

CARAVANE

Climate Art Fusion

Learning Without a Classroom

This newsletter explores learning within CARAVANE as an informal, embodied, and collective process. Rather than relying on instructional models, the project creates environments where learning emerges through participation and experience.

CARAVANE treats learning as relational and situated, shaped by interaction rather than hierarchy.

Laboratories function as learning spaces where participants engage through doing, observing, and reflecting together. Knowledge is generated through shared practice rather than transmitted from instructor to learner.

Peer exchange replaces hierarchical teaching structures. Participants learn from one another's experiences, skills, and perspectives, creating horizontal flows of knowledge.

Experience becomes a source of learning. Mistakes, uncertainties, and unexpected outcomes are treated as opportunities for reflection rather than failure.

Embodied practices play an important role. Movement, performance, and sensory engagement support forms of learning that extend beyond verbal or conceptual understanding.

Dialogue replaces assessment. There are no formal evaluations or measurements; learning is recognised through discussion, reflection, and shared insight.

Learning adapts to participants. Activities respond to group dynamics and individual needs rather than following fixed curricula.

Knowledge circulates horizontally across cultures, disciplines, and levels of experience, reinforcing inclusivity and mutual respect.

Through this approach, CARAVANE creates learning environments that are flexible, responsive, and deeply connected to lived experience.

Epilogue – Learning as Shared Experience

CARAVANE redefines learning as collective and situated. By moving beyond classroom models, the project supports forms of learning grounded in participation, dialogue, and shared discovery.



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