

## Individual Development Plans summary

The Peer Leadership Network on Culture, Arts and Refugees planned its learning through a shared consensus on key action learning sets which reflected the information obtained from participants' Individual Development Plans (IDPs).

The IDP tool allowed participants to plan their individual professional learning with three timeframes in mind: short-term, mid-term and long-term (or one year, 1 to 3 years, and 4 to 5 years, respectively). Participants planned their learning across these three periods focusing on competences to acquire or develop, skills to share with others, actions to be taken, and resources, to effectively develop the skills proposed.

Short-term goals focused on achieving competences to gain a better understanding of and improve their knowledge of the following:

- Communications, PR and marketing, to communicate more effectively, raise the profile of the work and gain recognition;
- Social and Refugee and Asylum Seekers policy context and current framework and trends through dialogue with key people, and
- Networks and organisations working in the Refugee Arts sector.

Skills to share between the group and with others were centred on:

- Case studies' experiences,
- Practice and experience of working with relevant groups (i.e. youth, education) and artistic forms (i.e. music, theatre, photography).
- Successful projects and collaborations by region (Wales, Scotland, West Midlands, South East and London),
- Ethical research and development, and
- Facilitation and networking skills,

To be able to share the above skills and acquire competences, participants thought to take the following actions:

- Personal and group research on relevant issues (i.e. study groups),
- Workshops, dialogues and debates with key professionals,
- Use the information, contacts and networks from Creative Exchange and all participant organisations to deepen and broaden individual knowledge,
- Project visits and exchanges between participants and other orgs in the sector to build relationships with other Refugee Arts organisations.

Participants agreed that the resources needed to take action were:

- Time to attend project meetings, networking and project visits and learning, and
- Cost recovery and travel costs reimbursed to attend PLN sessions, study visits, and study and research time.

For a mid term period, 1 to 3 years, participants agreed that the most important competences to acquire would be knowledge of:

- Sustainable funding models, fundraising and sponsorship,
- Networking with art, social, policy organisations,
- Theoretical understanding of ethical practice and ethics of engagement (literature and guidelines).

The main skills to share for them after the one-year project were:

- Share and disseminate good practice on evaluation, ethical issues and funding / fundraising methods, and
- Planning and organisational skills.

To gain knowledge of the above competences and skills at mid-term view, the main actions to be taken would be:

- Further training and study visits,
- Develop research on ethics, project exchanges and shared learning,
- Develop methods of communication to ensure ongoing dialogue, and
- Possible partnership project with national organisations from the PLN and beyond.

Participants thought that the main resources needed were financial support to build connections with potential partners at national and European partners (i.e. travel), and time to enable networking, project visits and learning.