discovered – perhaps invented themselves – and commenting on their experience of specific tools, on their usefulness in a given context for example.

Fifth is to provide the opportunity for links to be made between different national or context groups – to be a catalyst for new creative learning communities to form or extending existing ones. The toolbox itself is not designed to be a communication tool for CLC’s, rather to help form the initial connection. The toolbox will of course contain pointers to tools that could be used to support communication.

Finally, the toolbox contains a number of new tools – products of the creative learning community that is the partners of the original project. These tools are straightforward to use and are designed to be directly supportive of the individual learner looking to organise and develop their own entrepreneurial skills.

What does this mean for a learner? It may be that the learner is already engaged to some degree in a learning community, whether formal or informal. In this case the learner can use the toolbox to directly support the learning journey that they are already taking. This can be done together with a trainer or mentor, or alone. The CLC conversation templates can be
used to disclose aspects of vocational activities that are in fact building KC7 skills. The toolbox can be used to identify specific tools that can further develop those skills and with decision-making being informed by the experience of the CLC community as a whole.

It may be that the individual is ‘at risk’ – someone who has already, or is about to ‘disconnect’ from learning and personal development. The toolbox is intended to extend the options open to the VET trainers and other agencies that target these groups, helping individuals to re-engage with, and value, personal development. It is also possible that whilst an individual may have disengaged from formal VET environments, they still value personal development and pursue this via alternative, self-managed routes. In this case, assuming that the challenge of awareness-raising can be met (i.e. the learner knows that the toolbox is a resource available to them), then the toolbox can be of use to the self-managed learner who is looking for routes to skill acquisition and this may even prompt engagement with a VET organisation or community of interest.

The potential ‘learner journeys are shown below – note that this is not an exhaustive list, these are the main journeys supported:

Learner Journeys 1 – The Self Managed Learner

In this journey, the learner is not engaged with VET training in any guise, although s/he does value personal development and is engaged in this on a self-directed basis. In searching for support in developing skills (either online or with other mediation (e.g. peer), the learner discovers the CLC website and through interaction, a number of pathways are discoverable:

(i) A direct link to a tool that is deemed useful is made from a search of the toolbox;
(ii) In reviewing tools and comments, a local VET training organisation is discovered that the learner decided to make direct contact with;

(iii) Nothing of perceived benefit is found in the toolbox, but the learner continues the search elsewhere and, having located a useful tool is motivated to return and add an entry to the CLC toolbox.

The capability to add a comment on existing and newly discovered tools is there for all of the above, as is the serendipitous connection to others – individuals or organisations that may be helpful.

Learner Journeys 2 – The Mentored Learner (Informal VET Setting)

In this journey, the learner is engaged with an informal VET setting (i.e. a community-based learning project, third sector agency or training programme not connected with a college or other formal further education setting). Here, there is a likelihood of either formal or informal mentoring – perhaps both – being a driver for personal development. In this journey, the CLC conversation template is used to raise awareness of the opportunities for skills development in the context of the organisation’s activities. Once disclosed, the following pathways are open:

(i) The learner is coached to consider (or self-reflect on) further development opportunities, this leads to the toolbox being accessed to locate the most appropriate tool(s) focusing on the prioritised areas for development;

(ii) Perhaps more an ‘additional outcome’ rather than a discrete path, there is the opportunity for the learner’s connection with personal benefits arising from the identified skills to be strengthened, increasing motivation and engagement. This
may extend to the ability to translate the benefits perceived into other settings, again with positive consequences for engagement.

Learner Journeys 3 – The Mentored Learner (Formal VET Setting)

In this journey, the learner is enrolled with a recognised, formal VET organisation (e.g. College of Further Education and Training). Specific skills are perhaps identified as relevant to the courses being studied and an assumption is that the learner is engaged to some degree in their acquisition or development. In this journey, the CLC conversation template is used mainly to provoke reflection on the use of these skills in other settings, with the following pathways being opened:

(i) Further development opportunities are highlighted as a result of the conversation and the toolbox is used to identify tools that will assist in developing the identified skills;

(ii) The personal value proposition is strengthened, with the learner having stronger connection to the direct benefits of the skills being developed. The learner may also connect to the personal benefit arising from the application of the skills in other contexts.

Summary of learner benefits

Through the use of the CLC conversation templates and the CLC toolbox, a learner can:

- Improve understanding of the ‘Key Competency’ (KC) concept generally, and in particular the skills contained within KC7;
- Improve their insight into how and where skills are being developed in context;
- Improve their capacity for continued development by accessing new and relevant tools:
- Make conscious connections to the personal benefits and opportunities arising from continued skills development both in their current context, and potentially in other settings.

6.1 CLC Conversation Guide

Our research and needs analysis work, in particular the formal and informal conversations with trainers, learners and potential learners, shows that the awareness of key competencies is generally low. The skills identified in Key Competence 7 (KC7 - Entrepreneurship) are understood, and generally valued. However, in a vocational setting, there is a danger that skills can be acquired without specific recognition or accreditation.

This may lead the learner to believe that they do not have a particular skill when in fact they may have strong contextualised experience of its use. An example is at a (community-owned) radio station that trains young people otherwise disconnected from education. Young volunteers (learners) may be involved in developing and planning a programme for broadcast yet not make a conscious connection to “project development’ or “project management” skills. One consequence of this could be for the individual to under-represent their employability.

The CLC project has devised a simple process that supports awareness-raising of KC7 and the skills within it. This is based upon brief, structured conversations between trainer/mentor and learner, during which the learner will be able identify potential KC7 skills and the activities being undertaken where these skills can be developed. The conversation templates have three main components, illustrated below:

1. Background information (skill/attitude descriptors and a prompt to reflect on benefits to individuals from acquiring these skills/attitudes).
2. Space for contextual information (input by the VET organisation/agency), drawing attention to activities in situ where these skills/attitudes are used and developed.
3. Space for capturing learner reflections, especially thinking about other situations where these skills/attitudes may be useful.

In this conversation template example, the community radio station has taken the KC7 descriptors and identified the main activity areas where key skills and attitudes can be developed. This forms the basis for a conversation with a learner.
There are six templates in the toolbox covering the skills forming KC7, plus a further template for ‘attitudes’, shown below:

The methodology we propose is as follows:

1. Download the KC7 conversation template pack from the CLC website;

2. Review the KC7 skills and attitudes descriptors and map these onto activities that learners can participate in, recording these onto the template;

3. Add your visual identity (logo etc) to the template, together with any additional notes or amendments to localize the template for your context;

4. Save the template securely (PDF) so that it can be printed and used by trainers/mentors in your organization with individual learners;

5. Promote its use to facilitate these ‘skills disclosure’ conversations with individual learners, encouraging them to add their own reflections;

The conversation record can form a useful addition to a learner’s employability portfolio, providing evidence of skill awareness and engagement with (personal) development.
6.2 New Tools

As part of the Creative Learning Communities (CLC) project we have developed some new tools that we hope will help you in focusing your thinking around specific tasks. As you gain experience in using these and other tools, we encourage you to develop or discover new tools and share them on the Creative Learning Communities toolbox.

The new tools are identified by mnemonics (a mechanism that helps you to remember). We use the first letter of each word to create the mnemonic that, once expanded, would give you the kind of thinking you might wish to engage in. For example, GYF stands for Generate Your Focus, TOB stands for Think Outside the Box and so forth.

This technique was used by Dr. Edward de Bono to describe his Direct Attention Thinking Tools (DATT – linked to in the CLC toolbox), designed to help users to direct their thinking focus and carry out various thinking functions. Dr. De Bono is credited with developing the technique of ‘lateral thinking’ and various other creative thinking tools that you can discover in the CLC toolbox. You can use these tools individually, however as you become more experienced you might use a group of tools in a particular sequence. To encourage you in this we have built templates, which we hope will help you to appreciate the effectiveness of this mode of thinking.
7. How to evaluate the learning

Once a VET trainer or learner has used the toolbox, how can he or she evaluate the skills acquired?

The acquisition of KC7 is essential for VET trainer and learner. A sense of initiative and entrepreneurship can be applied directly or indirectly by acting in a pro-active manner. The first results need some time but when they become apparent, learners can realise how much they have learned and they become encouraged to continue step by step improving their private and professional life. Acquired skills become apparent, when the learner starts to feel a positive change in specific areas of life. The competences acquired by learners can be measured before and after a learning situation; an appropriate approach to evaluating social and personal key competences in lifelong learning is the LEVEL5 methodology. Each trainer will find the link to this approach in the toolbox. It is applicable in all learning contexts and has been specifically adapted for KC7. Thanks to the use of LEVEL5, trainers can measure each individual’s acquisition of competences even if they guide a whole class through a “Creative Learning Community”.

LEVEL5 has been developed in five EU projects and has been successfully applied to more than sixty informal learning projects, ranging from self-organised grass-root learning activities to non-formal learning projects.

The system describes competences on the basis of Learning Outcomes (LO) and classifies them on five levels. LEVEL5 measures the achievement of LO’s by evaluating the cognitive, activity-related & affective dimensions. These are then placed on a scale that has five “levels”.


The LEVEL5 approach is based on a five step procedure:

When using the materials in the toolbox, you can use part of the Reference System included in LEVEL5 to measure the effective acquisition of specific skills within KC7 at the beginning and end of each activity. This will demonstrate how much certain skills have been developed.

At the moment LEVEL5 has developed levels for the following skills linked to KC7, however these will be expanded on the future:

- Team-working
- Flexibility
- Self-reliance/ Autonomy
- Planning/ Evaluating competences
- Project Management

To support this process, LEVEL5 software includes an Online Documentation System on Rating, Documenting and Visualisation, which foresees:

- Following assessment the values from competence level 1 to 5 are recorded in the reference system and displayed as a LEVEL5-CUBE;
- The short descriptions of the (knowledge-, activity related and affective) learning outcomes are included in the respective level in the reference system. These ratings are documented in the software and, if needed, in certificates;
- Results of learners and project characteristics are recorded internally;
- Learners’ certificates will be automatically generated (as editable PDF).

The process provides each learner with a Certificate on the acquisition of a specific competence through a learning pathway.

The CLC toolbox, including LEVEL5 indicators referring to KC7, gives VET trainers the opportunity to measure the learning outcomes of their teaching activities. On the other hand, VET learners have the opportunity to demonstrate the results of their learning processes within Creative Learning Communities. This aspect is particularly relevant in case of VET learners from “groups at risk” or from disadvantaged contexts as the recognition of their learning could help them to overcome a lack of self-esteem and autonomy when building or re-inventing their future and also encourage them to continue on their learning pathway.
8. How to use the CLC Toolbox – technical functionality

8.1 Before you start
In order to use the CLC toolbox, first you have to register on the CLC website and to have a valid account. Follow the steps presented below which will guide you through the registration process:

1. Enter the CLC website using the following address: http://skills4me.eu/
2. On the main page, you will notice “Login” box (1) with “Register” link (2) visible on the right hand side. Please click it.
3. Fill in the following registration form using real data and a valid e-mail address (1). Confirm the accuracy of these data by clicking on the “Register” button visible under the form (2):
4. You will see a confirmation from the CLC website with short instructions about next steps:

5. Please check your mailbox and confirm the registration process by clicking on the link provided in the message (1):

http://www.skil4me.eu/index.php?option=com_comprofiler&task=confirm&confirmcode=regc3fd1e9a7415f35eb1e1579d93a5f0de23e62

Once your email address is confirmed our moderators will be notified to continue the activation process.

Email: luka@danmar-computers.com.pl
Username: lukasz-toolbox

Kind Regards,
Website Administration Team

NOTE: This email was automatically generated from Creative Learning Communities Portal (http://www.skil4me.eu).
6. Your confirmation is now accepted by the CLC website (you will also receive an additional confirmation by e-mail):

Your account is now active. You may now log in!

7. Please enter your login information as provided during the registration and click on the “Login” button (1):

   ![Login form]

8. Once you log in, please click on the “Toolbox” button, visible on the top menu (1):

   ![Toolbox button]
8.2 Inside the CLC Toolbox

When you open the CLC Toolbox, you will notice that it is made up of two main components: the sidebar menu (1) and the screen for presenting the actual CLC Toolbox content (2).

Let us guide you through the process of discovering the CLC Toolbox. Below you will find the detailed description of the CLC Toolbox menu, which is always present, regardless of your place inside the CLC Toolbox.
(1) – This is a universal search engine implemented for quick and easy searching for specific tools inside the CLC Toolbox. Enter any word or phrase, and you will receive a list of tools matching criteria you provided.

(2) – Toolbox home will always redirect you to the starting splash page of the CLC Toolbox.

(3) – List of categories is a fixed division inside the CLC Toolbox for better organisation of the tools introduced. The tools are divided in six categories. However, for some of the tools it is difficult to explicitly point one category. Therefore, some of the tools you may find belongs to a number of categories and are included in more than one place.

(4) – This section provides you with additional information on Key Competencies issue. When you click on this link, you will be redirected to official brochure “Key Competences for Lifelong Learning – A European Framework” prepared by the European Commission.

(5) – This links to the Level5 learning evaluation tool described in section 7 of this manual.

(6) – At any time you are welcomed to contribute to the shared database of creative tools. During the realisation of the project we did an extensive research on existing tools, and we developed a number of them ourselves. Nevertheless, in case you know a creative tool which is not currently listed, please devote your time for the benefit of the whole Creative Learning Community and bring it on board.

The LEVEL5 evaluation procedure is on one hand standardised but at the same time enables users to establish individualised reference systems for assessing and evidencing relevant competences of their target groups in a process-orientated way. With the help of LEVEL5 one can measure, display and evidence individual competence developments and give proof of the range of effects resulting from cooperation in European projects.
8.3 Category listing
When you click on category under “Skills & Competencies” menu, the following screen will appear:

On this page you will see the name of the category you are browsing (1), the description of it (2), link for adding a new tool (3), link for CLC conversation template (4), and the listing of the tools (5). The listing will be described in more detail below.
8.4 Tools listing
While browsing available categories, you will see the following table:

<table>
<thead>
<tr>
<th>Tools</th>
<th>Short description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six thinking hats</td>
<td>Dr. Edward de Bono introduced the Six Thinking Hats as a simple tool for supporting...</td>
<td>2</td>
</tr>
</tbody>
</table>

This table contains the name of the tool (1), short description (2) and Creativity Learning Community opinion about the tool, namely the subjective value of the tool in terms of “I like it” / “I don’t like it”, and number of comments on this tool (3).
8.5 Tool’s view
If you click on a tool you are interested in, you will see more information displayed as below:

This page presents you with more information about the tool, providing its name, detailed description and places where you can find it (1). Moreover, you are welcomed to assess the tool according to your experience, by clicking “I like it” or “I don’t like it” icons (2). If you feel like saying something, please do it using the comments section (3).
8.6 Adding a new tool
In case you know the tool which you would like to share with other members of the Creative Learning Community, please do so by clicking on the “Add to the toolbox” link visible on the left hand side menu. The following form will appear:

In this form, please provide the name of the tool (1), its description (2), indicate additional places or resources for finding it (3), and also think of categories where the tool you are introducing should be referenced (4). If the tool is foreseen to address more than one category, please indicate it by checking appropriate number of them. Once you are done, hit the “Add the tool” button (5).
Endnote:

This training manual was written in order to support trainers and learners in using the online toolbox where you will find a growing series of links to tools and techniques that can help with the acquisition of Key Competency 7 skills. The toolbox also contains PDF documents describing the tools developed specifically for this project, together with templates for the CLC Conversations that trainers can download, contextualise and then use to disclose and raise awareness of situational skills development.

Further information about the CLC project, particularly regarding the toolbox and the registration section for VET trainers and learners can be found under: www.skills4me.eu.

We hope that whether you’re responsible for developing others or are pursuing your own personal development that the CLC project offers some help and inspiration to build your own Creative Learning Community and signposts ways that KC7 skills can be nurtured.
THE CLC PROJECT PARTNERS