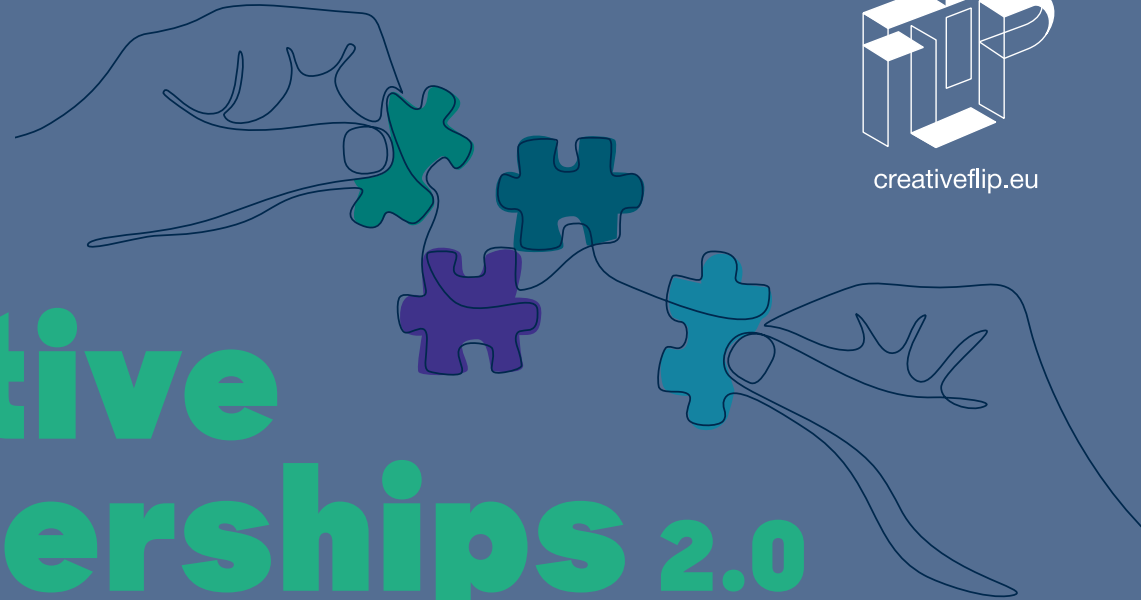


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Creative Partnerships 2.0

STORIES AND RECIPES

Embedding culture and creativity in schools.

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Co-funded by the European Union



Contents

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Introduction

The Creative FLIP project is a Preparatory Action, co-funded by the EU and a consortium of five partners which is led by the Goethe-Institut, committed to supporting and fostering a sustainable ecosystem for the cultural and creative sectors (CCS). With expertise, research and activities in the areas of finance, learning, innovation and intellectual property (IP) rights, we strive to make an impact on the future of the sector, acting from a number of different angles.

Setting the scene

Our Learning Labs programme is one of the project's activities in the field of innovation. It is a cross-sectoral cooperation programme bringing together educational institutions and organisations from the cultural and creative sectors, coordinated by

What for?

To explore innovative models of learning, co-operation and co-creation whilst supporting cross-sectoral partnerships between the education and the cultural and creative sectors.

To promote the wide range of professions and related skills the CCS provide: because today's students are tomorrow's creatives.

To unbox and shine a spotlight on the transformational power of creativity & the importance of transversal skills development from an early age.

To foster awareness of cultural values and demonstrate their importance for local communities and today's society.

How?

By partnering schools and cultural organisations locally, set out to design their joint journey over the course of the school year, pursuing a common goal.

By co-funding their efforts, facilitating exchange and the creation of a diverse network across Europe, and by offering a platform for peer-learning.

Who?

For the implementation of the Learning Labs programme, Creative FLIP brought on board 15 organisations representing the cultural and creative sectors across Europe. Creative hubs, theatres, socio-cultural enterprises, an

independent journalism platform, a record label & music production company, along with smaller organisations active in the varied and complex field of cultural and educational activities.

Where?

The journey of Creative FLIP Learning Labs started in the city of Porto in October 2022 with a kick-off meeting and a CCS stakeholder conference, titled Bautopia. It then continued locally in Croatia, Greece, Hungary, Ireland, Italy, Lithuania, Portugal, Romania, Serbia, Spain and Turkey, before a final reunion and networking meeting was held in Madrid in March 2023.

Which sectors?

This cohort of Creative FLIP Learning Labs covered the fields of architecture, fashion design, visual arts, performing arts, media and the press, audio-visual, cultural heritage and museums.

When?

The fifteen local cooperations lasted anywhere from three to nine months over the course of one school year and took place under the umbrella of the European Year of Youth, an initiative of the European Commission to highlight the importance of young people across Europe for a better, more inclusive and skilled future.

the Goethe-Institut. A pilot phase of this programme was trialled in 2020. The number of applications and success of the first fifteen projects spoke for themselves and hinted at an increasing need for support actions targeting the intersection between education and the daily reality of artistic and creative work.

While the pilot phase focused exclusively on the cooperation between education and creative hubs, the second round was open to all organisations across the sector. Participants delved into different aspects of the work within the CCS and its intersection with education, covering career profiles, various skills and competences as well as the importance of Intellectual Property Rights (IPR) and how they apply to artistic work.

In 2022, at the beginning of the school year, the new round of Creative FLIP Learning Labs brought together creative professionals, cultural organisations, primary and secondary school students and their entire school community.

Expectations for the near and distant future

In our ambition to enlarge the Creative FLIP community, create a strong network of sector representatives and a platform for sharing expertise, we put an emphasis on testing and piloting our activities and continuously improving what we can offer the cultural and creative sectors. We aim to make a difference today by implementing our activities, but also strive to generate an impact over the longer term through effective monitoring and evaluation of our programmes.

Learning Labs are planned to run for a limited period of time. The pilot phase lasted only three months, while the second round offered participants the opportunity to create an activity schedule lasting up to one full school year. This seemingly small change in the programme made a significant difference to students and facilitators.

It is also consistent with our aim to help create sustainable and lasting cooperation, fully exploring synergies and cross-sectoral work between the CCS and the education sector.

“Implementing the workshops on a continuous and weekly basis was good practice as the children and facilitators got together to work regularly. It created an efficient work environment where students stay on top of the process and remain committed to its purpose.”

Artkomas, Lithuania

New ways of learning, European initiatives and future policies



With the so-called European Years, the European Commission encourages debate and dialogue around specific topics to highlight their importance to national governments, to inform the citizens and encourage changes in attitudes. They are also strong signals from EU institutions to member states, stressing the particular significance of those topics and that there is a need to address them in future policymaking.

Through our Learning Labs programme, we contributed to the call to build a better future with opportunities for children and young adults to learn and engage in activities all over Europe, announced by the European Year of Youth 2022. Students were able to explore new perspectives, getting a look behind the scenes of cultural projects, organisations and various professions that make up the cultural and creative sectors.

It is a unique opportunity to ...

“... bring students closer to the arts and involve them in cultural & creative processes.”

Vassilis Charalampidis, European Creative Hubs Network

An important aspect of this cooperation between schools and cultural professionals is the need for new ways and different places of learning. Learning does not only happen at school, and we think this is a good thing. We learn through experiences, encounters, co-production, and we also learn by re-

flecting and looking back on our achievements, and sometimes also on things that have gone wrong. By bringing cultural and creative professionals to schools, we expand the places of learning and complement them with new, innovative forms of learning.

“The children are learning through fun, and I would say that’s a big impact we have produced. It’s important that we show children, that we show people working in education, that it doesn’t have to be strict. We can do a lot more to engage children.”

Mikser Association, Serbia



In 2023, a special focus was put on equipping young people with the right skills and qualifications to address skills

shortages in Europe and to integrate into the labour market. In this context, the degree to which transversal skills, often referred to as 21st Century Skills, are both essential and carry great potential becomes especially clear.

Some of our Learning Labs tapped right into this topic, where older students at secondary schools needed support and inspiration to find a direction for choosing their future career path. This is especially true for the cooperation between schools & FabLabs or creative hubs. Our facilitators from Lottozero and Culture Hub Croatia chose to work with students from local Art High Schools. Creative Spark partnered with the community college just a stone’s throw away from their newly opened FabLab.

All three are creative hubs and part of the European Creative Hubs Network (ECHN), combining expertise of various cultural and creative professions and offering a space for co-creation, collaboration, peer learning and exchange. The team at Creative Spark invited students in their so called Transi-

tion Year, an orientation year between secondary and higher education, to its FabLab to prototype their own products. Previously they had worked with the students and their teacher on business plans for their product ideas and mentored them while preparing for a real product pitch.

“This is a product with great potential for future development and demonstrates a brilliant understanding of both technology and consumer behaviour. Our judges were really impressed by their innovative thinking.”

Local Enterprise Office Louth, Ireland



Their mission was entitled “shaping the world around us”, aimed at finding creative solutions to everyday challenges. One group of students built a wooden shelving system, to be placed inside school lockers for more organised storage of books and school materials. Another group made it to the finals of the Student Enterprise Awards in Louth County. Callum, Eoin and Sam designed “Just Tap”, a smart keychain using NFC technology to create short links to business websites or contact information when held up to a phone, avoiding paper waste from business cards. These were just two examples of the many solutions devised.



Lottozero is a group of creative professionals working in fashion and textile design. For their Learning Lab, they found a number of professions to explore together with the students. A lot of people and different skills are needed in the fashion

industry and these skills are not necessarily taught or even discussed at school. Even at the local secondary school specialising in the arts, teachers tend to focus on the basic art techniques.

“ We thought it would be a cool idea to show them that you don't need to be the next Picasso to use art in your everyday job, and a job that pays the bills! That's how we came up with the Fashion School Learning Lab. We think that this is a great way for students to learn what they can do in their jobs with a creative mindset. And we are incredibly lucky to have an amazing partner school that appreciated what we had to offer. ”

Lottozero, Italy

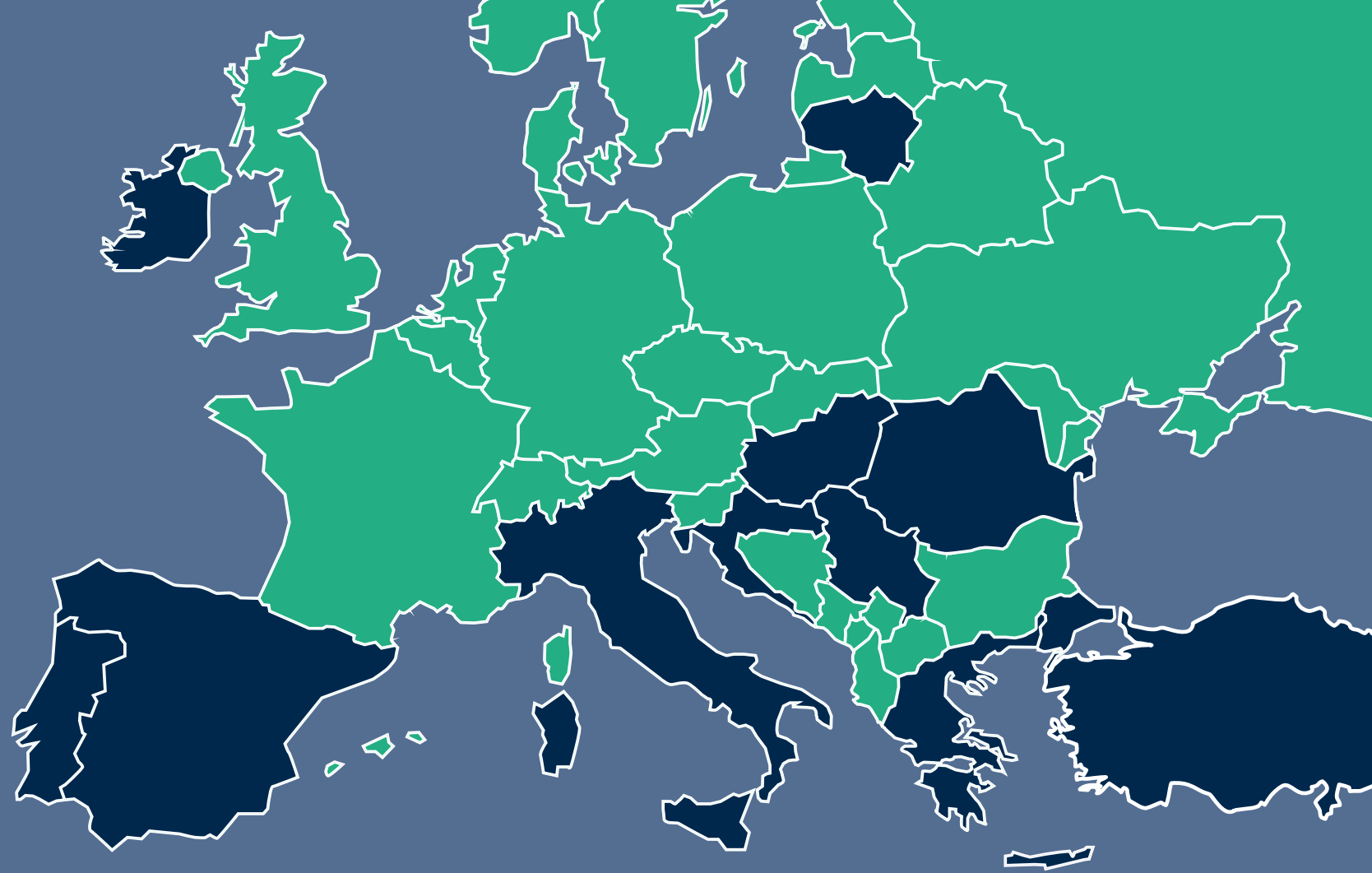


“ The Learning Labs helped me understand how to combine my strengths and skills, to develop an idea from the beginning to the end. I want to study product design and use my skills to solve real-life problems. ”

Ani, student at Split School of Fine Arts

“How do you feel about your future and about working as a creative professional?” This was the thematic anchor used by the team at Culture Hub Croatia to start their first workshop with the students from the Split School of Fine Arts. The reflections gathered and points raised that day laid the basis for the coming weeks.

In a number of workshops, they discussed the meaning and scope of cultural management, the principles of social entrepreneurship and innovation in the field through specific skill profiles. As a creative hub that invests in local development, Culture Hub Croatia also offered the possibility of traineeships to the students.



11 countries, 15 Learning Labs & stories from the world of culture

| LOCATION | FACILITATOR | PARTNER SCHOOL |
|-----------|-----------------------------------|---|
| Croatia | Culture Hub Croatia | Split School of Fine Arts |
| Greece | THEAMA - Theatre for the Disabled | 3 rd Gymnasium of Peristeri |
| Greece | Peripatos | 1 st Primary School of Vrilissia |
| Hungary | AKKU | Lauder Javne Jewish Community School |
| Hungary | Independent Theater Hungary | Burattino Általános és Szakképzőiskola |
| Ireland | Creative Spark | St. Mary's College |
| Italy | Lottozero textile laboratories | Walther von der Vogelweide Art High School |
| Lithuania | PI Artkomas | Kulautuva Lower Secondary School |
| Portugal | Cine Clube de Viseu | Aquilino Ribeiro Primary School |
| Portugal | Omnichord | Henrique Sommer Primary & Secondary School |
| Romania | Libelopia | Sibiu Arts Secondary School |
| Serbia | Mikser Association | Kralj Petar Prvi Primary School |
| Spain | Fundación Maldita.es | I.E.S. Blas de Otero |
| Spain | Las Espigadoras & AULAFILM | IES Ana Frank |
| Turkey | Kentimiz İzmir Derneği & KONTAK | İsmetpaşa Primary School |



Preparing the ground

15 stories from the world of culture, a journey across the cultural & creative scene of Europe



BAUTOPIA 2: Glocalization in culture & creativity. Empowering the sectors through knowledge exchange.

The Learning Labs journey began in Porto, Portugal, where representatives of the fifteen labs met for the first time in person.

On the occasion of the BAUTOPIA conference in October 2022, a creativity event jointly organised by Creative FLIP partners, the Goethe-Institut and the European Creative Hubs Network, our Learning Labs facilitators were invited to meet, network and further develop their programmes for the coming school year.

Together we developed a road map for the coming months, heard about early challenges encountered and the solutions found to them. It was a first but immensely important meeting to prepare the ground for our adventure.

Creative FLIP partner and expert in the field of IPR, Intellectual Property Institute Luxembourg (IPIL), prepared our facilitators for another big task to come – discussing with students of all ages the use and importance of IPR in cultural and creative activities and in everyday life. A dedicated train-the-trainers workshop shed light on the topic in Porto, followed by personalised support and online sessions.

Intellectual property at the forefront for creatives

IP lies at the heart of the CCS. Protecting your rights and artwork from potential infringers, as well as avoiding unintentional infringement, is crucial for securing better compensation and greater recognition of the artist themselves and their artistic creations. Recognising this significance, the Creative FLIP project has undertaken a series of IP-related activities. Led by IPIL with its expertise in the field, we took on the task of translating this complex subject into educational materials for different ages.

<https://creativesunite.eu/myip>



While there are already a vast number of IP information tools, accessing them and finding the most relevant tool for your sector and in your language can be a real challenge. Creatives Unite, an initiative coordinated by Creative FLIP project partners, offers a well-structured platform for such resources that serve the CCS.

My Intellectual Property tool is available on Creatives Unite, making IP information accessible for everyone! The first Europe-wide, CCS-dedicated IP information database allows its users to access the most relevant IP tools for their specific needs. It offers a filterable database, and contains basic information on different IP rights, sector-specific IP tips and a number of IP success stories to provide inspiration. Naturally, Creative FLIP aimed to introduce its network of Learning Lab participants to the tool, maximising its use during the programme implementation but also as part of the facilitators' day-to-day work.

Seeding IP knowledge in young creative minds: IP and Creative FLIP Learning Labs

IP is a fundamental aspect of CCS and underlining its significance in the minds of young creatives from an early stage is crucial. For this reason, Creative FLIP chose to incorporate practical sessions on the importance of respecting IP and others' creations in the workshops with primary and secondary school children, presented in a playful and interactive manner.

How? By first training the trainers!

Based on input from a train-the-trainers workshop, the facilitators from our 15 Learning Labs integrated the topic of IP into their sessions with the children. A number of IP teaching materials had been developed for students based on their age groups to teach them about IP in a gamified and visual way with practical examples. The facilitators then transferred this information to the students during their workshops.



“The IP sessions were very useful not only for our students, they were an eye-opener for us, too! We learnt a lot!”

THEAMA, Greece

“In my work of programming cinema activities for children, the My IP tool is the perfect tool to navigate the topic of IP rights with clear, reliable, and accessible information.”

Cine Clube de Viseu, Portugal





From Porto to the classrooms of Europe

“Students appreciated the Learning Lab. In turn, this made the teachers understand the value of what we are doing, and reassured them of their decision to give us full control of the programme.”

Lottozero, Italy



In the next step, the fifteen projects continued locally and at their individual pace. Cooperation with educational institutions requires continuous communication with teaching staff and sometimes even parents. Some of the Learning Labs were lucky enough to receive full and unconditional support from their partner school, while others needed to

find their way around obstacles and bureaucratic, sometimes systemic barriers. Ultimately, this is a feature of collaboration across sectors and borders. There is no single right or wrong way of doing this and we were extremely pleased to see all fifteen Learning Labs succeed in their [ad]venture!

“Shy students gained confidence in themselves and in their work, they opened up in front of each other.”

AKKU

Audible Visuals

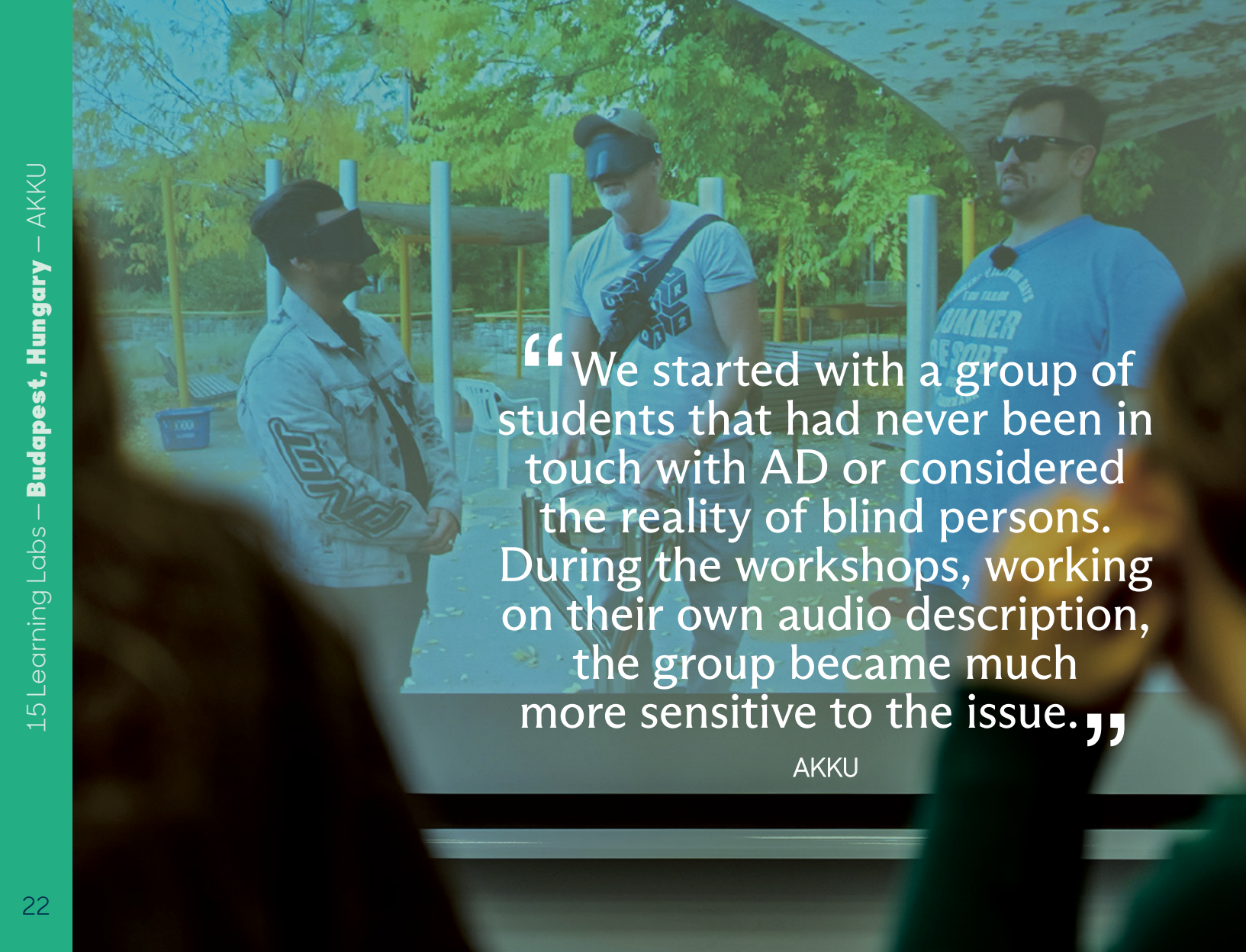
-  AD – audio description
-  Lauder Javne Jewish Community School
-  Ages 14-15

Long before growing to become Hungary's biggest audio-description (AD) provider, **AKKU** started out as a bottom-up initiative, established in 2015 by a group of seven women and former students of the country's first ever accredited AD course. Today's association continues to have the same goal: to provide high quality and artistic audio-description in theatres, films, museums and on television for the blind and visually impaired community. The team of dedicated "translators" renders important visual cues of cultural performances accessible to the blind and visually impaired audiences.

<http://akkuegyesulet.hu/>



Audio description (AD) is a form of narration used to provide information on key visual elements in media works such as films, television programs and theatrical performances to improve the experience for blind and visually impaired consumers. The ultimate goal of this Learning Lab proposed by AKKU was to raise awareness on the need for and importance of AD, making culture more accessible. Throughout a series of workshops, secondary school students in Budapest imagined themselves in the place of a blind or visually impaired person and produced AD for films.



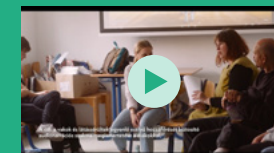
“ We started with a group of students that had never been in touch with AD or considered the reality of blind persons. During the workshops, working on their own audio description, the group became much more sensitive to the issue.”

AKKU



Highlights

- * Understanding the basic rights & needs of the blind and visually impaired community
- * Initiating discussions on cultural accessibility, and how AD can contribute to improvement
- * Stepping into the shoes of a blind person, gaining awareness of the challenges faced by visually impaired people




“It was something very natural for us. When I saw the call for proposals, I thought this is our fate. So we should apply!”

Cine Clube de Viseu

Com 5 reis de gente e alguns Bichos



-  Animated film
-  Aquilino Ribeiro Primary School
-  Ages 9-10

Screening, publishing and educating are the **Cine Clube de Viseu's** three main pillars, founded in 1955 with the goal of studying, disseminating and discussing cinema productions in Portugal. The team engages the cinephiles in and around the city of Viseu, with weekly curated screenings and a short film festival. Their very own cinema review, *Argumento*, offers insights on current debates in the world of cinema and shines a light on original artistic works. Through the “Cinema para as escolas” initiative, there is a specific focus on hands-on activities for children in the wider school community, involving them in cinema production processes from A to Z.

A school named after a famous author of children books and a local organisation at the heart of the art & cinema scene, it seemed to be the perfect match for this Learning Lab. At Aquilino Ribeiro Primary School, the students dived right into the world of animated film, guided by experts from the Cine Clube de Viseu and various professionals invited to share their passion with the children. And what was the outcome of almost an entire school year of continuous work? A truly impressive 12-minute animated film!

<https://www.cineclubeviseu.pt/>

“The project allowed us to perceive new creative educational potential. The involvement of creative professionals had positive impacts on the overall quality of the project and the team’s dynamics.”

Cine Clube de Viseu



Highlights

- * Artistic work based on the Portuguese children’s book *Com 5 réis de gente e alguns Bichos*
- * Film animation from dramaturgy, to drawing and painting characters, all the way to animating the drawings
- * Professionals involved: film producer, director, scriptwriter, illustrator, musician, graphic designer
- * A 12-minute animated film, produced and premiered by the primary school students in Viseu





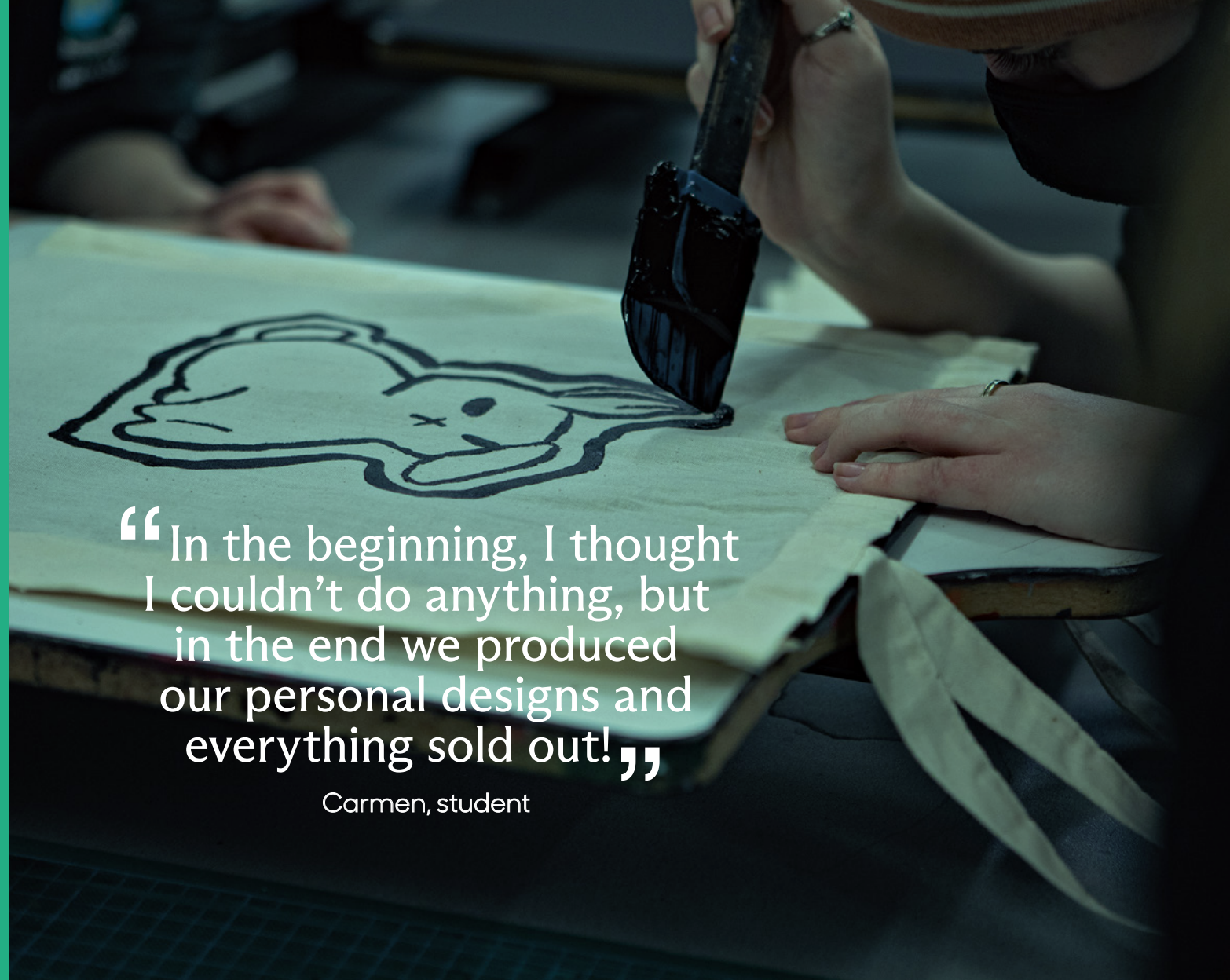
Shaping the world around us

-  Product design & prototyping
-  St. Mary's College
-  Ages 15-16

Creative Spark, based in the picturesque town of Dundalk, Ireland, provides (co-) working spaces, expertise, technology and structures for cultural & creative practitioners. The centre for creativity and innovation belongs to the family of the European Creative Hubs Network and therefore also emphasises its role as a platform for peer support & capacity building offered to start-ups and entrepreneurs, locally, across Ireland and even internationally. At the newly inaugurated FabLab specifically, the team is committed to fostering creativity and stimulating innovation and education in the STEAM sectors.

It is a place to create, learn, mentor, invent and play.

At its newly opened FabLab, the team at Creative Spark has been providing guidance and mentorship to students in their final year of secondary school. The TY (Transition Year) students demonstrated great entrepreneurial spirit and innovative thinking, resulting in concrete product ideas that were prototyped at Creative Spark. Most of the products sold out at the annual school fair and Christmas market, which speaks for itself and the success of this Learning Lab.



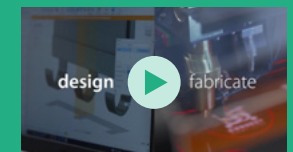
“In the beginning, I thought I couldn't do anything, but in the end we produced our personal designs and everything sold out!”


Carmen, student



Highlights

- * Exploring the potential of idea generation, design thinking, rapid prototyping & digital design
- * New fabrication and manufacturing skills, tested in the local FabLab
- * Identifying challenges, addressing them and taking steps to overcome them
- * TY students gain core knowledge on how to become entrepreneurs within the cultural & creative sectors





“Our motivation was a deeper connection to our community, the opportunity to teach new generations about cultural management and to fill in some gaps they have in their curricula.”

Culture Hub Croatia

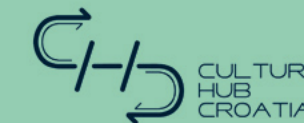
Employ yourself in culture.

-  Cultural management
-  Split School of Fine Arts
-  Ages 17-18

Culture, (informal) education & creativity are the successful recipe used at **Culture Hub Croatia** to promote the development of local communities, to transmit and exchange knowledge and expertise and to promote artistic practices and cultural heritage. The team of cultural managers believes in the strength of collaboration, experimentation and exploration of innovative approaches, which are given the opportunity to flourish at their creative hub, **Prostor**, in Split, Croatia. An active mem-

ber of the European Creative Hubs Network, the hub offers (co-)working spaces for creation and events and regularly hosts artists in residence, with a focus on supporting visual artists from neighbouring former Yugoslavian countries.

This Learning Lab aimed to explore the vast areas of work that are covered by cultural managers, while introducing the concept of social entrepreneurship based on the example of the Split-born creative hub.



“Since we completed the workshops, we received significant interest from other artists & cultural professionals who were impressed with the programme’s design and outcomes.”

Culture Hub Croatia



Highlights

- * Innovation & co-creation
- * Mapping social challenges, developing creative solutions and learning how to transform it into a well-thought-out artistic project
- * Networking with relevant cultural managers and potential supporters locally in the city of Split
- * Learning how to start, organise and maintain a cooperative or association
- * Finding out how to successfully start the journey as a self-employed cultural and creative professional



MALDITO PODCAST

“We saw an important change in the students’ attitude between the first and last day of our Learning Lab. That free creative space to talk motivated them to pursue a goal - their own podcasts.”

Maldita.es

Collaborative podcasting

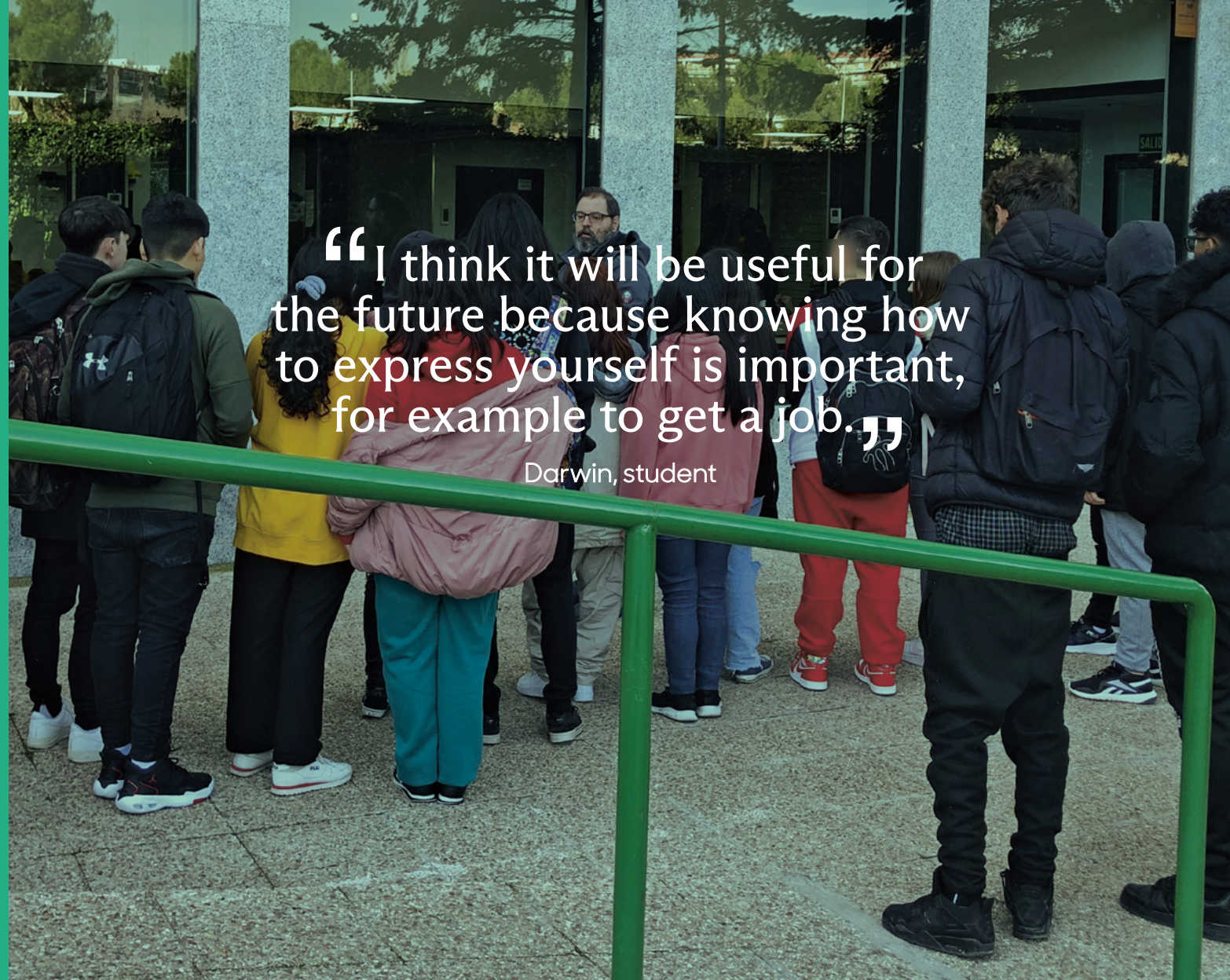


- ✍ Produce & publish a podcast
- 🏫 IES Blas de Otero
- 👥 Ages 13-17

A non-profit media outlet, **Maldita.es** acts to counter disinformation and its social & political consequences. The group promotes media literacy among citizens and strives for transparency through fact-checking and data journalism techniques. They engage with their local community in Madrid and citizens all over Spain by providing tools, technology and information that allow people to make informed opinions and choices. At the European level, Maldita.es has been active as part of the High-Level Expert Group on Fake News and Disinformation, appointed by the European Commission.

Through the production of a collaborative podcast series, the team at Maldita.es and their group of students explored the possibilities of digital journalism in times of highly polarized public opinion and declining legitimacy of the traditional press. The workshops took place as part of the curricula for students with learning difficulties, which was a challenge at first for both students and facilitators, but resulted in a positive collaborative atmosphere, hallmarked by trust and growing self-confidence.

<https://www.maldita.es/>



“I think it will be useful for the future because knowing how to express yourself is important, for example to get a job.”

Darwin, student



“I liked the fact that we didn't work individually, that we created the podcast together, came to the studio and recorded our work.”

Walter, student

Highlights

- * Podcasting as a medium to take well-informed decisions and build personal opinions
- * A visit to the newsroom, meet & greet with the team of journalists, editors and all involved at Maldita.es
- * Script writing, live recording
- * Final podcast no. 1: The start of the smoke
- * Final podcast no. 2: The disease of influence





Theatre is the Whole World



-  Theatre
-  Burattino Általános És Szakképzőiskola
-  Ages 14–20

The **Independent Theater Hungary** creates and performs plays with a special focus on interethnic topics and related social issues, relevant to the Hungarian population and beyond. The originator of the Roma Heroes Festival, the first annual international Roma theatre festival, the group wishes to spotlight the values of Roma theatre. They also seek to draw attention to the difficulties faced by value-driven

people and dramatic heroes of often marginalised communities and youngsters.

These workshops, led by the performers of ITH, put special emphasis on theatre as a safe space for expression and a place where students can find confidence through creativity. A final performance was inspired by the students' personal experiences, challenges and success stories.

<https://independenttheater.hu/en/>

“I was happy to see that they were able to create a complex play based on their stories.

What I learned is that you can trust the youngsters. Because they can handle all the challenges if you give them responsibility and the right tools.”

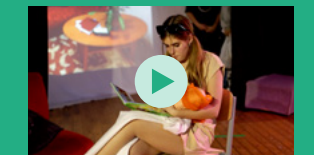
Independent Theater Hungary



The cast of *Resistance*

Highlights

- * A performance fully created and staged by the students of Burattino secondary school
- * Theatre as a medium to speak about and deal with traumatising situations
- * Looking for positives in controversial topics, suggesting solutions and alternative ways of coping





My culture, my story

- ✂ Cultural Heritage & Technology
- 🏫 İsmetpaşa Primary School
- 👥 Ages 7-10

As a non-profit organisation in Izmir, Turkey, **Kentimiz İzmir Derneği** is devoted to protecting, developing and raising awareness of the local cultural heritage through educational community projects. One of the organisation's flagship initiatives lays in the Konak district, home to Izmir's oldest neighbourhood bazar, the Kemeralti, and a multi-cultural, largely middle-class population. This is where the team is operating the **Kontak Innovative Learning Laboratory**. Kontak is a social enterprise, creative hub

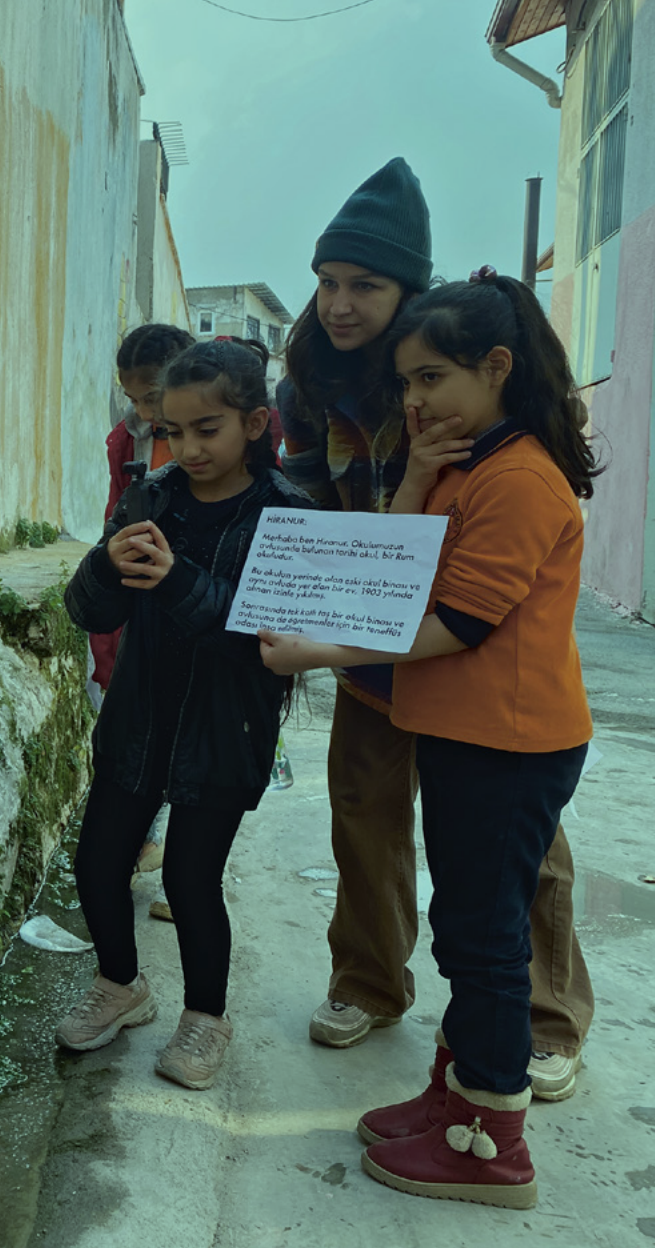
<https://www.kentimizizmir.org.tr>
<https://www.kontak.org.tr/>

and new member of the European Creative Hubs Network, based in a repurposed primary school building dating back to 1922.

İsmetpaşa Primary School was built on the foundations of a church and its bell tower, remains of which are still present in the school playground where children pass by and play every day. This Learning Lab supported the students in recognising, protecting and re-vitalising the cultural heritage right on their doorstep.

“ At the beginning of the workshops, 40% of the students were unaware of the historical structures around their school.”

Kentimiz İzmir Derneği



Highlights

- * Enjoying scientific and creative thinking, paired with innovative technologies
- * Guided research and the use of robotics, 3D design, coding and prototyping
- * The result: a 3D model of the historic church and bell tower exhibited at the school
- * Filming a short documentary, dedicated to the process of this Learning Lab





“Through the project we have established a relationship with the district’s cultural centre and involved the students as film programmers in their own neighbourhood.”

Las Espigadoras

Creating the loom

-  Film club at school
-  IES Ana Frank
-  Ages 14-16

Based in Madrid, Spain, **Las Espigadoras** specialises in film education and young audience development through film. To do so, the team of cultural managers collaborates with both private and public cultural institutions, such as the Spanish Film Archive, various film festivals and representatives of regional governments. A flagship project close to their hearts, **AULAFILM**, was launched in 2017 as an educational platform that strives to mentor and guide young people towards a greater appreciation of film culture and the development of critical thinking skills. These educational

<https://lasespigadoras.com/>
<https://www.aulafilm.com/>

LAS
ESPIG
ADORAS

resources are made available to teachers who wish to organise screenings in a network of collaborating cinemas.

This experience allowed students to design their own film club as a communal cultural space within the school, from its conception to its dissemination and presentation to the school community at a final event. The students were led to reflect upon their own audio-visual content consumption and given access to the diversity of film culture, including different narratives, styles and representations of reality.

“We don’t usually do this kind of activity. Usually, teachers give instructions, and we follow them. But in this project, it’s different. It’s our film club!”

Clara, student

“It’s special, it’s created by us, something we have been working on for a whole year. This project is where we claim our voice!”

Tiaré, student

Highlights




- * Enhancing critical and creative thinking and cultural awareness
- * Involving the city and local authorities, promoting active citizenship and a sense of ownership for the proposed activities
- * Film screenings and debates in the presence of the directors
- * Result: A newly created film club that will continue beyond the project duration



“We want to show students that there are various paths they can pursue starting from their artistic education at school, other than the typical options.”

Libelopia


Ready, set, animate!

-  Animated films
-  High School of Arts Sibiu
-  Ages 16–19

Libelopia is a small animation studio based in Sibiu, Romania, involved in writing, directing and animating short films. Small in size but great in reach, Libelopia productions have travelled across the globe to important festivals such as the Ji.hlava Documentary Film Festival, Anifilm and Animation Nights NY. The team produces short films, trailers and artistic videos, often in collaboration with or for non-governmental organisations, artists and film festivals. Committed to creating relevant, thought-provoking stories, and prepare younger generations to do the same, Libelopia also offers animation workshops, providing mentorship for students at primary and secondary schools.

<https://www.libelopia.com>

The High School of Arts Sibiu was not an unknown place for Libelopia founder Laura, who was herself once a student at the school. As a result, this cooperation is something close to her heart and an opportunity to engage locally with the future generation of creative minds in Sibiu. There is a lot of potential to further develop and strengthen the animation-scene in Romania and a hands-on experience in making animated portraits was the way to go for this Learning Lab! After the pandemic that prevented students from going to school for a long time, they were challenged to reconnect with their fellow students and school community by interviewing selected people and creating traditionally animated portraits of them.

A student is sitting at a desk in a workshop. On the desk is a laptop displaying a video of a person drawing. To the right of the laptop is a stack of three metal buckets. The top bucket has a brown clay bust of a person's head on it. The student is looking at the laptop screen.

“I already knew that I wanted to study animation abroad, and this workshop helped me fulfil more conditions.”

Urara, student

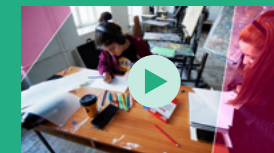
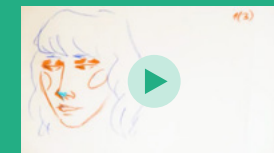
Two students are leaning over a table in a workshop. They are looking at several sheets of paper with colorful drawings of a person's face. One student is pointing at a drawing. In the background, there is a metal bucket with a clay bust on top, similar to the one in the first image.

“To us, animation is a way to capture complexity and the multitude of perspectives in simple things.”

Libelopia

Highlights

- * Creating animations in their most original form
- * Discovering the art of animation from concept to editing, animation, compositing, sound design and music
- * Guidance on possible future paths within higher education
- * Results: a co-created animated film. [\[click to watch\]](#) and a class that reconnected and built team spirit



“Teachers that give us green light to suggest topics that are outside of their normal programme allow us to propose exactly what we believe would be the most useful to the students.”

Lottozero

Fashion School

LOTTOZERO

-  Fashion design
-  Bolzano Art High School
-  Ages 16-17

With Headquarters based in the textile district of Prato, Italy, **Lottozero** is an international centre for textile design, art and culture. It operates both a consultancy studio and a creative hub which offers a gallery and exhibition space, co-working facility as well as a fully equipped textile lab for production, experimentation and research. As part of the European Creative Hubs Network, the team focuses on supporting young talents striving to professionalise their work, responding to the needs of young entrepreneurs for space, knowledge exchange, feedback and tutoring.

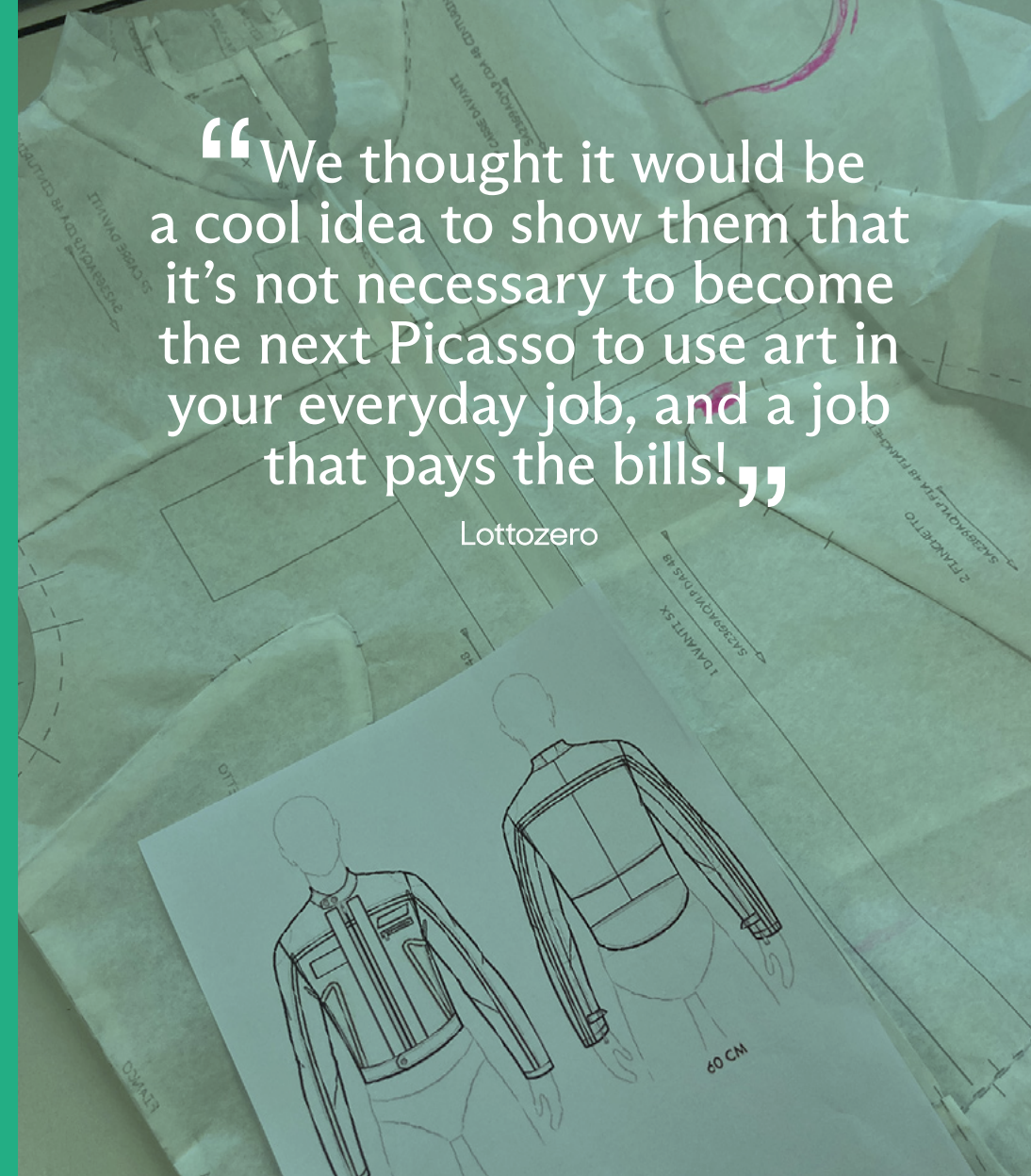
In addition to their headquarters in Prato, Lottozero has a second base in Bolzano in northern Italy, which is close to their hearts and origins. The long-standing connections with the local secondary school flourished into new cooperations, specifically in this Learning Lab. The Fashion School programme allowed the students to discover the world of textile design and the many professionals involved in the creation of new clothing trends.

<https://www.lottozero.org/>



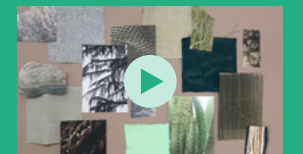
“We thought it would be a cool idea to show them that it’s not necessary to become the next Picasso to use art in your everyday job, and a job that pays the bills!”


Lottozero



Highlights

- * Insights into the work of a surface designer, pattern maker, embroidery designer and trend forecaster
- * Hands-on workshops led by Lottozero and Italian fashion insiders & creators
- * Visits to local companies
- * Enrichment of students' art portfolio and insights for a future career








“I think that the visit to the studio was really nice because we got to see how things look outside of what the camera sees.”

student

Co-create change!

-  Video making: educational videos
-  Kralj Petar Prvi Primary School
-  age 11-12

Mikser Association is a multidisciplinary cultural platform based in Belgrade, Serbia, which promotes a sustainable model of urban & cultural development that relies on community involvement and participatory design. Through their activities they foster and facilitate dialogue between the CCS, the various levels of government, the public and the media. Part of their flagship activities are the annual Mikser Design Festival and Mikser House, a former industrial site converted into a multifunctional space for performances, seminars, DIY workshops, a social café and more.

This Learning Lab inspired the students to engage in creative thinking and compelling storytelling on responsible behaviour, aiming towards the well-being of both nature and humans. The final topics chosen by the students and presented in the form of five educational short films talk about safety on the web, intellectual property, recycling, the circular economy and the fight against air pollution.

A series of workshops was organised within normal school hours, with external visits to a Belgrade-based film studio and a final premiere of the films to the parents and school community.



Mikser

“I believe we transmitted the idea of the power of creativity, the power of being yourself and the freedom to speak. That they can do it!”

Mikser Association

Highlights




- * Meaningful use of new technologies: creative & educational use of mobile phones, video capturing, editing tools, responsible use of communication and dissemination channels
- * Empowering children to influence their environment to live healthier, more sustainable lives by activating their creative potential
- * Giving students a voice and tools to creatively shape their messages
- * Learning about more sustainable attitudes and transforming that knowledge into powerful stories
- * Students increase their knowledge of creative disciplines and gain self-confidence about their own positive impact on behaviours, not only within their family, but also in the wider community they belong to



“We surprised ourselves, we weren't expecting something like this. Each person discovered something new about themselves.”

Alfonso, student

Omnilab

-  Music production
-  Henrique Sommer School
-  Ages 15-17

Omnichord [CCER MAIS] operates as a cultural cooperative in the field of live music, paired with educational activities in the city of Leiria, Portugal. They curate and produce festivals in the region and have developed over the years into a comprehensive music company. Omnichord is now an established music label & agency, with a focus on emerging artists, often scouted locally. They also bet on local talent when it comes to expertise in their own team, which has already integrated numerous former students from the local

secondary school. Omnichord truly lives according to their slogan: culture must have and create memories, it builds on and must involve people, it is a home for everyone, everywhere. [translated from original, Portuguese]

With their Learning Lab, Omnichord created a music residency at the school. The secondary school students in Leiria were challenged to develop strategies to collaborate and create, produce, record, mix and master a song.



“Art has been away from our formal teaching curricula. This project brought value to this gap.”

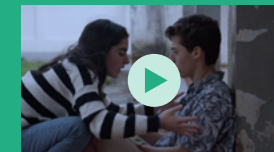
Omnichord

“Wow, we are really making a music video!”

student

Highlights

- * Preparing a cover, shooting a video clip, promoting it as a band & holding a press conference
- * Experiencing an immersive process, sharing knowledge and exploring new sounds with professional mentorship
- * Discovering the exciting future possibilities of the music sector
- * Contributing to an aligned local community, supporting local talents
- * Official release of a music clip: *Tou na Festa*. [click to watch and listen]



“Next time we’ll visit a museum, we will behave so much better. We’ll listen to the guide!”

A student’s thoughts after the final exhibition at school, entirely led by the students themselves.

School full of heritage

-  Museums & Cultural Heritage
-  1st Primary School of Vrilissia
-  Ages 11-12

Peripatos is a young sociocultural enterprise, launched in 2015 and run by a small and committed core team in the heart of Athens, Greece. Their goal is the management and dissemination of cultural heritage with the help of contemporary & innovative practices. Their projects are designed to serve and advance society and are inspired by the Peripatetic school of Aristotle. The team proposes a promenade through various forms of culture, accompanied by the local community, active citizens, experienced professionals, social and

cultural actors, and people with a passion for history, traditions, the arts and nature.

In Greece, cultural heritage is often linked to antiquity, but it is also considered extremely important as something that shapes local identity. It is for everyone to admire and be proud of. With this in mind, Peripatos set out to bring cultural heritage to life and to their local partner school in Vrilissia! Taking on the expert role, the children got to experience all the processes involved from excavation to exhibition.



“As a team we have collaborated in exhibition installations, but collaborating with such young audience was new to some members of our team. It was a great experience!”

Peripatos



“It was the first time I didn't get bored during a museum visit.”

student

Highlights

- * Exploring Athens' most famous exhibitions with a mission to find ancient toys
- * An excavation site in the middle of the school yard
- * Creation of communication materials, including the official mascot of the project
- * Guiding parents and the school community through the exhibition across an entire weekend



“The students appreciated the job orientation through personal meetings with creators at Kaunas art incubator and would love to find out about more occupations in this way!”

Artkomas

Art/Kid/Tecture

-  Architecture & Design Thinking
-  Kulautuva Secondary School
-  Ages 16–17

With support for cultural activities and architectural and urban development done with an eye to the future, the city of Kaunas and European Capital of Culture 2022, seems almost predestined to be home to **Artkomas – Kaunas Center of Creative Industries**. The team at Artkomas initiates arts and educational projects with creators & visual artists, cultural operators and volunteers, with both local and international partners. They organise regular summer camps for the youngest members of the local community and they have been the driving force behind Kaunas' first arts incubator, which opened in 2016.

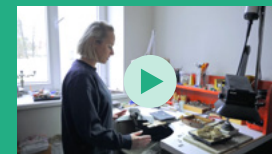
<https://www.artkomas.lt/>

School is where students spend most of their day. Hence, it is important that it offers space: space to learn, to develop, to experiment and to be creative. Ideally, it provides a comfortable setting for exchange, as well as an atmosphere of trust and respect. And the framework for such a structure is the building and its connected facilities. This is exactly where Artkomas saw great potential for their Learning Lab and decided to accompany students on a design thinking journey towards their dream school infrastructure.



Highlights




- * Guidance from architects and landscape designers
- * Architectural planning, material sustainability and green energy as a basis for the development of an architectural model
- * Meet & greet with the artists and creators at the Kaunas arts incubator
- * Purposeful teamwork, context awareness and the opportunity to use modern techniques such as 3D printing





Production Learning Activities for Youth



-  Theatre performance
-  3rd Gymnasium of Peristeri
-  Ages 13-15

THEAMA is the first professional, all-inclusive theatre group with both disabled and non-disabled artists operating in Greece, which started 2010. As a non-profit organisation they advocate for disabled performers to be better integrated and promoted in mainstream, professional theatre. Their productions are often staged at ISON, a black box theatre and inclusive lab, located in the central Athenian neighbourhood of Kerameikos and named after the Greek word for "equal" which fully embodies the group's intent.

The workshops run as part of P.L.A.Y. focused on performing arts and the different career paths it entails. First and foremost, however, the team wanted to create awareness about accessibility of the arts, for both artists and the audience.

Vassilis Oikonomou, artistic director and actor himself, led the workshops at the Peristeri High School. His starting point for the project and ground principles for the group were made clear from the very beginning: Art is for all!

<https://theamatheater.gr/en>

“Art is for all and no one is to be excluded on the basis of disability or any other social bias.”

THEAMA



Highlights

- * Experiencing and living out the principles of collaborative efforts which are at the core of inclusion
- * A step-by-step, guided approach where students produce their own play to be performed for peers and their families
- * Script writing, costume making, photography and filming, directing, acting and assuming production responsibilities
- * Empowerment, positive reinforcement, and increased self-esteem through theatre, offering a social framework for students
- * The performance of The Diary in an improvised theatre – the sports hall of the 3rd Gymnasium of Peristeri



Impact harvesting – time to reflect!



Closing the circle

The 2022/23 round of Learning Labs concluded with a final meeting hosted at the Goethe-Institut Madrid. It was a time to take stock, look back at a school year full of new creations, connections, doors opened and lessons learnt.

The school year has ended, but as Creative FLIP we continue to work towards the programme's ambitious goal, fostering **innovative ways of learning** by trusting in **cross-sectoral cooperation** between the education and the cultural and creative sectors.



A recipe for successful collaboration and engaging students in the long run

Ownership, responsibility & confidence – Entrusting the students with responsibility while being guided and mentored, letting them be part of the decisions made and letting them choose their own role in the project was beneficial, maybe even crucial for the success of each of the 15 Learning Labs.

Role models – Students greatly appreciated meeting with professionals who treated them as equals, took their questions seriously and could share first hand experience. Throughout the workshops they met film directors, designers, actors, musicians, cultural managers and many more professionals, sometimes discovering for the first time a new world and existing professions.

Capturing complexity – Learning Labs have the potential to touch on seemingly complex topics and introduce students to completely new fields they wouldn't have explored by themselves.

Tools for real-life challenges – Making the topics tangible by tackling issues that students relate to is a very important factor and will make sure students are invested in the cause.

Formation of opinions & attitudes – Learning Labs are a positive and effective way of leading students towards building their own opinion on societal issues. The workshops offer a platform to discuss topics that it is hard to find space for in classrooms and they offer guidance by external facilitators who create trust and camaraderie.

What else do we need to talk about?

The cohort of 2022/23 Learning Labs covered many different topics. Considering the rich experiences they gave, we were eager to exchange on key takeaways for the future development of our programmes.

Art for all – Art should be inclusive and accessible for all. What are means of inclusion through artistic & cultural practice?

Art & mental health, art as a medium for expression – Workshops are never exclusively designed to just transmit knowledge on a specific topic, their outcome goes far beyond. A lot of

power lays in the transmission of transversal skills and competences, such as interpersonal skills and critical thinking, that happens along the way. We heard many stories of students gaining confidence throughout the year, growing with the project and finding their place within the group.

Peer knowledge exchange – In order to offer well-thought-out and impactful programmes to students, facilitators need to be well prepared. Fostering an active network of facilitators and experts, and providing the possibility for peer exchange is crucial.

What do the programme's beneficiaries say?

All of our facilitators would happily agree to participate again, if they got the chance to.

12 out of 15 participating organisations plan to build on, and to further deepen the cooperation with their Learning Labs partner school.

We conclude that primary and secondary schools are a good audience for the Learning Labs programme. However, at least 5 out of 15 facilitators would suggest expanding the cooperation possibilities and including universities as well as informal places of learning.

20% of participating organisations highlight the importance of sufficient funds for replicating the same or similar activities in the future, and ensuring fair conditions for all workers involved

and high-quality programmes are offered to the students. Ideally, the number of workshops and funded cooperations would be increased, reaching more students without increasing group sizes or jeopardising the quality of the sessions.

More than two thirds of our facilitators believe IP to be a relevant topic for the Learning Labs and suggest continuing content specific train-the-trainers modules as part of the programme.

Close to 300 students directly participated in the 2022/23 Learning Labs Program and rated their experience as 4 out of 5 stars. (average based on 275 questionnaire responses)

When questioned **what students would wish to learn about** if they could participate again in the future, the following were mentioned frequently:



What to build on?

Not surprisingly, students' interests cover many different topics which also advocates for flexible models of learning and collaboration across organisations, sectors and borders.

The discussion with our Learning Lab facilitators also showed that stronger involvement of academic partners will be favourable to future collaborative projects, making sure that projects are built based on shared responsibility.

In the future, we hope to be able to provide support to a larger number of cross-sectoral cooperation projects such as the Learning Labs. We aim to build on the feedback received and lessons learnt, conceiving a follow-up programme and offering an interesting continuation to the representatives of cultural and creative organisations as well as to school communities all over Europe.



Acknowledgements

The Creative FLIP team, the Goethe-Institut; the European Creative Hubs Network; IDEA Consult; 3s Unternehmensberatung; and the Intellectual Property Institute Luxembourg, would like to thank all those who have contributed to make the Learning Labs programme a success! We thank the 15 grantees, cultural and creative organisations whose representatives went above and beyond to propose a valuable workshop programme, find a partner school, and coordinate the process locally.

Thanks to the teams from Creative Spark, Culture Hub Croatia, Kentimiz İzmir Derneği, Las Espigadoras, Lottozero, Maldita.es, Mikser, Peripatos and Theama who hosted members of the Creative FLIP team during their on-site visits in Dundalk, Split, Izmir, Madrid, Bolzano, Belgrade and Athens.

We thank the school representatives who allowed the programme to be incorporated as part of existing classes or additional school hours, permitting the students to participate in this exciting journey.

Thanks to the Partner schools of the 2022/23 Learning Labs: Split School of Fine Arts, 3rd Gymnasium of Peristeri, 1st Primary School of Vrillissia, Lauder Javne Jewish Community School, Burattino Általános és Szakképzőiskola, St. Mary's College, Walther von der Vogelweide Art High School, Kulautuva Lower Secondary School, Aquilino Ribeiro Primary School, Henrique Sommer Primary & Secondary School, Sibiu Arts Secondary School, Kralj Petar Prvi Primary School, I.E.S. Blas de Otero, IES Ana Frank, İsmetpaşa Primary School

We thank our hosts in Porto, the Porto Innovation Hub, and Madrid, the Goethe-Institut Madrid, for providing the space to get together in person, which is an invaluable part of the experience for the 15 grantees.

Finally, thank you to Escama Films and CRU creative hub for accompanying and documenting a part of the journey.

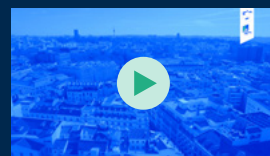


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