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## **ARTES PROJECT**

ART as a Vehicle for Education and Social Inclusion  
543267-LLP-2013-PL-KA4-KA4MP

Lifelong Learning Programme KA4 Multilateral Projects  
<http://www.teatrgrodzki.pl/en/projekty/artes/>

**27 November 2013 (Wednesday)**  
**11:00–13.00**

Grodzki Theatre, Sempołowskiej 13, Bielsko-Biała

Networking seminar

**POWER OF ART**  
**SUCCESSFUL PROJECTS STORIES**



# LIFELONG LEARNING PROGRAM

## INCLUSIVE ARTS AND EDUCATION PROJECTS

### DENMARK

**GAIA MUSEUM OUTSIDER ART** Randers

[www.gaiamuseum.dk/](http://www.gaiamuseum.dk/)

### ■ Project: Count Me In ■

Leonardo da Vinci - Transfer of Innovation

[www.count-me-in.eu/](http://www.count-me-in.eu/)

#### **WHY?**

The project takes its starting point in the belief that no citizen in Europe should be discriminated against in lifelong learning or employment.

In times of economic difficulties there is more than ever, a need for finding new ways to make better use of the diverse resources of European organizations and people. This includes people who are especially disadvantaged because of certain social or individual disabilities.

#### **HOW?**

At the heart of social inclusion is a belief that arts and culture are for everyone. The project aims to demonstrate that this particular sector has great potential as a framework for vocational education and training.

By exploring different practices and methodologies to be found throughout Europe and by transferring innovations from earlier projects, the objective of "Count Me In" is to build an interdisciplinary resource on how to use the arts and cultural sector in VET for special needs groups.

#### **AIM**

The project promotes the rights of marginalised groups to be involved in and have access to artistic and cultural activities. By doing so, the overall aim is to enhance their opportunities to be part of the European world of work.

## FRANCE

### ELAN INTERCULTUREL Paris

[www.elaninterculturel.com/main/?lang=en](http://www.elaninterculturel.com/main/?lang=en)

#### ■ **Project: ARIADNE - art for intercultural adaptation** ■

Grundtvig Multilateral

[www.elaninterculturel.com/main/?p=188&lang=en](http://www.elaninterculturel.com/main/?p=188&lang=en)

This two year collaboration, launched with the support of the Grundtvig programme had the ambition to explore how engaging in art can become a resource in the process of adaptation to a new country.

During the project we explored theories explaining the link between art and adaptation, we created a set of indicators to guide our search for good practices and to guide our own development work.

13 pilot sessions took place between July 2011 and May 2012, each focusing on aspects of the transition – adaptation process to a new country. They have involved altogether more than 200 people, 134 participants from the primary target group: newcomers to the participating countries.

#### ■ **Project: Sheherazade** ■

Grundtvig Multilateral

[www.sheherazade.eu/](http://www.sheherazade.eu/)

The project introduces storytelling and the use of storytelling techniques as an educational strategy and a pedagogical tool in formal and non-formal adult learning. The project develops adult learning practice using stories and oral storytelling in order to enhance the transversal key competences of disadvantaged citizens and to improve the language skills of adult learners. Sheherazade will help adult learners to:

- gain communication skills,
- develop imagination and creativity,
- develop foreign language skills,
- improve intercultural understanding,
- construct personal values,

- explore their cultural roots,
- build competences for inclusion.

## ITALY

### THE FONDAZIONE NAZIONALE CARLO COLLODI

Collodi

[www.pinocchio.it/fondazione-carlo-collodi-c3/fondazione-nazionale-carlo-collodi-837.html](http://www.pinocchio.it/fondazione-carlo-collodi-c3/fondazione-nazionale-carlo-collodi-837.html)

#### ■ **Project: P.IN.O.K.I.O. - Pupils for INnOvation as a Key to Intercultural and social inclusion** ■

Comenius Multilateral

[www.pinokioproject.eu/node/2](http://www.pinokioproject.eu/node/2)

The project aims at promoting intercultural dialogue and creativity against social exclusion. P.IN.O.K.I.O.'s main innovation lies in the integration of children literature with web 2.0 tools. The project's own innovative approach comprises the integration of literature or children's stories from different cultures, school environments and curricula, pupils'/participants' diverse family backgrounds, children's creativity in order to create a methodology for teachers in nursery schools or primary schools.

This methodology is also focused on the development of some of the eight key-competences recommended by the EC as "those which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment" (Rec.2006/962/EC). The key-competences addressed in this project are: 1. Communication in the mother tongue; 2. Learning to learn; 3. Social and civic competences; 4. Sense of initiative and entrepreneurship; 5. Cultural awareness and expression.

The project is conceived to be implemented in a nursery or primary school environment.

## ■ Project: A.L.I.C.E - Adults Learning for Intergenerational Creative Experiences ■

Grundtvig Multilateral

[www.alice-llp.eu/](http://www.alice-llp.eu/)

In the complex contemporary European society, social cohesion needs to be built on the basis of a new integrated and complex social fabric, where diversity (among cultures, age, gender) is considered an opportunity.

Intergenerational learning (IL) brings to the fore the question of "differences" that enrich: in fact, IL can be a twofold purpose process, that improves dialogue among generations through civic participation in common social and institutional spaces, while at the same time enacts processes of informal learning towards the achievement, both by adults and children, of key competences for lifelong learning. The processes of IL are hence, a mean and an end to foster social cohesion. The ALICE project focuses on this idea, attempting to reinforce the role of adults (grandparents, parents, volunteers) as educators. But not in a traditional way!

New opportunities for intergenerational learning must be based on new languages: creative languages, beyond just transmitting information from one generation to another.

Here is where the ALICE project, through training and informal educational activities, wishes to make a contribution!

ALICE project is possible thanks to the common work of 6 institutions in 5 countries and the support of the European Commission.

## POLAND

### THE BIELSKO ARTISTIC ASSOCIATION GRODZKI THEATRE Bielsko-Biała

[www.teatrgrodzki.pl/en/o-nas/](http://www.teatrgrodzki.pl/en/o-nas/)

### ■ Project: **BASICS. Bibliodrama as a way of intercultural learning for adults** ■

Grundtvig Multilateral

[www.basicsproject.eu](http://www.basicsproject.eu)

[www.bibliodramatic.net](http://www.bibliodramatic.net)

The BASICS project was developed to research the adaptation of Bibliodrama for use as an interfaith and intercultural educational tool, to encourage dialogue and understanding throughout Europe and beyond.

An initiative of the Bielsko Artistic Association Grodzki Theatre, BASICS expands upon some of the concepts expressed in The Council of Europe's publication, *The White Paper on Intercultural Dialogue, May 2008*. Specifically, it is a practical interpretation of a conviction which the project partners all share, "Only dialogue allows people to live in unity in diversity".

The Bibliodrama title is shared by a number of methodologies with individual histories and geographical ties which have shown themselves to be effective techniques for expanding believers' understanding of their sacred texts. The BASICS project pulled together established practitioners from the two main schools of Bibliodrama, **Peter Varga** from Budapest, Hungary, and **Yael Unterman** from Jerusalem, Israel, together with partners from Iceland, Poland, and Turkey, creating a consortium with the expertise and the audiences required to develop innovative new curricula aimed at enabling beneficiaries both to explore their own faiths, and to better understand other beliefs and believers, their similarities and differences, and the place of different cultures within a united Europe.

What we have produced:

- A practical manual for the implementation of bibliodrama as an educational tool serving interfaith and intercultural dialogue. The manual has been published in 5 languages and is also available for download.
- An accompanying DVD, showing the processes and their outcomes as a complement to the curricula.
- National pilot workshops, publication launches.
- An international conference (Poland) and Grundtvig course (Turkey) to begin the widespread propagation of the methodology.
- An E-Learning Platform to provide structured access to all of the project's results, as well as a growing community of BASICS practitioners.

### ■ **Project: Grey matters** ■

Grundtvig Learning Partnerships

[www.acta-bristol.com/grey-matters-2/](http://www.acta-bristol.com/grey-matters-2/)

Grey Matters is a 2 year project involving community-based educational arts companies in 6 European countries who currently engage older people in informal learning and social engagement through theatre and the arts. The project will share learning between the staff of the partner companies around the different methodologies and approaches used to engage older people in learning through community theatre projects. The project will also examine and evaluate the learning achieved by participants of all ages, and the positive benefits and social impacts for participants of engaging in community theatre practice. The project will involve each company engaging with a group of older people who will create and develop a performance. Each company will tour their performance to another partner country, and most partners will host a performance or meeting. In year one, partners will share work and existing methodologies. In year two partners will use learning from each other in the development of new work with elders and intergenerational groups, and share their results with each other through regular internet



meetings, newsletters, performances and partner meetings. Film clips from all partners will be compiled by one partner into a 'compilation', demonstrating the new methodologies. A gathering at the end of the two year period will bring together staff, and some participants, from all six companies to share and examine learning from the process through discussions, workshops and sharing of work. Evaluation of the learning achieved through the project (including short films, blogs) will be available through partner websites, and through seminars held at external international gatherings in 2014-15 onwards.

### ■ **Project: THEATRE. Theatre as empowerment methodology for IVET** ■

Leonardo da Vinci Transfer of Innovation

[www.teatrgrodzki.pl/en/projekty/theatre/](http://www.teatrgrodzki.pl/en/projekty/theatre/)

The THEATRE project intends to transfer an innovative learning approach, based on theatrical experience, developed since many years by the applicant organization to motivate young and disadvantaged learners at risk of drop out in vocational training (VET) courses organized by Centro Studi Opera Don Calabria from Rome. As the transfer concerns a methodological approach to increase motivation and avoid drop out in vocational training, the implementation of the transfer is being planned as a cooperative process taking into consideration geographical differences among partners but also their skills and the social, educational and personal characteristics of the users they deal with. Moreover, the transfer is realized through a benchmarking process useful to support partners and especially the applicant one to improve the good practice thanks to comparisons. In detail, the transfer of innovation is realized through:

- In depth analysis and socialization of the good practice to transfer
- Comparison between the good practice and other partners' territorial approaches to face the topic, in order to improve the good practice itself in a EU perspective

- Arrangement of implementation plans that each partner has to develop taking into consideration territorial characteristics, type of learners to be involved, possible vocational and key skills to be developed through the theatrical approach. Also a shared implementation plan is defined to guarantee a shared intervention.
- Ongoing assessment of the transfer is guaranteed through: partnership meetings, external evaluator, continuous involvement by project partners of local stakeholders and learners.

**EST LIFELONG LEARNING CENTRE** Wadowice

[www.est.iq.pl](http://www.est.iq.pl)

**■ Project: COLEARN - Adopting the Collaborative Learning Approach in Teaching Vocational Disciplines in Adult Education ■**

Grundtvig Learning Partnerships

IX. 2013 – VIII. 2015

Partners from: Turkey, Germany, Spain and Poland.

Our project is aimed at bringing together educational practitioners willing to adopt Collaborative Learning Approach (CLA) in different learning environments. By applying CLA to teaching different subjects and organizing various events, educators will be able to provide adult learners with opportunities to study more independently or from one another; coach them in the skills they need, which will lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes.

The concrete objectives of the project include identifying the current state of the CLA across participating European institutions, sharing good practice with a variety of CLA techniques; compiling a set of pedagogical tools; involving adult learners in various events based on CLA.

In detail, EST is going to examine this method during special workshop for photographers. We would like to prepare an en-

vironment for amateurs and professionals who want to meet and discuss together most important issues in this matter, do exercises, share their opinions and knowledge. We will also set up special online social network for the group and for our partners to enable learning/teaching process also outside the walls of classroom.

**FUNDACJA GAUDETE** Katowice  
[www.gaudete.katowice.opoka.org.pl/](http://www.gaudete.katowice.opoka.org.pl/)

### ■ **Project: The Memory Exchange** ■

Grundtvig Learning Partnerships

[www.gaudete.katowice.opoka.org.pl/index.php/en/component/content/article/34-projekt-partnerski-grundtviga-the-memory-exchange](http://www.gaudete.katowice.opoka.org.pl/index.php/en/component/content/article/34-projekt-partnerski-grundtviga-the-memory-exchange)

The Memory Exchange project aims to use innovative inter-generational learning techniques to encourage adults over 50 years old in care homes and in day clubs to reminisce using specially constructed memory boxes containing historical items from their earlier lives, together with musical recordings, radio broadcasts and photographs. Partners in Poland, Turkey, Italy and Germany are working since the launch of the initiative in 2012 with adults at risk of social exclusion due to financial hardship, bereavement rural isolation and the onset, in some cases, of mild dementia. For the latter group, intergenerational recall sessions such as those planned within the project are particularly beneficial. Young people (16-30) will bring together the memory boxes and will undergo informal training as volunteer intergenerational facilitators.

The project includes the production of a DVD which will record the interviews and discussions led by student facilitators in each partner country. A programme of international encounters will allow the exchange of information and good practice between the partners. These will involve study visits to learning activities and, in some cases, will be combined with a public conference/seminar to disseminate the innovative practice generated by The Memory Exchange.

## ZESPÓŁ KATOLICKICH SZKÓŁ OGÓLNOKSZTAŁCĄCYCH

NR 1 Katowice

[www.klo.katowice.pl/](http://www.klo.katowice.pl/)

### ■ Project: Connecting generations through expressions of different arts ■

Comenius Multilateral

From 2012 to 2014 four schools from Austria, Denmark, Italy and Poland have been realizing together a Comenius project entitled „Connecting generations through expressions of different arts”. During the project we have undertaken many activities aimed at integration through art, not only of generations, but also of young people from different European countries.

So far, our school together with our partners have carried out, among others, a concert entitled “Art connecting generations”, where our students performed together with their families, a theatre play “Fairytale memories”, a plein-air painting, creating a mural on a school wall in Italy, or “Grease” show, which involved youths from all partner countries.

Our students are very keen on participating in the activities proposed by our school. Art which appears there in various forms, is a space where the current young generation meets with their parents, grandparents, but also with their younger siblings or with their friends from other countries.

## DOM POMOCY SPOŁECZNEJ IM. WŁADYSŁAWA GODYNIA

Kraków

[www.dps-soltysowska.pl/ccms/](http://www.dps-soltysowska.pl/ccms/)

### ■ Project: INTEGRA ■

Grundtvig Learning Partnerships

The adult education and especially education of disabled and elderly people is an important component of lifelong learning. The participation of minority communities in education semi-

nars or workshops is unbalanced within the countries of the EU and low within certain European countries.

The aim of the INTEGRA project is to find a way and place in the life of disabled and elderly people and also to increase and update the knowledge of the employees and participation institutions.

The INTEGRA project, through its result, would like to help people from vulnerable social groups and the elderly to find alternative opportunities to engage in adult education.

The project started in August 2012 and will finish in June 2014. So far, 4 workshops took place in the project countries – in the Czech Republic, Slovakia, Hungary and Poland (Kra-kow). The meetings were organized for both employees and beneficiaries.

When visiting care homes, organising craft festivals/the active participation of disabled people/and organising international workshop for disabled and elderly people, we observed a huge impact on the improvement of the mental awareness of the participants. We have agreed together with the directors of the institutions on the need for more frequent meetings of these people.

The consortium of the project partners consists of institutions whose activities are directly targeted at disabled people and seniors, as well as at professionals and lecturers. They also have a good material, technical equipment and exhibition furniture.

The project coordinator and heads of partner organisations have agreed on the following reasons for the implementation of the partnership:

- Enrichment of social and crafting skills of disabled and elderly people
- Improvement of mental condition/optimism, good mood
- Management of modern technology-ICT
- Increase of self-confidence and self-respect

- Development of permanent interest of disabled and elderly people for specified activities.
- Enhancement of teaching approaches and management of institutions.

## **NYSKI DOM KULTURY** Nysa

[www.ndk.nysa.pl/pl](http://www.ndk.nysa.pl/pl)

### **■ Project: Welcome to European Stories ■**

Grundtvig Learning Partnerships

[www.ndk.nysa.pl/pl/art/1835/welcome-to-european-stories](http://www.ndk.nysa.pl/pl/art/1835/welcome-to-european-stories)

The WELCOME TO EUROPEAN STORIES Grundtvig partnership (2012 – 2014) aims at contributing to formal and informal learning of adult persons in the four European countries through the “Storytelling” educational tool.

Stories are a way to build bridges between different cultures; they are carriers of cultural and historical knowledge. Storytelling techniques are an educational strategy and a pedagogical and motivational tool in improving adult or senior learning - formal or informal adult education. We believe that power of storytelling will enhance the adults and seniors life. It is a strong tool for empowerment and social inclusion. It has a great potential to attract and motivate adults or seniors to learn, to connect with others, to express themselves and integrate into society.

The partnership addresses adults who left the school early (or many migrants who never had the possibility to receive a school education), to the ageing population, to senior citizens and to other related organisations with adult education.

The aims of the project are:

- To motivate and encourage the adults or seniors to further learning
- To fight social isolation
- To promote the active ageing

- To improve and update the current knowledge and the competences,
- To promote and facilitate the social inclusion of the minority collective, since it implies the active participation, mutual listening and mutual recognition of values and identities
- To improve the access to the adult education, especially for low-skilled workers

The specific aims are:

- To use the dynamics of the narration for the empowerment of adults and development of confidence in their own abilities
- To search narrative techniques of stories at national and European level

The objectives of the project will be obtained through the educational activities of the project. These activities are: the national research into storytelling techniques, the competition to choose the best story, record these stories digitally, role play activity, storytelling games and storytelling days. At the end of these activities, a storybook will be written in mother tongue, English and multilingual. Other activities (audio recordings, video of role play activity, videos of storytelling games, website, poster with its logo and motto) will be produced and disseminated.

Five project meetings took place so far: in Madrid, Spain; in Nysa, Poland; in Isparta, Turkey and in Graz, Austria.

Each country presented its histories and the final choice was made:

- Spain – “The history of the virtual love”,
- Austria – “The Pig Seller of Abelsberg”,
- Turkey - “The family history”,
- Poland – “Various lives, common conclusion. History of the four women”.

All histories were filmed. The history from Austria was introduced live by senior theatrical group. The DVD containing all

histories for further distribution will be made during the last partner meeting in Poland.

The partners of the project are University for Seniors at University Complutense in Madrid (Spain), Bia-net in Graz (Austria), Organization for education seniors at University in Isparta (Turkey) and House of Culture in Nysa (Poland).

**DOM KULTURY RAKOWIEC** Warszawa

[www.dkrakowiec.wordpress.com/](http://www.dkrakowiec.wordpress.com/)

■ **Project: GUIA - Guide Us Into Arts!** ■

Grundtvig Learning Partnerships

[www.guideusintoarts.eu](http://www.guideusintoarts.eu)

This project exchanged empirical knowledge and methods of work with disabled people by means of artistic tools. The project's target groups were organizations experienced in inclusive and participatory work, especially in the field of performing arts; theatre, dance, music. The project considered all participants as equal partners on the way to inclusion and to overcome stigma, marginalization, exclusion. Not only to guide disabled people towards, but really to make arts together, as active participants and artists.

Title:

GUIDE = learning process, education

US = disabled people

INTO = not only to consume, but really to go into, to participate, as equal, inclusion

ARTS = performing arts

The project included:

3 partnership meetings led by English, German and Polish partners and consisting in practical workshops for disabled and not disabled learners and facilitators and also professional teachers



and 3 partnership meetings consisting of festivals which presented inclusive theatre, dance and music performances and art exhibitions organized by partners from Belgium, Czech Republic, and Croatia. Most of these performances were produced by partner organizations. The performances were the result of the cultural and inclusive work of the partners.

All meetings included:

- post session debriefing where we exchanged and reflected on methodologies and experiences for all participants
- facilitators' meeting for facilitators and artistic directors
- public presentations to increase participation in European citizenship
- board meetings
- informal meetings including debates, music, dance, and national cuisine for all participants

Between meetings, partners worked on evaluation and developed outcomes such as website, DVD, photo gallery, films, and archive of experiences.

The project's success was achieved in the following fields:

- reducing prejudice and enhancing social and artistic inclusion
- development of inclusive methodologies for working with disabled people
- development of practical skills of creative work for all participants, regardless of whether they are professionals or not, the direction is towards arts
- learning through the shared knowledge
- development of self-confidence especially amongst people with disabilities
- dissemination of the idea that artistic work is natural for everybody and disability is not a barrier
- dissemination of the idea that art with disabled people is not social work only, but it can be about art itself

Achieved outcomes:

- Website: [www.guideusintoarts.eu](http://www.guideusintoarts.eu)
- DVD with method maps and documentary materials from all meetings
- Photographic and film documentary of the project
- Archive of experiences: collection of interviews and feedbacks, description of methods used by facilitators from partner organizations.

## UNITED KINGDOM

**THE MOSAIC ART AND SOUND LTD** London  
[www.mosaicartsound.com](http://www.mosaicartsound.com)

### ■ **Project: PopuLLar. Motivating secondary school students to learn languages through their music** ■

Comenius Multilateral  
[www.popullar.eu/](http://www.popullar.eu/)

PopuLLar is a European education project that uses music to motivate language learning in secondary school students as an authentic use of language and semi-autonomous project. The project asks students to write their own lyrics to songs of their choice in the target language they are learning.

This requires adaptation to the music of the chosen song. The students then record their song (audio or video) and share it with other students all over Europe. The receiving students then have to comprehend the songs and make their own video in their native language using the words of the other students' video. They then record their version for sharing.

Students are able to combine their love of music, with creativity, literacy, digital competencies and group collaboration. This project also includes key competences - such as learning to learn, sense of initiative, self-regulated learning and critical thinking competences.

PopuLLar is a project that is 'owned' by the students; they work autonomously and collaboratively, teachers are guides to the project process.

## ■ Project: ARTinED ■

Comenius Multilateral

[www.artined.eu/](http://www.artined.eu/)

ArtinEd will use the pedagogic advantageous and qualities of the arts, especially the fact that learning through the arts strongly results in:

- Creativity at a personal level
- Retention of the learning materials

To create a methodology to add creativity in to primary schools through the arts as a key component of every school subject.

Art forms as Music, Dance, Literature, Visual Arts will be used as a tool for the acquisition and retention of other curriculum subjects. The basic idea is that through the use of the arts, children will retain the curriculum's learning contents as the arts offer innumerable opportunities for experiential, sensory learning that engages the emotions - essential to long-term memory. ArtsinEd will create a methodology and an in-service training course for stake-holders (teachers, authority curriculum experts) to enhance European teachers' knowledge and confidence in using the arts in their daily teaching and use resources from schools across Europe.

The methodology will be based on piloting a practical example in primary schools across Europe. This will focus on how to teach environmental education. Environmental lessons were chosen because environment is a cross-curricular subject and will enable the project to give examples in a number of subject areas.

## NOTES