IO3 - THE CREUS DEVELOPMENT CURRICULUM
PRACTITIONER GUIDE AND DETAILED MODULAR LEARNING PROGRAMME

COLLAGE
COLLAGE ARTS

RINOVA
innovate, create & regenerate

CRC Policy Center
HFC
"Hope For Children"

K
Kunstbedrijf Arnhem

ΔΗΜΗΤΡΑ
εκπαιδευτική συμβουλευτική

ERIFO

MULAB

CREUS

Glossary

About This Guide

Welcome to the CREUS Practitioner Guide. Whether you are a partner in the CREUS project or have discovered this guide from outside the project, we hope the information, tools and resources you find here inspire and assist you in creating innovative projects and programmes.

The guide is divided in to three sections:

About CREUS Background to the CREUS initiative

CREUS Curriculum Consists of four modules which contain the fundamental skills, knowledge, and competences mentors require to be successful and effective in their practice. Mentors will find these useful for structuring their learning and development

Tools and Resources A selection of resources used by peer mentors to develop and deliver arts, cultural and creative projects in unconventional spaces, working with peer mentees.

Our social media pages and videos from our training events are a great way to discover more about the CREUS project

If the intro section has sparked an interest, a great place to start is with our social media pages and videos from our training events.

- CREUS Facebook
- CREUS Twitter
- CREUS Partnership Training Events

Using The Guide

We've anticipated some questions you might have as you come to use the guide and provided some practical guidance below. Before you get started, we've anticipated some questions you might have as you start to use the guide.
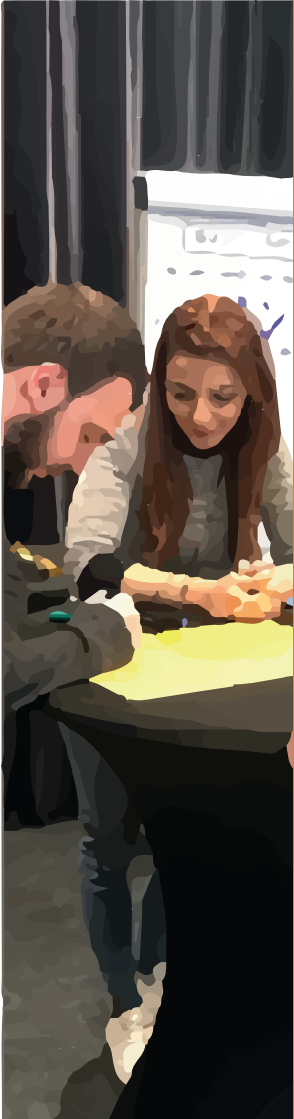
I'm a mentor, how would I use the curriculum in my work with mentees?

Whether you lead a peer mentoring project or are a peer mentor, the four modules of the curriculum provide a framework of specific skills, knowledge and competences required for effective mentoring practice. Each module has specific learning outcomes that mentors set out to achieve over the lifetime of a peer to peer mentoring project or programme. This learning could be fast tracked for mentors with experience. Alternatively, acquiring the knowledge, skills and competences might happen over a longer period of time for those new to peer mentoring.

For each learning outcome mentors are asked to produce some evidence which shows they have met that outcome. A senior mentor or tutor will support with this. We'd suggest that mentors create four separate folders on a device of their choice, one for each module, and save any examples of work which demonstrate how they achieved the learning outcomes for each module. Want to demonstrate great communication skills? You could save a video which features you leading a session. How about all the work that goes into planning mentoring sessions? Upload examples of mentoring agreements and/or action plans. Want to illustrate How would you illustrate the success of your work with young people in an unconventional space? A short video of mentee's giving feedback is one way to do this.

There are numerous ways you can demonstrate that you or your project mentors have achieved the learning outcomes. This enables the modules to be used in a diverse range of projects and contexts. We hope you're inspired and ready to get started.

There are lots of different resources. Where do I start with section 3?

Pick and choose the tools and exerciseswhich best meet the needs of your particular project or context. We've made them available online so they are easier to access.

Ask yourself how the tools might beused effectively to support or improve your project. For instance, if communication, team building and helping your mentees connect with an unfamiliar space is a challenge, the digital storytelling activity might work for your project. In this activity you could start with an icebreaker to create a safe and supportive creative learning space.

Mentors facilitate as the mentees share their experiences in a team and explore ideas andthemes for the digital story. They could assign roles to each member of the team tocomplete the task, encouraging people to explore the space as they work on the task. This willhelp mentees to become familiar with their environment. If you need a shorter team-working activity, thenyou might choose the "flip the carpet" activity. The entire team has to achieve the samegoal and so communication and working as a team is key to succeeding at this task.

About CREUS

CREUS Project Background

CREUS emerged from the need to explore and establish innovative ways to apply non-formal cultural and artistic learning in the enhancement of young people's (aged 16-24) employability by supporting the development of transferable and transversal key competences (key competences concerned with communication skills, sense of initiative & entrepreneurship, cultural awareness & expression and social and civic competences). The project prioritises and explores learning by peer mentoring in unconventional spaces, which young people do not traditionally associate with formal education. It addresses both the horizontal and sectoral priorities concerned with the development of relevant basic, transversal and soft skills needed to progress to relevant VET or employment in the labour market, as well as developing new methodologies for key competences in VET towards the social inclusion of NEET youth.

Young people not in education, employment or training (NEET) are the end beneficiaries of CREUS, which seeks to improve their personal development/life skills of young people (confidence, communication, team-working, presentation, problem solving, time management, responsibility, attitude & motivation) to enable them to experience achievement & success.
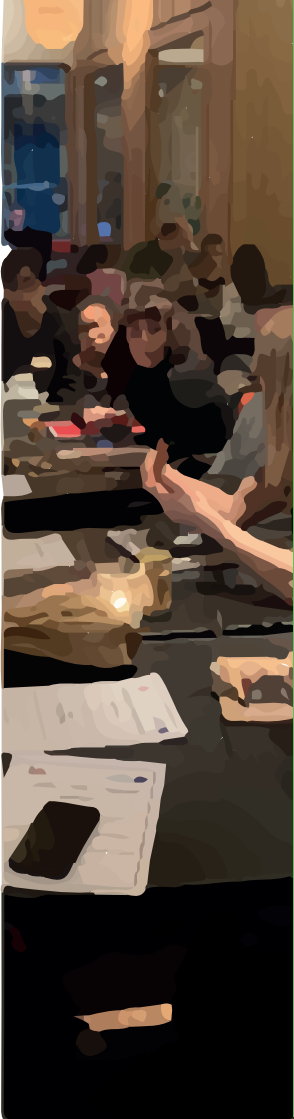
Peer Mentoring in Unconventional Spaces

In the context of CREUS, peer mentoring is defined as learning from individuals with similar backgrounds, enhanced experiences, through cooperation and shared practices. The work hypothesis is that space is important as a factor potentiating the interaction and exchange of knowledge between mentor and mentee, between peers. CREUS considers unconventional spaces as a variable that maximises the learning experience of vulnerable young people through peer mentoring. As locations not usually associated with formal education (youth clubs, community centres, shelters, playgrounds, town halls, churches, adapted industrial spaces, museums and art galleries, open air spaces tunnels, farmyards, sports centres), unconventional spaces have an informal character that helps young people to engage and appropriate the process of learning.

Mentoring methodologies can increase self-awareness and self-confidence; support and enhance communication, facilitate networking; promote initiative; develop and practice skills that prepare young people for employment and life. A successful mentoring programme will have clear expected results outlined from its onset, and will be informed by a theory of change that considers the effectiveness of the activities in which mentors and mentees engage in relation to existing needs. Such theory should examine the work programme's effectiveness; explain the measurability of results; and draw on evidence-based-practice, relevant research and theory to be aligned with local needs, contexts and circumstances.
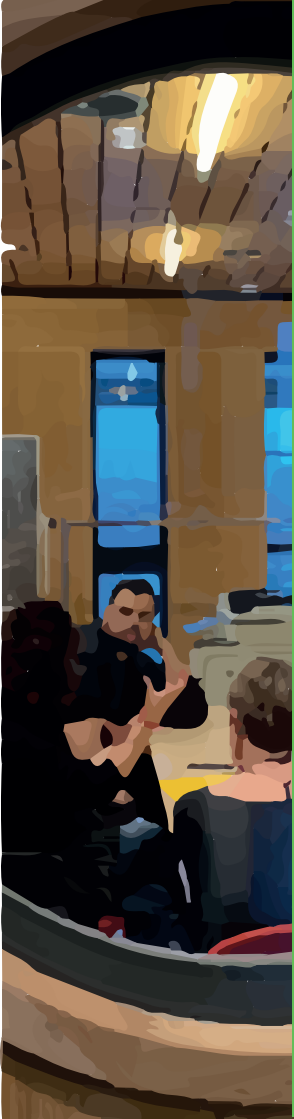
Skills such as team-working, the ability to learn, and the capacity to do collaborative work in a multidisciplinary context are core to creative industries and can be acquired through mentorship practices. Learning in creative industries often occurs in experiential spaces "where play matters as much as work, where inter-disciplinary teams interact in a spirit of co-operation, and where participants learn from each other creating a support network along the way". Space can enable or deter the emergence of a community of learning, influencing the set of social interactions that can facilitate learning and engagement, collective meaning-making, mentorship. The learning environment and the learners' attachment to space are important in the process of learning, influencing learner's emotional responses and enhancing motivation and will to learn.

Research has shown that places and spaces inhabited by NEET young people play a role in perpetuating or interrupting marginalisation. CREUS seeks to formulate a methodology of integration in which unconventional learning spaces that motivate individuals, stimulate creativity, and generate emotional connections are central to the process of shared experiential knowledge.

CREUS CURRICULUM

Introduction
The curriculum will have high impact and transferability value, as the ERF states that EU countries should try to ensure that initial education and training offers all young people the means to develop the key competences to a level that equips them for adult and working life, thus also providing a basis for future learning and ensure that appropriate provision is made for young people who are disadvantaged. Within this framework the detailed content will cover cross-cutting content, or specific thematics within the modules. The curriculum will be translated for local piloting with local language user groups.

Specific Objectives
Each of the four modules has a set of learning objectives with suggested assessment methods and types of evidence required (i.e. work documents, videos of mentoring, feedback from peers etc.) It is suggested that peer mentors collate this evidence in a portfolio to illustrate how they have met each of the learning objectives.

Target Group
This curriculum is aimed at those working as creative peer mentors with young people who are outside the formal education sector or disengaged from traditional or formal learning methods. The peer mentoring happens in unconventional spaces where peer mentors support and mentor young people, the mentees, to develop their skills, confidence and self-esteem. The peer mentors use creative and cultural learning activities and opportunities as a vehicle to achieve this.. These peer mentors may have taken a similar journey to the young people and may have experienced similar issues and challenges. They will act as role models for the young people.
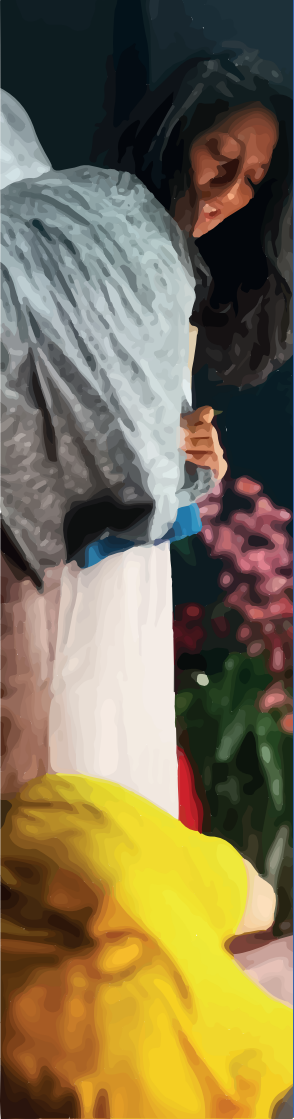
Curriculum Development

The curriculum was developed drawing on the 'step' procedure set out by Smith, M. K. (1996, 2000) in Curriculum theory and practice' the encyclopedia of informal education. In this document Smith sets out four ways of approaching curriculum theory and practice:

1. Curriculum as a body of knowledge to be transmitted
2. Curriculum as an attempt to achieve certain ends in students – product
3. Curriculum as process
4. Curriculum as praxis

The step model outlines the procedure which supports viewing curriculum as a product.

STEP 1. Diagnosis of need
STEP 2. Formulation of objectives
STEP 3. Selection of content
STEP 4. Organisation of content
STEP 5. Selection of learning experiences
STEP 6. Organisation of learning experiences
STEP 7. Determination of what to evaluate and of the ways and means of doing it

Prerequisites for Participation
- Some prior experience of working with peers in a mentoring, training, or learning situation.
- Experience of working with peers in informal creative learning spaces.

CREUS CURRICULUM FRAMEWORK: MODULAR LEARNING PROGRAMME

Module One: Starting the Journey

This module outlines the knowledge, skills and competences the mentor requires at the initial stages of the mentoring process. It combines the need for mentors to acquire skills and knowledge in planning and preparing for the peer mentoring relationship, including preparing a suitable learning environment, and an ability to use different tools and methods to support the initial stages of the mentoring journey.

Detailed below are the learning objectives for each of the four modules. This is followed by the detailed knowledge, skills, and experience included in each module. This underpins the peer mentors professional and personal development of their practice in the context of CREUS. In addition, the sections in each module which meet the requirements of the eight key competences for lifelong learning are mapped at the end of each module The peer mentors use creative and cultural learning activities and opportunities as a vehicle to achieve this. This framework is designed to be flexible and open to be used in other peer mentoring projects.

Learning Objectives

Create a supportive, encouraging and safe space for learning which encourages engagement in the mentoring and learning process.
Assessment: Mentee's feedback/questionnaires or video or photos from sessions

Prepare creative opportunities in unconventional spaces to meet the mentee's learning and development needs.
Assessment: Role play or video/photos from sessions

Demonstrate knowledge of different mentoring techniques and styles and be able to adapt mentoring style to suit the needs of the mentee and the learning environment.
Assessment: Presentation and role play

Evaluate and select the appropriate diagnostic tools to assess the mentee's current skills, knowledge, goals, and ambitions. Know who or where to refer to for specialist support if necessary.
Assessment: Completed plans and reviews using tools and role play

Create individual learning agreement with mentee setting out a context, expectations for the learning.
Assessment: Completed learning agreement (IO5) agreed between the mentor and the mentee

Create a personal mentoring plan with the mentee which sets out a programme of SMART objectives designed to support the mentee's personal and/or creative and professional journey.
Assessment: Completed mentoring plan with SMART targets

Module Two: Building the Relationship

This module provides peer mentors with a foundation for building a strong and trusting relationship with the mentee. The mentor is a role model for the mentee and will use effective communication tools and methods to develop the relationship. Upon completion of this module the peer mentor will have developed a professional approach to peer mentoring which is centred around the mentee and supports them to achieve their goals.

Learning Objectives

Use effective interpersonal communication skills, build trust and respect, and maintain confidentiality as a foundation for building rapport with the mentee.
Assessment: Feedback/questionnaires completed by the mentee which assess effectiveness of mentoring

Facilitate opportunities for the mentee to lead and be responsible for their own learning and development and support them to understand their own needs.
Assessment: Recorded discussion with mentee, learning agreement and mentoring plan

Involve the mentee in selecting and delivering creative activities which match their mentoring goals and inspire, motivate, and challenge.
Assessment: Feedback/questionnaires completed by the mentee, session plans, and recorded discussions

Demonstrate how to inspire trust and build respect in the mentoring relationship.
Assessment: Feedback and questionnaires completed by the mentee

Demonstrate active listening with the mentee, reflect back to them your understanding and ask questions if clarification or further explanation is needed.
Assessment: Observation, recorded discussion or role play

Module Three: Setting Boundaries and Knowing Own Limits
Upon completion of module three peer mentors will have developed the ability to critically reflect on the limitations within their own mentoring practice and reflect on their practice to understand where further development and training is needed.

Learning Objectives
Identify the boundaries of own mentoring role and where appropriate signpost the mentee to relevant support services and special needs. Use a supportive, sensitive and confidential approach keeping the needs of the mentee at the centre of the process.
Assessment: Role play, examples from mentoring with mentee's, i.e. details recorded in the mentoring plan or learning agreement

Communicate the specific details of own professional boundaries to the mentee and ensure that throughout the mentoring journey these boundaries are reinforced.
Assessment: The learning agreement which outlines mentee and mentor roles and responsibility/code of conduct

Assume responsibility for undertaking professional development opportunities where necessary to support own continuous learning and improve capacities as a mentor.
Assessment: Continuous professional development or career plan, evidence of research into or participation in learning or training

Recognise the limits of own professional capacities as a mentor and seek support from senior members of own organisation or other professionals who can support the mentee's learning and development needs more effectively.
Assessment: Referral paperwork or recorded discussion with mentee

Module Four: Ending the Mentoring Journey

Mentors will critically evaluate the impact of their mentoring practice on the mentee throughout the mentoring journey from start to finish.

Learning Objectives

Evaluate the effectiveness of the mentoring experience with the mentee and collect constructive feedback via questionnaires or one to one and group discussions.
Assessment: Completed questionnaires and recording of discussion

Appraise own role in the mentoring process by revisiting mentoring plan with the mentee to discuss whether expectations have been met and aims and objectives achieved.
Assessment: Self-assessment and feedback (questionnaires etc.)

Appraise own role in the mentoring process by revisiting individual learning agreement with the mentee to discuss whether expectations have been met and aims and objectives achieved. Provide constructive feedback and assess what was learned in addition to aims and objectives outlined in learning agreement.
Assessment: Self-assessment, feedback (questionnaires etc.), learning agreement

Provide constructive feedback and assess what was learned in addition to aims and objectives detailed in original mentoring plan.
Assessment: Mentee self-assessment, recorded discussion, mentoring plan, learning agreement

Based on feedback from the mentee and others devise a realistic continuous professional development (CPD) plan which sets out short, medium, and long term SMART goals in relation to own mentoring practice.
Assessment: Copy of continuous professional development plan which outlines goals and how to achieve them

MODULE ONE: STARTING THE JOURNEY

KNOWLEDGE	SKILLS	COMPETENCES
Have knowledge of the organisation's relevant policies and procedures which govern working with young people in a learning environment (inc. safeguarding and health and safety) Have foundational knowledge of counselling and best practice related to mentoring young people	Ability to apply relevant legislation and policies and procedures to work as a mentor	Assume responsibility for developing in depth understanding of relevant legislation, policies, and procedures and determine which are relevant to specific learning environment and mentoring delivery
Identify a broad range of mentoring techniques and activities which will support the mentee's learning	Develop a flexible approach to mentoring with the mentee Adapt own mentoring style to support the needs of the mentee *Develop leadership skills and act as a positive role model for the mentee Demonstrate ability to reflect on own mentoring practice	Evaluate and plan the various types of creative learning activities and select those which will effectively support the mentee's personal, creative, and professional development *Assume responsibility for own personal and professional growth Create a network of peers and professionals who will support and potentially advance the mentee's learning and development
Have knowledge of various diagnostic tools and their purpose and application in the initial assessment with the mentee Describe the purpose of the learning agreement and the mentoring plan	Evaluate and select appropriate methods and tools which will support the initial phase of the mentoring process Devise an individual learning agreement which outlines expectations of the mentee Create a mentoring plan which consists of agreed upon SMART (or equivalent) mentoring goals and objectives that support the mentee's professional, creative and/or personal development	Conduct an initial assessment using relevant tools, plans, and methods to assess the mentee's current skills and knowledge, and discuss and agree goals and ambitions Assume responsibility for completing the relevant documents intended to support the mentee's mentoring aims and objectives and underpin the mentoring process
Recognise the importance of the learning environment to the learning process and the mentee's engagement with that process	**Develop creative space which encourages creative and cultural expression and respect for others within an inclusive and open learning environment	Create an encouraging and supportive learning environment where the mentee is able to learn at a pace which suits them and encouraged to share creative ideas as an individual and as part of a team **Create a learning environment which fosters Intercultural and cultural understanding and celebrates cultural diversity

Mapping to Key Competences for Lifelong Learning: A European Reference Framework

*Personal, social and learning to learn competence, specifically, "ability to manage one's own learning and career" and "knowing one's preferred learning strategies, knowing one's competence development needs and various ways to develop competences and search for the education, training and career opportunities and guidance or support available."

**Cultural awareness and expression competence, specifically: "respect for, diversity of cultural expression" and "a willingness to participate in cultural experiences."

Questions for Mentors working with Mentees in Unconventional Spaces

What is the significance of the learning environment in CREUS?

In what ways does the learning environment determine the content and delivery of the learning?

MODULE TWO: BUILDING THE RELATIONSHIP - EFFECTIVE COMMUNICATION AND ENGENDERING MUTUAL TRUST AND RESPECT

KNOWLEDGE	SKILLS	COMPETENCES
Have knowledge of methods and approaches which can be used to build trust and respect with the mentee Describe the meaning of youth centred approach	Encourage the mentee to develop their self-esteem and self-confidence Create learning and development opportunities which empower the mentee *Develop the mentee's interpersonal skills through group activities and teamwork	Evaluate and select relevant methods and approaches to build an effective relationship with the mentee underpinned by mutual trust and respect Apply youth centred approach in own mentoring practice
Have knowledge of different learning styles and a variety of creative activities which will support the mentee's learning and development	Critically reflect on which learning styles and creative activities motivate the mentee and apply these during the mentoring practice Determine when to take the lead and when to create the space for the mentee to lead in a given situation	Adapt activities to match learning style of the mentee and give the mentee choices and involve them in decisions when selecting activities Assume responsibility for own learning *Assume responsibility for establishing a community of learning and an environment in which peers are encouraged to learn from each other and build networks
Recognise opportunities to establish a bond with the mentee		
Recognise when communication may be ineffective or unwanted. For example, if the mentee is experiencing strong emotions or experiencing stress.	***Encourage the mentee to take ownership of own learning and development *Assess which method of communication is appropriate in a given situation *Use open ended questioning and active listening when communicating with the mentee. *Assess when it is necessary to ask questions to check understanding with the mentee	Ensure communication centres around the creative, personal and professional development needs and goals of the mentee. Assume responsibility for keeping the lines of communication open at all times and ensure communication is two way, open and honest
**Have knowledge of specific legislation and regulations in relation to the use of different digital technologies		*Describe different methods of communication and evaluate the suitability of different methods for a given situation Choose appropriate verbal and non-verbal communication methods
	Interpret correct meaning of verbal and non-verbal communication such as eye contact, tone, facial expression and body language. Demonstrate active listening Demonstrate empathy and understanding Use mirroring techniques to build rapport with the mentee **Use digital technology as a communication method where appropriate to engage the mentee in their development and learning	

Mapping to Key Competences for Lifelong Learning: A European Reference Framework

*Literacy competence, specifically, "Individuals should have the skills to communicate both orally and in writing in a variety of situations and to monitor and adapt their own communication to the requirements of the situation" and "A positive attitude towards literacy involves a disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and an interest in interaction with others."

**Digital competence, specifically, "Individuals should understand how digital technologies can support communication, creativity and innovation, and be aware of their opportunities, limitations, effects and risks."

*** Personal, social and learning to learn competence, specifically "manage one's own learning and career."

Questions for Mentors working with Mentees in Unconventional Spaces

Does the use of an unconventional space for learning make a difference (negative or positive) in terms of the mentee's level of participation and enthusiasm towards the peer mentoring process? If not, why, or if so ask how and why

How does the mentee react to the space?

How does the mentor react to the space?

In what ways does the peer mentoring relationship differ in an unconventional setting?

MODULE THREE: SETTING BOUNDARIES AND KNOWING OWN LIMITS

KNOWLEDGE	SKILLS	COMPETENCES
Define own boundaries in relation to mentoring	Assess professional and personal boundaries in relation to mentoring and adhere to relevant legislation and codes of practice	Assume responsibility for recognising own boundaries of mentoring practice and capabilities. Signpost the mentee to the appropriate specialist support services when boundaries of the role are reached. Recognise when it is appropriate to refer the mentee to an outside party i.e. a senior or more experienced mentor or colleague Understand potential impact or risk of providing incorrect or ineffective guidance or advice to the mentee and know when to seek support
*Identify specific learning or development opportunities to improve practice as a mentor Proactively seek opportunities to increase knowledge and awareness which will enhance own mentoring performance	*Assess own professional and personal limits as a mentor by taking an honest, objective, and critical approach to evaluating own capabilities as a mentor Refer to CREUS recommended resources to support own learning and develop learning opportunities for the mentee	
Recognise when the line between the mentee and mentor becomes blurred due to own lack of knowledge, experience or professional capabilities	Recognise when it is time to address a block or issue in the mentoring process or relationship and assess and evaluate options for solving the problem Ability to learn from a challenging, problematic, or difficult situation and develop innovative solutions	Assume responsibility for ensuring that the mentee understands professional boundaries and as the peer mentor be consistent in upholding them Assume responsibility for seeking out and undertaking professional development opportunities which support own continuous learning and development

Mapping to Key Competences for Lifelong Learning: A European Reference Framework

*Personal, social and learning to learn competence, specifically, "knowing one's preferred learning strategies, knowing one's competence development needs and various ways to develop competences and search for the education, training and career opportunities and guidance or support available", "able to identify and set goals, motivate themselves" and "desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and develop in a variety of life contexts."

Questions for Mentors working with Mentees in Unconventional Spaces

In what way/s does the unconventional space restrict or assist own ability to create boundaries as a mentor?

How does the mentor retain personal and professional boundaries in an informal or unconventional learning environment?

MODULE FOUR: ENDING THE MENTORING JOURNEY

KNOWLEDGE	SKILLS	COMPETENCES
Discuss with the mentee the skills, knowledge, experience, and capabilities developed during the mentoring journey	Create a safe and supportive space for the mentee to reflect on own journey and recognise own achievements	Recognise the point at which the mentee has the personal, emotional, and professional resources to continue a journey of self-development independently
Reflect on own mentoring performance to identify those moments or interactions where an issue or situation with the mentee could have been approached differently or more effectively	Assess own strengths and weaknesses as a mentor and demonstrate methods used to evaluate own practice Analyse the impact the mentoring provided has had on a specific individual being mentored	Assume responsibility for undertaking a self-assessment at the end of the mentoring period
Discuss with the mentee the effectiveness of the mentoring journey by revisiting the targets, goals and the mentee's personal and professional ambitions set in the learning agreement and mentoring plan and whether these have been me	Collect verbal and written feedback from the mentee Assess whether the mentee is emotionally, professionally, and personally prepared to continue the learning journey outside the mentoring space. Provide positive and constructive feedback to the mentee	Fulfil the responsibilities of the mentoring role both as described in own organisation's codes of practice and ethics and as outlined in mentoring plan and individual learning agreement

Mapping to Key Competences for Lifelong Learning: A European Reference Framework

*Personal, social and learning to learn** competence, specifically, "knowing one's preferred learning strategies, knowing one's competence development needs and various ways to develop competences and search for the education, training and career opportunities and guidance or support available", "able to identify and set goals, motivate themselves" and "desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and develop in a variety of life contexts."

Questions for Mentors working with Mentees in Unconventional Spaces

How has engaging in learning which takes place in an unconventional space helped the mentee develop their self-confidence, self-awareness, and self-esteem?

Has the space encouraged creativity on the part of the mentee?

Tools and Resources Available for Peer Mentors

In the final section of the guide you'll find links to a variety of tools and resources. A brief outline of each is provided here to allow practitioners to quickly find the resources of interest to them and their projects.

CREUS Activities and Exercises for Peer Mentors and Tutors

These templates showcase the activities that each of the CREUS partners run in their local contexts. These creative activities and projects are designed to be delivered in unconventional spaces and informal learning environments with young people using peer mentoring as a learning model.

CREUS Visual Guides for Peer Mentors

The CREUS visual guide gives peer mentors a quick overview of the skills and tools required to be an effective peer mentor. The guides also present a number of scenario's or situations which may arise in a peer mentoring environment. These scenarios encourage the peer mentor to reflect on how they would handle each given scenario. Although the content of the guide is connected to the modular learning programme the guides do not simply mirror the modules, rather, they are designed to help the peer mentor focus on the different stages of the mentoring journey and provide some key tools and techniques they can quickly embed or adapt for their practice each step of the way. These guides can be used as a skills or knowledge refresh for peer mentors or as a tool to support preparation for the mentoring journey with a mentee.

Key Competences for Lifelong Learning

The Lifelong Learning key competences document is available **HERE** and updates the 2006 recommendations for key competences. This document provides a useful context for practitioners using the key competences as a foundation of projects and programmes such as CREUS.

The Key Competences for Lifelong Learning define eight key competences:

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology and engineering
- Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

As mentioned earlier in this guide, the key competences are embedded or mapped to the knowledge, skills, and expertise of the four modules in the modular learning programme. At the end of each module it is possible to see which particular area is mapped to the specific section of the eight key competences. The key competences document provides more detailed information about the skills, knowledge and attitudes related to each competence.

Youthpass

Youthpass is firmly based on the principles of non-formal education and learning. It is a tool which puts the key competences for Lifelong Learning into Practice. **The Youthpass guide** details how to use Youthpass to validate activities such as those peer mentors are engaged in on the CREUS project.

Talent Matching Europe: Diagnostic Skills Check Tools

CREUS partners Mulab, Collage Arts and Rinova worked with other European Partners on a project called Talent Matching Europe. The partners created a comprehensive set of resources for peer mentors working with mentees, a toolkit and guidance for assessing the initial needs of creative mentees. As is the hope with this practitioner guide and resources the CREUS partners are now able to use the diagnostic skills check tools which the Talent Matching Europe partners developed to support the learning and development of peer mentors in CREUS and beyond.

Other Practical Resources and Links
- EARS Listening Model used in mentoring practice and designed to support the development of listening skills
- Mentoring Worksheets and Mentoring Plan Templates Princes Trust
- Talent Matching Formentor's Manual

References
Talent Matching Europe - Diagnostic Skills Check Tool https://bit.ly/2ltERmq
Youthpass Guide https://bit.ly/1Mfgwlg
Activities and Exercises for Peer Mentors and Tutors https://bit.ly/2lXRxCf
CREUS Visual reference Guide https://bit.ly/2lY3CHA
European Commission https://bit.ly/1nYq3Hm

Acknowledgements & Disclaimer

Editor

Elizabeth Appleby Collage Arts

Contributors
Preeti Dasgupta, Martina Cipolletti, Elizabeth Appleby Collage Arts, UK
Trevor Burgess, Michele De Vito Rinova, UK
Enzo Pellegrini, Erica de Martini Mulab, Italy
Maribel Coco Perez, Saskia Kettelerij Rozet, The Netherlands
Sofia Leitao, Anca Clivet Hope for Children, Cyprus
Vaso Anastasopoulou, Maria Koutiva Dimitra, Greece
Noemi Alese, Alessio Vagaggini, Andrea Tavella ERIFO, Italy

CREATIVITY is the untapped and innate human resource, whose potential economies have yet to harness. It can contribute to prosperity, to cultural exchange and social justice. Creativity is the inspirational energy and knowledge that spurs many individuals, including young men and women, to undertake new industrial ventures with a vision of the future transformation of their societies.

"Creative industries for youth: unleashing potential and growth", United Nations Industrial Development Organization, 2013