



Artistic Minds Competency Framework

Project number: CREA-CULT-2024-COOP-2



Co-funded by
the European Union

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1. INTRODUCTION

1.1 Aims and objectives

The ArtisticMinds Competency Framework provides a comprehensive overview of the knowledge, skills, and attributes needed by disadvantaged young artists with intellectual disabilities (IDs) to promote their art and creativity. This framework is intended for Cultural and Creative Sector (CCS) experts and Mental Health (MH) professionals who work with these artists.

The ArtisticMinds competency framework is a useful tool that supports the individual, social, professional, and artistic growth of the young participants, empowering them to recognize their progress. Likewise, it can help MH professionals design inclusive and accessible learning activities that align with the needs of young artists.

All the competencies listed in the framework are considered equally important, and competencies developed in one domain support development in another.





The Competency Framework is an essential basis for defining the learning outcomes expected of disadvantaged young people within the European Artistic Minds project. For this reason, it is closely linked to the development and orientation of the following key outputs:

- **Capacity Building Sustainability Training Course:** a specialized training course for CCS experts and MH professionals working with young people with IDs. The training aims to foster integration between these two fields by bridging the existing gap and promoting interdisciplinary exchange of skills and knowledge among the involved experts.
- **ArtisticMinds Cultural and Creative Model Program:** this program supports disadvantaged young artists with IDs throughout the stages of a professional artist's career, from inspiration and imagination to creation and exhibiting work in live exhibitions. The program aims to encourage participants to become professionally involved in the cultural and creative industries, thus contributing to the development of the field and the creation of new job opportunities accessible to all, regardless of background or abilities.



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1.2 Methodology

The framework is based on 3 well-established EU framework reports:

- **LifeComp** (Joint Research Centre, 2020): LifeComp is a framework for establishing a shared understanding of the 'personal, social and learning to learn' key competence, with the goal of building a meaningful life, coping with complexity, being thriving individuals, responsible social agents and reflective learners throughout life. LifeComp describes nine competences that can be acquired by everyone in formal, informal and non-formal education.
- **The Digital Competence Framework for Citizens – DigiComp** (Joint Research Centre, 2022): it identifies the key components of digital competence in five areas and 21 specific competences. It also describes eight proficiency levels, examples of knowledge, skills and attitudes, and use cases in education and employment contexts. In 2022, **Digicomp 2.2.** was published to help citizens engage confidently, critically and safely with digital technologies, and new and emerging ones such as artificial intelligence (AI)-driven systems.

- **Key competences for lifelong learning** (European Union, 2019): adopted by the Council of Europe, the recommendation identifies eight key competences essential for citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion. Specifically, one of the competences is **competence in cultural awareness and expression**, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (e.g. music, performing arts, literature and the visual arts).

In addition to the above-mentioned frameworks, frameworks were identified specifically aimed at the development of competences in the fields of **Art, Culture and Creativity**. Specifically, the following three were taken as references:

- **Skill frameworks for Arts** (Singapore & SG, 2024): promoted by SkillsFuture Singapore (SSG) and the National Arts Council (NAC) of Singapore, the framework provides information on the arts sector, career paths, job roles and related key tasks and functions, as well as existing and emerging skills. Thanks to the Skills Framework, individuals, such as artists and educators, can make informed decisions about career choices, as well as take responsibility for



skills updating and career planning. It identifies 4 areas of desired attributes for artists and trainers:

Communication; Cultural Sensitivity; Passion and Technology Proficiency.

- **Competencies of the Artistic Model** (Department of Education, New Hampshire, 2015) which highlights the necessary competences to be acquired for the New Hampshire Arts degree. Students will be ready for university and/or artistic career by demonstrating that they have developed each of the four art skills: **creating**, which involves knowing how to conceive, develop and generate artistic ideas; **presenting**, which involves the ability to convey meaning and communicate ideas about one's own and others' works; **responding**, which requires knowing how to evaluate and analyse artistic works; and **connecting**, which includes knowing how to relate personal meaning and external context to specific works of art and during the artistic process.
- **Creative Skills Pact** (European Commission, 2024) focuses on addressing the most urgent horizontal skills needs relevant to the Cultural and Creative Industries ecosystem. Considering that one of the objectives of the project is to foster the career development of disadvantaged young artists, it was considered important to also take into account the needs of industries, where they could potentially find dignified employment.



Finally, the **bio-psycho-social-technical model** (Card, 2022) was adopted as a methodological reference. This model is an evolution of the traditional bio-psycho-social model that explicitly integrates the technological dimension as a determining factor for health and well-being. Based on socio-technical systems theory, the model views health as an emergent property of a complex, adaptive system comprising biological, psychological, social, and technological components. Thus, it adds artificial and digital environments (technologies, devices, and digital systems) as crucial elements that influence health and care dynamics. This allows for analysis and intervention in modern contexts where technology is an integral part of everyday life and healthcare processes.

Consequently, technological competencies were integrated into the other domains that comprise the ArtisticMinds framework.



2. OVERVIEW OF THE ARTISTICMINDS COMPETENCY FRAMEWORK

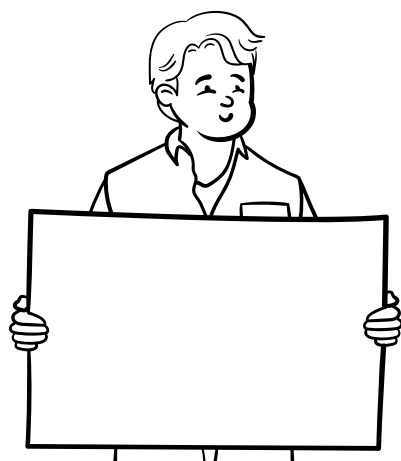
The ArtisticMinds Competency Framework categorizes competencies into four interconnected and interdependent areas. Integrating and applying these skills together provides essential support for artistic expression, social inclusion, and personal development. This allows young artists with IDs to build fulfilling personal and professional lives rich in opportunities that enhance their unique potential and deepest aspirations.

The four areas are:

1) **Personal Competences area: Who I am**

This area concerns self-awareness and the management of one's emotions, motivations, and values. It is the basis for individual development and personal growth. It encompasses the qualities and skills that define a young artist as an individual, independent of relationships or professional roles.





2) Social Competences Area: Who I am in relation to Others

Social competence area refers to the ability to interact effectively with others, build positive relationships and collaborate in different contexts.

3) Artistic Competences Area: Who I am as an Artist

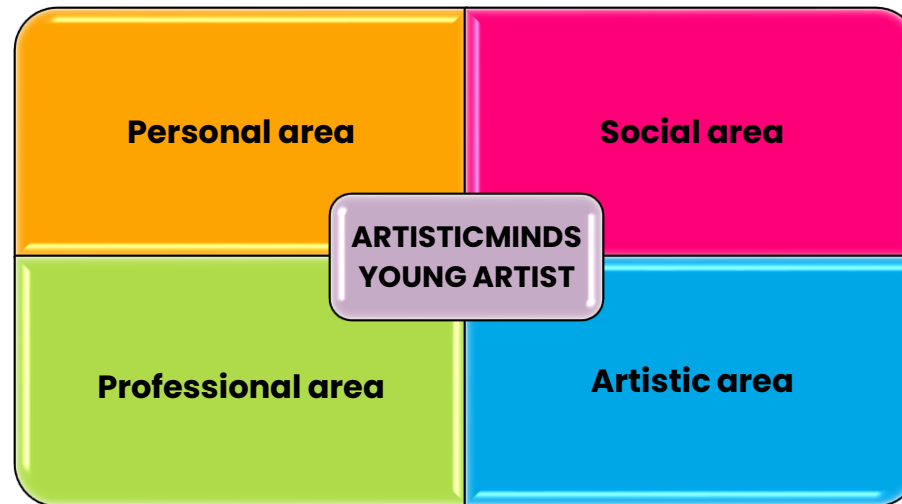
The artistic competence area represents an articulated set of technical, creative and communicative skills that shape a young person's identity as an artist and their ability to express themselves through different art forms.

4) Professional Competences Area: Who I am as a Professional

Professional competences are those skills and knowledge that define a young person in his or her job role. They enable one to operate effectively in one's field and maintain quality and continuous development standards.



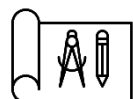
These four areas of competence influence each other, helping to develop the young artist in a comprehensive, integrated, and versatile manner, depending on the context. The graph below is a visual representation of the ArtisticMinds Competency Framework.



At the methodological level, the Competency Framework is divided into 3 proficiency levels, to represent in a clear and gradual way the progress of competence acquired by young artists with disabilities through the ArtisticMinds project. Specifically:



CORE: General understanding, proficiency of fundamental concepts.



INTERMEDIATE: In-depth understanding, autonomous application in various contexts, adaptability.



ADVANCED: Detailed understanding, integration in complex contexts, innovation, training of others.

The following two tables present descriptors of competence for the 4 areas identified.

Table 2.1. is written to provide guidance to the trainers. It describes the core significance of the sub-areas identified.

Table 2.2. is written to make the learning process and its expected outcomes accessible for artists with intellectual disabilities. It describes proficiency in terms of what the individual artists should be able to aim for environmental factors and personal conditions allowing.

2.1. Competency framework proficiency table – Trainer's perspective

| AREA OF COMPETENCE | | Description |
|-------------------------|-------------------------------|--|
| A. Personal area | A.1. Self-regulation | The ability to understand and regulate emotions, thoughts and personal behaviour, including the response to stress. |
| | A.2. Learning to learn | The ability to understand the importance of personal development and that learning is a lifelong process. Responsibility for own learning, and capacity to participate in learning activities to achieve a result, both in individual and group contexts. The ability to ask for support, if needed. |
| | A.3. Flexibility | The ability to adapt to new situations and to change attitudes to accommodate changes. The ability to perform individually and participate constructively in activities even when they seem complex, contradictory or unclear. |



| | | |
|-----------------------|---------------------------|---|
| B. Social area | A.4. Wellbeing | The ability to adopt a lifestyle that respects the environment and the physical, emotional and mental well-being of self and others by seeking and offering social support. The ability to understand potential risks to well-being and use reliable information and services for health and social protection. |
| | B.1. Collaboration | The ability to engage in group activities and work as a team, recognising and respecting other ideas and opinions. The awareness that there may be conflicts within groups and the ability to resolve them and to build and sustain fair and respectful relationships. |
| | B.2. Empathy | The ability to recognise and understand the emotions and experiences of other persons and the ability to proactively take on their point of view. |



| | | |
|-------------------------|--------------------------------|---|
| | B.3. Cultural awareness | The ability to understand and appreciate the diversity of cultural expressions and the ways people communicate and interact across cultures. The awareness of one's own cultural background and how it shapes perceptions and interactions, as well as understanding the cultural values and beliefs of others. |
| | B.4. Social engagement | The ability to actively participate in social activities and accept a meaningful social role as an artist within a community. The ability to interact with others and the awareness of one's contribution to society, fostering a sense of belonging, participation and social identity. |
| C. Artistic area | C.1. Creative skills | The ability to generate innovative ideas, original concepts and solutions, using different forms of artistic expression. The willingness to experiment |

| | | |
|--|--|--|
| | | with new materials, tools and methods to discover new expressive possibilities. |
| | C.2. Technical skills | The mastering of various manual and digital skills, as well as having knowledge of the materials to be used and their properties in order to produce artistic works in the specific field of interest (e.g. painting). |
| | C.3. Communication skills | The ability to communicate and present one's own and others' artistic works, adapting the language according to the traditional or digital context, through either oral forms or multimedia presentation techniques. |
| | C.4. Analysis and valuing ideas | The ability to critically analyse own and others' ideas and artistic works, making value judgements and interpreting meaning, with awareness and respect for different cultural expressions. |



| | | |
|-----------------------------|---|--|
| D. Professional area | D.1. Management and organisation | The know how to organise work efficiently and productively, respecting deadlines and making effective use of available resources, while maintaining a harmony between professional and private spheres. |
| | D.2. Self-presentation | The ability to effectively and consciously communicating one's identity, values, skills and work experience in both traditional and digital contexts. The ability to develop and manage one's professional image, adapting messages to different interlocutors and communication channels. |
| | D.3. Rights | Knowledge about and respect of the regulations governing the use of images, creative content and personal data, both one's own and that of others, in any communication context. The ability to act responsibly when producing and sharing content, protecting oneself and others by adopting professional ethics. |

| | | |
|--|---------------------------------|--|
| | D.4. Entrepreneur skills | <p>The ability to act on ideas and opportunities and to concretely transform them into values for others. The ability to critically analyse own creative ideas and implement changes to improve them. The awareness that achieving goals requires initiative, perseverance and motivation.</p> |
|--|---------------------------------|--|



2.2. Competency framework proficiency table – Artists' perspective

| AREA OF COMPETENCE | | Description of proficiency |
|-------------------------|------------------------------|--|
| | | Environmental factors allowing and to the best of my possibilities..... |
| A. Personal area | A1. Self-regulation | I can understand and regulate my emotions, thoughts and personal behaviour, including the response to stress. |
| | A2. Learning to learn | I understand the importance of personal development and that learning is a lifelong process. I feel responsible for my own learning, and I can participate in learning activities to achieve a result, both in individual and group contexts. I know when and how to ask for support and advice, if I need it. |



| | | |
|-----------------------|-------------------------------|--|
| | A3. Flexibility | I can adapt to new situations and change my ways of doing things if needed. I can still be active and constructively participate in activities even when I find them at first sight complex, contradictory or unclear. |
| | A4. Personal wellbeing | I can take care of myself, both my physical and mental health. I can ask for help if I need it. I can understand external risks to my personal well-being and use reliable information to stay safe. |
| B. Social area | B1. Collaboration | I can take part in group activities and work as a team member, recognising and respecting ideas and opinions of others. I understand that there may be conflicts within groups, but I am ready to try to resolve them and to make sure that everyone is treated fairly and with respect. |
| | B2. Empathy | I can recognise and understand the emotions and experiences of another person and am able to take on his or her point of view. |



| | | |
|-------------------------|-------------------------------|---|
| | B3. Cultural awareness | I appreciate the diversity of cultural expressions that I come across and that everybody communicates differently. I am aware of my own background and how it influences me, as well as what is important for others. |
| | B4. Social engagement | I actively participate in social activities; I communicate with others and contribute to the community with my art. |
| C. Artistic area | C1. Creative skills | I can generate new and original ideas and solutions, using different forms of artistic expression. I am willing to experiment with new materials, tools and methods to discover new expressive possibilities. |
| | C2. Technical skills | I master various manual and digital skills. I have knowledge of the materials that I use and their properties to produce artistic works in the specific field of my interest (e.g. painting). |


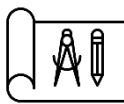


| | | |
|-----------------------------|--|--|
| | C.3. Communication skills | I can tell and present my own and others' artistic works, adapting the way I do it to the situation I am in. |
| | C.4. Analysis and valuing ideas | I can critically reflect on my own and others' ideas and artistic works, explaining what I like about it, using the correct language for that form of art expression. |
| D. Professional area | D1. Management and organisation | I know how to organise my work efficiently and productively. I respect agreements. I make effective use of resources. I keep the right balance between my private and professional life. |
| | D2. Self-presentation | I can effectively communicate who I am, my skills, my work and what is important to me, both in digital and in traditional ways. I can develop and |






| | | |
|--|--------------------------------|---|
| | | manage my professional image, adapting my message to who is receiving it and the communication channels I use. |
| | D3. Rights | I know and respect the regulations about the use of images, creative content and personal data, both my own and that of others, in any communication context. I can act responsibly when producing and sharing content, protecting myself and others by respecting the rules. |
| | D4. Entrepreneur skills | I grasp opportunities and ideas and seek to make them grow by improving them. I know that some ideas take time and require motivation and that I must work hard for them to become true. |


3. PERSONAL AREA

| A. PERSONAL AREA | | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
|---|--|--|---|---|---|
| What I need to do | | What I can do | What I know | What are my skills? | What will you do with the new skills or knowledge? |
| A1. Self-regulation I can understand and regulate my emotions, thoughts and personal behaviour, |  CORE | I can recognise and name the emotions I am experiencing. | I recognise the emotions I am experiencing. | I can name the emotions I am experiencing. | I am willing to share my feelings and emotions with others. |
| |  INTERMEDIATE | I can convey the emotions and formulate the thoughts. I am experiencing by | I am aware of the importance to communicate, if appropriate, my | I can give meaning to the emotions I am experiencing in | I am willing to share my feelings and emotions with others constructively and |






| | | | | | |
|--|---|---|--|--|---|
| including the response to stress and the values that drive personal development. | | adopting an attitude appropriate to the context. | feelings and emotions. | relation to the context I am in. I know how to communicate with verbal and non-verbal strategies the emotions and thoughts I am experiencing. | listen to those of others. |
| |  ADVANCED | I can cope positively with adversity, uncertainty and conflict. | I can explain why it is important to discuss openly and respectfully when people have different opinions and emotions. | I know how to accept critics, analysing them and recognising them as important for my personal growth. | I can give a positive meaning to differences and changes. |


| A. PERSONAL AREA | | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
|--|--|--|--|---|---|
| What I need to do | | What I can do | What I know | What are my skills? | What will you do with the new skills or knowledge? |
| A2. Learning to learn I can pursue and persist in learning and organise my own learning, including effective management of time and information, |  CORE | I can learn alone or with others. | I understand that I can always learn new things. | I can participate in learning activities and show willingness to try new things. | I am eager to be curious and determined in my learning process. |
| |  INTERMEDIATE | I can set learning goals and plan steps to achieve them, both alone and with others. | I know some strategies to organise my learning and manage my time. | I can organise my learning, both individually and in groups. I can manage my time | I am motivated to improve and apply new learning strategies. |

| | | | | | |
|--|--|--|--|---|--|
| both individually and in groups. I can take responsibility for my own development. | | | | and information correctly. | |
| |  ADVANCED | I can independently identify areas for improvement and seek out resources or support to enhance my learning. | I know how to evaluate my progress and adapt my learning strategies based on feedback and self-assessment. | I can reflect on the feedback of others and on my own experiences of success and failure to continue developing my artistic and creative potential. | I can take responsibility for my own skills development. |

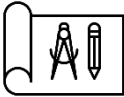
| | | | | |
|--------------------------|----------------------|--------------------|----------------------------|-----------------|
| A. PERSONAL AREA | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
| What I need to do | What I can do | What I know | What are my skills? | |

| | | | | | What will you do with the new skills or knowledge? |
|---|--|--|---|---|--|
| A3. Flexibility I can adapt to new situations and change my ways of doing things if needed. I can still be active and constructively participate in activities even when I find them at first |  CORE | I can accept new ideas and adjust my behavior when needed. | I know that change is a normal part of life and work. | I can follow instructions and adapt my actions when situations change. | I am willing to try new approaches and remain positive when things change |
| |  INTERMEDIATE | I can adjust my way of working to suit new situations and can help others adapt as well. | I understand the reasons behind changes and the benefits of being flexible. | I can prioritize tasks, switch between different activities, and support my team during transitions | I am open to learning from new experiences and encourage others to embrace change. |
| |  | I can lead others through complex or | I know how to analyze complex | I can manage multiple priorities, | I actively seek opportunities for |


| | | | | | |
|--|-----------------|--|---|---|---|
| sight complex, contradictory or unclear. | ADVANCED | unclear situations, proposing creative solutions and adapting strategies as needed | situations, anticipate potential changes, and plan effective responses. | resolve conflicts, and guide teams through uncertainty. | improvement and innovation, using flexibility to achieve better outcomes. |
|--|-----------------|--|---|---|---|

| A. PERSONAL AREA | | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
|---|--|--|---|--|---|
| What I need to do | | What I can do | What I know | What are my skills? | What will you do with the new skills or knowledge? |
| A4. Personal well-being I can take care of myself, both |  CORE | I can recognize my basic needs. I can ask for help when I need it. | I know that it is important to take care of physical and mental health. | I can identify when I need support and can communicate this, with verbal and | I am willing to take care of my personal well-being. |

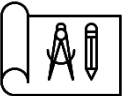





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|--|--|--|---|--|---|
| my physical and mental health. I can ask for help if I need it. I can understand external risks to my personal well-being and use reliable information to stay safe. | | | | nonverbal communication. | |
| |  INTERMEDIATE | I can take steps to improve my personal well-being. I can identify safe and unsafe situations. | I understand different factors that affect well-being (physical, mental, social, environmental). | I can use strategies to manage stress and promote a healthy lifestyle. I can seek reliable information. | I am proactive in maintaining my personal well-being. |
| |  ADVANCED | I can assess risks to well-being and make informed decisions to stay safe. I can promote well-being in my community. | I know how to evaluate sources of information about health and well-being and understand the impact of my actions on myself and others. | I can analyze situations, make responsible choices, and help create a supportive environment for everyone. | I take responsibility for my own well-being and act as a positive role model. |


4. SOCIAL AREA


| B. SOCIAL AREA | | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
|--|---|--|---|---|--|
| What I need to do | | What I can do | What I know | What are my skills? | What will you do with the new skills or knowledge? |
| B1. Collaboration I can take part in group activities and work as a team member, recognising |  CORE | I can participate within the group, respecting the shared rules. | I understand the importance of collaborating with others within a social group. I know that within a group there are rules of behaviour and that it | I can communicate my ideas and listen carefully to others. I can answer, both verbally and non-verbally, when someone asks me a question. | I am available when another person asks me a question or requests support to achieve a goal. |



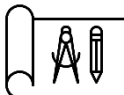

| | | | | | |
|---|--|--|---|--|--|
| <p>and respecting ideas and opinions of others. I understand that there may be conflicts within groups, but I am ready to try to resolve them and to make sure that everyone is treated fairly and with respect</p> | | | is important to respect them. | | |
| |  INTERMEDIATE | I can take the initiative in group tasks and help mediate minor conflicts to maintain harmony. | I know different strategies to resolve conflicts and promote cooperation among group members. | I can express my opinions clearly and encourage others to share theirs, fostering open dialogue. | I am open-minded and patient when working with diverse perspectives and ready to support others in challenging situations. |
| |  ADVANCED | I can lead group activities, facilitate collaboration and ensure inclusive participation. | I understand group dynamics deeply and can identify underlying issues that affect teamwork. | I can negotiate and find compromises that satisfy different viewpoints while maintaining group cohesion. | I demonstrate empathy, fairness, and leadership in promoting an inclusive and respectful environment. |

| B. SOCIAL AREA | | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
|--|--|--|--|---|---|
| What I need to do | | What I can do | What I know | What are my skills? | What will you do with the new skills or knowledge? |
| B2. Empathy I can recognise and understand the emotions and experiences of another person and am able to take on his or her point of view. |  CORE | I can recognise and show basic understanding of others' feelings and perspectives. | I know that understanding others' emotions helps build good relationships. | I can listen actively and respond respectfully to others. | I am willing to be open and respectful towards others' views. |
| |  INTERMEDIATE | I can take on others' points of view and work cooperatively in a group. | I understand how empathy and perspective-taking improve teamwork | I can communicate effectively, resolve simple conflicts, and contribute to group tasks. | I am motivated to collaborate and support others to achieve common goals. |


| | | | | | |
|--|--|---|---|--|--|
| | | | and problem-solving. | | |
| |  ADVANCED | I can manage complex interpersonal dynamics by understanding diverse perspectives and emotions. | I know strategies for managing conflicts, facilitating dialogue, and fostering inclusive collaboration. | I can lead group discussions, mediate disagreements, and inspire collective decision-making. | I actively promote empathy, respect, and cooperation in all collaborative efforts. |


| B. SOCIAL AREA What I need to do | | PROFICIENCY What I can do | KNOWLEDGE What I know | SKILLS What are my skills? | ATTITUDE What will you do with the new skills or knowledge? |
|--|---|-------------------------------------|---------------------------------|---------------------------------------|---|
| B3. Cultural Awareness |  | I appreciate that people express | I know that culture | I can listen and observe respectfully | I am open to learning about |





| | | | | | |
|---|--|--|--|--|--|
| I appreciate the diversity of cultural expressions that I come across and that everybody communicates differently. I am aware of my own background and how it influences me, as well as what is important for others. | CORE | themselves in different ways and come from diverse cultural backgrounds. | influences how people communicate and behave. | to understand others' ways of expressing themselves. | different cultures and respectful of diversity. |
| |  INTERMEDIATE | I can reflect on my own cultural background and how it shapes my views and behavior. I can adapt my communication to different cultural contexts. | I understand the importance of cultural diversity and the impact of cultural perspectives on interactions. | I can engage in intercultural dialogue and manage misunderstandings sensitively. | I am motivated to embrace diversity and promote inclusive communication. |
| |  | I can critically analyze cultural differences and | I know theories and practices related to | I can mediate cultural conflicts, facilitate cross-cultural | I actively promote cultural diversity and inclusion in |

| | | | | | |
|--|-----------------|---|--|---|---|
| | ADVANCED | lead initiatives that foster intercultural understanding and respect. | cultural awareness and intercultural competence. | collaboration, and educate others about cultural sensitivity. | my community and professional environments. |
|--|-----------------|---|--|---|---|


| B. SOCIAL AREA | | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
|--|--|--|---|---|---|
| What I need to do | | What I can do | What I know | What are my skills? | What will you do with the new skills or knowledge? |
| B4. Social Engagement I actively participate in social activities; I |  CORE | I can participate in simple social activities and communicate with others. | I know that being involved in social activities helps build community and personal connections. | I can express myself and listen to others in social settings. | I am willing to engage with others and contribute positively. |

| | | | | | |
|--|--|--|---|---|---|
| communicate with others and contribute to the community with my art. |  INTERMEDIATE | I can actively participate in group activities and contribute my ideas and creativity. | I understand the value of community involvement and the role of art in social engagement. | I can collaborate with others and communicate effectively to support community goals. | I am motivated to use my skills to make a positive impact on my community. |
| |  ADVANCED | I can lead social initiatives and use my art to inspire and engage the community. | I know how social engagement fosters social cohesion and cultural development. | I can organize events, facilitate participation, and advocate for community causes through artistic expression. | I actively seek opportunities to contribute to society and promote social change. |

5. ARTISTIC AREA


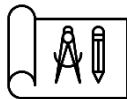
| C. ARTISTIC AREA | | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
|--|--|---|--|--|--|
| What I need to do | | What I can do | What I know | What are my skills? | What will you do with the new skills or knowledge? |
| C1. Creative skills I can generate new and original ideas and solutions, using different forms of artistic |  CORE | I can generate simple new ideas and try basic artistic expressions. | I know that creativity involves experimenting and expressing myself in different ways. | I can use or I can try basic materials and tools, including digital ones, to create art. | I am willing to explore and try new ways to express myself. |
| |  INTERMEDIATE | I can develop original ideas and experiment with various materials, | I understand and know different artistic techniques | I can combine different forms and methods, to create unique artworks. | I am motivated to experiment and improve my creative skills. |




| | | | | | |
|--|--|---|---|---|---|
| expression. I am willing to experiment with new materials, tools and methods to discover new expressive possibilities. | | tools, including digital ones, and methods. | and their expressive possibilities. | | |
| |  ADVANCED | I can innovate and create complex original works using diverse artistic forms and techniques. | I know advanced creative processes and how to push boundaries in artistic expression. | I can lead creative projects and inspire others through my experimentation and originality. | I actively seek new challenges and opportunities to expand my creative potential. |


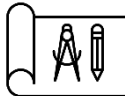

| C. SOCIAL AREA | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
|--------------------------|----------------------|--------------------|----------------------------|---|
| What I need to do | What I can do | What I know | What are my skills? | What will you do with the new skills or knowledge? |



| | | | | | |
|--|---|--|--|---|---|
| C2. Technical skills I master various manual and digital skills. I have knowledge of the materials that I use and their properties to produce artistic works in the specific field of my |  CORE | I can use basic manual and digital tools to create simple artistic works. | I know the basic properties of common materials used in my artistic field. I know the basic use of programmes and technological instruments. | I can handle tools, including digital ones, and materials with basic competence and care. | I am willing to learn and improve my technical abilities. |
| |  INTERMEDIATE | I can apply various manual and digital techniques to produce artwork in my field of interest (e.g. painting, photography). | I understand the characteristics and appropriate uses of different materials. I understand the importance of integrating the use | I can combine techniques and materials effectively to achieve desired results. | I am motivated to refine my technical skills and experiment with new methods. |


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|---------------------------|--|---|---|---|--|
| interest (e.g. painting). | | | of digital tools within my art. | | |
| |  ADVANCED | I master advanced manual and digital skills and can innovate within my artistic practice. | I have in-depth knowledge of materials' properties and how to manipulate them for specific effects. | I can troubleshoot technical challenges and teach others my techniques. | I take responsibility for continuous technical development and share my expertise with others. |



| C. SOCIAL AREA | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
|----------------|---------------|-------------|---------------------|--|
| | What I can do | What I know | What are my skills? | What will you do with the new skills or knowledge? |

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|--|--|--|---|---|--|
| C3. Communication skills I can communicate and present my own and others' artistic works, adapting the way I do it to the situation I am in. |  CORE | I can say who I am as an artist and what I like to do. I can talk about my artistic work. | I know basic principles of presenting art and communicating ideas. | I can explain my work and respond to simple questions. | I am willing to share my art and learn from feedback. |
| |  INTERMEDIATE | I can present both my own and others' artworks, adapting my communication to different audiences and contexts. | I understand how to tailor presentations to engage diverse audiences. | I can use verbal and non-verbal communication effectively to enhance presentations. | I am motivated to improve my presentation skills and connect with audiences. |
| |  ADVANCED | I can professionally present and promote artistic works in varied settings, managing | I know advanced techniques for public speaking, storytelling, and | I can organize exhibitions, lead discussions, and | I actively seek opportunities to showcase art and |



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| | | complex presentations and interactions. | audience engagement. | advocate for artists and their work. | foster appreciation in the community. |
|--|--|---|----------------------|--------------------------------------|---------------------------------------|


| C. SOCIAL AREA | | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
|---------------------------------|--|--|--|---|--|
| What I need to do | | What I can do | What I know | What are my skills? | What will you do with the new skills or knowledge? |
| C.4. Analysis and valuing ideas |  CORE | I can express what I like or don't like about my own and others' artistic works using simple | I know basic vocabulary related to artistic forms and expressions. | I can describe artworks and give simple feedback. | I am open to reflecting on art and learning from others' opinions. |

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|---|--|--|--|--|--|
| I can critically reflect on my own and others' ideas and artistic works, explaining what I like about it, using the correct language for that form of expression. | | language. I can explain it to others in simple and respectful words. | | | |
| |  INTERMEDIATE | I can critically reflect on ideas and artwork, explaining my preferences with appropriate terminology. | I understand key concepts and language specific to different artistic disciplines. | I can analyze artworks and provide constructive criticism. | I am motivated to deepen my understanding and improve my analytical and evaluation skills. |
| |  ADVANCED | I can conduct in-depth critical analysis of artistic works, using specialized language and | I know advanced art theory and criticism methods. | I can write and speak about art professionally, supporting my evaluations with evidence. | I actively engage in critical discourse and seek continuous growth in art analysis. |

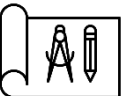

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| | | theoretical frameworks. | | | |
|--|--|----------------------------|--|--|--|




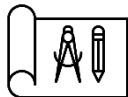

6. PROFESSIONAL AREA

| D. PROFESSIONAL AREA | | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
|---|--|---|--|--|---|
| What I need to do | | What I can do | What I know | What are my skills? | What will you do with the new skills or knowledge? |
| D1. Management and organisation I know how to organise my |  CORE | I can organise simple tasks and respect basic agreements. | I know the importance of planning and using resources wisely and sticking to a schedule. | I can manage my time and materials for small projects. | I am willing to be responsible and follow through on commitments. |




| | | | | | |
|---|--|---|---|--|--|
| <p>work efficiently and productively. I respect agreements. I make effective use of resources. I keep the right balance between my private and professional life.</p> |  <p>INTERMEDIATE</p> | <p>I can efficiently organise my work and balance private and professional life</p> | <p>I understand strategies for effective resource management and work-life balance.</p> | <p>I can plan and prioritise tasks, meet deadlines, and communicate clearly.</p> | <p>I am motivated to improve my organisational skills and maintain a healthy balance.</p> |
| |  <p>ADVANCED</p> | <p>I can lead complex projects, optimise resources, and maintain a sustainable work-life balance.</p> | <p>I know advanced management techniques and the impact of organisation on productivity and well-being.</p> | <p>I can coordinate teams, negotiate agreements, and adapt plans as needed.</p> | <p>I take responsibility for continuous improvement in management and promoting healthy work habits.</p> |

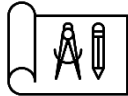

| D. PROFESSIONAL AREA | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
|-----------------------------|--------------------|------------------|---------------|-----------------|
|-----------------------------|--------------------|------------------|---------------|-----------------|

| What I need to do | | What I can do | What I know | What are my skills? | What will you do with the new skills or knowledge? |
|--|--|--|---|--|--|
| D2. Self-presentation I can effectively communicate who I am, my skills, my work and what is important to me, both in digital and in traditional ways. I can develop and manage my |  CORE | I can introduce myself and share basic information about my skills and work in simple ways. | I know the importance of clear communication and first impressions. | I can communicate effectively in face-to-face and basic digital contexts. | I am willing to express myself honestly and listen to feedback. |
| |  INTERMEDIATE | I can adapt my message and presentation style to different audiences and communication channels. | I understand how to manage my professional image and tailor communication for impact. | I can use various digital tools and traditional methods to present myself and my work. | I am motivated to improve my communication skills and build a positive professional image. |
| |  | I can strategically develop and | I know advanced communication | I can craft compelling | I actively seek opportunities to |



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|--|-----------------|--|---|--|---|
| professional image, adapting my message to who is receiving it and the communication channels I use. | ADVANCED | manage my professional image across multiple platforms and contexts. | strategies and the role of branding in self-presentation. | messages, engage diverse audiences, and maintain a consistent professional identity. | enhance my visibility and influence professionally. |
|--|-----------------|--|---|--|---|


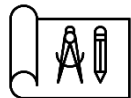

| D. PROFESSIONAL AREA | | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
|-----------------------------|---|--------------------------------------|--|-----------------------------------|---|
| What I need to do | | What I can do | What I know | What are my skills? | What will you do with the new skills or knowledge? |
| |  | I can follow basic rules about using | I know that there are rules to protect | I can identify when permission is | I am willing to respect others' rights |

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|---|--|---|--|---|--|
| D3. Rights I know and respect the regulations about the use of images, creative content and personal data, both my own and that of others, in any communication context. I can act responsibly when producing and sharing | CORE | images, creative content, and personal data responsibly. | works produced by artists, even in digital environments. I know that it is important to respect these rules. | needed to use content and personal information. | and act responsibly online and offline. |
| |  INTERMEDIATE | I can apply regulations correctly when producing and sharing content, protecting myself and others. | I understand legal and ethical aspects of content use and data privacy in different contexts. | I can manage permissions, licenses, and privacy settings effectively. | I am motivated to uphold rights and promote responsible communication. |
| |  ADVANCED | I can advise others on rights and responsibilities related to creative | I know detailed regulations and best practices for | I can develop policies and strategies to ensure compliance and | I actively promote awareness and respect for rights in |

| | | | | | |
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| content, protecting myself and others by respecting the rules. | | content and personal data. | intellectual property and data protection. | ethical use of content. | all communication activities. |
|--|--|----------------------------|--|-------------------------|-------------------------------|

| D. PROFESSIONAL AREA | PROFICIENCY | KNOWLEDGE | SKILLS | ATTITUDE |
|-----------------------------|----------------------|--------------------|----------------------------|---|
| What I need to do | What I can do | What I know | What are my skills? | What will you do with the new skills or knowledge? |



| | | | | | |
|--|--|---|--|--|---|
| D4. Entrepreneurship Skills I grasp opportunities and ideas and seek to make them grow by improving them. I know that some ideas take time and require motivation and that I must work hard for them to become true. |  CORE | I can come up with new and interesting ideas. I can say what I would like to do, build, draw, show or tell. | I know that it takes time and effort to make an idea a reality, and that it is sometimes tiring. | I can take the first step to realise my artistic idea. | I want to try to make my idea a real thing and not give up even if it is difficult. |
| |  INTERMEDIATE | I can plan and improve my ideas, seeking ways to make them grow. | I understand that success often takes time and requires continuous effort and adaptation. | I can set goals, manage resources, and overcome challenges to develop my projects. | I am motivated to persist and learn from setbacks to reach my objectives. |
| |  ADVANCED | I can lead projects from idea to implementation, | I know strategies for promoting entrepreneurship | I can mobilize resources, build networks, and | I actively pursue opportunities and |

| | | | | | |
|--|-----------------|----------------------------------|----------------------------|--------------------------------|---|
| | ADVANCED | fostering innovation and growth. | and innovation management. | inspire others to collaborate. | take responsibility for turning ideas into successful outcomes. |
|--|-----------------|----------------------------------|----------------------------|--------------------------------|---|



7. GUIDELINES FOR THE APPLICATION

The Artistic Minds Competency Framework is a dynamic tool design to be adapted to different artistic and cultural contexts and to the specific needs of various target groups. Rather than being an abstract or purely theoretical document, it is a flexible and concrete model that can be applied in a variety of practical situations within organisations operating in the arts and culture sectors. It is suggested to use it for:

- **Design training group and individual activities:** the framework can be helpful in designing educational pathways, providing guidance to trainers (CCs experts and MH professionals) and focusing on the skills required to work in creative and artistic sectors. In this sense, the framework is a useful tool for the initial training and ongoing professional development of disadvantaged young artists with IDs.
- **Development of evaluation tools:** the framework enables the development of targeted assessment tools (e.g. questionnaire) that measure the progression of various skills throughout the educational and training support process.



- **Support for Project Management and Organization:** the framework can be used as a guide for planning and monitoring artistic and cultural projects involving young artists with IDs. It helps managers and coordinators clearly identify the necessary skills and effectively structure roles, responsibilities, and objectives, thereby improving multidisciplinary collaboration and the success of creative initiatives.
- **Inclusive artistic promotion and communication:** Organizations can use the framework as a reference to develop communication and promotion strategies that enhance and disseminate the artistic works created by young people with IDs. This includes adapting language and communication channels (traditional and digital) to facilitate greater public involvement and the creation of support and visibility networks in the artistic and cultural sector.

It is crucial to emphasise that although competence growth is an expected learning outcome for each participant, the actual acquisition of specific levels of competence proficiency also depends on environmental, social and individual factors that may influence artistic, professional and personal development.

To facilitate the acquisition of different competences and levels of proficiency, CCs experts and MH professionals are advised to take the following into consideration:

- Ensure **continuous and personalized support** for young artists with IDs throughout their work pathways and/or training within artistic and cultural organizations and industries.
- Provide **accessible teaching and communication materials** (e.g. with visual sheet, in easy-to-read language or alternative augmentative communication) according to everyone's specific needs.
- Adapt in advance the learning and/or working environment to the physical, intellectual, and relational needs of participants by providing necessary **reasonable adjustments** (including technologies if needed).
- If the activity takes place in a group setting, ensure the **right ratio of trainers to learners**, to provide guidance in the most individualised way possible.
- **Adapt the pace and intensity based on participants' signals:** observe their level of fatigue, interest or frustration and be ready to slow down, explain again or suggest a less demanding activity. It is also useful to schedule breaks and relaxation time to maintain physical and mental well-being.
- **Involve families and caregivers:** organise regular meetings to share progress, and showcase work, creating continuity between organization and family life.



8. CONCLUSION

The ArtisticMinds Competency Framework is a structured, systematic, and scientifically based model designed to define, measure, and enhance the key skills that young artists with IDs need to establish themselves and develop successfully in contemporary artistic and cultural contexts. The framework emerged from the need for a methodologically tool that could integrate skills assessment with the design of personalized, inclusive, and accessible training courses while ensuring a multidimensional, person-centered approach.

The division of competencies into three proficiency levels enables continuous monitoring of individual development, from initial stages to full autonomy. This provides a clear, shared framework that facilitates collaboration between CCs experts, MH professionals, and artists with disabilities. This progressive approach enables the identification of strengths, areas for improvement, and potential growth paths, resulting in targeted, personalized training.

The framework is based on methodological and regulatory references established at the European and international levels, ensuring consistency with recognized professional standards, industry best practices, and guidelines on the social inclusion of people with disabilities. However, its application requires contextual flexibility to consider individual,





environmental, and cultural specificities as well as the continuous evolution of the skills required by arts and culture industries.

To maximize the tool's relevance and effectiveness, periodic reviews based on empirical data, field observations, and stakeholder feedback, including artists, trainers, cultural institutions, and sector professionals, are recommended. This approach ensures the framework's ability to respond dynamically to the needs of the contemporary context, strengthening its sustainability and the adaptability of training strategies to new artistic and professional trends.

In summary, the ArtisticMinds Competency Framework is a highly relevant strategic and operational tool capable of promoting the inclusion, autonomy, and professional growth of young artists with disabilities. It establishes shared standards, promotes integration into the arts and creative sectors, and offers practical guidance for designing training programs and targeted interventions. This helps build more accessible, equitable, and innovative cultural environments.



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