





## ECLN “6P” FRAMEWORK - ESTONIA

The Core-curriculum items that have been tested in Estonia are:

- Individual core-curriculum item: *Mentorship*
- Sub-group core-curriculum items: *Creative Process, Team work and Communication*

### PEOPLE + PURPOSE

PEOPLE: Who will be involved in the activities? What are their roles and relationships?

Participants: artist, freelancer from the creative sector in design, intern, student curator

Trainers: Cultural Entrepreneur, Curator and Established Artist and Designer as Advisors

PURPOSE: *What is the purpose of these activities? Why do you want to do them?*

Kau Academy aims to train artists in Estonia who lack the very tools to become social and cultural entrepreneurs. There is a need for a hands-on approach. As the country is small by population, the mentorship element can be very useful to create very immediate results that we can test and highlight. For as we train people in a 'one to one' scenario they too will have the ability to branch and teach and exchange the skill set. The reason for executing this type of social and cultural entrepreneurship and training is because there is extensive knowledge in this area that can provide jobs, expand their creative abilities and show them how to activate the “out of the box” thinking. This works to train artists to be self sustainable and engage in practices which empowers and creates a self sufficient path. The focus of this mentorship is to allow artists to prepare themselves for entrepreneurship and business practice. The learning by artist led practice and the exercise of actually producing an art book from start to finish and thereafter not only presents a business model to follow but to understand all the stages to make it happen. This model can then be used for other types of entrepreneurship. This effect directly the artists, the designer, curator and the intern who works closely with the mentor. They develop an instant resume from having a finished work. They learn to work together and communicate with each other in different forms of art making. Later they will also pass these skills on to others, which aids and mentors others.

## PLANS + PLACES

a) PLANS: What plans have you made? How will you carry out these activities?

The duration is from June- October for full execution.

Many meetings have taken place along with other moving forward over the phone, on skype with established artists, curators and designers and art directors. This fueled the artist with knowledge and concept strategies. Mentoring the way to work and collect assets from partnerships and alliances. 30 hours

The production and ideation stage with a design stage and followed by marketing strategy. They were also challenged to think about what ancillary products could be created in the future. Mentorship was offered at every level with very back and forth communication. Sessions off camera and on camera accompanied with an after session questionnaire. The book or “product” is now in print production to be produced.

25 hours.

*Location:* work from home, production meetings, conference calls and through technology of shared files and emails, studio and production facility.

*Tools and Strategies:* Production and scheduling, lay out and digital platform use, file sharing and communication skills via writing, talking and meetings. Collaboration as well as individuals mentoring and group mentoring. Continuous input and exchanges are very relevant in this work and expression creative ideas and expressions.

Constant curatorial decisions with constant critics and ideation play a central role into making decision and executing each stage.

The artist must illustrate with visuals, example and notes the mission and statement what they wish to make. An exercise of writing down what they want the book to be, what is its use and where and what is the outcome. The statement must also speak to what the “story” of the art work is and how it will be told through the use of writing, design and physical properties. Scheduling, modules, examples, links and research must also be done to further communicate to the other artists involved. These materials form a type of communication and transfer a voice and vision as well to show the how to take calculated risks. To learn to communicate a vision is also part of this exercise. Focus and direct communication is also taught exploring the due dates for deliverables puts the practice into motion and makes it more controlled and yet organizes and makes time useful. This informs others when they are needed to pick up the ball. The stages of development and ideation, pre production and

production are headers that help lead the artist through a curriculum that aids and inspires through each stage. There is growth and relevant outcomes in each stage.

Interviews of the Mentoring process was recorded by video via skype and in person. The materials produced and the research very important. A questionnaire was produced to ask them and to detect if they found self discovery, leadership and the mentoring process relevant. To test if they felt guided and how it helped them.

### *Progress*

These goals cannot be achieved unless the value of the Artist and their confidence is felt from the beginning. It was a positive experience on both sides and no Mentor goes through an exercise like this without the exchange being reciprocal. The exercise was an instrument of change for the artist and it was understood and accepted that he got through the gaps. His declarations were analyzed and addressed, and all relevant stakeholders/artists/interns and groups involved in aiding that effectiveness are given equal representation in the final product.

Almost every entrepreneur is self-taught. We see a problem and create a action or business around fixing the problem. Entrepreneurs are the ones who have a vision and work endlessly to manifest it. Entrepreneurs teach themselves anything they need to succeed. You may not know how to paint, market, design, develop, outsource or program but the one trait we all share is we can teach ourselves and that others can teach us too. I can see very clearly that once the recipe and example is taught, that it can grow and expand.

The progress is evolution of the mind, an expansion of our understanding of the world around us and how we relate to it, an expansion of the spirit. It is all that really matters, it seems. With that it allows confidence and self-awareness.

### *Points of View*

- \*clear understanding of roles
- \*delegation of actions
- \*organization of deliverables
- \*step by step instruction and leadership strengthening
- \*in depth communication with group and individuals
- \*difficulty in expressing the mission and idea-this was challenging
- \*thinking different and outside the box and finding a unique vision

\*willingness to learn and find solutions to problems. Enthusiasm

\*exercises, thought provoking exercises, examples and visual media used to explain ideas and cite examples of what worked and what did not.

\*art process and art making was generally understood by all and each artist or intern understood this, so no pressure was put on the individual but a group collective understanding and desire to help one another.

### *Impact of Training*

- teamwork
- communication individual and collectively
- collaboration
- growing an idea and understanding its limitations by budget and execution
- new alliances and friendships
- trust and a sense of excitement and fun and creation
- inspiration and self awareness and leadership values
- group accomplishments and sense of participation
- learning entrepreneurship is very valuable and the new desire to help others through the practice.
- Learning outside the normal framework and experimentation within a group
- Openness to share and let others lead. Exchange of values and aesthetics
- Self education and self sustainability
- Experience of practice and support system of the group
- Professionalism and learning the quality of details and time

### *Evaluation Tools*

To evaluate the results from both trainers and participants we used:

- interviews and questionnaires
- on camera interviews - videos and testimonials
- discussions and critical analysis
- open discussion
- individual assessments on how each person can do more or how they can improve in areas of communication team work and execution.