



Cultural Vehicles in Education – assisting the needs of vulnerable social groups

Final Report

Public Part

Project information

Project acronym:	CVE
Project title:	Cultural Vehicles in Education – assisting the needs of vulnerable social groups
Project number:	134276-LLP-1-2007-1-PL-GRUNDTVIG-GMP
Sub-programme or KA:	Grundtvig Multilateral Projects
Project website:	http://www.cve.com.pl/
Reporting period:	From 01/10/07 To 30/09/09
Report version:	1
Date of preparation:	25/11/2009
Beneficiary organisation:	Bielskie Stowarzyszenie Artystyczne Teatr Grodzki
Project coordinator:	Maria Schejbal
Project coordinator organisation:	Bielskie Stowarzyszenie Artystyczne Teatr Grodzki
Project coordinator telephone number:	+48 33 496 52 19
Project coordinator email address:	maria@teatrgrodzki.pl

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.

© 2008 Copyright Education, Audiovisual & Culture Executive Agency.
The document may be freely copied and distributed provided that no modifications are made, that the source is acknowledged and that this copyright notice is included.

Executive Summary

The CVE project was created as a pilot initiative with a view to test the impact of creative and artistic activities on reluctant adult learners, especially from vulnerable social groups. Special emphasis was placed on working out a set of the arts-based teaching methods serving as practical tools for adult educators (1st stage of the initiative) and on disseminating and exploiting them (2nd stage of the project). Thus this report is first of all aimed at teachers and trainers working with socially excluded groups and those who are interested in introducing art in their educational programs. Moreover, it can be useful for therapists (especially focused on occupational therapy) and social workers, who search for creative working methods. The report might be also of use for ngo sector workers as an example of a trans-national venture combating social exclusion and promoting intercultural topics.

The project objectives meet the special needs of adult learners from marginalised and disadvantaged groups. The representatives of such groups took part in pilot workshops in each partner country (October 2007-November 2008). The workshop program was focused on effective motivating mechanisms which improve the accessibility of learning opportunities for adults. Various approaches and strategies were applied and feedback from workshop participants was taken into account. Four partner organizations experimented with “cultural vehicles in education” using different artistic means (theatre, visual arts, dance and music, creative writing, crafts) in order to facilitate acquiring knowledge. Many fields of science (history, geography, literature, history of art, religion, philosophy) were explored. In result, a large number of teaching techniques were collected, documented and processed to serve as a practical teaching tool. They have been then disseminated and exploited in the second phase of the initiative and beyond the life-cycle of the project with the aim to reach adult educators all over Europe, the second target group of the CVE undertaking. In November 2008 an international conference was organized in Lithuania for 125 participants. It lasted for 3 days and contained 2 plenary sessions, including a panel discussion with the involvement of Mr Brian Holmes, then LLP Head of Unit, as well as workshop activities in 4 sub-groups. In May 2009 a paper-based publication in 6 languages was published in edition of 3000 copies. National launches of the publication were organized in 4 partner countries. In July 2009 two Grundtvig courses took place simultaneously in The Czech Republic gathering 25 participants from 9 European countries. Moreover, the Project was presented at several national and international events outside the partner countries, including conferences and meetings in Belgium, Iceland, Cyprus, Malta and Italy. Special emphasis was put on the evaluation of all project activities and on ensuring their high quality and conformity to the project assumptions. The Evaluation Report contains a detailed analysis of all actions and results of the initiative, including its sustainability prospects.

Project consortium consisted of 5 partner organisations from 4 European countries. All of them were involved in all project activities, and at the same time each partner was a leader of at least one work-package according to its expertise and experience. And so, The Bielsko Artistic Association Grodzki Theatre (Poland), coordinating organisation, took responsibility for overall management, creating and running project website, editing publication and supervising organisation of Grundtvig courses. Youth Centre Babilonas (Lithuania) coordinated organisation of the conference and hosted this event in Vilnius. Life Together (Czech Republic) and Die Wille (Germany) were responsible for pilot workshop program containing artistic and educational modules followed by testing and monitoring activities. EST Education Centre designed and led evaluation and dissemination strategy.

Project website served as a multifunctional tool in project management and its promotion from the very beginning of the initiative implementation. It contains a general description of the project, and a detailed information on implemented activities: <http://www.cve.com.pl/>

Table of Contents

1. PROJECT OBJECTIVES.....	5
2. PROJECT APPROACH.....	9
3. PROJECT OUTCOMES & RESULTS.....	13
4. PARTNERSHIPS	16
5. PLANS FOR THE FUTURE	19
6. CONTRIBUTION TO EU POLICIES	21

1. Project Objectives

Four main objectives of the project were set up in the application form:

- To improve the accessibility of learning opportunities for adults especially from vulnerable social groups. Pilot activities of the first stage of the project have been focused on mechanisms which could attract more adults into lifelong learning. Art and culture as vehicles in education proved to be the right choice and performed well in motivating people to take up new learning challenges. The effectiveness of arts-based teaching methodology have been then confirmed by adult educators participating in the major international project events – in the conference and Grundtvig courses, as well as in the workshop sessions accompanying promotion of the CVE Handbook.
- To provide reluctant learners with key competencies for lifelong learning. Defining the key competencies to be developed during artistic and educational workshops was one of the major tasks throughout the whole period of pilot activities. Each organization put a lot of effort into adjusting workshop program to the requirements of effective skills training, as well as to real needs of adult learners participating in the course. All findings of the pilot workshops were the subject of a further discussion in the second phase of the project. Both the conference and Grundtvig courses created a platform for exchange of ideas, points of view and experiences contributing to efficiency of teaching adults.
- To develop new strategies for teachers and trainers. Each partner organization experimented with a wide range of teaching techniques and methods to test them against their effectiveness, flexibility and possibility of being used in various environments. A collection of best practices were gathered as a main tangible result of the project and partner collaboration. They are presented in the form of practical handbook containing workshop scenarios and explanation of the implemented activities from the adult educator's point of view. Moreover, each partner organization worked out a training module based on the pilot workshop findings, which was offered to adult educators participating in the conference and Grundtvig courses. These training curricula have been already and will be used in various educational programs led by each partner.
- To prevent social marginalisation and promote values of civic society. The project offered to adult learners opportunities of active participation in the workshop program thus taking them out of their "ghettos". The arts-based educational activities made their participants feel important and valuable individuals who are able to offer something to others thanks to their skills, and be appreciated by others. Special emphasis in the workshop program was put on intercultural topics, tolerance and both national and European heritage in order to combat the deep-rooted thinking stereotypes and prejudice. This strong anti-discrimination approach is reflected in the project publication, showing the representatives of vulnerable social groups in constructive and creative action. Roma community, disabled people or unemployed speak out about their needs and constraints through the works of art and activities described in the CVE handbook.

All goals listed above focus the project on special needs and constraints of adult learners from marginalized and disadvantaged groups. The CVE project benefits both the adult students and the educators who work with them and are responsible for the quality and effectiveness of the teaching programs.

Impact upon and benefits to adult learners from disadvantaged groups

The representatives of vulnerable social groups participated in pilot workshops in 4 partner countries: mentally and physically disabled, old age, unemployed or social employment (including long-term unemployed), low or inadequate level of education/qualifications, ethnic minorities, drug addicts, living in poverty (90 participants in total). The workshop activities were carefully designed and offered to the learners as a free of charge cultural and educational opportunity. The participants had an essential influence on the workshop program which had to be adjusted to their interests, expectations and needs. An especially valuable initiative conceived as a part of the workshop program was a series of presentations and performances by participants. The chance to present the fruit of their work and direct contact with spectators was for adult learners the source of strength, feeling of one's own value, discovering new inborn possibilities and great satisfaction. They could confront their effort with the positive reactions of the audience.

The results of evaluation procedures implemented by 4 workshop teams in accordance with the Evaluation Plan show clearly the impact upon the target group – adult learners from vulnerable social groups. The following are the main benefits to the target user group found in all environments:

- Artistic activities opened up most reluctant and shy learners. They were able to overcome inner limits and acquired enough self-confidence and trust in the group to be able to speak and act freely in front of other people (in many cases for the first time in their lives).
- The beneficiaries can work collaboratively (helping and encouraging each other) and act as individuals. They learned to respect others and still to be able to articulate their own emotions and needs. They acquired skills how to present themselves, to discuss and declare their decisions, enhanced their capacity for verbal and non-verbal expression.
- The participants (also those with severe physical and mental handicap) learned to trust in their own resources. They realised that there were many things they could do (everything just needs practice, patience and persistency). They gained more self-esteem by experiencing the sympathy and the support of the group.
- Creative potential of participants gradually emerged. They became open for new experiences, challenges and knowledge.

Quotations from learners' feedback (Pilot workshops)

"I had a lot of fun here and I learned a lot of new techniques. My highlight: to observe the other group members in their doings and actions was a great joy to me. And I was delightful to slip into different roles and therefore to understand more about myself. I take some games and warm-ups with me and will use them in my daily life"

"I had no clue about the content of the workshop beforehand. When I heard about the plan to perform different scenes I was in panic, willing to escape in the next minute. But I stayed and felt astonished about the progression of this workshop. I could even involve myself joyfully. My panic changed to fun!" (Germany)

"It is very important that different age groups participate in the course. I am not anymore afraid of being different..."

"I feel the greatest own progress even in my daily situations. Step by step something important is happening. I am changing..."

"I have never dared to do anything like this...I have never expected to discover so much..."

"I have released myself; I learned how to talk in a circle; I overcame my fear"

"I learned about my own life; last year has been so hard for me, but this communication and discoveries have helped a lot" (Lithuania)

All the above conclusions and reflections concern the long-term beneficiaries of the project – adult learners who will benefit from the practical application of the CVE methods presented in the handbook and implemented by the trained educators.

Impact upon and benefits to adult educators

The representatives of the teaching profession participated in the project events, the conference and Grundtvig courses (125 participants in total). They gained an insight into the workshop activities through both participating actively in the artistic and educational classes (learning by doing) and through reflecting on their own experience (discussions).

The feedback from participants on the possible use of new methods and techniques, as well as the conclusions from the evaluation reports by the external experts can be summarized in the following main points:

- Artistic activities prove to have great power as motivating mechanisms in education. They are well recognized in educational programs for children and youth but still are not really appreciated in adult education. This is why the trainers and educators who work with adult students find the presented methods and techniques useful and suitable for their own professional practice.
- The arts-based teaching methodology turns out to be very inspiring for adult educators. For some of them such approach is very new and innovative, for the others it just reveals a new context and perspectives. In both cases the pilot workshops findings serve as starting models to be developed and creatively adjusted to the needs of specific target groups.
- Discovering the unique role of art and creativity in adult education contributes to the self-development of the teachers and trainers themselves. They are encouraged to experiment with the new educational tools and to invent their own ways of motivating and engaging students.

Quotations from the CVE conference participants` feedback

“I participated in such conference for the first time. It was very useful. I feel a huge gap in Lithuania between young generation and adult educators. In youth education creating is already a natural thing, but for adults it is still something new!”

“Good practice always helps to improve your work. It is not necessary to get to know something totally new, but good practice inspires, encourages to be sure about the right direction”.

“I liked workshop on communication. Excellent leaders. Lots of knowledge gained”.

“I hoped to make new contacts and it has happened. I have got new ideas and thoughts. I`ll be able to put everything into practice for sure”.

“It would be good if CVE continued and spread in the world!”

Quotations from the Grundtvig courses participants` feedback

“I came to “shop” ideas and I got so many! This has been a real market place for cultural vehicles in education. I am impressed! The workshops gave me tools to design better training for different target groups – Roma, students, companies”

“Hip Hop workshop opened a new space for me and I would like to open it for teachers, I work with. Intercultural Communication and Conflicts session was the closest to my job, gave me different perspective”.

“I enjoyed all of the workshops and have gained something from all of them. They were all of a high standard. We have planned an adult course which involves a lot of discussion, it gave me new ideas, how to present difficult topics”.

“The new aspect for me was the use of many art techniques as a whole. It is a very holistic approach. All the trainers in their workshops started from the culture and then they went on and chose their specific way of using culture. The idea is to go from the common to the specific.”

“This method is very useful in an adult education because it is not taught in a routine and boring way. Most adults have life experience with education when the teacher lectures the students. In the CVE you are not passive. It is a great fun.”

“The method is undoubtedly useful for the adult education. Through entertainment and game you can learn a lot.”

“I can say that the CVE method is useful for the adult education. I can imagine it as very good method for the trainer's work, training of the staff of educational organizations.”

“As I see it, it is one of the best methods of education of adults that I have got to know. It is a perfect way how to build trust in adults, to make them feel relaxed, to activate and involve them. It strengthens one's self-esteem because it uses natural skills well known for everyone – dancing, singing. And it goes slowly but progressively, education goes step by step.”

“The method is very wide. It integrates a lot of ways; you can acquire a lot of different skills and ideas in one place. It is very useful for the education of the adults because they are often busy and don't have time to attend many different art training courses. “

“The course was carried out well enough to understand CVE methodology and philosophy. We received basic information and it encourages me to look for more information. I would like to go more deeply into it and attend another workshop about CVE.”

All the opinions quoted above confirm the usefulness of the worked-out methodology to adult educators. First of all the participants emphasize high value of a practical side of both events – experiencing things and drawing inspiration from exchanging ideas and best practices. The educators also treasure the possibility of meeting people from different backgrounds and teaching contexts, through face-to-face contacts (conference and courses) as well as through reading the handbook.

2. Project Approach

The CVE project was designed as a two-year initiative with a careful allocation of tasks for each year. The first stage of the initiative prepared the ground for the second one. On the basis of pilot workshops supplemented by the thorough testing and documentation process, the follow-up activities focused on dissemination and exploitation of tangible results were carried out.

Pilot activities

The main goal of the first stage pilot activities was to apply and test the innovative arts-based teaching methods taking into account needs and constraints of various groups of learners. Each partner organization experimented with a number of techniques and motivating strategies searching for the most effective ones. Using art and culture as vehicles in education was a shared background to all experiments. The following are the most important approaches, which proved to be effective.

- Various ways of combining art and education were practised to fully explore interactions between these two fields. Both mixing artistic and educational activities in one didactic module and keeping them separately had good results.
- Different ways of organizing workshop cycle were tried out in order to add variety to the established routine: regular meetings once or twice a week (2-5 hours), one-day, a few days` and away-from-home workshop sessions (trips and visits, presentations of workshops results)
- Group building activities played a significant role in creating a safe and friendly environment, necessary to embolden and effectively motivate reluctant and self-contained learners. Physical exercises, warm-ups and various games (also therapeutic in character) were introduced during the workshops to make participants more active and well-integrated.
- A person-centered approach in teaching was given a special attention. The trainers kept encouraging participants to discover their talents and capabilities, to present their past and present achievements to the group. The focus was upon learners` competencies and skills, not upon their deficits. Special tasks were devised to interest and motivate the learners with limited learning abilities.
- Numerous ways of helping with knowledge assimilation were applied. Particular emphasis was placed on a wide variety of attractive and even surprising teaching methods (for instance using brake dance or fencing as a learning experience). Art played the main role here. Educational process was facilitated by various working methods (for example working individually, in pairs or in small groups; using Internet, written materials, video, photos, etc).
- Repetition of knowledge was an integral part of workshop program. However, due to the special nature of disadvantaged groups mostly non-traditional methods of revisions were used (for instance verbal reflections during so-called last circle after every workshop, when participants talked about knowledge and skills acquired during the session, quizzes, interviews).

All ideas listed above are reflected in the reports and workshop descriptions by partner organizations published on the project website: http://www.cve.com.pl/reports/poland_01.html. They are also presented in the project handbook, which contains the arts-based teaching methodology, worked out in partner cooperation.

Dissemination strategy

The main goal of the second stage of the project was to disseminate and exploit the findings and best practices developed through the pilot actions. The project's dissemination strategy was defined in the dissemination plan. The purpose of the document was to provide a clear framework for the CVE partnership to disseminate the project results in adult education community across Europe. An outline of the plan was presented to the partners at the kick-off meeting in Bielsko-Biała in November 2007, subsequently updated in course of the CVE methodology development and finally agreed with the partners in June 2008. The plan is based on the procedures and indicators written down in the approved proposal, however it specifies them in more detail to help all those involved in the dissemination campaign grasp the scope, targets and challenges of the actions envisaged. The dissemination plan explains the purpose of the campaign, the message to be communicated, its audience, the methods to be used and sets dissemination indicators and timing. It also provides templates for the dissemination materials which facilitate the campaign. The plan is attached to the report as one of the project deliverables.

According to the Dissemination Plan the following most important dissemination methods envisaged in the project were implemented, with the approach to reach various target groups.

- The project website

The CVE website was designed with a view to create and convey a vivid picture of the initiative. Its construction therefore refers to the main project activities. First of all pilot workshops run in four partner countries are thoroughly described. This section is a source of information about workshop groups (socially disadvantaged people - the most important project beneficiaries) and about workshop process (lessons scenarios, remarks on the risks and challenges of the educational programs, reflection on the participants' development). Moreover, several statements by workshop participants are quoted to give the readers a feeling of the group dynamics and project impact on the beneficiaries. The second very important part of the website contains an on-line version of the CVE handbook, available in six European languages. An easy access to the publication content enables application of the worked out methodology on a large scale. Also two major project events – the conference and Grundtvig courses are reported and their programs are available on the website. A collection of photos (separated section of the website, as well as pictures added to individual descriptions) contribute to better understanding of the arts-based activities – the central subject of the project. The pictures illustrate written messages, adding to them colours, movement, shapes and emotional “temperature” which corresponds to the spirit of the initiative.

- An international conference

The main aim of the conference was to gather feedback from pilot courses held in each country as well as to promote the project and test the new methodology. It was the final conclusion of many discussions between the monitoring teams in each country in order to work out the CVE approach. Representatives of each discipline involved in the experimental process (artists, educators, monitoring experts) were invited, together with some participants of pilot workshops from all countries), which made it possible to present the CVE methodology from many different angles. Feedback from the audience was gathered during the lively Q&A sessions following each presentation, during practical workshops in summing-up rounds and in the final questionnaires. It was decided that the whole second day would be devoted to CVE workshops run by 4 national teams, and the conference participants were able to choose the one they wanted to attend (German, Polish, Czech or Lithuanian), each presenting findings from their pilot groups and providing hands-on experience of CVE methods. This approach was an example of active learning, an integral part of the CVE methodology. The third day of the conference focused on placing the new arts-based approach in a wider context of life-long learning. Also, during the first and third day of the conference (plenary sessions, panel discussion), some CVE methods were implemented to stimulate the participants (for example, the surprise factor – games were used to keep up the

interest, as well as artistic activities - singing during technical breaks and dancing after the performance of Roma learners).

- The CVE Handbook

The main idea behind the book was both to present the new methodology and to inspire the educators to use their own arts-based methods. The proposed scenarios of educational units are written in such a way as to allow for easy adaptation to the needs of one's group. Every exercise can and should be creatively developed and improved, often the workshop participants introduce valuable changes, as it was discovered during the CVE pilot workshops. The language of the book is informal and user-friendly to go in line with the CVE spirit. It is learner/reader centred, focused on actively involving the person in the educational matters, asking surprising questions and encouraging creativity ("Perhaps a story or poem will come to your mind?"). It seems to be effective in attracting the readers attention – in many book reviews the authors underline the approachable nature of the publication. The main ideas of the new methodology are explained in the introductory chapter. If the book had been too academic and focused mainly on the methodological findings, it would not convey the CVE approach.

It was decided that the book would be written in English, as most project materials were in this language. Bi-monthly reports from pilot workshops proved to be especially useful in providing practical examples of methods and techniques. In each national chapter, substantial space was devoted to interviews with pilot workshops instructors and their stories of successes and difficulties to enhance leadership skills of adult educators. During the CVE workshops it was discovered that trainers often lack adequate information on group processes. This was especially clear in the case of workshops run by Life Together, where the first group fell apart. Lessons learn from this were conveyed in the book, together with a plethora of other advice and tips. It was also decided to include the curricula from pilot workshops from all four countries to inspire trainers into taking up new themes in their work. Another added value of the book is the list of key Lisbon competences developed during the CVE workshops. As we learned from the participants of the international conference in Vilnius, they are not widely known, so the book aims to promote key Lisbon competences amongst adult educators and provide a larger context for their work.

- Two Grundtvig courses

The aim of organizing the CVE Grundtvig courses was to train adult educators and those workers who intend to enter the field of adult education in developing arts-based teaching methods. The courses presented the new methodology of "cultural vehicles in education", especially relevant for facilitating education of socially disadvantaged groups. Following the success of team work sessions at the conference in Vilnius, it was decided that the courses would have a practical workshop character, its main aim being to bring about teamwork where adult educators learn new methods and skills. The adopted learner-centred approach meant that the needs of participants were taken into account. On the registration form participants were asked to specify their expectations from the training, on the basis of which a separate document was created for all course trainers, who modified their programmes to include the relevant issues.

An added value of the courses was the possibility of networking at the European level. As the organisers ensured that participants from 9 European countries attended the training, it provided an active forum for making new contacts for national and international cooperation. As the result of the courses, some meetings were organised between various participants to foster co-operation of their institutions (between Romanian and Polish participants and Polish and Lithuanian). All course participants received at least one copy of the CVE book in a language of their preference, some took more to distribute them amongst their colleagues.

- Presentations at conferences and seminars organised by other consortia

The CVE teams made an effort to present the project at various artistic and educational events all over Europe. It was done through distribution of leaflets and posters containing

information about the initiative, as well as in the form of giving lectures and showing video and photo materials of the project activities. The minimum number of presentations at a European scale envisaged in the project was five events, but all partners managed to reach a wide audience at much more events. First of all the representative of the consortium was invited to LLP Infodays in Brussels (January 2009) for the potential and actual project coordinators and workers (presentation at the plenary session). Other important sessions and meetings, where the CVE project was presented include, among the others: International Conference “Role of Theatre in non-formal education”, Wrocław, Poland; International Seminar “Focus on Art for Social Transformation: Art is a right. Euro-Latin American Working Session”, Dresden, Germany; Training Course on European Citizenship in Reykjavik, Iceland; 3rd Penteditillo Future Forum "Making Waves", in Penteditillo, Italy; Annual Conference of UNESCO National Commission of Lithuania in Vilnius; Moreover, the information about the project was communicated at the partner meetings of other European projects in which the CVE consortium members have been participating.

- Publishing articles about the project

A number of articles containing information on the project were published, both in the paper-based and electronic media. Most of them are focused on the CVE handbook, the most important product of the initiative ensuring its long-term impact. Moreover, the conference was reviewed in the Vilnius newspaper and general information about the project appeared in the local newspapers in Poland and The Czech Republic. Also in this case the envisaged minimum number of press articles has been exceeded. The following are the chosen examples of media coverage of the project: “www.ngo.pl” – Polish Internet Portal for non-governmental organizations (text about the handbook); “Lietuvos rytas” - daily newspaper in Vilnius (report from the conference); “Ashoka News in Central & Eastern Europe - Poland, Czech Republic, Slovakia, Hungary, Lithuania, Latvia, Turkey (text about the handbook in three languages: EN, CS, PL); “Relacje/Interpretacje” – Regional Arts Quarterly, Silesia, Poland (presentation of the Polish workshop group), “www.romea.cz” – Roma Internet Portal (text about the project – overview of the initiative). An ongoing interest in the CVE project means that there are likely to be many more articles about the project. In November 2009 Grodzki Theatre was contacted by the editor of a cultural magazine “Kultura”, published by the local college, who is preparing an article on the CVE methodology and Grundtvig courses. Also, the most important Polish magazine focused on Adult Education – “Rocznik Andragogiczny” (Andragogic Yearbook) will place a review of the CVE handbook in the newest issue for 2009 which will be published in March 2010. Die Wille has just prepared a description of the project outcomes to be published in an educational journal.

Evaluation strategy

All the key aspects of the project were evaluated on the basis of the evaluation plan. The plan was developed by EST Education Centre to support the CVE project teams in the efficient delivery of all project work packages. Its main purpose was to design an evaluation procedure which will help to assess the degree to which the project has met its aims. The outline of the plan was presented at the first partners meeting in Bielsko-Biała, Poland in November 2007 and then it was updated on the basis of the partners’ input. It thus provides an outline of the evaluation procedure agreed by the partnership which covers the following aspects of the project: its management structure, pilot workshops, teaching methodology, international conference, handbook for educators, Grundtvig courses, project website and the sustainability of the project results. The high quality of the evaluation strategy was confirmed by the external experts assessing the Progress Report. Both the plan and Evaluation Report are attached to the Final Report as important project deliverables.

3. Project Outcomes & Results

The CVE initiative aimed at producing tangible results to ensure efficient and long-term use of all project findings and best practices.

- Methodology.

Pilot workshops and a thorough research into synergies between culture and education were implemented in order to work out a new arts-based teaching methodology. This methodology was understood in practical terms, as a set of didactic scenarios validated in the workshops. Two types of activities were carried out simultaneously in 4 partner countries: workshops for adult learners from vulnerable social groups and insightful analysis of the workshop program by monitoring experts. The most interesting and most successful lessons` scenarios were selected, analyzed, exhaustively described and firstly published on the project website. They also have the form of a paper document (attached to this report). Then they were studied for the second time by an editorial team of the project publication. The final version of the tested methods and techniques selection took form of a practical handbook. It shows a variety of motivating and challenging mechanisms designed especially for reluctant learners. The worked out methodology can be directly applied in work with adult students or creatively developed and updated by individual educators. This refers to the main project objectives: to assist the needs of the learners from vulnerable social groups and those of the adult educators.

The methodology was the subject of evaluation. An external evaluator, a PhD expert of AE, was hired to assess the didactic findings of pilot workshops contained in the handbook. In his report the following aspects of the worked out methodology are emphasized as the most important and useful for the beneficiaries, among the others:

- Art (broad understanding of the notion) serving as a means of self-expression and a way of discovering the world;
- Cultural heritage as a basis for teaching/learning content in adult education;
- Making use of a team work (not usual way of working with adults);
- Focus on active participation and initiative of adult learners;
- Paying special attention to practical (utilitarian) knowledge which can be directly used by the adult students.

Moreover, the Evaluation Report contains an individual chapter on methodology, pointing out its practical value emphasized by the questionnaires respondents.

- Website.

The project website (<http://www.cve.com.pl/>) was designed and launched at the beginning of the initiative. Its key role during the lifetime of the project was to facilitate cooperation between partners - it served as an important communication platform for the project consortium. Thanks to the bi-monthly reports submitted to the coordinator by each partner organization and published on the website, all pilot workshops` teams had an open access to information about current pilot activities. It was also an effective tool in promoting all project events, most of all the conference and Grundtvig courses.

After the completion of the CVE initiative, the website remains a valuable source of information about the project. Its communicative effectiveness and a logical structure has been stressed in the Evaluation Report. The structure of the website corresponds to the main project activities. First of all it presents the general concept of the initiative and provides links to project partners` websites. The most extensive part of the website contains in-depth descriptions of pilot activities: profiles of workshop groups, selected lessons` scenarios, information on the participants` involvement. There are also reports from the conference and

Grundtvig courses and the electronic versions of the publication (all 6 language versions) are available at the website.

- Conference

The international conference was organized in Vilnius from 10th to 12th November 2008. The first day of the event was devoted to the presentations of project goals and pilot activities by representatives of all partner organizations, illustrated by photos and videos and followed by questions and discussion. On the second day all participants took part in four workshops run simultaneously by German, Lithuanian, Czech/Roma and Polish teams. The workshops program was meant to give an insight into the CVE methodology. At the end of the day all workshop groups gathered and presented results of their work. The third day was focused on a more general reflection on various aspects and challenges of lifelong learning in Europe. Papers by external experts were presented and a panel discussion took place. Mr Brian Holmes, then LLP Head of Unit was a special guest of the conferences and contributed to its content with the speech titled “The Knowledge Society - the role of creativity and innovation”. Moreover, the representatives of workshop participants from all partner countries actively participated in the event. The conference gathered around 125 adult education professionals mainly from Lithuania, but also from Portugal, Greece, United Kingdom, Germany, Poland and Czech Republic. Their feedback contained in the questionnaires and personal interviews confirms that the aims of the conference were achieved. It served as a platform for open discussion on links between art and education, as well as for networking and disseminating/exploiting project outcomes.

- Publication

The paper-based publication has been published as a textbook on the new methodology, carefully designed and illustrated (eg, photographs from all pilot workshops and creative works made by the participants). The book consists of four national chapters, each of them focused on implementing the workshops in a given country. It contains detailed description of several didactic modules tested during pilot workshops, ready to be used by adult educators. Step by step presentation of the teaching/learning process is depicted from the perspective of both educators and learners through interviews with instructors, their personal testimonies, and comments of participants. The edition of 3.000 copies in six languages (EN, FR, DE, PL, LT, CS – 500 copies of each language) has ensured wide distribution at the European level. The book has 147 pages (120 pages were planned), with a cover in full-colour, and is spiral-bound to allow for easy use at workshops and training sessions. The publication is also available on the project's website to ensure reaching a wider virtual community of AE professionals. This will mean that a larger number of end-users will take advantage of the worked-out methodology beyond the period covered by the project. Additionally, each partner country has promoted the book at various events, meetings and conferences.

- Grundtvig courses

Two Grundtvig courses were organized simultaneously from 6th to 11th July in Ostravice, Czech Republic. It was an international meeting of trainers and adult educators focused on introducing arts-based teaching methods in life-long learning of socially vulnerable groups. There were 25 participants from 9 countries: Great Britain, Germany, Spain, Romania, Hungary, Bulgaria, Lithuania, Poland and Czech Republic. The program of the course was a practical introduction to the findings of pilot workshops implemented in all 4 project countries. It was worked out on the basis of the workshop experience at the conference. After taking into account the feedback from conference participants, the workshop program was reworked and developed. According to the project assumptions, the program contained a theoretical presentation of the methodology (power point presentation combined with a discussion), four thematic workshop sessions focused on using various arts techniques in adult education, with a special emphasize on intercultural topics and one-day trip to cultural heritage places in Beskydy Mountains (including Wooden town and Mill Walley, a complex of

both original and refurbished wooden houses with its traditional rural architecture). CVE Grundtvig courses were also a platform for exchange of appropriate and effective ways to empower students with competences essential to participate in social and working life, organize their own learning and express their ideas, experiences and emotions.

- Evaluation report.

The evaluation strategy was given a special importance from the very beginning of the project implementation. The Evaluation Plan was outlined in November 2007 as a base for further activities. The first part of the Evaluation Report covering the pilot workshops (detailed descriptions of pilot activities led in all partner countries, as well as comparative analysis followed by valuable and pertinent conclusions) was developed during the first phase of the project and attached to the Progress Report. It got the highest score from the experts assessing the report. In the second year of the project the evaluation activities were supported by the external experts hired to assess all major outcomes of the initiative: the conference, methodology, publication and Grundtvig courses. Also, other important aspects of the project implementation were the subject of evaluation: project management, CVE website (comments by the website external visitors filling in an on-line evaluation questionnaire) and sustainability prospects. The final version of the Evaluation Report consists of nine thematic chapters followed by the attachments. It is grounded on both evaluation documents (course enrolment forms, entry questionnaires, evaluation questionnaires) and on evaluation visits to all workshop groups, as well as on the reports by external experts. The Evaluation Report is available on the project website.

- Dissemination materials.

The following templates have been designed to facilitate the dissemination campaigns run by all the partners through their networks of contacts. Because of different requirements in terms of the content, target groups, timescale and languages the dissemination plan provided a graphical layout which was used by the partners to run their own campaigns:

- CVE leaflet: recruitment of participants for the conference, courses and other local events
- CVE poster: announcing major events, project visualisation in the partners' offices, poster sessions at conferences

Both the leaflet and the poster were used to communicate general information about the project, as well as to announce two main project events: the conference and Grundtvig courses. They played an important role in recruiting both events participants and served as one of the means of visualisation at the project events.

4. Partnerships

Implementation of the project within the multi-country partnership proved to be highly challenging and required an effort to coordinate all activities. However, the consortium managed to accomplish all major aims of the CVE initiative according to its original assumptions.

- Added value of the multi-country cooperation

The program of pilot workshops benefited from involving participants from different social groups and backgrounds (for instance Roma minority in Czech Republic or physically and mentally disabled students in Poland). Also different approaches and strategies were applied by each partner organization according to their past experience and activity/mission profile. This mixture of various specializations and expertise contributed to the quality of the new methodology, the main output of the project, and added an universal dimension to the project research. It was stimulating for workshop participants to take part in the international project, it made them feel more important. It also encouraged them to learn more about partner countries and about European Union (for instance Polish group created a theatrical piece based on Lithuanian legend and the participants were reading and listening to Ode to Joy and composing their own version of the text). An especially valuable initiative emerged from collaboration between two neighbouring partner countries: Poland and the Czech Republic. The group of Roma workshop participants from Ostrava came to Bielsko-Biała in May 2008 to perform at the annual Festival of Small and Big organized by Grodzki Theatre. Thus the two teams had an opportunity to meet directly and spend some time together. This experience was repeated with the involvement of all partner organizations during the conference in Vilnius. The representatives of each workshop group participated in the event, presenting the results of their work and co-leading workshop activities. It was a practical “examination” for them – trying out the skills and abilities acquired before. The conference itself highly benefited from the participation of external speakers from Great Britain, Greece, Belgium and Portugal brought to the event with the common effort of all partners. Thanks to their contribution, the reflection on lifelong learning at the conference gained a broader European context. The European dimension of the project activities was further extended through the multi-country composition of Grundtvig courses team of participants. All of them have strong links with AE organizations all over Europe, which is very important for ensuring a long-term and a big-scale impact of the initiative. Finally, the diversity of pilot actions run by organizations from different backgrounds and educational and artistic contexts contributes to the CVE publication content.

- Experience of working together

Benefits.

While the first year of project implementation was focused on building partnership and getting to know each other, in the second year the consortium fully drew on the previous experience. Partner collaboration became closer and very effective. In spite of the fact that pilot workshops were designed and implemented individually by each partner organization, a real exchange of ideas and teaching techniques took place thanks to the reports published on the project website. Working out the structure of the conference was a common effort – each partner contributed to its content and used own channels of promoting the event. The hosting organization – Babilonas played the most important role in organizing the event and recruiting the participants, however the conference program was implemented by all partners with the equal share. All partner organizations participated in extensive brainstorming on the structure and content of the publication. The initial ideas proposed by the leading partner of this task (Grodzki Theatre) were creatively developed by the others, who also helped in proofreading and equally cared for the best final result. The organization of the Grundtvig courses planned in Germany and Czech Republic was a special test of partner cooperation.

All partners made great efforts with recruitment of participants and with providing assistance in filling-in application forms of numerous applicants (meetings at offices, help via e-mail). Due to the fact that only 8 European participants out of 47 registered persons received funding from their National Agencies to take part in CVE Grundtvig Courses, it was necessary to take a difficult decision (many applicants were from East European countries where the Agencies apply very strict selection criteria). A very constructive cooperation and brain storming with a great involvement of each organization resulted in finding an optimal solution: both courses were run simultaneously in one location in the Czech Republic. This decision was the subject of an official amendment to the Grant Agreement, approved by EACEA.

Difficulties.

The most difficult aspect of the project management was the smooth and efficient communication between partners, especially in the first stage of the initiative, when the mutual understanding had to be worked out. The main way of communication was e-mail which not always guaranteed proper flow of information. In critical moments the phone calls helped to improve the situation and additional monitoring and evaluation visits were organized to ensure the continuity of communication. Also, due to the fact that each organization was involved in other projects and activities it was often difficult to synchronize joint actions and keep the deadlines of internal reporting.

- Partnerships outside the consortium

The project activities in all 4 countries were conducted in partnership and with help of local institutions and authorities.

Grodzki Theatre (Poland) extended the circle of local and regional partner institutions thanks to the project activities. New contacts with two senior citizens clubs in Bielsko-Biała were made. They helped in recruiting participants for workshop activities. Besides that the other common projects were initiated (voluntary care of the elderly and co-organizing cultural events for senior citizens). The organization also established a fruitful cooperation with Baniulka Puppet Theatre in Bielsko-Biała – the performance by workshop participants was included into open-air presentations of the XXIIIrd International Festival of Puppetry Art, a prestigious cultural event (May 2008). Grodzki Theatre also obtained financial support from Polish Ministry of Culture and Heritage – thanks to the grant received from the Ministry and from the European Social Fund, the workshop activities have been continued beyond the project timetable (run till now). Financial support was also obtained from The Polish Ministry of Education (contribution to the elaboration of CVE handbook). Moreover, cooperation with the Greek association OSMOSIS was established during preparations for the conference. At the stage of publication distribution two local organizations were actively involved: Regional Cultural Centre in Bielsko-Biała and Meritum Association from Katowice hosted promotional events.

Babilonas (Lithuania) at the stage of recruiting pilot workshop participants collaborated with several social centers in Vilnius. An efficient collaboration was set up with the Social Center of the Holly Cross House in Vilnius, which assisted in recruiting the beneficiaries (6 persons). The organization set up a good collaboration with the Social Centre in local Seskine district, which provided Babilonas with the possibility to use a comfortable hall to run the workshops once a week. Collaboration with different cultural and educational organizations took place for creating and implementing the workshop programme and also for dissemination and exploitation of the CVE methodology. Babilonas worked together with theatre professionals from: "Teatras Arti" ("Theatre Close to Everybody"), artists from Vilnius Children and Youth Art School, the "Club of the Rising Sun", Art Studio Terrabella, educators from The Institute of Cultural and Arts Education of Pedagogical University in Vilnius.

Collaboration with Lithuanian Association of Adult Education was efficient in disseminating the CVE publication in national level among the adult educators. Publication happened to be very applicable as the subject of the National Adult Learners Week' 2009 is "Creativity for

Education, Culture and Business". Babilonas also managed to raise the interest of different ministries in CVE project: Ministry of Education and Science, Ministry of Labour and Social Affairs (helping in reaching target audience for the conference), Ministry of Culture. A fruitful cooperation with the Guildhall School of Music and Drama from London was also established. The representative of the School gave a lecture at the CVE conference. During the meeting with the deputy director and educator of Vestjyllandshojskole from Denmark Babilonas set up the guidelines in implementing CVE methodology in mutual projects.

Die Wille (Germany) established contacts with a range of local institutions (day care centres, kindergartens) located in two districts of Berlin Neukoelln and Kreuzberg inhabited by a large proportion of the population with a migration background. These contacts were used for recruiting participants, as well as for implementing workshop program (performance by participants for children) at the pilot stage of the initiative. Moreover, contacts with the department of job creation of Die Wille and with the Federal Job Agency were utilised for recruiting the participants.

Life Together (the Czech Republic) cooperated mainly with the organisation Bily nosorozec from Ostrava. It is a civic association dealing also with people from socially excluded background, mostly Roma. The pilot workshop group were conducted at the premises of Bily nosorozec. The partnership with Technical University of Ostrava was essential mainly at the event Days of Roma culture. It provided Life Together with the necessary equipment and helped in promoting the event. The Puppet Theatre of Ostrava was also involved in organizing and leading the workshops and, together with the Museum of Romani Culture in promoting the CVE handbook. Romea and Romano Vodi - the non profit organisations with the same mission as the one of Life Together – contributed to the work with Roma community with their experience and expertise.

5. Plans for the Future

The sustainability of the project outcomes is grounded on the so-far dissemination activities undertaken by all partner organizations. The following are the main mechanisms ensuring constructive exploitation of results beyond the project lifetime:

- Availability of the project website

It is envisaged that the CVE website will be maintained and developed indefinitely, as it is the case with other websites run by the Coordinator. Information on all projects implemented during ten-year history of Grodzki Theatre Association is available in a separated section of its website: Database of past projects (http://www.teatrgrodzki.pl/baza_projektow.html) Thanks to many regional, national and international grants, including the EU programmes, Grodzki Theatre has established a continuity of its projects and good promotional practices.

- Further distribution of the publication and promotional events

As more and more authorities from educational and cultural institutions learn about the CVE project, it is often presented as good practices. On 17th November in Koszęcin, Poland, at the EU Funding Fairs, representatives of the Silesian Regional Government, Department of Culture, presented the CVE project as a good example of using EU resources for new initiatives in the field of culture. Another promotional event will be organised by the Institute of Cultural Studies, University of Silesia, Katowice, Poland – presenting the project as good practices and distributing different language versions of the book. Also, the publication will be promoted and distributed on the occasion of Grundtvig Potens seminar organized by Grodzki Theatre in June 2010 in Cracow, Poland. Similar initiatives are planned in other partner countries. For instance, Die Wille will continue distribution of the handbook at the conferences organized within its current projects “Job Skills” and “Drop In” and at the conference organized by “BAG-EJSA” (Federal Association of Protestant Organizations in the Field of Social Work). Next, Life Together which is one of the most recognizable organizations supporting Roma people in the Czech Republic will include the CVE project into its regular presentations on successful initiatives involving ethnic minorities.

- Implementation of the follow-up educational programs based on the CVE methodology

All partners actively use the new methodology. In Lithuania, the arts-based methods have been introduced into regular workshop sessions for trainers and teachers organized by Youth Centre Babilonas. 3 sets of workshops for adult learners titled “The Lifelong Learning Experience. Widening of own Horizons of Creativity and Self-expression” were conducted in December 2008, March, April and September 2009. 3 groups took part in 5 workshops, 66 participants all together. The workshop program contained also presentation of CVE project followed by the film. CVE book was also distributed among participants in September 2009. In Germany, Die Wille is using the CVE methods in a three-year project for educators funded by the European Social Fund. In the Czech Republic, Life Together has prepared an EU project where cultural competences amongst Roma learners in socially excluded areas of Ostrava will be developed using the CVE methodology. In Poland, the CVE workshop group (for people with disabilities) is still working, now funded by the European Social Fund in “We’ll open the world” project, till the end of 2010. Moreover, In September 2009 three book promotion events and CVE methodology workshops were organized in Bielsko-Biała and in Katowice. Thanks to a promotional campaign through the official website for non-governmental organizations in Poland (www.ngo.pl) as well as Grodzki Theatre’s website (www.teatrgrodzki.pl), the meetings were attended by educators, artists and ngo workers from the whole region as well as from Kraków area, many of them from smaller towns and

villages. In total, 60 professionals who work with adults in educational, cultural or social centres attended the workshops on the new, arts-based methodology and received copies of the book (all language versions were presented).

- Continuation of the partner collaboration

There are plans to use the CVE methodology in a new Grundtvig project (2010-2012) focusing on Women Circles - informal education activities for women. The aim of the new project is to establish such groups in 4 or 5 countries – intergenerational, multicultural, with working as well as unemployed women, where they could share and obtain knowledge, using arts-based, active learning. 4 out of 5 partners of the consortium have agreed to work on the proposal and take part in this new initiative: Grodzki Theatre Association (leader), Die Wille, Germany, Babilonas Centre, Lithuania and EST Educational Centre, Poland. Moreover, two Polish project partners have already started to work on a new initiative inspired by the results of CVE project and especially by the feedback of the conference and Grundtvig courses participants. The aim of this new undertaking is to research into impact of arts-based and cultural activities on adult learners and create a database of best practices across Europe.

- Exploitation of the project results

One of the aims of the project was to convince the adult educators and trainers from outside the partner organizations to implement the developed methodology as part of their educational programs. The consortium made an effort to monitor the application of CVE methods by individuals and institutions. First of all, the questionnaires addressed to the conference and Grundtvig courses participants include questions concerning the usefulness of the presented methodology. The feedback gathered is very positive, and confirmation of using CVE methods can be found in several forms, as well as in the record of personal interviews. In addition to that, 20 written confirmations of practical application of the CVE methodology have been collected, mostly by adult educators from Poland and Lithuania but also from the Czech Republic and Romania. For instance a Polish educator who works in Ecological Foundation and who participated in Grundtvig course gives an example of the methodology usefulness in her every day work: *“I have already used CVE methodology in my workshop for people with disabilities at the estate club. We did some ecological paintings, which were inspired by CVE (joining knowledge with artistic activities). I also intend to use it in other workshops, for example in our project titled Save Beskidy Forests”*.

6. Contribution to EU policies

According to the CVE proposal the main focus of the project has been on the special needs of adult learners from disadvantaged groups and on intercultural, social and civic competence. The pilot activities implemented in all 4 partner countries contribute in particular to the following Lisbon key competences.

- 5th Lisbon key competency: Learning to learn. A special emphasis was put on developing this competency in the context of motivating reluctant learners and bringing them back to the real stream of education. The workshop participants had to develop first of all self-belief and self-value and artistic activities played a decisive role in this process (this aspect of the workshop program was stressed by most of the learners in evaluation forms and interviews). The participants were encouraged to use various learning aids which stimulated their curiosity and interests and motivated them to share knowledge and experiences, as well as to access new fields of science (the ability to combine old information with new and with one's own experience).
- 6th Lisbon key competency: Social and civic competency. This was also a particularly important aspect of workshop program in terms of combating social exclusion of participants – learners from vulnerable and disadvantage groups. Most of them share the experience of being rejected and badly treated in every day life. That's why participating in group activities and playing different roles was so important for those learners. It helped them to see themselves as part of a community and society, to be more open towards other people, to interact with them and practice communication skills.
- 8th Lisbon key competency: Cultural awareness and expression. All 4 workshop teams have been fully exploring the ability to make use of culture and the learners acquired various expressive skills. In fact this was the core component of the workshop program aimed at working out a new arts-based teaching methodology (beneficiaries created some theatrical etudes, literary stories, theatre scripts, paintings, etc). Intercultural topics and European culture were the center of attention and research. Many of artistic works created by workshop participants refer to the European heritage.
- 1st Lisbon key competency: Communication in the mother tongue. The curricula of workshops in each partner country comprise various activities designed to develop this competency. The participants were trained in creating various literary works (scenarios, fables, stories, poems, letters), they often participated in discussions and several public presentations took place.

A number of examples showing how individual competencies were developed in all workshop groups are presented in the reports and workshop descriptions by each partner organization and published at the project website: http://www.cve.com.pl/reports/poland_01.html. They are also included in the CVE publication and assessed in the Evaluation Report. They apply not only to the participants of pilot workshop activities but also to adult learners who will benefit from practical application of the CVE methodology after the completion of the initiative.

The implementation of the project resulted in gathering a lot of information about the nature of various socially vulnerable groups, including the disabled, ethnic minorities and unemployed people. Both the project handbook and the website which are the key instruments of exploiting the CVE methodology contain a detailed description of the groups participating in pilot workshop activities. Moreover, the interviews with workshop leaders included in the publication are an important source of reflection on the specific requirements

for working with disadvantaged groups. This collected and processed knowledge is a valuable output of the project which refers to Lisbon Education & Training Progress Indicators specified in the proposal: LIS-B9 (Skills for the knowledge society) and LIS-E19 (Open Learning Environment). The CVE handbook clearly shows the challenges of educational programs for reluctant learners, emphasizing the importance of motivating mechanisms. Before the students with special needs are able to enter the real stream of education they have to be encouraged to change their attitude to lifelong learning.

