Programme of Session WP1.2 Lisbon Monday 28th January

Parallel session: Presentation of existential field survey and discussion of practices in EF Education & Training:

Chair: Bas Tierolf

In the session after the different presentations we like to focus the discussion on:
The contribution of Education and Training to the integration exercises, by:
* *Bottom-up vs top-down practice*
* *Regulatory frameworks and SCS*
* *How to go about studying socially creative strategies to combat inequality (with particular attention to practical and ethical issues)*

From 10:00 – 13:00 and from 14:30 – 15:30

10:00 – 10:15	Presentation of the survey by Bas Tierolf
10:15 – 10:30	Discussion to focus on contribution of Education and Training to the integration exercises, by: • Creative practices in the field of Education and Training
10:30 – 10:45	Vision on art and interaction / education, related to the integration exercise on Bottom-up Socially Creative Strategies by Ine Pisters
10:45 – 11:00	Discussion on presentation Ine
11:00 – 11:15	Short presentation of SCS cases from Denmark by Steen Larsen
11:15 – 11:30	Discussion on presentation Steen
11:30 – 11:45	short brake
11:45 – 12:00	Central challenges of the Paulo Freire Center. Reflection about develoment as an integrative concept in educational work by Gerald Faschingeder
12:00 – 12:15	Discussion on presentation Gerald
12:15 – 12:30	From 'book container' to community centre - lessons from Community Centre Gellerup by John Andersen
12:30 – 12:45	Discussion on presentation John
12:45 – 13:00	Summary of morning session discussions
13:00 – 14:30	Lunch brake
14:30 – 15:30	Preparation of the report for the final plenary

Participants in session:

Santiago Anglada
Diana MacCallum (afternoon session only)
Chiara Tornaghi
Bas Tierolf
Dimitra Siatitsa
Ine Pisters
John Andersen
Gerald Faschingeder
Jimmy Willis
Pasquale de Muro
Steen Larsen
Enrica Morlicchio

Morning session:

Presentation of the survey by Bas Tierolf

summary WP1_2.pdf

Vision on art and interaction / education, related to the integration exercise on Bottom-up Socially Creative Strategies by Ine Pisters

Ine tells about SCS through artistic practices

- Art as change of the dominant rationale

Two exemplary projects:

- Calculated approach of innovation
    – 'Bottom-linked' program

- Hit – Utopia
    – Artists don't say: "We are no social workers", they don't have a social agenda, but they do have a 'human agenda'.

    – Interculturalisation through practices

    – The mainstream organisations have to rethink their organisation, how did they do this? How did diversity find its way in artistic organisations? Through:

        - Self-reflectivity
        - Conceptualisation – not target groups, but everybody!
        - Long-term perspective
        - Reciprocity – look for partners 'outside'
        - Spontaneous organisations – against stigmatisation

Presentation of SCS cases from Denmark by Steen Larsen

Education and Training SLA3.pdf

Discussion: context is very important with bottom-up strategies. It's probably difficult to place it in other countries.

Central challenges of the Paulo Freire Center. Reflection about develoment as an integrative concept in educational work by Gerald Faschingeder

Lisboa_KATARSIS_Faschingeder.pdf

Discussion: Dialogical action! Bottom-up rarely occurs

From 'book container' to community centre - lessons from Community Centre Gellerup by John Andersen

CCG_in_Lisbon.pdf

Discussion: Agents for bottom-up creativity and social innovation. The entrance to life-long education is challenged.

Afternoon session:

Discussion on the contribution of Education and Training to the integration exercises, by:
• Bottom-up creativity
• Governance
• Social innovation

With thanks to the contributions of: Pascuale, Chiara, John, Jim, Ine, Gerald, Diana, Dimitra, Enrica and Bas and special thanks to Dimitra for taking notes!

SYNTHESIS

Bottom-up creative strategies

Education is a highly centralized and institutionalized field. There is less room for bottom-up innovation in the compulsory education. In adult education and second change education the area is more 'open' to bottom-up creativity and there is more room for creative strategies criticizing the existing exclusionary dynamics/ criticizing the procedures of selection.

Governance

- Context matters: are there governance structures that enable SCS

- A very centralized and institutionalized field : bottom-up innovation in the compulsory education there is less room for SCS and alternatives/ in second chance and adult education things are more open

- Target groups should have "control" over the process and content of education/ pro-active agents

- Education itself has a double potential: it can be inclusive in the system but it also has a role of consciousness raising (change)

- Especially in the field of education scientists and experts have an important role for the support and development of SCS

Innovation

Social innovation: supplies needs and at the same time reorganizes social relations

- Related to outcome (?)
- It is important to have a more overall perspective→ to deal also with the causes of exclusion and not only with some local symptoms
- Questioning the existing system
- The process of institutionalization is very relevant

Five points about "organic" innovation in artistic institutions but also education:
- Self-reflectivity → always questioning
- Conceptualization
- Long-term perspective
- Reciprocity: alliances and links to all directions (all kind of links)
- Innovation, creativity, hybridization of formats