



## European Cultural Learning Network

### Work Package 4

#### Action Learning Test pilot with resulting findings



Lifelong  
Learning  
Programme

## **PART 1: ECLN Curriculum assets from Pilot testing with partners**

Here is a summary of the key results from the Pilot testing with Partners. These findings will be integrated into the core curriculum document and constructed to form the relevant tools for each of the activity strands.

### **I. STAKEHOLDER ARCHETYPES**

**TESTED:** *CULTURAL LEARNING NARRATIVES FROM PARTNER NETWORKS* tested through empathy mapping as a collaborative group exercise as a way of identifying stakeholder profiles, organisational culture and development and positions within the Cultural Learning field.

**RESULTS:** CREATIVE PRACTICE STRAND: TOOLS TO UNDERSTAND CREATIVE LOCATION OF STAKEHOLDERS

#### **The detail:**

1. **Archetypes** from Chart 3 narratives of "Artist" and "Cultural Organisation journeys";

ECLN archetypes were developed as part of the ECLN research. These archetypes represent the potential users of the network and the future Association e.g. artists and creative freelancers, cultural organisations. After carrying out an 'empathy mapping exercise' on each of the archetypes, as a form of stakeholder analysis, we collectively came up with a list of the perspectives of each archetype including what they 'see', 'hear', 'say and do', 'think and feel' and their 'fears' or barriers and 'desires' or goals.

The following bird archetypes represent the artists and freelancers. Each archetype was based on narratives from the personal journeys in ECLN research chart three.

**ROOSTER: I am proud and vocal about who I am and what I have done;**

**See:** power, self-assurance, recognition, receiver, leading, longevity, sustenance, weakness, vulnerability, humanity, sense of community, territory;

**Hear:** selective criticism, praise, and selective complaints (filters what he doesn't want to hear), idle chatter, encouragement from powerful people, twitter, Facebook, influential people, lead the way;

**Say and do:** leads the way, gives structure, follow me, I know trust me, ignites, commands, leads, monitoring, mentors, advises, plants eggs, cross fertilise, lead;

**Think and feel:** proud, what was first chicken or egg, stress of leadership, malleable thinking, multitasker, egg producer, compassion, as he has the pin of honour feeling, responsibility, need to lead, need to prove I'm the best, do I look good?

**Fears/barriers:** losing community, losing territory, constant leadership, not being visible, mistrusting competition;

**Desires/goals:** needing a platform, leadership, followers, debate, wisdom, community, growth;

**STORK: I am doing a day job (a stork delivering babies) as well as being an artist**

**See:** parental, nurturer, big network, different platforms, spinning plates;

**Hear:** Focus! Worries/warnings, criticism, take more risks, give up your day job, give up your hobby, call or demand for attention, good, conservative, quiet, not expressive, lacks communication, make choices, politics is influential;

**Say and do:** wait with me, I will get there someday, I need to be responsible, fears obstacles, scouts, plants, Roadrunner, patients, attends, nurtures, multitask, organise, plan, many tasks, support people, concrete results, ask for help, build communities, soul mates;

**Think and feel:** I am needed, I have no identity, bored, do you like piña colada? Getting caught in the rain, regularity, content, anxiety;

**Fears/barriers:** division, always being motherly, juggling, spinning plates, missing opportunities, lacking time, new beginnings, punches, falling down;

**Desires/goals:** division, flexibility, balancing successfully, being loved, being needed;

**MAGPIE: I am attracted to shiny objects or interactions and collect these**

**See:** money, fame, stealing ideas, appropriation, database, networking;

**Hear:** talent, what he wants to, be careful, compliments, embarrassment, satisfaction, bastard, keep calm;

**Say and do:** confident, socially oriented, not sharing;

**Think and feel:** failure, where is the next shining thing? Discomfort, insecurity, need approval;

**Fears/barriers:** not to be number one, not finding shiny things, competitors;

**Desires/goals:** being recognised, having own collections, visibility, money;

**PHOENIX: I recreate myself and rise out of the ashes of disaster and misfortune**

**See:** strength, possibilities, fire, reinvent, a future, opportunity, death, spark;

**Hear:** encouragement, call to survival, rejection, nothing, you can do it, environment, face-to-face talk, get up, people close to him or her;

**Say and do:** rolling with the punches, fighter, hides appearances, disconnected from community, invisible, climbs, hides pain, falls down and sits up, help, preach;

**Think and feel:** Resurrection, fighting against stereotypes, immortalisation, death, ideas, worries/strain, don't believe they exist, get up, keeping the bar high, proof, the impending disaster, trying to be the best, the struggle, fear, from the gutter;

**Fears/barriers:** be counteracted, expectations, falling down, things not working, death;

**Desires/goals:** constructive community, stability, getting up, new things working, rebirth, birth, travel;

**OWL: I see opportunities and take logical steps towards reaching these**

**See:** awareness, strategy, useful people, in the dark, obstacles, peace fairness, long-term form, path, patterns;

**Hear:** sleep In the day, everything, Heightened perception, intuition;

**Say and do:** optimism, precise, don't say much say enough, discreet, wisdom, nocturnal, Caution, knows when to speak and be quiet, appears cold in public;

**Think and feel:** that I cannot survive, feel confident, persistence, strong;

**Fears/barriers:** not reaching the whole circle, frustration, too slow in reaction, unexpected, not reaching goal on time;

**Desires/goals:** realisation, reaching goals, see the process and enjoy it, personal balance, satisfaction, achievement;

**PENGUIN: I build community in harsh or difficult environments**

**See:** socialism, connection, communism, likes to hug, long-term, problems everywhere, looks for opportunities, useful actions (what makes sense), consistent, Ways out, families, communities, solutions;

**Hear:** alternative thinking, long life partnerships, social mean, information exchange, the storm coming, problems, criticism from friends and family;

**Say and do:** elegant, parenting, well dressed, activist, mentor, ethical, loyalty;

**Think and feel:** frustration, left alone, injustice, accomplishment, other peoples problems, lack of money;

**Fears/barriers:** worsening situation, separation, politicians, not achieving, external factors, loss of community;

**Desires/goals:** 51% of the votes, to find and store resources, survival, to win election, to have a warm heart in cold conditions, integrity, the community is doing well;

**HAWK: I am single-minded or have one main ambition that drives everything else**

**See:** clear goals (just his/her goals), narrow point of view;

**Hear:** choose what to hear, ambitious, egocentric, powerful, lonely, successful, selfish;

**Say and do:** calculated, imposing, strategic;

**Think and feel:** frightened of failure, satisfied, always wants more;

**Fears/barriers:** people with different views;

**Desires/goals:** public recognition, economic success;

**DUCK: I am highly visible in the scene and then I dive and disappear for a while**

**See:** opportunistic, Likes privacy, sees risks (that's why disappears);

**Hear:** perfectionist, resilience, not reliable, inspiring when he/she appears, thick-skinned;

**Say and do:** Volcano, star, low profile;

**Think and feel:** need to be acceptable, the success;

**Fears/barriers:** bipolar, not visible enough;

**Desires/goals:** need for understanding;

**CUCKOO: I am restless and wander freely without setting down roots**

**See:** art as a freedom, freelancer, no relations;

**Hear:** not reliable, no future, bull-headed;

**Say and do:** direct, persuasive, impulsive;

**Think and feel:** live a moment, the present, frustration, get rid of responsibilities;

**Fears/barriers:** not being expectable, need for recognition, to be stuck in one place;

**Desires/goals:** want to be free, independence;

2. The following plant archetypes were based on cultural organisations. Each archetype was based on the narrative from the organisational journey told by the chief executive officer in

ECLN research chart 3.

**POPPY: we are wild, beautiful and intoxicating (non-transferable business model)**

**See:** adventure, what she wants to see, see only herself, single objective;

**Hear:** compliments;

**Say and do:** sociable, seductive, importance of appearance, intoxicating, poison;

**Think and feel:** strong wind, being cut, how beautiful I am now, self-centred, sensitive;

**Fears/barriers:** out of the media, danger, change of environment, nowhere to hold;

**Desires/goals:** appreciation, money, branching out, instant success, external appearance, visibility;

**IVY: we are able to sustain prolific growth and merge into any environment (opportunistic and competitive business model)**

**See:** control, VIP network, evasive, see market niche, climbing, opportunities, top;

**Hear:** nothing, opportunities, network;

**Say and do:** floats in spite of adversities, always up, ubiquity;

**Think and feel:** too much, about further conquests, flexible, not having something to support on, megalomania, power, control, progress;

**Fears/barriers:** being left out, being outside of other circles;

**Desires/goals:** grounds, adult-oriented, prevarication, Machiavellism;

**GRASS: we are resilient, robust and he growing in a range of conditions despite being part (highly transferable business model)**

**See:** opportunities, ways to adjust, structure and flexibility, hierarchy I don't see you for months;

**Hear:** spread, horizontal, don't walk on me;

**Say and do:** invasive, always be there, anything, base for flowers to blossom, green, come on my yard, taunting (na-na-na-na-na);

**Think and feel:** as little as possible, tough, determined, jaded;

**Fears/barriers:** fear of social waves, competitors, invasion, change, desertification process;

**Desires/goals:** density, popularity, space, expansion;

**CACTUS: we are self-sustaining in very difficult environments (resilient business model)**

**See:** opportunities and threats, on the margins, protected, opportunities, friends internally and in partners, and exploiting opportunities, funding cash flow, companies coming from different sectors (diversity), catch chances/drop opportunities;

**Hear:** trends: independent, opportunities, threats, market;

**Say and do:** showing power, strong, changeable, seeks opportunity, visioning, not transparent;

**Think and feel:** visible, stress, balancing act, funding/cash flow, self-sustaining and growth possibilities, not to admit weakness;

**Fears/barriers:** Unrealised opportunities, dependency on external factors, changing environment, change, innovation, lack of recognition, lack of resources;

**Desires/goals:** innovation, to grow, to survive, stakeholder approval, community approval, potential to create a sustainable place;

**DANDELION: we live in harsh environments and spread virally (network business model)**

**See:** opportunities, dangers, partners;

**Hear:** listening, environment;

**Say and do:** having knowledge, socialising, to be adaptable;

**Think and feel:** change, survival, opportunity spreading, connections, adaptation;

**Fears/barriers:** lack of resources, partners, size;

**Desires/goals:** size, however, spread, reach;

**DAISY: we are fragile, beautiful and don't last (one person/lifestyle business model)**

**See:** similar organisations, enemies, own vision, networking/cooperation, burnouts;

**Hear:** follow trends, people/organisations in the same situation, independent;

**Say and do:** insecure, infectious, enthusiastic;

**Think and feel:** opportune, dynamic, short-term, dreamy, enthusiastic;

**Fears/barriers:** ignore risks, practicalities;

**Desires/goals:** support, attention, confirmation, good feedback;

**SUNFLOWER: we are impressive and able to reorient ourselves towards the Sun (adaptable, versatile business model)**

**See:** serendipity, needs co-dependence confidence, reactive, nurture, where opportunities come, where the action is, they called me mellow yellow, shiny sight of life;

**Hear:** every social media channel weather forecast your phone disconnected reflective, nurturing intentions, comfortable lazy, opportunities, many options, new horizons, variety, subtle voices, flexibility, opportunities, listens to changing climate;

**Say and do:** I'm comfortable with what I am, I pick my work based on emotion, I keep moving, move, follow, offer food, I like things easy going, I watch, I absorb, make comfortable, tells/shows others where to find the sun, acts consistently;

**Think and feel:** I am comfortable, contentment, needed in all areas of culture, where is the sun? Much that's nice and warm! I shine, I help, I give, people ignore me;

**Fears/barriers:** lack of sun, lack of nourishment, break down very easily, has no depth, depends on others, forgets to notice the small print, flowing in comfort can be dangerous, a hippie, alone up here, I only can do one thing, failing, isolation, fragility;

**Desires/goals:** seeds, lights, a big platform, a big network, visibility, endurance, tall, mellow yellow;

**ROSE: we are excellent, in a class of our own and resist any collaboration directly within our field (premium business model);**

**See:** like-minded groups, focus, goal, excellence, quality, weakness, hierarchy, helper;

**Hear:** applause, praise, admiration money, business, fashion/vogue, need, needs, greatness, compliments, love, admiration, universal praise, you make talent grow, keep focused, you are exclusive, beware you are fragile, the upper-class;

**Say and do:** feel excellence, give my best, looking down with pride, we have many meanings, define high arts and high culture, trendsetter, quality-quality-quality, love of form, traditional, respect me, I have thorns, I have been in every garden;

**Think and feel:** specific audience excellence, we have no competition, special, lonely, proud, I'm the best, special, the art form is paramount, maintain quality, we are the best, does everyone love me, tired of always being a rose;

**Fears/barriers:** painful at the top, falling audiences, changing audience, rigidity, narrow

path, paperwork, lack of organisation, don't co-create as it's a queen, hard to get near, don't cooperate, my own thorns, will we survive;

**Desires/goals:** excellence, recognition, status, admirers, followers, media, specific audience, sun, survival, be excellent in what it does, thorns;

**RHODEDENDRON: we have a solid backbone and regular, infrequent beautiful flowers (bureaucratic business model)**

**See:** growth, development, expansion, employment, structure, longevity, profit, money;

**Hear:** solid organisation, little from outside, its own voice, your strong, you work too much, don't think differently, very organised, reliable;

**Say and do:** be more flexible, listen to industry, listens to policy, listen to governments, slogans, presentations, events, programs, be accountable, results, overcomplicate things, burdensome, you're stable, only our way, pics what is comfortable, we are unique, stability, taking the pearls, order, maintains order;

**Think and feel:** hierarchy, cold as ice, occupy, control, I need to be aware of changes in policy and markets, I need statistics and information I need to be needed, big, powerful, public acceptance, bridging the gap, don't get distracted of your goal, hears the Rose;

**Fears/barriers:** bored, desires other things, focus, passion, wants to be a rose, bureaucracy, slowness, freelancers are ignorant, lacks passion, failed systems, the burden of bureaucracy;

**Desires/goals:** measurement, shaping policy, high impact, visibility, solid, security, flexibility, invisibility, strategy, public acceptance, need it all, growth, security;

**II. TESTED: KEY PARAMETERS OF CULTURAL LEARNING ACROSS PARTNERS IN THE PILOT**

**RESULTS: 7P SHARED FRAMEWORK**

**The detail:**

1. **7P framework:** searchable, de-constructible, usable format; (The remix: less words; more pictures; short clips; format: mini case studies);

**A. PURPOSE**

- a) Be ready to enter the job market; (DIMITRA)
- b) Transfer skills through creative activities in a non-formal setting; (NEWARTS)
- c) Learn strategies about how to communicate collective and personal projects online; (CEPS)
- d) To improve communication, self-awareness and team skills; (COLLAGE)
- e) To produce a product: "Monster Mask"; to have a discussion about identity and self-awareness; (COLLAGE)
- f) Collaborative exchange of practice through cultural entrepreneurship; (Kau)
- g) Collaboration between labour market and art students; (ARTERIA)
- h) To promote design heritage; to engage people in dialogue and to learn new skills; (ARTERIA)
- i) To discover share and build intercultural dialogue; (ARTERIA)
- j) To promote openness, sharing knowledge, and new narratives; (ARTERIA)
- k) To transform, reintroduce, and create different behaviours; (ARTERIA)
- l) To experience steps of production in making a documentary film (research, recording,

- editing, public screening); two way direct transfer of knowledge; (MITRA)
- m) To be intense, fresh, innovative, network, practical, creative, social, cooperative, friendly, playful; (MULAB)
- n) To promote well-being and integration through arts; (HOPE4CHILDREN)
- o) To share encouragement, collective authorship, dissent, thinking outside of the frame, to initiate, deconstruction, practical work from idea to realisation; (PROSTOR+)

## **B. PEOPLE**

- a) Positive, willing to learn, unemployed freelancers; (DIMITRA)
- b) Social animator; Young people from different countries; (ARTERIA)
- c) Visual artists explore various painting techniques with convicted prisoners; (ARTERIA)
- d) Men with intercultural background arrange a platform for cooperation; (ARTERIA)
- e) Graphic designer promotes design based on reciprocal knowledge; (ARTERIA)
- f) Graphic designer, students and entrepreneurs for collaborative work; (ARTERIA)
- g) Young people (NEET), theatre worker, rapper, project manager; (NEWARTS)
- h) Curious, ambitious, socially sensitive, students who are unsatisfied with the system of formal education (PROSTOR+)
- i) Vulnerable young people and professional carers; (HOPE4CHILDREN)
- j) Young, unemployed, creative, social, diverse, ethical, discouraged, dynamic, cultured, nice young people; (MULAB)
- l) Director of photography, director, producer, art professionals, student journalist, artists, people interested in social criticism, (MITRA)
- m) Artists, designers, mentors, leaders, (KAU)
- n) Established and up-and-coming artists; (CEPS)
- o) Six male level 2 apprentices, two female level 2 apprentices, and experienced musician and vocal coach, young radio presenter coach; (COLLAGE)
- p) Two young street dancers, no media experience in film production, one peer tutor, one media professional; (COLLAGE)

## **C. PLACES**

- a) A prison ; public gallery ( ARTERIA)
- b) Intercultural groups; non-governmental organisations (ARTERIA)
- c) Cultural centre (ARTERIA)
- d) The premises of the University and Companies (ARETERIA)
- e) The premises of the Academy of Fine Arts (ARTERIA)
- F) Educational organisation (DIMITRA)
- g) Youth centre and concentration camp (NEWARTS)
- h) Barcelona Civic Centre Cotxeres Borell (CEPS)
- l) Chocolate Factory, recording studio, film and radio production suites (COLLAGE)
- j) Familiar, non-institutional, informal, safe zone for progress and unsafe zone for presentation (PROSTOR+)
- J) Reception Centre for unaccompanied minors (HOPE4CHILDREN)
- K) Contemporary, open, shared, involving, creative, public, varied, beautiful; (MULAB)
- l) Any place (MITRA)
- M) Studio, sky, office; (KAU)

## **D. PLANS**

- a) Experienced film professionals sharing knowledge by flexible structure; Intense 1 week group working; (MITRA)
- b) Non-formal, flexible, shared, intensive, creative, fun, mixed, transversal, harmonious, adaptable; (MULAB)
- c) Media lab, teamwork, new technologies, engage in interdisciplinary activities, innovative ways, urban transformation; (ARTERIA)
- d) Promote democratic values and active civil society; inspire/realise social-cultural projects; integration; (ARTERIA)
- e) Multimedia presentation and workshops; artistic achievements, analysis, art philosophy, public presentation; (ARTERIA)
- f) Inspire each other, discussion, women's experience; (ARTERIA)
- g) Connections; (ARTERIA)
- h) Creative oriented, cultural oriented, well-structure, intense; (DIMITRA)
- i) Six 3 hour workshops to explore what freedom means; (NEWARTS)
- j) Viral Communication workshop (6 x2 hour) with communication, transmedia, gif and remix experts; (CEPS)
- k) Use art projects to target development of specific skills; (HOPE4CHILDREN)
- l) Deconstruct, analyse, defragment, reconstruct, recombine, flat , non-hierarchical platform, collective engagement; (PROSTOR+)
- m) Execution from ideation to design and implement a book; (KAU)
- n) 10 workshops; share, demonstrate and imitate; coaching; supporting production workshops; (COLLAGE)

## **E. PROGRESS**

- a) Learned skills and multi-disciplinary abilities through steps of entrepreneurship; (KAU)
- b) From point zero to your own movie to be publicly presented; (MITRA)
- c) Subjectivisation; initiative; curiosity; continuity; endurance; (PROSTOR +)
- d) Dialogue; help in formulating and expressing opinions; reaching new ways of expressing; (ARTERIA)
- e) See shared blog <http://comunicacionviral.tumblr.com>; (CEPS)
- f) Feel valued and socially included; (NEWARTS)
- g) Create teamwork and experience emotional influence of art; (ARTERIA)

- h) Open and build good communication skills and basic teamwork; (HOPE4CHILDREN)
- i) Effective communication and working in groups is a step closer to achieving goals; (DIMITRA)
- j) Clear; Forward; Awareness; Easy; Growth; Exciting; (MULAB)
- k) A combination of 'book knowledge' with relevant experience; (ARTERIA)
- l) Collision of Artistic ideas with needs of the labour market; (ATERIA)
- m) Discover heritage and combine with create activities; create public space; (ARTERIA)
- n) 2 learners with special development needs showed improvement; better participation of whole group in content creation; (COLLAGE)

#### **F. POINTS OF VIEW**

- a) Intensive group collaboration; Conflict is welcomed; (MITRA)
- b) Collaborative process of multi-disciplinary skill learning with a goal to produce together; (KAU)
- c) Importance of improving communication through dissipating status differences; (HOPE4CHILDREN)
- d) Defining Equality; analysing; Breaking down hierarchies; Teamwork; Decision-making;(PROSTOR+)
- e) Openness; Tolerance; Self-Awareness; Intercultural dialogue; understanding of difference; (ARTERIA)
- f) Inclusion in the world of valuations; Perception and interpretation; Dialogue with interlocutors; Creative process; Training; (ARTERIA)
- g) Teamwork; Communication; New technologies; Creative process; Training; (ARTERIA)
- h) Awareness of history and places; Inspirations; Dialogue;(ARTERIA)
- i) Communication; Business-thinking; Creative process; Cooperation; New skills;
- j) Participants were proud of the product and have presented it in many different contexts; Peer mentor engaged with abstract material as an editor and took challenge to advise; The Creative Practitioner said the participants were brilliant. "I did nothing-just encouraged them" ;(COLLAGE);
- k) High expectations of workshop but felt it was rigid but enjoyed aspects; Some felt 'on the spot' and left earlier sessions; Radio presenter commented the workshop was not enjoyable but participants were more able to meet project brief; Creative Practitioner thought model was useful and participants benefitted but difficult to establish relationship; ;(COLLAGE)

- l) Positive; Promising; Networking; opportunities; Development; Visibility (MULAB)
- m) Positive attitude; Constructive discussions; Sharing of knowledge; Networking;(DIMITRA)
- n) Distance Travelled; Communication; Self-awareness; Persona; skills; Creative thinking; (NEWARTS)
- o) 6 points of view: Long term; application and impact of workshop will have to be seen (CEPS)

## **G. PRODUCTS**

- a) Transferable documentary workshop; (MITRA)
- b) Public screening at festival Dokudoc; (MITRA)
- c) New Authors of documentary films; (MITRA)
- d) We have 7 short documentaries of different social issues; (MITRA)
- e) A good start to further develop integration and rehabilitation through art; (HOPE4CHILDREN)
- f) Produced a book; (KAU)
- g) Created a publishing angle to organisation; (KAU)
- h) Artist learned skills and has aided his career; (KAU)
- i) Designer's first book resume edition; (KAU)
- j) Curator's second book; (KAU)
- k) Exhibition of Painting(and a few good pictures);(ARTERIA)
- l) Change of self-awareness of participants and leader;(ARTERIA)
- m) Connections between students and businesses; (ARTERIA)
- n) Public Presentation of results of teamwork; (ARTERIA)
- o) Integration of young people from different cultures; (ARTERIA)
- p) 2 Videos; (CEPS)
- q) Training blog; (CEPS)
- r) 14 'new communicators'; (CEPS)
- s) Work in progress;(PROSTOR+)
- t) Experience;(PROSTOR+)

- u) Subjectivisation;(PROSTOR+)
- v) Self-awareness;(PROSTOR+)
- w) Continuation;(PROSTOR+)
- x) Movie;(NEWARTS)
- y) 5 Poems; (NEWARTS)
- z) Young people developed skills; (NEWARTS)
- aa) Social inclusion; (NEWARTS)
- bb) Distance travelled; (NEWARTS)
- cc) Monster Mask Video;(COLLAGE)
- dd) Radio show; (COLLAGE)
- ee) Deaf student shows speech improvement; (COLLAGE)
- ff) Participants prepared to approach radio brief better; (COLLAGE)
- gg) 10 business plans; (DIMITRA)
- hh) 3 entrepreneurs (own jobs); (DIMITRA)
- ii) 1 social enterprise (7 members); (DIMITRA)
- jj) Guru Community: ready to transfer the process (Cascade);(MULAB)
- kk) Videos and photos; (MULAB)
- ll) Narrative projects on arts; (MULAB)
- mm) Flexible and adaptable project framework; (MULAB)
- nn) Validation/Certification (gained!); (MULAB)
- oo) Plan for development in other arts; (MULAB)
- pp) New proposal for October; (MULAB)
- qq) Two new applications; (MULAB)
- rr) Continuation of young guru until November; (MULAB)

### **III. TESTED: KEY STRATEGIES OF SHARING KNOWLEDGE AND SKILLS WITHIN CULTURAL LEARNING ACROSS PARTNERS IN THE PILOT**

#### **RESULTS: PEER LEARNING EXCHANGE**

##### **The detail:**

## 1. Peer Learning Exchange;

Cultural Learning happens through Peers:

- a) Collaborating
- b) Thinking
- c) Participating
- d) Guiding
- e) Doing
- f) Co-creating
- g) Empowering
- h) Making
- i) Developing
- k) Inspiring
- l) Facilitating
- m) Discussing
- n) Supporting
- o) Observing
- p) Questioning
- q) Connecting
- r) Mentoring
- s) Exploring
- t) Playing
- u) Challenging
- v) Provoking
- w) Training
- x) Demonstrating
- y) Teaching
- z) Analysing
- aa) Improvising
- bb) Managing
- cc) Reflecting
- dd) Supervising
- ee) Reframing
- ff) Responding
- gg) Mediating
- hh) Reviewing
- ii) Tutoring
- jj) Coaching
- kk) Leading
- ll) Being
- mm) Debating
- nn) Role modelling
- oo) Advising
- pp) Brokering
- qq) Shaping
- rr) Informing

- ss) Theorising
- tt) Criticising
- uu) Counselling
- vv) Honing (fine tuning)
- ww) Changing
- xx) Destroying
- yy) Combining
- zz) Visioning
- aaa) Imagining

**IV. TESTED: KEY STRATEGIES OF DEVELOPING SOCIAL POTENTIAL WITHIN CULTURAL LEARNING ACROSS PARTNERS IN THE PILOT**

**RESULTS: PEER LEARNING EXCHANGE**

**The detail:**

**1. CreativeS At Work** (I.E. Community of Practice behaviours);

- a) Communication
- b) Self-awareness
- c) Adaptability (different places/people/purposes)
- d) Group work/teamwork
- e) Project management
- f) Initiative
- g) Cross-cultural awareness
- h) Ethics/integrity
- i) Networking
- j) Portfolio working
- k) Concepts
- l) Resource management
- m) Independence
- n) Empathy

**V. TESTED: OTHER KEY CHARACTERISTICS OF CULTURAL LEARNING ACROSS PARTNERS IN THE PILOT THAT ARE DESIRABLE**

## **RESULTS: KEY CHARACTERISTICS**

### **The detail:**

1. **Action Learning** happens online and through social media;
2. **Customisable Cultural Learning Syllabus** or use suggestions;
3. **Recognize, Validate and Certificate** Non-formal and Informal Learning adopted from the Euro-Aspire and Aspire2Create projects;
4. **Guidance required to use the ECLN "Open Curriculum"**;

## **VI. TESTED: CORE CURRICULUM FOR CULTURAL LEARNING ACROSS PARTNERS IN THE PILOT**

### **RESULTS: CORE CURRICULUM**

#### **The detail:**

1. **Open curriculum:** philosophy of practice;
  - a) Learning as roletaking, ie the teacher/trainer should give "the gift" of peerness or insist on democratic values, equality and participatory approach (incl trial and error) as Means as well as goals.
  - b) On the opposite: The learner, apprentice, should acknowledge the teacher as resourceful and knowing (if it is the case!) and not insist on equality. If these opposite - complementary positions are carried out, the result is a learning situation, that has no use for power-play, status-competition. It will become "peer-by-learning" as a process quality rather than just a concept or an abstract principle.
  - c) Additionally, we should figure out and enhance the idea of "gift-giving economy" - opposite the economy of competition and headless Growth. Our cultural sector is the chosen one, so to speak, since we become richer by sharing and could constitute a rolemodel, showcase and spectacle for the growing economy of sustainability.
2. **Archetypes:** patterns; needs; desires; fears; obstacles; networks; locations/positions; identity; stories; life-cycle; career stage;
3. **7P framework:** checkpoints; case studies; people; purpose; place; plans; progress; points of view;
4. **3 Curriculum strands:** Artistic Practice, Sharing Knowledge and Skills and Developing Social Potential;
  - a) **Processes:** improvising; creating; learning; using what you have;(making connections deconstructing; constructing; innovating; designing; risk facing; risk-taking; transforming;)

**b) Tools:** art-forms; equipment; (genres; space; materials;); archetypes; learning exchange; community of practice;

**Brief Case studies of all Partner Pilot testing are included in the ECLN CLOCK document.**

**ECLN Outcomes from Pilot Testing**

- a) Transferable documentary workshop; (MITRA)
- b) Public screening at festival Dokudoc; (MITRA)
- c) New Authors of documentary films; (MITRA)
- d) We have 7 short documentaries of different social issues; (MITRA)
- e) A good start to further develop integration and rehabilitation through art; (HOPE4CHILDREN)
- f) Produced a book; (KAU)
- g) Created a publishing angle to organisation; (KAU)
- h) Artist learned skills and has aided his career; (KAU)
- i) Designer's first book resume edition; (KAU)
- j) Curator's second book; (KAU)
- k) Exhibition of Painting(and a few good pictures);(ARTERIA)
- l) Change of self-awareness of participants and leader;(ARTERIA)
- m) Connections between students and businesses; (ARTERIA)
- n) Public Presentation of results of teamwork; (ARTERIA)
- o) Integration of young people from different cultures; (ARTERIA)
- p) 2 Videos; (CEPS)
- q) Training blog; (CEPS)
- r) 14 'new communicators'; (CEPS)
- s) Work in progress;(PROSTOR+)
- t) Experience;(PROSTOR+)
- u) Subjectivisation;(PROSTOR+)
- v) Self-awareness;(PROSTOR+)
- w) Continuation;(PROSTOR+)

- x) Movie;(NEWARTS)
- y) 5 Poems; (NEWARTS)
- z) Young people developed skills; (NEWARTS)
- aa) Social inclusion; (NEWARTS)
- bb) Distance travelled; (NEWARTS)
- cc) Monster Mask Video;(COLLAGE)
- dd) Radio show; (COLLAGE)
- ee) Deaf student shows speech improvement; (COLLAGE)
- ff) Participants prepared to approach radio brief better; (COLLAGE)
- gg) 10 business plans; (DIMITRA)
- hh) 3 entrepreneurs (own jobs); (DIMITRA)
- ii) 1 social enterprise (7 members); (DIMITRA)
- jj) Guru Community: ready to transfer the process (Cascade);(MULAB)
- kk) Videos and photos; (MULAB)
- ll) Narrative projects on arts; (MULAB)
- mm) Flexible and adaptable project framework; (MULAB)
- nn) Validation/Certification (gained!); (MULAB)
- oo) Plan for development in other arts; (MULAB)
- pp) New proposal for October; (MULAB)
- qq) Two new applications; (MULAB)
- rr) Continuation of young guru until November; (MULAB)

## **REPORT PART 2: NOTES FROM WORKSHOPS WITH PARTNERS RE WP4 AND WP5, AND ALSO THE ASSOCIATION**

**Workshop 1:** Artists and Cultural Organisations based on Chart 3 Narratives: ECLN Customer Archetypes and Occupational/Organisational Profiles (WP5). Terminology and communication of concepts.

The workshops in each country have been delivered in very different ways to different groups.

For CEPS for instance, Gigi highlighted how they had run their testing in Barcelona. They did a course in viral communication strategies and tools for artistic projects and artists. Gigi said that the participants felt unable to evaluate immediately as they needed more time to absorb the learning. However they did do an evaluation form at beginning and end (they started with 12 ended with 4). The programme design was ambitious in a context where there was a mixed group where participants did not generally know each other and where there are different starting points. The approach may have fitted better in an academic environment but in the context at CEPS less material next time, less theoretical and more specific. They ran 6 x 2 hours sessions over 6 weeks.

Eddy and Martin (VIA) then gave an overview and feedback on partners' presentations.

Overview – creative, enthusiastic, however some resistance to being pushed into academic learning model. People have included checkpoints – what they have done, review and learning. Also noted were:

- Honesty about difficulties
- That creative people are entrepreneurial
- Importance of language and of risk, which is integral to learning.

Denise – summarised the work that has resulted from the testing phase. She stressed the importance of 'participatory' and promoted an approach where the idea of 'beneficiary' is replaced more by 'learning exchange' in which all involved are beneficiaries.

Denise said that she and Eddie had spent several days analysing the charts and that from chart 3 they had started to see 'archetypes'. From developing these for organisations and practitioners they had arrived at using plants and birds in order to symbolise 'types', i.e. a typology.

Denise then introduced the images produced by a young artist and talked through the characteristics of each one. Business models were also used to define and typify the organisational 'plants'.

### **Group Session: Archetype Workshop**

The meeting was then divided into 3 groups

Group 1 – Greece, Croatia, Poland

Group 2 – Italy, Slovenia, Cyprus

Group 3 – UK, Spain, Netherlands, Estonia

Each group was given a handout, which detailed The Empathy Map (Business Model Generation), three bird and three plant archetypes, and a set of questions that needed to be answered for each. These focused on -

- What does this archetype see?
- What do they hear?
- What do they think and feel?

The answers produced by each group were written on post it notes and put up on the wall.

This session was about testing the efficacy and meaningfulness of the archetypes for the partners and to better understand what the motivations of creative practitioners might be.

DS summarised and fed back on what each group had produced through pulling out the Barriers / Pain and Desires / Gain.

**Workshop 2:** The ECLN Core Curriculum: Non-prescriptive menus (WP5)  
Assessing the curriculum menus (from hand-out) and “Constructing a portfolio approach throughout”

DS introduced “the doorways into ECLN / ECLA”. These included the Archetypes, the 6P Framework and the Open Curriculum. *See Appendix 1.* She asked How would you use this? How would artists or organisations use this? She stressed that this is a first attempt at articulating the Learning Exchange and that “if I want to train someone then this offers a way of defining learning and strategies”. She asked for input and ideas.

“All of these are the components of our open curriculum. How we put these together is influenced by the doorways – the ways in which people enter and access this. We want people to be able to identify themselves but also see opportunities for development.”

By the end of the meeting the partnership needs to connect our network with our knowledge of our networks (organisations & individuals). Denise presented the (*See image in Appendix 2*)

Q. Denise asked “How many of you can see this vision as being useful and appropriate to you / your organisation including a peer accredited pathway option?”

### ***Summary of main points made in discussion –***

- Working to develop opportunities for the network e.g. mobilities
- Need a practical pragmatic side for artists. As an organisation it makes sense but for a solo artist?
- What will the association do? Each country has its own specific issues to deal with. Need to outline benefits
- The network can offer a bridge / access for individual artists to access resources and knowledge in other countries.
- Need clarity of offer. Needs a simple message.
- Should be ‘alliances’ not ‘partners’
- it is up to us individually and collectively to answer this – to look at what the need is in our national and local networks and to respond. Examples – residences, master classes. Talk to your artists.
- We need to know what the selling point is.
- need a separation in our minds – its European facing –what does that mean for artists? Travel, exchange, markets, its not a national association. Outward looking. Looking at creating opportunities at a pan European level in participatory arts.
- Learning about different partners can open up opportunities

- Structure? Who will run this? If it takes in funds who will hold these?
- We are the founding members (Steering Group) and can invite new countries in.
- If we are going to have validation and certification then we need others coming in to have the same values and understandings.

There was also discussion of different types of support organisations – unions, co-operatives and a range of interpretations and reactions and also, critically, the differences in the support and development of the creative sector across Europe.

Denise concluded: “These questions are for us to answer in the final stages of the project. I know that it is hard to start a prototype without knowing what it looks like. We are driving this – the prototyping, the testing is our job. We need to find a way of doing this collaboratively even though there are only 2 meetings left.”

Martin mentioned that Aarhus will have European capital of culture status in 2017 and that this could tie into it. They want to build something that could be longer lasting and more sustainable beyond the year of activity.

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### **Next Steps (covering WP5, WP6 and WP7)**

Review of archetypes and the barriers facing creative and cultural organisations.

Group task – going through the core curriculum and asking everyone to identify which strategies / ground partners covered in their pilots. This was then followed by the question ‘now what do we have?’ having gone through the process of pilot testing.

### ECLN IP Prototypes / assets

- Archetypes – Artists Journeys and Cultural Organisation Journeys
- 6P Framework – searchable, de-constructable, usable
- Peer Learning Exchange
- Creative at work (practice community behaviours)
- Action learning on line and social media
- Design your own syllabus or use our suggestions
- In- house – recognition, validation and certification process
- Bridge to EQF through ‘Aspire 2 Create’ Levels 5 & 7
- Guide to using ‘Open Curriculum’ and customise syllabus planning.

The last task that Denise presented to the group involved making a connection between the identified desires and fears of the creative individuals and organisations (birds and plants) and the network purpose and mission.

**CORE CURRICULUM: SUMMARY OF DISCUSSION: DOORWAYS INTO ECLN / ECLA**

<b>ARCHETYPES PATTERNS</b>	<b>6P FRAMEWORK CHECK-POINTS, CASE STUDIES</b>	<b>OPEN CURRICULUM PHILOSOPHY OF PRACTICE, STRANDS / VERBS</b>	
Needs Desires Fears Obstacles Networks Locations / Positions Identity Stories Life-cycles Career stage	People Purpose Place Plans Progress Points of View	<b>PROCESS</b> Making connections Deconstructing Constructing Reconstructing Reconfiguring Configuring Innovating Improvising Designing Creating Risk facing Risk taking Transforming Learning Using what you have	<b>TOOLS</b> Art forms Genres Equipment Space Materials Learning Exchange

**FEEDBACK NOTES FROM GROUP WORK LOOKING AT KEY AIMS AND DEFINITIONS OF ECLN ASSOCIATION**

**Group 1**

- ECLN – Advocacy, Support, Resources, One Accreditation System, Credibility, Representation, Unity.
- Equal visibility and recognition for all European Artists and Cultural Organisations.
- Create a unified association that supports the community and the working rights of all European Artists and Cultural Organisations.

**Group 2**

- Validation – We provide in your success
- Networking – ECLN – with bricks we build cathedrals – We want you!
- Peer Education – You got the sparkle we have the fuel, Let’s grow together!

**Group 3**

ECLN – European Community hub of artists for knowledge and innovation

- Research and data collection
- Pilot training
- Connections and transnational
- Learning
- Certification / accreditation
- Experimentation
- Innovation

Visualisation of the proposed ECLN Network / Association



Please see photos and additional material produced by DS / Collage Arts for full information.