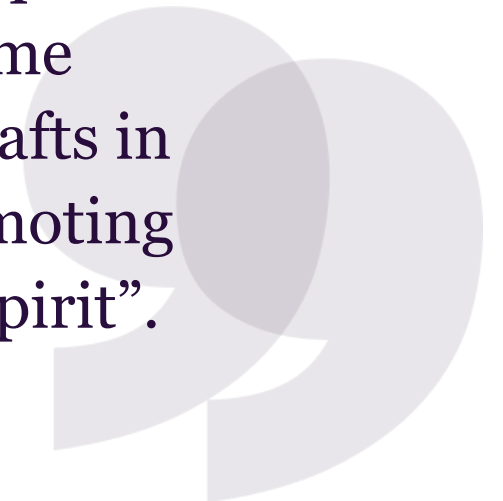


THE UNHANDBOOK OF CULTURAL LEARNING TERRITORY

**OR HOW TO STIMULATE TERRITORIAL CREATIVITY AND
PARTNERSHIP BUILDING: EXPERIENCE OF THE ORGANIZATION OF A
SYMPOSIUM OF CRAFTS IN SOUTH CHARENTE**

“A symposium was among the Romans the banquet during which one discussed a determined theme concerning arts or sciences. The symposium of crafts in South Charente will respect this objective by promoting crafts and their training in a warm and friendly spirit”.



KEYWORDS

Here are the keywords to help you browse the anti-manual according to the themes that interest you. Simply click on the chapter number associated with any keyword to read the relevant section!

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CULTURAL ANCHORING OF THE BARBEZIEUX APP IN ITS TERRITORY

The AAISC, which supports the APP of Barbezieux, is an association which intervenes in the field of support, advice, training and socio-cultural and professional integration through action.

Since 1985, the AAISC has been actively and concretely invested in South Charente and has never ceased to deploy its energy to develop and consolidate dynamic partnerships with a large network of actors in the territory in a co-construction approach.

For more than 30 years, the AAISC has notably integrated into its training actions, access to culture as a driving force for language learning. It relies on a territorial cultural dynamic, through the organization of cultural journeys of all kinds (tales, films, theaters, museums, etc.) and artistic encounters. The AAISC thus does a work of mediation towards culture to create a desire among the audiences that it accompanies and who are not used to going

spontaneously towards art and culture. The AAISC complies with the ten key principles of the charter for artistic and cultural education presented by the High Council for Artistic and Cultural Education in July 2016, a charter which for the first time sets the framework for the artistic and cultural education, recognizing in particular

- the need for a global approach integrating all times and all places of education,
- the role of education through art in the emancipation of the person and the citizen, through the development of their sensitivity, their creativity and their critical spirit, but also
- the need for mutual commitment between different partners: the educational community and the cultural world, the voluntary sector and civil society, the State and local authorities.

The partnerships developed by the AAISC also make it possible to respond to several challenges in terms of the development of mobility, insertion and integration in rural areas.

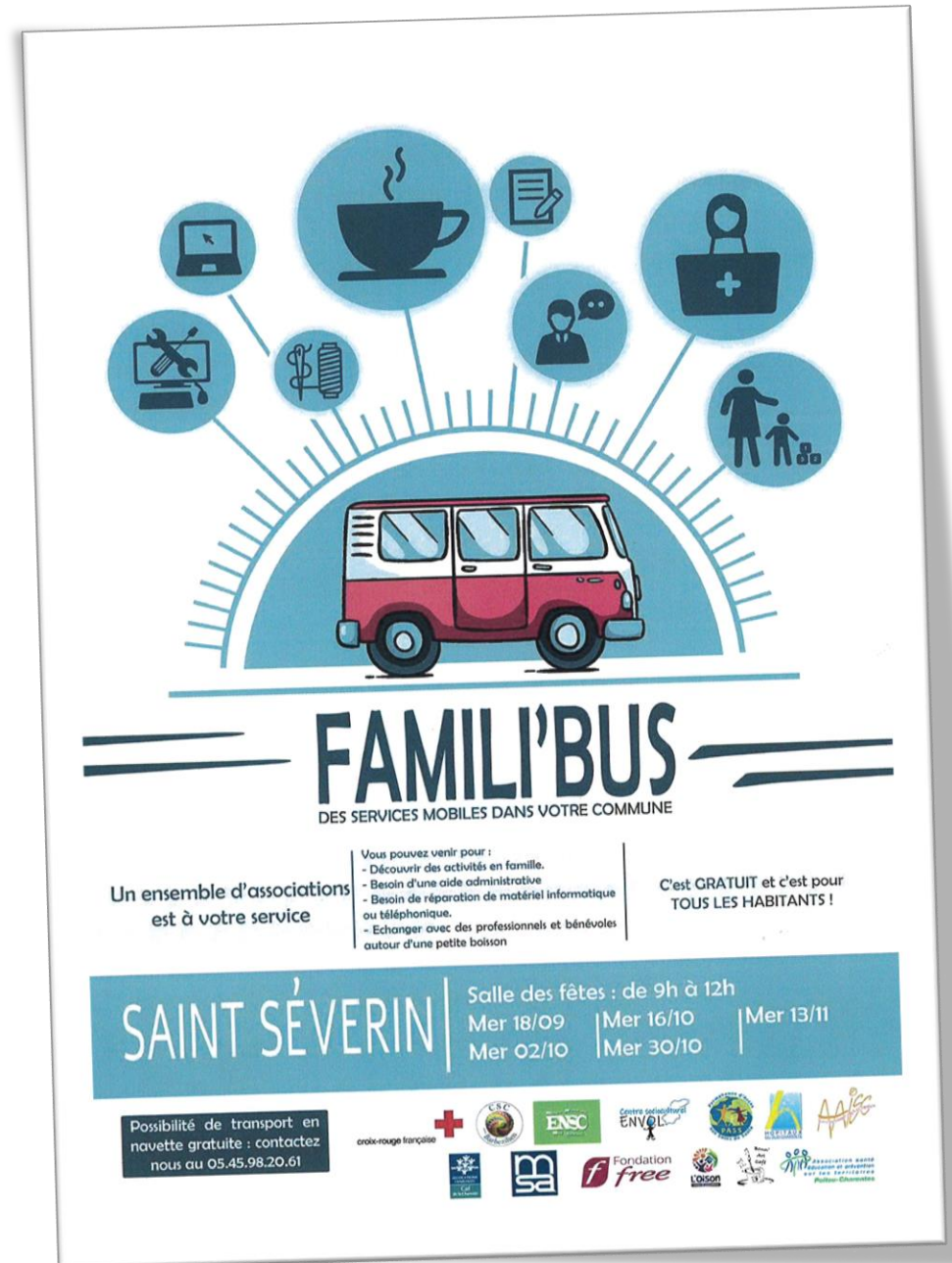
The target audience welcomed in the at the AAISC-APP is mainly adults in need of training in basic knowledge, allophone, in a situation of illiteracy and often quite reluctant to training .

DEVELOPMENT OF MOBILITY IN RURAL AREAS

An inspiring example: the *Famili'bus* in South Charente

The *Famili'bus* is an itinerant action, on the initiative of the CSC* of Barbezieux. It is a consortium of partners: the CSC - the Gosling - the ENSC - the PASS of the Sud-Charente hospitals (Permanences of Access to Care) - the ATLEB (Amicale of Free Time in Blanzacais) - the Local Mission - REAAP (network of professionals and parents) - AAISC - as well as other ad hoc partners. The Famili'bus allows, with the ENSC Digital bus, to go to the villages, to the public places, to the exit of the schools, finally to all the places of meeting with the population. It is a concrete solution to "reach out", to communicate with people that we would not reach otherwise. We are also on call at the Red Cross during food distributions, which allows us to get in touch with "invisible people".

*socio-cultural centre



WE ARE SETTING UP A TERRITORY PROJECT

How do we do it, concretely?

Identifying and defining the challenges and objectives of the project in a socio-constructivist approach

[!\[\]\(830769b31eeeaca920791081939ff8ba_img.jpg\) Presentation of the symposium by the learners](#)

Questioning on the issues of a territory:

- What topic do we want to work on?
- What ideas and values do we want to promote?
- What are the educational, social-cultural, economic or political issues?
- What difficulties do we want to address or solve?
- What audiences do we want to target?
- What types of actions do we want to carry out and with whom?
- What results are we aiming for?
- How can we go about it and in particular how are we going to find the means of our ambitions?

Identifying, meeting and associating with the actors of the territory

“For the symposium, we are going to work with a multitude of people and associate the territory, the libraries, the cinemas, the schools... All that I am used to doing a bit, for example on another cultural project to organize also an event, with a concert, shared meal, presence of the authors, book signing, projection of films of Roma people interviews, testimonials, we also did it like that. We had set up this project over a long period, we had worked with authors, schools, with the cinema, with the cultural service, with the castle, in short with a group of actors”.

Having the reflex of sharing skills in a principle of partnerships

The project leader is not obliged to know how to do everything, they can find competent partners who will assume the realization of certain parts of the project and who will also be able to associate their own networks of partnerships “We work in partnership with the digital poles, with the fab-labs, who are really trained in this! I am given a camera!!! Whereas here we give learners the opportunity to really work with professionals. There is an association called *L'Espace Numérique Sud-Charente* and they got funding to work with school dropouts, because the president is a maths teacher, Nicolas, who was teaching at the Montmoreau middle school with a lot of dropouts and he asked how to recapture these young people? And they worked with video and these young people hung up, had their certificate and

continued their studies and finally it was kids who had their certificates, finally it was really a great success.

Thinking about all the logistical details while remaining open and flexible

A project is made up of a multitude of details, in particular logistical, the project leader, especially in a rural area, will also have to think about, for example, the organization of the movement of people for the arrival of people “We plan a minibus”; they will have to face a multitude of hazards “Yes you see, last Thursday, meeting with Sylvaine, we had found a place at the start except that the weather was not good so we had to find another place...”.

Communicating, informing, animating, driving the project

Establish a communication plan by identifying the actors of the territory that we wish to associate with the project by adapting the language accordingly “We had to contact the structures and explain the added value of this project with the management and the elected officials. The project has been very well received”. But it is also important to keep a dynamic of information “I must keep in mind that videos, you have to make them all the time”.

Need to organize team meetings, ask questions, to get to know the activities of the construction sites; imagine, propose ways to contact employees by highlighting them and helping them to understand the project in a concrete way, always adapting the language to hook the public and the supervisors.

Big job of coordination, formalization and continuous adaptation

"We had to coordinate the team to be able to work with the agendas and constraints of each structure".

It is important to regularly formalize everyone's objectives according to their role in the project, otherwise it creates disorganization. Ensuring that the various project stakeholders are in direct contact and able to organize co-animation with the actors in the field. Be careful to ensure a good flow of information between all the people involved in the project so that everyone is at the same level of information and that everyone is able to be responsive and ensure their level of responsibility in the project.

Finding funders is a no-brainer! Yes but how ?

A territory project is a politico-socio-cultural project which aims to solve problems that concern all the actors of the territory.

How to launch it?

- Being committed and carrying a vision
- Daring to imagine the project of your dreams
- Involving stakeholders in a territory project that affects them
- Daring to be ambitious

[!\[\]\(de95854c7ee024cfadc48187bbb781b2_img.jpg\) Documentary : Symposium of crafts in South Charente](#)

"I am thinking of another project that I had set up, it was 'Let's talk about health', I was working on supporting Roma people, it was based on the observation that there were relationships not necessarily consented, not necessarily with respect for the other, and the colleges often called us for inappropriate behavior, and so I told myself that we were going to work on the subject of sexuality in the relationship of respect to other... For this project, "Let's talk about health", we didn't know where to get the money. Isabelle asks me, 'What would you like?' I told her, I would like a theater troupe, I would like that, I would like that... and so we put together files for funding from the region, the ARS [Regional Agency for Health]. At first the ARS replied to Isabelle 'it's not worth it, there's no money' but Isabelle insisted 'still I'm going to pass you Mrs. Baudry', and I explained in great detail, saying with the schools, what happened how and everything, and they said to me, ok, we have to finance that for you, because it's too important... and so finally we had all the funding we wanted, it was a major project because there were all the schools in Sud Charente, all the colleges, high schools, MFR [rural family houses], CFA [vocational training centres], EPA, we had all the schoolchildren and we had the general public, we worked with the construction sites, we did 8 days of residence for a troupe on this theme with a lot of work around it with cinemas, film screenings, libraries, the authors, on these subjects, here there was a flagship thing but so much so that the ARS afterwards, every year told us 'good you start again, you redo another theme for us!' "



JOINT CREATION OF AN ARTISTIC WORK

As part of the organization of the symposium, seven young people (including four Roma teenagers) and a group of adults (a craftsman and a local artist, the advisers of the *Mission Locale* and the APP team) formed a project group to design and then create together an artistic work, using chosen materials. They made a wooden tree and birdhouses. This artistic work was exhibited during the days of the symposium.

This cultural project was carried out as part of an action to support Roma people entitled "what future for us Roma people", in conjunction with the *Mission Locale* which was running out of solutions with some young people it accompanied .

The project was launched on the basis of an experience lived by a worker from the APP, accustomed to working with Roma people in a social worker approach: creation of a common work, from materials of iron and welding technique, with a group of Roma teenagers and an artist. The idea was launched to mobilize young Roma people with the partnership of the *Mission Locale*, housed in the same premises as the APP, starting from this example of the realization of an artistic work.

This project made it possible to create group cohesion: the young people wanted to work together, they helped each other with transportation; they got along so well that they no longer wanted to leave each other!

This collective artistic creation project was a real lever for attracting and hanging up young people who were dropouts. This allowed them to be part of a creative dynamic in a benevolent environment and with moments of reflective practice.

In what these young people who have lived this experience report, what stands out very strongly is the development of their ability to listen, their openness, their tolerance. They became aware of how we perceive ourselves and how we perceive others, and also how we should say things to others. They had the opportunity to give oral and written feedback, which required them to structure their ideas, they had the opportunity to learn how to argue and debate their opinions. They had to make choices, organize themselves personally and collectively, reason logically, act methodically. They testified that they had learned a lot from the experiences of others, but also that they had learned from their own mistakes, which also allowed them to learn to accept criticism from others.

This experience allowed them to regain confidence and self-assurance and to find a job.



 [The tree: a joint artistic work](#)

THE RECIPE FOR A PROJECT FOR THE JOINT CREATION OF AN ARTISTIC WORK

The time to launch the action to give yourself permission to “make your life a dream and your dreams a reality” (Pierre Curie)

A group of contributors, made up of the AAISC educational team, social workers, craftsmen, artists, cultural managers from the area, went to meet a group of young people to offer them create a work of art. How did that happen ? Why did it work?

- **Time for remobilization with an invitation and an open proposal** "We want to do something with you: what could we do together? ". Free discussion and without professional stake between the teaching team (APP and the *Mission Locale*), with a group of seven young people in great difficulty, identified by the *Mission Locale*.
- **Time for the clarification of the role and the times of accompaniment by each of the supervisors** "It was important that we specify quite quickly with the speakers, who was doing what, because we had a craftsman, we had an artist, Mohamed on the APP, me who accompanies the Roma people, and the referent at *Mission Locale*, so that the young people do not feel lost in all these adults who were with them but who were not always going to be all together all of the time for the activities ".

- **Meeting time with professionals** “You will meet an artist and a craftsman who will present their work to you and you will be able to ask them questions”. The artist and the craftsman came with their portfolio and presented to the young people the different materials that could be used and discussed with the young people how things could be considered.
- **Time to discover the place where the activities were going to take place** “We are going to visit the place and the space where you are going to create your artistic work”. Visit of the craftsman's workshop which allows the learner to materialize the space and project themselves into action.
- **Time for creative freedom and active listening without prejudice and without restraint:** “If everything were possible, what would you want to do?”. In the workshop, around the table with the group of adults, the seven young people first completely their imagination free “We could make a dragon or a butterfly”. All the proposals were listened to and evaluated collectively in their technical feasibility “During the discussions, the artist provided technical details in the realization of the work”. The young people had the opportunity to make the journey themselves to move from the imaginary to the realizable but also to the feasible in consideration of the material means available. It is therefore through constructive and responsible exchanges that the young people made the choice, by mutual agreement, of the work they were going to create together: they chose to make a wooden tree and birdhouses to work on an artistic piece related to nature.

Start of the workshops every 15 days from March to July 2021

- Work creation workshops with the artist and/or craftsman.
- Kairos workshops (reflective practice) with the APP to support a change of outlook on oneself, on others and on one's environment.

Valuation of the project and people

- Production of testimonial videos with the seven young people.
- Communication of the experience lived with the seven young people to the local press and publication of articles.
- Proposal to the seven young people to participate and come and testify to their experience at several events, at local and national level (Assises APapp in October 2021 and receipt of letters of endorsement from Mrs. Carine Seiler, High Commissioner for Competences).
- Validation of APP badges following work to formalize acquired experience.
- The tree created by the seven young people was exhibited in Chalais, for the symposium, in April 2022.



WORKING ON EMPOWERMENT

How to help people in vulnerable situations and young dropouts to regain hope and the will and desire to engage in their future, how to enable them to reconnect with themselves, with others and with their environment ?

Working on one's empowerment means developing one's capacities and one's will to take part in the world, finding one's way and one's voice as a citizen of the Earth to be heard on the subjects that concern us all.

How to start, concretely, the work on empowerment?

Being in an open positioning

- Making open proposals in a commitment process.
- Taking your time, do not try to go too fast.
- Involving learners in the project, in research, in design.
- Leaving room for maneuver and room for initiative.
- Giving the floor to the learners, listening to them and promoting their proposals.

"So we called a small group of seven young people with the Mission Locale, telling them here we are, we suggest you create something, we don't know what, because we don't know how long it will last, we don't know in what material, on the other hand here, if you want, if you are motivated, we will see each other every 15 days, or even more, to try to create this work".

"Starting from the proposal, we're going to do something together, but it's you who are going to do it, it's very mobilizing, it plays on their positioning" the seven young people are those at the start, they weren't forced to come, it was based on volunteering, we didn't force them, they came because they wanted to, so for me, it's volunteering and because we listened to them, they were involved from the start, we did not think for them! "

Starting from the action to de-dramatize the learning

Do something concrete, be on the move, be in the action, the activity *"In the group and in particular with the Roma people, school was very complicated, so going to the APP like that point blank, in a room that can look like school, it would have been complicated to stay seated, so we started with the idea of offering them something to do".*

Organizing evaluation times for actions in a reflective approach

Setting up reflective workshops based on the analysis of situations experienced in the context of the activities carried out to help reveals and enhances all the skills mobilized, and also by making the link with the skills sought to find a job.

Documenting learner follow-up files and support the formalization of acquired experience

Use of a follow-up booklet as part of the *Apprenant Agile* device and its three validation principles (project pedagogy, kairos methodology, entry through situations).

Engaging learners in an action not aimed at employment

The cultural project for the creation of an artistic work, without professional stakes, enabled young people to mobilize on a project in which they found meaning "which seems to allow a much better management of their emotions and therefore a propensity to get out of their comfort zone". In the end, they all found a job.

Group cohesion that gives wings

"The young people got along very well, there was no conflict between them, even given the different horizons" then they all got together in June to go and work in the vineyards "It was their first job for all" moreover "One anecdote, the guide of the Mission Local said to me 'If you manage to put these ones to work, I will pay you a bottle of champagne!' so here I am, waiting for my bottle!"

Being part of the project and exercising your empowerment

"They mobilized and I think the project has something to do with it."

Be in a logic of course

"For learners, there is a great complementarity of actions and a real link between them which makes sense and which allows them to situate themselves in a set of resource spaces and course continuity".

Being respected as a person capable of contributing to the collective good

"Everything has changed in our relationship with site supervisors who until then thought of young people as inexpensive labour, without worrying about training them".

Awareness that we know how to do things

Awareness of who we are and what we know how to do thanks to kairos workshops and the educational positioning of the accompanying persons.

"The reflective workshops with Mohamed helped because they realized 'Yes in fact I know how to do that! Oh yes I am like that!' whereas at the start there was a very low self-esteem which was enhanced with the project".

Become aware of your skills, be an actor in your projects, regain self-esteem: a booster of empowerment and a lever towards employment

"I became aware of skills that I did not necessarily take for skills, it helped me for my CV, for job offers and to find a service civique".

"I was able to find my first job and others followed."

"It allowed me to network."

"It allowed me to do several professional experiences, internships, I obtained a first contract and I passed my driving license to facilitate my entry into professional life".

[!\[\]\(f60b7a900783ac3fd531bfd9c111be6d_img.jpg\) Florian's rap at the Art-Connection european conference](#)

"They mobilized and I think the project has something to do with it."



Cofinancé par le
programme Erasmus+
de l'Union européenne

This project has been funded with support from the European Commission.

This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.