

Coordinator Viksjöforsbaletten in Cooperation with project partners, International Yehudi Menuhin Foundation, Fondazione Nazionale Carlo Collodi, The Mosaic Art And Sound Ltd and The Research Committee of the Technical University of Crete



# FINAL REPORT

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Erasmus+ Grant Agreement Nr: Project:  
e-ARTinED - ID KA201- 012267

Project Team  
2018-10-28

**The arts deliver precisely the kinds of thinking and working skills needed in the workplace of the new millennium. They engage students in creative problem solving and in the use of new technologies that prepare them for a world guaranteed to change in unimaginable ways.**

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# INDEX

<b>Implementation Of The E-ARTinED Project .....</b>	<b>3</b>
The Outputs .....	3
The events organized by the partners .....	3
Designing, developing and using project tools: .....	4
Organizing and attending partnership meetings .....	4
Partners' contribution .....	5
Viksjöforsbaletten (SE) .....	5
The Mosaic Art Sound (UK) .....	5
International Yehudin Mehunin Foundation (Belgium) .....	6
Federazione Nazionale de Carlo Colodi (IT) .....	6
Technical University of Crete (Greece) .....	6
All partners contribution .....	6
The cooperation process .....	7
Target groups .....	8
Transnational project meetings .....	8
The Kick-Off Meeting .....	9
The Second Partnership Meeting .....	9
The Third Partnership Meeting .....	9
The Fourth Partnership Meeting .....	10
The Fifth Partnership Meeting .....	10
The Sixth Partnership Meeting .....	11
More about our intellectual outputs .....	12
Output 1. 'e-ARTinED Background Reports And Repository' .....	12
Output 2 "e-ARTinED Educational Programme for teachers, trainers and artists" .....	14
Output 3 "e ARTinED Handbook" .....	14
Output 4 "Selection of Case Studies to identify the Best Practices" .....	15
Output 5 "e-ARTinED Online Course" .....	16
Output 6 "e-ARTinED Community of Practice" .....	23
Learning/Teaching/Training Activities .....	26
Short Staff Training event in Belgium .....	26
Recognition and validation .....	27
Participants' Profile .....	28
Follow up .....	29
Target groups except participants .....	29

The Impact and the Expectations .....	31
The impact of the project at the local, regional, European and/or international levels.....	32
Dissemination and Use of Projects' Results .....	35
Dissemination Activities in Greece: .....	35
Dissemination in scientific events.....	36
Dissemination Activities in Belgium .....	37
Dissemination Activities in Italy .....	39
Dissemination Activities in UK .....	40
Dissemination Activities In Sweden .....	43
A summary of our dissemination activities, the impact and the feedback.....	45
How we have promoted the free access to the public.....	47
How the project's results will remain available and used by others .....	48
Areas that can embrace the e-ARTinED approach .....	48
Sustainability .....	49



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# IMPLEMENTATION OF THE E-ARTInED PROJECT

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*Please describe the activities organised by your project and elaborate on the methodology you applied. Please provide detailed information in particular about the project activities that were supported by the grant for Project Management and Implementation.*

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The activities organized within the framework of e-ARTInED have been varied and focused on achieving the best results in terms of quality, dissemination and valorization of the project Outputs. They have been focused on achieving the best results also in terms of work processes of cooperation, exchange of expertise, thorough evaluation and professional growth, within the partnership and with stakeholders.

The project has completed each Output as envisaged in the project work plan approved by the National Agency and has even implemented more activities than those envisaged in the approved plan. More than expected at application stage was delivered.

## THE OUTPUTS

OUTPUT 1 “e-ARTInED **Background Reports and Repository**”

OUTPUT 2 “e-ARTInED **Educational Programme for teachers, trainers and artists**”

OUTPUT 3 “e ARTInED **Handbook**”

OUTPUT 4 “e ARTInED **Selection of Case Studies to identify the Best Practices**”

OUTPUT 5 “e-ARTInED **Online Course**”

OUTPUT 6 “e-ARTInED **Community of Practice**”

## THE EVENTS ORGANIZED BY THE PARTNERS

- Piloting arts into nature and piloting new media art to teach curricular subjects, with children and teachers, in Sweden and in Greece (as additional activities, not expected by the approved work plan).
- Short-term joint staff training event in the Ardennes, Belgium, which included a piloting of resources with artists and teachers leading to a public event attended by a hundred children and adults of the local community. The piloting as a public event was an extra deliverable of the project (not funded by the grant).
- Webinar sessions during the e-ARTInED Online Course
- e-ARTInED International Conference in Edsbyn, Sweden.

The Project Management and Implementation have been based on rules and management tools decided and designed at the start of the project by following the criteria and descriptions included in the project application.

The partners have regularly communicated through BaseCamp, and on times close to definition of Output working phases and finalization, communication has occurred even on daily bases. Skype meetings have been performed as bi-lateral, three-lateral or plenary online meetings, according to partners’ actual needs, and have been an effective means of communication, used in the months between the partnership meetings.

Six partnership meetings have been organized and attended by all partners during the project life.

They have been pivotal in keeping clarity of the rhythm, the vision and the assessment of work performances and tasks' details at all time; they've been especially needed in a three-year project.

During the partnership meeting the partners discussed on outputs' action plans, implementation details, monitoring and evaluation issues and were able to exchange approaches and expertise, thus adding a valuable European dimension to the project products.

The project monitoring and evaluation strategy, set up at the start of the project, has been followed by all partners and it gave an increased sense of understanding of the work done, of the work dynamics among the partners and of the results of outcomes and work relationships among partners and stakeholders.

To sum up, the detailed information in particular about the project activities that were supported by the grant for Project Management and Implementation were as follows:

#### DESIGNING, DEVELOPING AND USING PROJECT TOOLS:

- BaseCamp as common communication platform / Skype for online meeting
- Reporting templates
- Monitoring and evaluation plan and templates
- Dissemination plan
- Two project Websites, one with a Swedish focus (mostly in Swedish language) and one with a more international scope
- Project social networks with news and updates
- Leaflets on the project /Poster-Programme for the Conference

#### ORGANIZING AND ATTENDING PARTNERSHIP MEETINGS

- Kick-off meeting in Sweden
- Second partnership meeting in Sweden
- Third partnership meeting in Greece
- Fourth partnership meeting in Belgium
- Fifth partnership meeting in Italy
- Sixth partnership meeting in Sweden.

#### *Organizing and attending:*

- Short-term joint staff training event in Belgium
- International Conference in Sweden.

On various occasions, during the three-year of project life, the project coordinator met with the National Agency to discuss reporting issues and ask for advice on project management procedures.

## PARTNERS' CONTRIBUTION

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How did the project partners contribute to the project? Please detail specific competences brought in by the partner organisations.

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Viksjöforsbaletten (SE), FNCC (IT) and The Mosaic (UK) developed the successful ARTinED project 2011 and had been clearly aware of the demand of teachers, across Europe, for online training on the subject.

They initiated the e-ARTinED project and welcomed the expertise in other domain areas to add to the previous project: social inclusion through the arts (Yehudi Menuhin Foundation, BE) and new media arts (Technological University of Crete, GR).

The Technological University of Crete, GR, was the partner in charge of the technical platform of the e-ARTinED Community of Practice and the e-ARTinED Online Programme.

### **Each partner has been Output leader:**

- The Mosaic: O1 'e-ARTinED Background Reports and Repository' and O5 "e-ARTinED Online Course"
- Viksjöforsbaletten: O2 "e-ARTinED Educational Programme for teachers, trainers and artists"
- Fondazione Nazionale Carlo Collodi: O3 "e ARTinED Handbook"
- International Yehudi Menuhin Foundation (IYMF): O4 "Selection of Case Studies to identify the Best Practices"
- Technical University of Crete: O6 'e-ARTinED Community of Practice'.

Furthermore, Viksjöforsbaletten organized the Conference in Sweden, with contribution on the programme by all partners, and IYMF organized the Short-term joint staff training event in Belgium, with the contribution of all partners for the programme.

Each partner contributed to the realization of all outputs, bringing in the project their own specific competences and expanded them through the project planned activities. More specifically:

#### *VIKSJÖFORSBALETTEN (SE)*

Project management skills; expertise in using dance to teach curricular subjects; leading school students in art- into- nature activities and learning; expert in art integration from previous ARTinED project; research and curriculum design competences; managing social networks and dissemination abilities; networking and sustainability skills .

#### *THE MOSAIC ART SOUND (UK)*

Expertise in using music to teach curricular subjects; expertise in online training programme; theoretical and practical knowledge of art integration; expert in teacher training from the previous ARTinED project; research and curriculum design competences; experience in dissemination and exploitation of results and products of European projects and sustainability.

### *INTERNATIONAL YEHUDIN MEHUNIN FOUNDATION (BELGIUM)*

Expertise in promoting social inclusion through the arts; expertise in using visual arts to teach curricular subjects; research and curriculum design competences; expert in bringing artists to work into schools (international network of artists working in more than a thousand schools across Europe); networking skills.

### *FEDERAZIONE NATIONALE DE CARLO COLODI (IT)*

Expertise in using literature and creative writing to teach curricular subjects; expertise in project monitoring and evaluation; expert in art integration from previous ARTinED project; European projects management skills; skills in networking and sustainability.

### *TECHNICAL UNIVERSITY OF CRETE (GREECE)*

ICT and technical competences; knowledge of didactic use of new media arts; research and curriculum design competences; dissemination and networking skills; experience in exploitation of results and products of European projects and sustainability.

### *ALL PARTNERS CONTRIBUTION*

All partners contributed to:

- Manage the project at national level and liaising with the other partners;
- Provide narrative and financial reports to the coordinator;
- Create Output Action plan and supervise the partners' activities leading to the implementation of Output of which they were leaders;
- Research;
- Write study on art forms;
- Pilot art into nature, social inclusion through the arts, new media arts integration with children and teachers in Sweden (Viksjöforsbaletten), in Greece (TUC) and in Belgium (all partners);
- Compile training materials (educational programme, handbook, case studies);
- Design each a 3-week online training for teacher on using the arts to teach curricular subjects (Viksjöforsbaletten: dance; The Mosaic: introductory week + music; IYMF: visual art; FNCC: literature; TUC: new media arts);
- Produce the online platform to host the e-ARTinED Online Programme (TUC was in charge);
- Deliver didactic materials for a 3-week art integration course, the e-ARTinED Online Programme. In addition to the music course, The Mosaic also delivered the first introductory week;
- Provided the Community of Practice platform (TUC);
- Monitor and evaluate projects and outputs (FNCC was in charge of the plan);
- Disseminate project and outputs; The Mosaic (UK) created and maintained the international project website; Viksjöforsbaletten designed and maintained the project website intended for Swedish speakers.
- Organize and attend partnership meetings;
- Organize and deliver staff training event;
- Organize and deliver International Conference;
- Design a sustainability plan.

## THE COOPERATION PROCESS

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What is your qualitative appreciation about the cooperation and communication between the partners and with other relevant stakeholders during the implementation of this project? What are the positive and negative elements of this cooperation process? What are the elements you would improve if you were to carry out a similar project in the future?

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The project aimed to become sustainable by creating products that could be used by teachers across Europe, therefore products which necessarily reflected a multicultural approach. To better achieve this and give the project a real multicultural essence, it was crucial to have a partnership comprising members from various European countries, coming from diverse cultural background and working contexts.

The diversities of approaches can sometimes constitute a barrier to the smooth progress of work, but in the e-ARTinED project these represented a stimulus to learn from each other, an enrichment on the personal and professional level, a growth that could not have been possible in a less varied partnership and with less open-minded partners.

The partners enjoyed their intercultural exchange that developed naturally, by means of intense cooperation in partnership meetings, exchange of emails on Basecamp, use of Skype, brainstorming together to find the best solutions for the project's outcomes, sharing doubts, expectations, successes, becoming familiar with each other's institution and way to operate, evaluating deeply the common experience together, and definitely by listening to each other.

The partnership has worked consistently towards achieving the results reported. Their collaboration could be an example of good partnership which is evident in the frequency of their communication, the rapid response to the issues raised, the commitment to their tasks under the project, the respect to the deadlines and to their responsibilities as Output leaders. Their collaborative work has created very good and effective way of working together.

An example can be the perfect delivery of the 4-month Online training programme (Output 5), which represented a challenge for partners operating thousands miles away from each other. The partners were able to fully respect the programme deadlines and created a well-connected, innovative and crowded art integration training, in which links and communication among the partners were evident and inspiring.

These are all positive elements. There have been no negative elements as such and the communication has always been very smooth, respectful and fruitful.

This applies also to other relevant stakeholders, since there are clear indications of satisfaction by the teachers and children who took part in the initial piloting, by the artists and teachers who took part in the staff training event in Belgium, by the group of participants in the Online Programme, and by both the experts and the general audience of the International Conference in Sweden.

Overall, what could be improved in similar future projects is to dedicate more time to technical training for all partners and involved stakeholders. TUC has been an excellent partner, always available to share and teach their technical expertise, and maybe the partners could have exploited this opportunity a little further.

## TARGET GROUPS

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What target groups were addressed in your activities plan? Were the target groups changed in comparison to the ones identified in the application form?

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The target groups addressed in the activity plan did not change from the groups envisaged in the application form. They only have slightly expanded and have been the following:

- Primary school teachers (Kindergarten teachers joined the programme as well)
- Primary school children
- Artists
- Pedagogues
- Academic circles and students as future teachers (two PhD theses were written on the project subject inspired by the project, one in Sweden and one in Cyprus).
- School authorities.

Through dissemination channels other target groups have been reached:

- Teacher associations
- Curriculum experts
- School policy makers

## TRANSNATIONAL PROJECT MEETINGS

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Please describe the Transnational Project Meetings organised within your project. What was the purpose and frequency of the transnational project meetings and who participated? Please elaborate how these meetings served the purpose of project coordination and implementation and in case there is a difference between what was planned and what was implemented, please explain why.

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Each transnational project meeting was preceded by the Meeting Agenda, discussed and agreed previous to the meeting by the partners, and was followed by detailed Minutes with clear description of decisions made and to-do lists.

The partners filled a Meeting Evaluation Questionnaire after each meeting which were collected and commented by the Italian partner, in charge of the project monitoring and evaluation.

The information gathered through the questionnaires would have been useful to better next meetings. Overall, the partners had been always happy for the hospitality, the meeting

organization, the way of communicating and the decision making process that almost no suggestions to ameliorate next meetings had ever been gathered.

### *THE KICK-OFF MEETING*

was held in Viksjöfors, Sweden, in November 2015. All partners took part in the meeting.

- The coordinator had previously prepared management tools to introduce the whole project life and to keep implementation progress updates.
- The meeting was useful to review the project's objectives and implementation stages, the partners' tasks and activities to be carried out throughout the project life.
- The meeting was also useful to set the financial management, including forms to be filled and clarification on administrative aspects.
- The Italian partner presented the project monitoring and evaluation strategy and the UK partner presented the dissemination strategy plan.
- The partners expanded their collaboration and started an intense exchange of expertise.
- The meeting was also useful for local dissemination and intercultural contacts with the local community.
- The next steps were clarified and the partnership had a pleasant immersion into the Swedish culture and environment.

### *THE SECOND PARTNERSHIP MEETING*

was in Viksjöfors, Sweden as well, from 03.06.2016 to 07.06.2016.

- All partners took part into the meeting. Monitoring and financial issues were discussed along with an overview of work done and achievement until date by each partner. Presentation of the activities done in Sweden and definition of a common work plan for Output 2 was led by the coordinator, leader of Output 2.
- The Italian partner led a brainstorming on the Handbook, Output 3: its contents and graphic presentation of the on-line version.
- The UK partner led a discussion on the guidelines for the Online Course (Output 5) and the Greek partner focused on the Community Practice (Output 6).
- The partners took part in the Dance Festival organized by the coordinator and had the opportunity to disseminate the project to a vast local and regional audience.
- Evaluation issues were discussed as well as to-do list for following months.

### *THE THIRD PARTNERSHIP MEETING*

- had a change of location. The third and fifth meeting had been swapped. At application stage the third meeting was planned in Italy. It was organized in Greece instead, by the partner team of the Technological University of Crete. It was decided this way to give some partners the possibility to attend a joint meeting with the newly funded project MULTILIB.
- The meeting started with brainstorming on issues related to the on-line training course and how to recruit participants.
- Discussion on the Final Conference followed, on how to structure it and on how to promote it. The
- Conference dates were also decided and the partners would invite experts in the field of
- Education and artists to take part.
- The IYMF presented the action plan to implement O3 and discussion followed on the criteria to select the Case Studies.

- About 05, the On-line course, the partners agreed on the final length and subdivision of Courses:
- Viksjöforsbaletten: dance; The Mosaic: music; IYMF: visual art; FNCC: literature; TUC: new media art.
- The content was clarified, as well as the structure of the Course and the type of resources to prepare.
- The meeting was used also to understand the best options to organize the content and the logistics of the Short Training event in Belgium, to take place in July 2017 In BE. The partners decided the topic of the workshops: 'seed and roots', to be experienced through the arts, through workshops with artists invited by the partners.
- At the Technological University of Crete, the partners received a 3-hour tutorial session on the learning portal of the project <http://eartined.coursevo.com/> and discussed on the structure and organization of the training programme to be implemented during the last year of the project.
- TUC demonstrated to the partners how the training course could be organized and implemented on the platform.
- Dissemination issues were discussed, especially regarding the recruitment campaign for the e-ARTinED online programme
- At the third meeting, the partners had also the occasion to visit Dalabelos farm, to attend a bread making session in the Cretan way and to learn about nature in Crete by collecting wild plants and fruits. After the visit, the partners had a brainstorming about the sustainability of the project and about future collaborations and joint initiatives to expand learning of nature through arts and literature.
- Evaluation issues were discussed as well as to-do list for following months.

#### *THE FOURTH PARTNERSHIP MEETING*

The meeting took place at the IYMF, in Brussels, BE, in October 2017.

- After reviewing details for compiling the financial reports of the semester ending in August 2017, and discussing some additions to Output 1, the partner went straight into the core subject of meeting concerning agreement on the organization of the Online training meeting. Then, the partners dedicated an entire session to technical training. A 4-hour technical workshop, led by TUC, enabled the partners to understand and use the different functionalities of the platform (including webinar sessions) and to figure out how to review the Programme resources.
- Dissemination was presented by all partners.
- Dissemination issues were discussed, especially regarding the Call to recruit participants in the e-ARTinED online programme.
- Evaluation issues were discussed as well as to-do list for following months.

#### *THE FIFTH PARTNERSHIP MEETING*

was held in Collodi, Pistoia, IT, at Fondazione Nazionale Carlo Collodi, in April 2018.

- The partners discussed financial filing up and reporting issues.
- The partners reviewed monitoring and evaluation issues especially in relation to the e-ARTinED Online Programme in progress.
- Another core subject of the meeting was the presentation and preparation of the Conference in Sweden, in August, the harmonization of speeches and workshops, logistics, dissemination (communication and activating data base of contacts).

- To-list was agreed among the partners.

### *THE SIXTH PARTNERSHIP MEETING*

was held in Viksjöfors, SE, on the 17th of August, the day after the delivery of the International Conference in Edsbyn, SE.

- The partners shared feedback on the Conference and then discussed about the compilation of the Final Report and the final required documentation by the partners.
- The partners examined the sustainability plan and shared creative ideas also to develop more projects on art integration in school curriculum and on the action of artists in education.
- There was a final project feedback shared among the partners and a dinner to celebrate the acquired knowledge and the project success followed in the evening.
- To sum up the changes occurred in the three years of project life:

At application stage we had the following schedule:

*Project meeting Nr. 1:* Kick-off meeting: Crete (GR) November 2015

*Project meeting Nr. 2:* Viksjöfors (SWE) June 2016

*Project meeting Nr. 3:* Italy (IT) March 2017

*Project meeting Nr. 4:* Brussels (BE), September 2017

*Project meeting Nr. 5:* Viksjöfors (SWE) March 2018

*Project meeting Nr. 6* Final meeting: Viksjöfors (SWE) August 2018.

After the coordinator consulted with the National Agency, the partnership slightly changed the order of the places as follows:

*Project meeting Nr. 1* Kick-off meeting: Viksjöfors (SWE) November 2015

The KoM has been organized in Sweden instead of Greece to have the possibilities to meet the local schools and on request of the Co-ordinator.

*Project meeting Nr. 2:* Viksjöfors (SWE) June 2016

*Project meeting Nr. 3:* Greece (GR) April 2017.

The third and fifth meeting had been swapped. At application stage the third meeting was planned in Italy. It was organized in Greece instead, by the partner team of the Technological University of Crete. It was decided this way to give some partners the possibility to attend a joint meeting with the newly funded project MULTILIB.

*Project meeting Nr. 4:* Brussels (BE), October 2017 (the partners were not all available in September)

*Project meeting Nr. 5:* Italy (IT) March 2018 (was held the first week of April)

*Project meeting Nr. 6* Final meeting: Viksjöfors (SWE) August 2018.

## MORE ABOUT OUR INTELLECTUAL OUTPUTS

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Please describe the Intellectual Outputs produced by your project. Please provide detailed information in particular about the nature of the outputs, the significant contribution in terms of impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.) and in case there is a difference between what was planned and what was implemented, please explain why.

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There is no difference between the planned Intellectual Outputs and those that were implemented. The Intellectual Outputs of the e-ARTinED project are:

- OUTPUT 1 “e-ARTinED Background Reports and Repository”
- OUTPUT 2 “e-ARTinED Educational Programme for teachers, trainers and artists”
- OUTPUT 3 “e ARTinED Handbook”
- OUTPUT 4 “Selection of Case Studies to identify the Best Practices”
- OUTPUT 5 “e-ARTinED Online Course”
- OUTPUT 6 “e-ARTinED Community of Practice”

### *OUTPUT 1. ‘E-ARTINED BACKGROUND REPORTS AND REPOSITORY’*

OUTPUT 1 has been performed according to the application guidelines and even more materials than expected have been produced, for instance the Background Report on New Media Arts. Materials were added to provide tools to the project for two new domains: Art in Nature and New Media Arts. Transversal areas were developed in the form of research and related reports: Social inclusion through the Arts and Critical Thinking as a teaching/learning pedagogic method.

The research in the whole Output was performed to respond to the need of the project to:

1. study the national curricula of 5 countries: Sweden, Belgium, Greece, the UK and Italy,
2. find relevant examples of art integration in primary schools with information on their experiences and results,
3. update and expand previous research (ARTinED 2011),
4. find existing examples of using the arts to promote social inclusion within children’s school education and to
5. Report on the relevance of the arts to develop critical thinking.

A REPOSITORY of entries relevant to the project has been produced with the results of the partners’ research, collected in appropriate templates produced by the leading partner. These have been organized within three sub-repositories as follows:

- REPOSITORY 1 The use of the arts in education: teaching curricular subjects through the arts
- REPOSITORY 2 Using the arts to promote social inclusion within children’s school education

REPOSITORY 3 Exploring nature through the arts: examples of children’s experiences of learning through the arts within natural settings

The research extended over the following categories:

- Books
- Academic Literature
- Non Academic Literature
- Non EU Projects
- Films/Documentaries/Videos
- PHD Thesis
- Web Resources
- Social Network
- Other.

The entries of the three Repositories offer a varied picture of what has been implemented in the domain areas at international level. Although the Repositories do not cover all existing experiences, they are very representative of current trends and experimentations and give inspiration and valid information to teachers, trainers, students (future teachers), school authorities, curriculum experts and to all those with an interest on the subjects.

The Repositories are thought provoking and the partners are using the insights gained in the research for their own applications in the e-ARTinED project both at theoretical and practical level.

The BACKGROUND REPORTS, also forming part of the Output 1, have been increased in number and subjects, compared to the envisaged outcomes at application stage. Besides the longer texts of the Reports, presentations in PowerPoints have also been carried out for each Report.

The list of the Reports:

1. Background Report On Using LITERATURE To Teach Curricular Subjects;
2. Background Report On Using VISUAL ART To Teach Curricular Subjects;
3. Background Report On Using DANCE To Teach Curricular Subjects;
4. Background Report On Using MUSIC To Teach Curricular Subjects;
5. Background Report On Using NEW MEDIA ARTS To Teach Curricular Subjects;
6. Background Report on Using the ARTS TO PROMOTE SOCIAL INCLUSION Within Children's
7. Primary School Education;
8. Background Report on the RELEVANCE OF THE ARTS TO DEVELOP CRITICAL THINKING;
9. Background Report on ART IN NATURE-EXPLORING NATURE THROUGH THE ARTS.

NATIONAL CURRICULA of 5 countries: Sweden, Belgium, Greece, the UK and Italy were analyzed and produced in corresponding five reports. Translations of the main outcomes are available in the partner national languages.

OUTPUT 1 was used in all subsequent Outputs implementation, also as reference materials.

All entries are included in the online Repository on the Coursevo platform. The Repository is an OER available to teachers and to all those with an interest on the subject.

## *OUTPUT 2 “E-ARTINED EDUCATIONAL PROGRAMME FOR TEACHERS, TRAINERS AND ARTISTS”*

School practice in Sweden, Belgium and Greece is successfully fulfilled.

In the e-ARTInED project the Swedish partner Viksjöforsbaletten has had the opportunity to work closely with the neighbour school and can therefore deliver many examples of school practices. This report however also includes several very good examples from the other partners. <http://artinedviksjofors.se/wp-content/uploads/2018/10/Report-2-Swedish-Belgian-and-Greek-piloting-with-UK-advice-2018-10-18.pdf>

Others' experiences, as listed in the Background Report in Output 1 of our project, have been a rich resource in the efforts that are made in the project schools, when working with Social Inclusion and Nature through the Arts.

Hopefully our experience where of some is described in the above attached report and in the Teacher's Guides (<http://artinedviksjofors.se/kultur/teachers-guides/>), will make as valuable resource for others! In Output 4 we have chosen the best examples from Output 2.

## *OUTPUT 3 “E ARTINED HANDBOOK”*

The e-ARTInED Handbook has been developed according to the application form and to respond to the needs of the teachers to keep primary students engaged in learning through embedding the arts into education.

The purpose of the Handbook is to present to the teachers a teaching approach in which the arts leverage learning in other subject areas such as science, language arts, mathematics, and social studies. It is an upscaling of the ARTInED resources and expands both the research and the topics. In fact the e-ARTInED Handbook adds to the previous resources produced in the ARTInED project an improved and enriched background report and three new topics: social inclusion through arts, exploring nature through the arts and media art; it focuses on:

- How to develop sustainable and embedded creative learning
- How to increase inclusivity and creativity in the classroom
- How to transfer and retain learning in and through the arts to other disciplines

The content of the Handbook is based on the theoretical and practical approach of the background reports and on the identification of the best practices based on the experiences gained during the training and piloting activities with the direct involvement of teachers, artists and children from all background.

The first part of the Handbook provides an overview on:

1. Art in Education: The e-ARTInED Repository and Background Report
2. Innovative Teaching through the Arts
3. Key Elements to use the Art in the Classroom that includes: art and social-cultural inclusion, critical thinking through the arts, art in nature, new media art, dance, creative writing, visual arts, music.

The second part of the Handbook is the core part of the documents and contains a selection of good practices on the use of arts to engage children in artistic activities to promote social inclusion, love and respect for nature by using visual and media arts, music, dance, creative

writing and drama. This section dedicated to the good practices provides practical examples of tested activities that are ready for replication. These examples can be used as they are presented in the Handbook or inspire new practices created by the end-users.

The Handbook is available as OER to educators, artists and parents in the partner languages on the website of the project. <http://www.e-artined.eu/>

#### *OUTPUT 4 “SELECTION OF CASE STUDIES TO IDENTIFY THE BEST PRACTICES”*

Output n.4 has been prepared following the application guidelines and the partners have produced more materials than expected. From the application the best practices had to be a minimum of three while the partners have prepared seven good practices.

The Swedish partner has been the main contributor to this document with three good practices based on the “Swedish Outdoors Access Rights and the Convention of the Children Rights while the other partners have produced one good practice each.

Following the work-plan the output leading partner has designed the template for collecting the case studies and identified the good practices during the first part of the project. All the partners have collected the information and completed the template in the second year of the project life. Then after the proofreading of the document by the English partner the translations into the national languages have been provided by the partners and edited by the leading partner.

The Good Practices describe the process that the piloting schools used to achieve good results and have been selected according to the evaluation of students and teachers among the 36 practical exercises that teachers have developed with their students, i.e.: learning science through dance, learning geography through new media arts, learning math through music, etc. Transversal topics are: social inclusion, critical thinking and environmental education.

The Good Practices prepared by the Swedish team are based on the *The Swedish Outdoor Access Rights* combined **with** the Convention of Children's Rights and connected to the Swedish curriculum and to the e-ARTinED new topics: ***Social Inclusion and Nature through the Arts***. The selected good practices from Sweden are about:

##### ***Waste Sorting and Recycling***

##### ***The Outdoor Access Rights and the Convention of Children's Rights Sustainability and Recycled Art in Nature***

The four Good Practices from United Kingdom, Belgium, Italy and Greece are examples of using Music, Literature, and Media Arts considering social Inclusion as well as critical thinking and environmental education. In details these good practices address:

##### ***Learning about the water cycle (science curriculum) through music making Social Inclusion of Roma Children through Art: creation of musical instruments with recycled materials***

##### ***Discovering the soil through creative writing and drama***

- ***Animating Stories with e-Shadow***

The main lessons learnt from the selection of these practices are:

1. Arts engage students in learning through observing, listening, and moving and offer learners various ways to acquire information and act on it to build understanding
2. Arts offer a natural way to differentiate instruction as the arts offer multiple modes of representation, expression, and engagement
3. Interdisciplinary connections are possible between a specific art form and a specific curriculum area;
4. When students are engaged in a creative process they produce original work that communicates their ideas, insights, points of view, and feelings.
5. Art integration requires teachers to set objectives in both art form and other subject areas for a significant learning of the students in both the art form and the curriculum subject.

The Good Practices Report is available in the partner languages for teachers, educators, and families on the project website <http://www.e-artined.eu/>

#### *OUTPUT 5 "E-ARTINED ONLINE COURSE"*

<http://eartined.coursevo.com/>

This Output required intense communication among the partners and thorough brainstorming, as well as creative skills and technical skills.

A slightly different naming was given to the Course: the whole programme of the 4-month online training was called 'e-ARTined Online Programme' and the five three-week modules referring to each art form were called 'Courses'.

The Programme was divided into 1 Introduction Week and 5 three-week Courses, therefore the Programme was composed of 16 weekly Units (4 months).

The Programme was addressed at primary school teachers, students/future teachers of primary schools, and all those trainers and facilitators with an interest in the subject.

The Online Training Programme focused on to use the arts to develop/teach curricular subjects and the units were as follows:

Introductory Week	1 Unit (one week)	The Mosaic Art Sound (UK)
Course 1 Music	3 Units (three weeks)	The Mosaic Art Sound (UK)
Course 2 Dance	3 Units (three weeks)	Viksjöforsbaletten (SE)
Course 3 Visual Arts	3 Units (three weeks)	IYMF (BE)
Course 4 Literature	3 Units (three weeks)	FNCC (IT)
Course 5 New Media Arts	3 Units (three weeks)	TUC (GR)

Each Unit/week was structured as follows:

**On Day 1:** (on the Coursevo platform) available only to the participants in the Course, there were: presentation of the Unit, its Resources (texts, links, videos and any sort of files provided by the Unit tutor/s), and 3 Assignments for the participants in the form of Open questions.

**From Day 1 to Day 5:** participants had the time to read the Resources, think/experiment about the 3 Questions (Assignments) and to post their answers / comments/feedback/ne questions on the FORUM area of the Coursevo.

**On Day 6:** the Tutor wrote a wrap up message on the FORUM by taking into consideration what the participants had delivered in terms of answers and collaborative learning/experience on the Unit learning subjects/goals, and ended the Unit. The participants also found (on the Coursevo) an Assessment Form, in the form of quizzes that helped to identify their specific learning of the Unit subjects. They had to fill the Assessment Form before the start of the following Unit.

The Online Training Programme started with an Introductory Unit which informed about the whole Training content, the structure of the Course and the technical features. It had assignment and quizzes and all the other Units.

The participants who had completed assignments and created a Lesson Plan in at least 3 Courses received the 'e-ARTinED Online Training Programme' Certificate.

The platform remained open until the 15 of June to allow those participants who were not able to conclude some Units to do so and upload their late assignments.

The Programme also contained a brief auxiliary course about the Coursevo platform that supports the e-ARTinED training program. The course gave an overview of platform's features, tools and services and provides usage tutorials.

<b><i>COURSE – TUTORS</i></b>	<b><i>START – END</i></b>	<b><i>LEARNING OBJECTIVES</i></b>
<b>Course 0 – Introduction</b> 1 Unit Tutor: <b>Teresa Dello Monaco</b>	05/02/2018 – 11/02/2018	This is a general introduction to the training programme with links on the importance of the integration of arts in curricular subjects in school, information about the training programme and its organization, explanation of tasks to be accomplished by trainees for successful completion of the programme. An important objective is to facilitate the trainees to get familiar with the functionality of Coursevo that will be used throughout the programme.
<b>Course 1 – Music</b> 3 Units Tutors: <b>Teresa Dello Monaco, Maria Demosthenou</b>	12/02/2018 – 04/03/2018	The Course provides fundamental ideas and examples of practices to integrate music into teaching literature, maths, social science and any subject in the curriculum. There are practical ideas for lesson plans through music listening and through music making in classroom. Some elements of the Course help to free and enhance both teacher's and student's singing skills and are available structured practical tips on using simple music instruments, including boomwhackers. The collaborative aspect of the online Music Course is emphasized especially by inspiring each other through shared posts in our Forum facility. The Course acts as a springboard for teachers' own creativity and illimitable applications to integrate music into daily teaching routine.

<b>Course 2 - Dance</b> 3 Units Tutors: <b>Sophia Färlin-Månsson,</b> <b>Mary Kate Sheehan</b>	05/03/2018 – 25/03/2018	This course explores the role that Dance can play in education. The aim is to create a richer learning environment that stimulates imagination through physicality and leads to a more thorough learning process. Dance in education is an option available to everyone, not only those with prior Dance experience. The goal is to enhance curricular understanding by physicalizing difficult concepts. The Course explores specific examples of how Dance can be integrated into subjects like science, history, and literature. Participants will learn to ‘dance a book’.
<b>Course 3 - Visual Arts</b> 3 Units Tutor: <b>Gilda Esposito</b>	26/03/2018 – 15/04/2018	This course sets a theoretical framework of social inclusion and competence-based active learning through visual arts referring to a wide range of existing interdisciplinary literature. It then provides teachers with case studies, and ask them to provide more, and a related grid of analysis that will put the attention to the following key components of the didactic project: (a) Intentionality and sense making; (b) Reflective and transformative approach; (c) Contents; (d) Methods ; (e) Inclusion; (f) Evaluation. Finally the participants are asked to directly experiment, or at least design, a visual art-based didactic project, following guidelines provided by the course facilitator. Participants are encouraged to use digital storytelling to share their experiences with the learning community.
<b>Course 4 - Literature</b> 3 Units Tutor: <b>Cinzia Laurelli;</b> <b>Stefano Cristiano</b>	16/04/2018 – 06/05/2018	In this course participants practice literature firstly by increasing curiosity of children in searching and reading poems and written texts and secondly by broaden their psychological and intellectual horizons. They learn how to select a text, a poem and how to create learning activities for developing children's comprehension of curricular subjects, and to enhance skills, curiosity and transversal competences that will improve self-expression, mutual understanding and more collaborative school environment. This allows learning about other people, their history, geography, languages and arts, science, mathematics. Literature becomes a tool that enables students to transcend their own challenges, respect differences and work in a collaborative and joyful way. Finally, the participants are introduced to some indicative examples/model of learning practices and during the course they try to do some steps forward and will be invited to customize or create new activities in an autonomous way and according to their specific needs.
<b>Course 5 - New Media Arts</b> 3 Units Tutors:	07/05/2018 – 27/05/2018	In this course participants study the domain of New Media Arts, how they can be integrated in education, what are the phases of the process of producing new media artworks and what are the benefits for the

**Nektarios  
Moumoutzis**

students of learning with New Media Arts.  
Furthermore, participants study specific examples of how New Media Arts can be combined with traditional art forms in order to promote learning in various school subjects as well as in interdisciplinary projects that involve several subjects.

There was an additional Course always available on the platform: **'Coursevo e-Learning Platform'**

This is a brief auxiliary course about the Coursevo platform that supports the e-ARTinED training program. The course gives an overview of platform's features, tools and services and provides usage tutorials.

**Objectives:** To present functionality and features of the Coursevo e-Learning Platform.






**Tutor:** Nikos Pappas, Senior Software Engineer

### **More facts about the e-ARTinED Online Course**

The Programme is under Creative Commons License Attribution 4.0 International (CC BY 4.0)

<https://creativecommons.org/licenses/by/4.0/>

- The Programme had 118 Registered Users and a total of 438055 Hits.

	Online	<b>0</b>
	Registered Users	118
	Courses	13
	User Logins	3936
	Hits	438055

Particularly:

Introductory Week: Registered Users 67 Hits 11.143

Music Course: Registered Users 65 - Hits 27.154

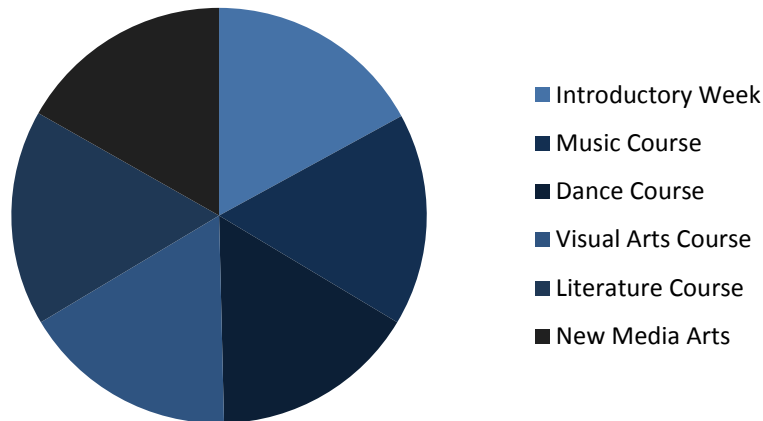
Dance Course: Registered Users 63 - Hits 12.796

Visual Arts Course: Registered Users 66 - Hits 9.662

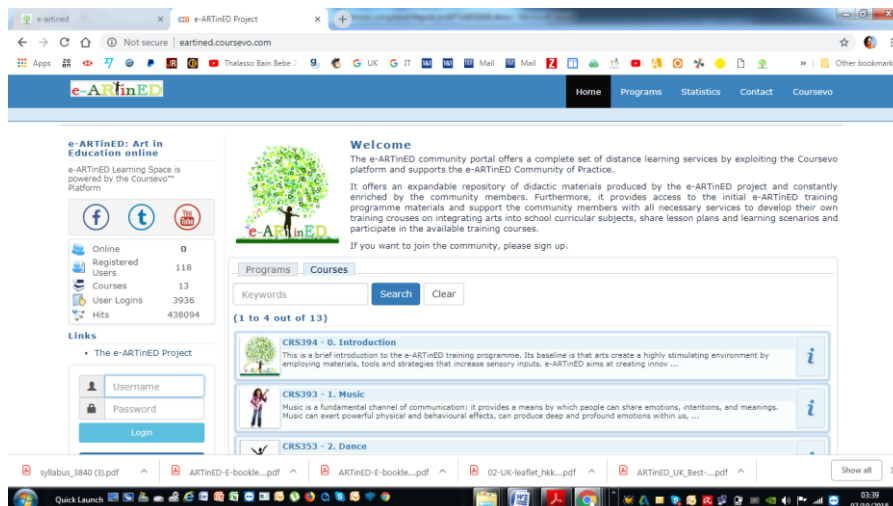
Literature Course: Registered Users 66 - Hits 7.478

New Media Arts: Registered Users 66 - Hits 14.055

## Registered Users



## Hits



- Participants were all teachers of primary schools, with some of kindergarten and secondary schools.
- **Feedback by participants was very positive.**  
The Programme was a success and sustainability plans to exploit the resources are in place.

### **Some comments from participants:**

"This was just the perfect programme for me to revive interest in my job as a teacher"

"New Media Arts was an amazing course. I learned a lot of new things and got new ideas about making my lessons more creative. I studied the materials of the course and also make a research about how some things work and experiment with them, in order to be able to use them with my students. I will definitely work on the topics we have covered in this course, with my students."

"E-shadow is a wonderful and unique software. It is just amazing how real the moving of the traditional figures appears! Congratulations and thank you for the wonderful course and material."

"I really enjoyed the whole procedure of the music topic, especially the preparation of the lesson plan. Thanks so much for the amazing ideas and knowledge you share with us."

"The Music Course was very helpful to me. I got more knowledge on what music integration is. I feel thrilled in starting using music and moreover deepen music integration with my students."

Thanks a lot for that creative and inspiring music trip all these three weeks."

"Music course was very interesting. It gave me the chance to think of integrating music even in ICT lesson at primary school. Thanks for the knowledge you shared with us!"

"Certainly i would integrate music combined with other art forms and i think that i am going to try my idea with students! Thank you very much for the new ideas and this "music trip"!"

"Thank you very much for the excellent cooperation, the inspiring software presented and your patience."

"I must say that the New Media Arts project was truly amazing. The combination of new media arts can truly help capture the interest of students and really make teaching a lot more fun and interesting for everybody. Thank you so much"

"The Course gave me the chance to think of using music even in IT technology at teenage. The examples given were inspiring and useful. Thank you a lot!"

"Music Course was inspiring and motivating. I find myself listening to music more carefully than before. I've managed to capture the rhythm of songs I would like to use in my ITC lesson."

Thank you all for this magnificent course. Terrific experience!"

"I really enjoy the process of making the lesson plan. It was an opportunity to use my creative thought, to show that music is combined with other subjects. I already tried my idea with my students. As a teacher in Special Education I see through my students that this lesson help them to increase their creativity."

This music course was an amazing opportunity to collect knowledge about the music and curriculum programme and how combined with other subjects."

"I really enjoyed the music unit. It was something more enjoyable and relaxing. New techniques also learned."

I have tried lesson plans like this one with my students, the difference is because you add the music part, the guidance and the examples you gave us were very inspiring and useful for our teaching procedure.”

“The music course was a truly useful and inspiring experience. I have really learned a lot.”

“Thank you for everything, it was an amazing experience.”

### **Highlight**

**One of the participants of the Music Course created his own one-week Course titled: 'Educational Music Instruments Making' which is introduced as follows:**

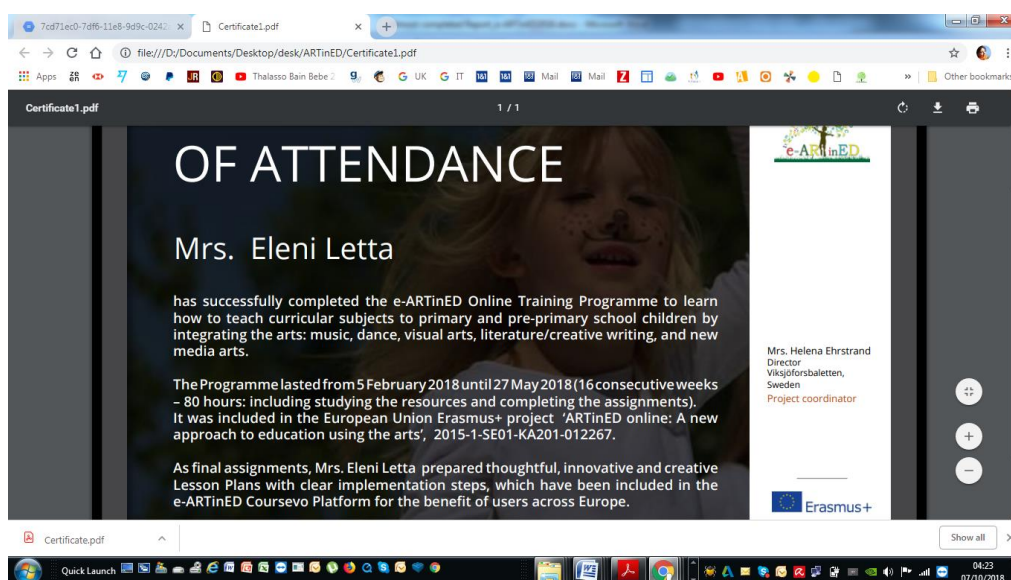
This is a one unit (one week) course offered by Mr. Giorgos Gypakis on making simple musical instruments from recycled materials and materials that can be found in nature. This course is related to the Music course of the e-ARTinED online training programme and extends ideas and concepts that have been already presented there. This is not an obligatory course for e-ARTinED online training programme participants. It is offered as an added value and can be freely followed by participants that want to learn about on educational musical instruments making.

### **Certificate of Attendance**

Participants who had completed assignments on three Courses and designed three Lesson Plans based on their own creativity, received the Certificate of Attendance. The participants who had designed three Lesson Plans in the e-ARTinED Online Training Programme were 14.

The Certificate clearly stated the contexts, the subject content, the length and number of hours of the Programme.

Example of Certificate of Attendance:



## OUTPUT 6 “E-ARTINED COMMUNITY OF PRACTICE”

TUC is leading Intellectual Output O6. O6 establishes and maintains an ICT infrastructure (portal) that enables all project partners and external parties, including educators that follow e-ARTined activities, to share, find, exchange and adapt digital learning resources related to the use of arts in curriculum subjects. The portal is accessible from <http://eartined.coursevo.com/>. To access it, please use the following credentials:

username: **eartined**

password: **1023**

This is essentially the **entry point to the concrete results** of this output that, according to the application, has the form of a Community **service** integrated **databases** (i.e. repositories) and **interactive resources** (Courses of the online training programme and their contents).

Following the specification of Intellectual Output O6 as given in the application, the aim of this output was to work towards the establishment and support in a sustainable way the e-ARTined Community of Practice. In this respect, the technical work done in this output was complemented by a concrete strategy covering the activities in Intellectual Output O5 (training programme) as well to establish, extend and maintain the e-ARTined Community of Practice that has, at the end of the funding period, 118 members including the project team, external collaborators (trainers) that participated in the online training programme, the trainees and interested teachers that did not follow the training programme but can access and reuse the materials produced, project results and project repositories. Furthermore, all members of the community have access to special functionalities that allow them to create new courses (for their students or for training other teachers), new repositories (if they consider that new topics should be integrated in the community activities and new project spaces in case they want to initiate joint activities with their peers. All of these activity spaces (courses, repositories and projects) can share materials in the form of OERs.

Let us see in more detail the strategy followed to establish, extend and maintain the e-ARTined community of practice:

1. **Initial set up:** During the first project year TUC has installed a dedicated Coursevo instance exploiting its multi-tenant architecture. During the first phase of the project TUC has done the necessary preliminary work to set up this infrastructure. In particular it had installed a portal instance based on the Coursevo platform, which is developed and maintained by TUC. This portal instance has been parameterized in order to meet the needs of the e-ARTined project and further work is underway to develop special communication services to enable rich collaboration between its users. These further enhancements are based on the BigBlueButton, an open source web conferencing system developed primarily for distance education. To address the needs of the e-ARTined project to establish and support Communities of Practice in integration of arts in all school curricular subjects, Coursevo has been extended to account for different *activity spaces*:
  - Courses are activity spaces that provide all the necessary functionality to organize teams of distant-learners and offer training to teachers that participate in the e-ARTined community of practice.
  - Repositories are activity spaces that provide functionality to collect and organized digital content in the form of Open Educational Resources so that it could be shared

among the members of the e-ARTinED community of practice and used within the e-ARTinED courses as well as by external systems of third parties.

- Projects, are activity spaces that aim at organizing teams of collaborating members of the e-ARTinED community of practice with certain objectives (e.g. to organize a course or implement a specific event or other tasks).

During this phase, the overall strategy (as presented here) was decided and discussed with the consortium so that all partners understand what should be done and why it is important. All partners play a certain role in this strategy depending on the other outputs that they are leading as well as their competencies and previous experiences.

**2. Bootstrapping the Community of Practice:** Towards the end of the first project year and the second project year, the first accounts were created in the platform (from the project partners' teams) and the consortium initiated activities for populating repositories and ensuring that all materials are managed as Open Educational Resources (OERs). Feedback was collected from the users and several adjustments and adaptations were made to the underlying platform to ensure that all the needs expressed by the users are addressed. TUC initiated an activity to design and implement a model Course (in parallel with activities in O5) in order to demonstrate how the training programme could be designed and delivered. The model course was initially presented in the meeting in Crete (April 2017) and after that all partners used the teleconferencing facilities to organize remote project meetings, familiarize themselves with the platform and get ready for the next activities of the project.

- In parallel with the training event in Belgium (July 2017), the partners have finalized the structure of the courses and their topics and all necessary functionalities were identified. Based on feedback received, TUC has made several adaptations, coordinated the constant population of the repositories as new materials were available, refined the model course and, during the project meeting in Brussels (October 2017) everything was ready for a one day intensive workshop for trainers to learn the platform so that they get ready for the development and the delivery of the online training programme (O5).
- Several extensions and adaptations have been implemented to support the all types of activity spaces making it necessary to refactor several aspects of the system including its user interface and underlying databases. The work continued during the third year of the project as well taking into account the feedback received from trainers (implementing the five Courses of the e-ARTinED Online Training Programme and the additional Course on Educational Musical Instrument Construction developed by one of the trainees) in order to fine tune the portal and ensure its availability and necessary features for the exploitation of project results beyond the end of the project.

**3. Open up the Community of Practice:** On December 2017, TUC issued a call for participation in the e-ARTinED online training programme in collaboration with the leader of O5 (MOSAIC) inviting interested teachers to participate in the community by creating their accounts in the portal. In parallel, the partners started to develop the course assigned to each one of them. TUC has constantly supported them in this work, providing an online help desk.

- In parallel it developed tutorial and guidelines for members of the community that were collected in a special course titled: "Coursevo e-Learning Platform".

The course includes Frequently Asked Questions, tutorials, forums where users can post their questions or problems and receive answer from the technical team. Quality control activities were also initiated and continued until the end of the funding period to ensure that materials are correct, requests from members of the Community of Practice are answered and that all platform features are usable and effective.

Several bilateral meetings (also during the next phase) were done in order to provide personalized help to trainers during the development and delivery of their courses.

4. **Supporting and sustaining the Community of Practice:** During the preparation and the delivery of the training programme (i.e. in parallel with O5 activities) TUC provided technical and organizational guidance and help to trainers and trainees on a daily bases to ensure that everything runs smoothly and that all training needs are addressed adequately and effectively using the platform functionalities and features.

During the preparation of the courses and their delivery new materials were inserted in the platform and repository items already inserted in the previous phases were reused in the delivered courses. Furthermore, new content was created by trainees including lesson plans that were elaborated appropriately as OERs thus demonstrating the capabilities of the platform to facilitate and promote the documentation and reuse of teaching practices as an important feature of a vivid Community of Practice on the integration of arts in all curricular subjects.

Finally, a new Course was developed as already mentioned by one of the trainees to showcase the flexibility of the platform and its features that allows trainees to become trainers and share their knowledge/skills/practices with the other members of the Community. This course, apart from being available online, is also offered as a face-to-face course by its creator (George Gypakis) in Chania, Crete (the first face-to-face delivery on Friday 26/10/2018).

At the end of the funding period, the total numbers of Community members is 118.

## LEARNING/TEACHING/TRAINING ACTIVITIES

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Please describe the short-term learning, teaching or training activities included in your project and explain how they have contributed to the project's objectives. In case there is a difference between what was planned and what was implemented, please explain why.

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### *SHORT STAFF TRAINING EVENT IN BELGIUM*

The training event took place between 7 and 12 July, 2017, in the Ardennes in Belgium, at Domaine de Farnières, Vielsalm. It was targeted to the staff of the partner organizations and to 5 artists of different countries invited by the partners.

The Event was organized by the Belgian partner of the e-ARTinED consortium: the International Yehudi Menuhin Foundation.

The objective of the training event was to deepen and bring the E-ARTinED methodology and practices a step forward with the aim to feed the education strategy of the project e-distance learning Programme, to be prepared in the third year of the project life. Integration of arts into school curricular subjects can be greatly promoted by encouraging interactions and common work between artists and teachers.

Artists are experts in their artistic techniques but often they lack the pedagogical knowledge to understand how these techniques can be effectively integrated into school curricular subjects.

When they work with students they usually present arts for the sake of the arts, without making the necessary links to topics of school subjects.

On the other hand, teachers that seek to enrich their teaching with artful approaches to engage and motivate their students, need to be supported in their understanding of artistic techniques and on how those techniques can be extended, adapted or combined.

The project organized the intensive joint-staff training to answer these needs and go beyond its initial baseline on arts integration into school curricular subjects. Each of the five partners had invited a teacher and an artist.

In the first part of the training event, the five artists were asked to prepare and deliver a half-day workshop presenting artistic techniques of visual arts, music, dance, storytelling and new media arts. All attending teachers and artists participated in each workshop.

In the second part, the teachers, along with the artists, were invited to explore the different art forms, through creative applications related to specific curricular subjects.

After an intensive brainstorming session during which the teachers explained their teaching needs, the artists responded with possible extensions and adaptations of their artistic techniques.

Five specific lesson plans (learning scenarios) were jointly developed. These demonstrated how the knowledge and skills acquired during the art workshops could be put into action in

classroom. To make the whole process as consistent as possible, a common theme was followed: Seeds and Nature.

The subject of the training was 'seeds and plants'. The developed learning scenarios demonstrated how each art form could be used to describe and teach about the life-cycle of plants, starting from the seeds.

Creativity was used:

- to create songs, for example on sprouting. Therefore, with music as the art form;
- to use the body to represent the transformation of seeds into plants and the creation of new seeds, through dancing;
- to produce stories about seeds and utilize storytelling;
- to dramatize the stories with masks and deepen drama and visual arts.
- Included was the use of digital puppets in New Media Arts and the use of seeds to create a simple piano in a computer.

The third and final stage of the training event was the organization of a learning "fair" for children aged 10-12 where all the learning scenarios and artistic techniques were put into action following a storyboard that was jointly developed by teachers and artists.

The learning "fair" opened with a welcome session, with more than 50 children of the local communities who had the opportunity to experience the life-cycle of seeds and plants, through singing together and exploring the arts.

They performed a series of art actions in which they created masks and puppet using visual arts and storytelling, and used computers creatively and artistically. At the closing of the learning "fair", the participating children paraded outdoor using their art creations, at the presence of the local community. They sang and danced their songs, while waving their multicoloured and multi-shaped banners.

## RECOGNITION AND VALIDATION

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Please describe the arrangements for recognition or validation of the learning outcomes of the participants in the learning, teaching or training activities you organised. Did your project made use of European instruments like Euro pass, ECVET, Youth pass, ECTS etc. or any national instruments/certificates?

---

Certificate of Attendance were given to participants who had completed assignments on three Courses and designed three Lesson Plans based on their own creativity, received the Certificate of Attendance. The Certificate clearly stated the contexts, the subject content, the length and number of hours of the Programme.

At the short training event a simpler Certificate of Attendance was delivered, containing details of the date, place and nature of the event.

Both Certificates were signed by the Coordinator on behalf of the e-ARTinED consortium.

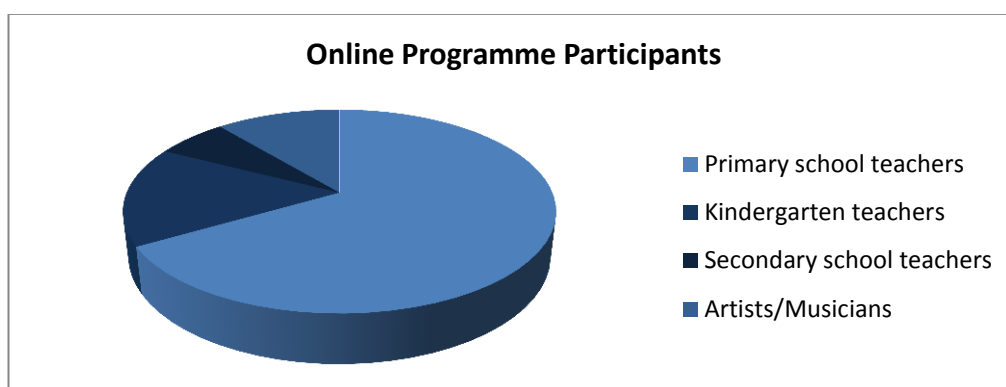
## *PARTICIPANTS' PROFILE*

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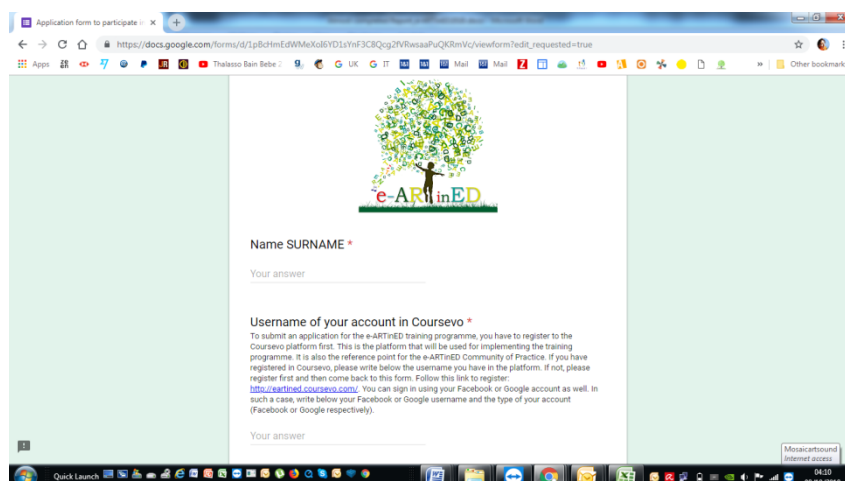
Please describe the background and profile of the participants involved in the learning, teaching or training activities and how the participants were selected.

---

The participants in the Online Training Programme came from 7 different countries: Sweden, Greece, Belgium, Italy, Turkey, the UK and Cyprus. Registered users were 118 and the majority was primary school teachers, followed by kindergarten teachers, secondary school teachers, artists and musicians, by the following ratio:



A Call was launched by the project to select participants. The Call included the Online Programme context, training content and training calendar. It also contained technical instruction to enter the e-ARTinED Coursevo platform:



The school piloting, in the project first year, held in Sweden and Greece, was addressed to primary school teachers and primary school children.

The staff training event, organized by the Belgian partner in the Ardennes, BE, was targeted at primary school teachers and artists. The public event organized on the occasion of the training involved the participation of the local community with children (50), parents, teachers and trainers.

## *FOLLOW UP*

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What was the project's impact on the participants and participating organisations involved in the project?

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The project impact on the participants has clearly led to the wish of immediately using the acquired knowledge in the classroom, and also to the wish to expand the subject matter further. This is evident from the feedback received and from the vast and creative production of Lesson Plans, designed autonomously by participants.

The impact shows that teachers are ready to consider the arts as a powerful vehicle to teach curricular subjects and to offer children a legacy of transversal competences. They are ready to experiment and delve deeper into the excitement of the project's new teaching strategy that can be added to their existing methods. During the project, teachers have been given theoretical knowledge and practical applications; they have been given instruction on how to create their own lessons and inspired for even more applications and experimentation in didactics through the arts.

The organizations partnering the project have improved/expanded:

- pedagogic knowledge in teaching through the arts
- know-how in e-distance teaching
- expertise in teacher training
- ICT and technical skills
- international project management competences
- dissemination competences
- networking
- European culture and dimension
- Status as an institution promoting innovation in education and culture at national and European level.

## *TARGET GROUPS EXCEPT PARTICIPANTS*

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Outside of the participating organisations which were the project's target groups and other relevant stakeholders? What was the project's impact on them and how did the results reach them?

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Outside the participating organizations the project's target groups were the following:

### **1. Primary school teachers and...**

Kindergarten and secondary schools, participating in the piloting, Courses and Conference, and all those teachers and trainers, reached through the project dissemination channels, which have been made aware of the project resources availability.

They were reached through direct communication (partners' database), social networks, web properties (Coursevo and website), and traditional media (radio and newspapers).

Record of the impact is about those who directly participated in the project:

- Acquisition of new knowledge on the value of the arts into teaching contexts
- Enriched teaching strategies
- Improved or newly acquired skills in applying the arts in classroom and teach curricular subjects (through lesson plans, practical applications and evaluation schemes)
- Renewed motivation in teaching
- Renewed enthusiasm to teach
- New avenues for experimentations.
- The project also inspired two teachers to write their thesis in their PhD, one in Sweden and one in Cyprus.

## **2. Artists/community artists**

Reached through the same media as above.

Impact has been relevant to the acquisition of a new awareness of their possible role into formal education.

They also have acquired a new understanding of teachers' needs and ways to share their artistry in a constructive and collaborative way.

New projects, on the e-ARTinED subjects and approach, to involve artists have been thought through the direct participation of this target group.

## **3. School head teachers**

Reached through the same media as above.

Impact has been relevant to expand their vision of education and on the possibility to use and encourage the project pedagogical approach and didactic tools.

## **4. Teacher associations**

Reached through the same media as above.

Impact relevant to the enhancement of their innovation offerings to teachers at global level.

## THE IMPACT AND THE EXPECTATIONS

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How has the project contributed to the achievement of the most relevant priorities (as outlined in the description section)? To which extent was the expected impact reached?

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The most relevant priorities, as outlined in the description section, have been:

- Developing basic and transversal skills using innovative methods;
- Addressing low achievement in basic skills through more effective teaching methods;
- Supporting the implementation of the 2013 Communication on Opening up Education.

The project has fully complied with its contribution to the achievement of the above priorities.

Innovative methods to develop basic and transversal competences have been developed through the use of different art forms, bringing innovation into public and private sector of primary education, starting within the partner countries and throughout Europe through various dissemination activities and especially through a 4-month e-distance learning opportunity, which is ready for further exploitation.

Art integration has proved pivotal in addressing learning in those children who struggle with learning only through oral proficiencies, since they may have different kind of intelligences and need sensory inputs which the arts can offer in abundance. Dance and drama, for instance, allow students to move and learn kinesthetically and significant arts involvement changes how children think and how they feel about learning.

Teachers using motivation and communication powers of the arts reported on increased concentration, cooperation, comprehension, and achieved greater self-esteem among students. Students become more resilient to setbacks when they have the opportunity to learn through art-based inquiry lessons that emphasize experimentation and learning from mistakes.

Furthermore, teaching through the arts is a strategy within reach of most schools and districts, even those in the poorest communities

During the project training, it was evident that teachers, by integrating the arts, work more collaboratively and are more creative, artistic, enthusiastic and motivated, and this also contribute to effective teaching.

The project has produced Outputs in the form of OERs and has supported the 'Opening Up Education' in Europe through innovative teaching and learning through new Technologies and Open Educational Resources, thus helping EU education to keep pace with the digital society and economy.

## THE IMPACT OF THE PROJECT AT THE LOCAL, REGIONAL, EUROPEAN AND/OR INTERNATIONAL LEVELS

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What was the impact of the project at the local, regional, European and/or international levels? Please provide qualitative and quantitative indicators.

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The main impact concerns the attendees, from across Europe, of the e-ARTinED Online programme and the participants in the e-ARTinED CoP: these have been 118 teachers and artists who are currently using and spreading the e-ARTinED approach and tools across Europe.

More specific impact per country partner:

### UK

- 1277 primary schools at local and regional level were contacted through Boroughs Education officers
- 2 teacher associations are adopting the project resources for their members
- 6 music associations are developing more materials on the music integration approach of e-ARTinED
- 204 contacts from institution database: teachers, art practitioners, artists, educators at national and international level were informed.
- EFDSS, English Folk Dance and Song Society, members of the EFDSS are spreading the approach.
- 17 Community artists are using the project resources for projects in local schools

### Greece

- More than 2000 teachers were reached during the recruiting phase of the Online Training Programme and more than 80 Greek teachers joined the e-ARTinED Community of Practice. 70% of the teachers that finished the online training programme were teachers from Greece that were directly or indirectly collaborating with TUC in various pilot activities within or outside the e-ARTinED online training programme. Several local schools in Chania (including Theodoropoulos and Mavromatakis Private Schools and the 19th Primary School of Chania) undertook several pilot activities, some of the in synergy with other projects that run in parallel, and produced high quality materials and learning scenarios that demonstrate the high potential of arts integration in all school curricular subjects.
- As a scientific organization specializing in digital technologies (including New Media Arts as a theme that combines digital technologies with Arts), TUC has submitted and presented 4 papers in prestigious conferences (SMAP 2016, EDUCON 2017, and IMCL 2017) presenting the e-ARTinED methodologies and results. The total number of people from the academic community that have been reached through this channel is about 1000.
- e-ARTinED methodologies and the results achieved with local schools were presented in major science outreach activities that are organized annually in Greece by TUC (annual Open Day, annual Science and Technology Day) and the local school authorities (annual

Student Digital Creativity Festival) with a total number of participants (annually) reaching 7500 students, parents and teachers from the Region of Crete.

- Finally, dozens of Facebook posts have been made by TUC with a total number of people reached about 500.

## Belgium

- 450 Schools in Europe via the MUS-E Network
- 1012 Artists via IYMF Artist ambassadors and the group of artists participating to the training event in Brussels
- 12 National Coordinators of artistic activities in Europe for primary school children via the MUS-E Network
- 8 Journalists reached via the Press Release of the short term training activities in Belgium
- 50.000 children reached via the MUS-E Network
- 85 Children reached in BE during the piloting activities in Ardenne
- More than 400 representatives of European Networks, Umbrella Organizations, project coordinators, representatives of the EU Institutions, Representatives of European National Government met during public conferences and face to face meetings in Brussels, Italy
- Italian Teachers visiting the Pinocchio Park in Collodi, IT (The leaflet of the e-ARTinED project in Italian Language has been distributed at the schools visiting Pinocchio Park with the entrance ticket during the year 2017).
- 83 Teachers and Cultural operators reached via direct email messages (invitation to the Training course)
- 675 Teachers and University Professors reached via the invitation to the Final Conference in Sweden published on the newsletter of the ATEE
- followers of the Facebook page of the Pinocchio Official website
- 41594 followers of the Facebook page of the Pinocchio Park.

## Sweden

Viksjöforsbaletten has a long history of cooperation with the closest neighbour – Viksjöfors School. When the number of students decreased the municipality board however (in year 2014) wanted to close the school. This threat lifted the cooperation between the school and Viksjöforsbaletten to a higher level. **Viksjöfors kulturpedagogiska skola** was born.

Parents, artists, local companies, local organizations and friends all over the world supported and eventually the municipality board, impressed by the work and the creative pedagogics, instead regarded the school as a pilot school. <sup>1</sup>

In 2015 a new challenge occurred that turned into something good. Lots of refugees arrived and their children needed schools and non-traditional teaching.<sup>2</sup> Many of these children came to Viksjöfors School and were taught through arts! The e-ARTinED project fitted perfectly well with

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<sup>1</sup> See links to friends, fundamental values, funds and more here <http://artinedviksjofors.se/om-oss/f-sidor/>

<sup>2</sup> Read more (in Swedish); <http://artinedviksjofors.se/om-oss/f-sidor/flyktingar/>

the new situation. The work in the project team went well and we decided to extend it with another – MultiLib<sup>3</sup>.

**The teachers in Viksjöfors School started a web site <http://artinedviksjofors.se/> in 2015 in order to store all information about the progress of the cooperative projects and to inform students, parents, local politicians and supporters.<sup>4</sup>**

**It is a blog but on 129 stored pages you can find most official and published documents, lots of pictures and 89 movies made during the project period.<sup>5</sup>**

On page 42-43 in this document we have listed the dissemination activities In Sweden. This list shows some of the impact (on all levels) as well.

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<sup>3</sup> The Mosaic partner explains the MultiLib project.<https://youtu.be/UKbgjJSYsAc>

<sup>4</sup> The site has had 13912 visits.

<sup>5</sup> Movies made by us: <https://artinedviksjofors.se/pedagogiken/film/filmarkiv-2013-15/>

## DISSEMINATION AND USE OF PROJECTS' RESULTS

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To whom did you disseminate the project results inside and outside your partnership? Please define in particular your targeted audience(s) at local/regional/national/EU level/international and explain your choices. *What kind of dissemination activities did your partnership carry out and through which channels? Please also provide information on the feedback received.*

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To have the most effective impact on specific target groups, as well as the wider community, specific activities were devoted to dissemination of the project. Dissemination was discussed among the partners to reach an innovative dissemination strategy and all partners played an active role within their own countries and on the wider European and global stage.

The project has been disseminated at national at international level by each partner. Highlights of dissemination are as follows:

### DISSEMINATION ACTIVITIES IN GREECE:

TUC has undertaken many initiatives in Greece to raise awareness regarding the use of arts in teaching all school subjects. The main focus was on the use of New Media Arts which is the domain of expertise of TUC. TUC has developed a dramatized digital storytelling platform inspired by traditional Shadow Theatre which is actively promoted within e-ARTinED.

Indicative screenshots of this platform and its new version featuring digital marionettes are shown below:



Several events, meeting with teachers and teacher training seminars were undertaken on the use of the above platform and the educational potential of Arts in general and New Media Arts in particular:

Eight (10) events in local schools and in collaboration with other initiatives such as the Caravan Next EU project were undertaken with a total participation of more than 1000 students/parents/teachers. Indicative pictures from such events are shown below.

More than ten (15) face-to-face meetings with teachers in local schools, local authorities and cultural organizations were implemented where the main concepts of using Arts in education and New Media Arts in particular were presented and discussed. Finally, five (5) training workshops were organized with more than 200 participants in total. Indicative pictures from selected workshops are shown below:



### *DISSEMINATION IN SCIENTIFIC EVENTS*

TUC is an academic unit and has particular interest in disseminating the project methodologies and results in the scientific community. Within this aim, TUC has presented one scientific publication in the SMAP 2016 Conference (<http://smap2016.org/#/>) with 100 participants. The details of the publication are the following:

A. Moraiti, N. Moumoutzis, M. Christoulakis, A. Pitsiladis, G. Stylianakis, Y. Sifakis, I. Maragoudakis, S. Christodoulakis: "Playful creation of digital stories with eShadow," 2016 11th International Workshop on Semantic and Social Media Adaptation and Personalization (SMAP), Thessaloniki, 2016, pp. 139-144.

The paper is available online at:

<http://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=7753399&isnumber=7753361>

Two more papers related to the e-ARTinED activities and results were submitted, accepted and presented in the EDUCON 2017 Conference (<http://www.educon-conference.org/>). The conference took place 26-28 April 2017 in Athens, Greece with more than 600 participants. The approved publications are the following:

1. N. Moumoutzis, M. Christoulakis, A. Pitsiladis, I. Maragoudakis, S. Christodoulakis, M. Menioudakis, J. Koutsabesi, M. Tzoganidis: "Using New Media Arts to Enable Project-based Learning in Technological Education", 2017 IEEE EDUCON Global Engineering Education Conference, Athens, 2017.
2. N. Pappas, P. Arapi, N. Moumoutzis, S. Christodoulakis: "Supporting Learning Communities and Communities of Practice with Coursevo", 2017 IEEE EDUCON Global Engineering Education Conference, Athens, 2017.

Finally, a paper related to the New Media Arts approach using digital storytelling and combination with social community theatre in synergy with the Caravan Next Creative Europe project (<http://www.caravanext.eu/>) was submitted, accepted and presented at the IMCL 2017 conference (<http://www.imcl-conference.org/imcl2017/>) held in Thessaloniki, Greece 30/11-1/12/2017 with more than 300 participants. The details of this publication are the following:

Moumoutzis, N., Gioldasis, N., Anestis, G., Christoulakis, M., Stylianakis, G., & Christodoulakis, S. (2017, November). Employing Theatrical Interactions and Audience

Engagement to Enable Creative Learning Experiences in Formal and Informal Learning. In Interactive Mobile Communication, Technologies and Learning (pp. 142-154). Springer, Cham.

The paper is available online at: <https://www.springerprofessional.de/en/employing-theatrical-interactions-and-audience-engagement-to-ena/15463208>

## DISSEMINATION ACTIVITIES IN BELGIUM

**IYMF** relies on extensive network of organizations built through the regular activities of the organization and the associations delivering the MUS-E® programme in their national context – The main impact of the e-ARTinED on-line training course was on the representatives of the MUS-E® network: coordinators, artists and teachers involved in the network activities. The Network as a European coverage being active in 12 European countries (Austria, Belgium, Finland, France, Germany, Hungary, Italy, Kosovo, Lichtenstein, Portugal, Spain, Switzerland) and Israel.

Through the dissemination action via its network there is a snowball effect impact on 1,000 socially engaged artists that work with 50,000 children in around 450 primary schools.

Being based in Brussels the IYMF was able to have face to face meeting with representatives of the EU institutions, policy makers and representative of umbrella organizations and project coordinators based in Brussels. Some examples:

09.10.2017: Participation to the Cluster meeting on “Social Inclusion through Education Training and Youth: Inspiring Trends in European Funded Projects” organized by the agency EACEA of the European Commission. This event gathered various projects, selected under the Erasmus+, Europe for Citizens and Creative Europe programmes, all addressing the same topic: social inclusion with the participation of 136 project coordinators from all over Europe.

[https://eacea.ec.europa.eu/sites/eacea-site/files/brochureclusteronsocialinclusion\\_2018\\_web.pdf](https://eacea.ec.europa.eu/sites/eacea-site/files/brochureclusteronsocialinclusion_2018_web.pdf)

25.01.2018 the first European Education Summit took place and explored how to capture the latest knowledge and insights into education and discuss how to turn these aspirations into reality. The participants were more than 200 representatives of national governments, academics, stakeholders and civil society.

<https://www.neweurope.eu/article/first-eu-education-summit-discusses-methods-to-promote-learning/>

Videos of the training event organized in Belgium:

<https://www.facebook.com/cinzia.laurelli.7/videos/10210681117485953/>

Music workshop with trainers and children

<https://www.youtube.com/watch?v=QtKPg-sUypE&nbsp>

Press release<sup>6</sup> for the short term staff training programme in BE:

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<sup>6</sup> The press release has been sent to the following TV and newspapers:  
L'Avenir du Luxembourg : Elodie Yansenne, Jordane Meyer TV Lux :  
[christophe.thiry@tvlux.be](mailto:christophe.thiry@tvlux.be), [stephanie.lambrecht@tvlux.be](mailto:stephanie.lambrecht@tvlux.be), [redaction@tvlux.be](mailto:redaction@tvlux.be), [accueil@tvlux.be](mailto:accueil@tvlux.be)

**Communiqué de Presse** Bruxelles, le 19 juin 2017

**Le Domaine de Farnières comme lieu de rencontre artistique dans le cadre du projet international E-ARTinED!**

**FARNIERES, juillet 2017 -**  
**Le domaine Don Bosco accueillera plusieurs artistes afin de les amener à travailler ensemble autour du thème « Art et Nature ».**  
**Une initiative que la Fondation Internationale Yehudi Menuhin organise aux côtés de ses partenaires européens dans le cadre du projet E-ARTinED (Erasmus+ ID : KA201-01226718).**




**E-ARTinED**

E-ARTinED est un projet Erasmus+ financé par l'UE mené par Vikjöförsäletten, une école de danse suédoise, dont la Fondation Internationale Yehudi Menuhin, basée à Bruxelles, est partenaire, aux côtés de The Mosaic Art And Sound Ltd. (Royaume-Uni), l'Université Technique de Crète (Grèce) et la Fondation Nazionale Carlo Collodi (Italie).

Le projet vise à développer une plate-forme de formation en ligne pour les artistes et les enseignants, en mettant l'accent sur une approche innovante de l'éducation traditionnelle à l'aide des arts. Ce projet pédagogique se construit autour de deux sujets: «L'inclusion sociale à travers l'art» et «Explorer la nature à travers les arts».

**La Fondation Yehudi Menuhin**

Depuis sa création en 1992 à Bruxelles, la Fondation Internationale Yehudi Menuhin utilise les expressions artistiques de manière novatrice comme outil de rencontre entre les cultures du monde.

La Fondation contribue au projet E-ARTinED en offrant son expertise en matière d'inclusion sociale à travers l'art et en assurant la participation d'artistes issus de son programme MUS-E, un programme artistique à l'attention des enfants de toutes cultures dans les écoles primaires d'Europe.

**Une mise au vert pour les artistes**

Dans le cadre du projet, la Fondation Menuhin organise un stage de formation pour ses différents partenaires au Domaine de Farnières (Belgique) du vendredi 7 juillet au mercredi 12 juillet, en mettant l'accent sur le thème «Explorer la nature à travers les arts».

Huit artistes d'origine et d'univers artistiques différents (musique, chant, danse, arts visuels, etc.) seront amenés à se rencontrer et à travailler ensemble durant une semaine, entourés et donc inspirés par la belle nature qu'offre le site.

**Performance finale**

La résidence donnera notamment lieu à des ateliers, le samedi 8 juillet et le dimanche 9 juillet, ainsi qu'à une performance finale, le mercredi 12 juillet à 16h00, ouverte aux autres groupes résidents au Domaine à cette même période, des groupes de jeunes en l'occurrence.

*International Yehudi Menuhin Foundation*

Contact Presse : **PONCELET Pauline** [poncelet\\_a7@hotmail.com](mailto:poncelet_a7@hotmail.com) [+32\(0\)49420450](tel:+322049420450)

<http://www.menuhin-foundation.com>  
<http://artinedvikajofors.se>

Cofinancé par le programme Erasmus+ de l'Union européenne



Article by Marianne Poncelet published on the website of the IYMF

<http://www.menuhin-foundation.com/e-artined/>

Other information about the project published on the website of the IYMF (The website of the IYMF has approximately 300 unique visitors per month and 30 page views per day.)

<http://www.menuhin-foundation.com/portfolio/e-artined/>

<http://www.menuhin-foundation.com/wp-content/uploads/2018/03/Yehudi-Newsletter-February-2018-N%C2%B054.pdf>

<http://www.menuhin-foundation.com/wp-content/uploads/2017/12/Yehudi-Newsletter-October-2017-N%C2%B052.pdf>

L'ADL Vielsalm: Nathalie Delacollette, Facebook/SaveursArdenne,

<https://saveursardenne.be/au-programme/>

RTBF: [infos@rtbf.be](mailto:infos@rtbf.be)

La Libre: [dorian.demeus@saipm.com](mailto:dorian.demeus@saipm.com), [francis.vandewoestyne@lalibre.be](mailto:francis.vandewoestyne@lalibre.be)

Vlan Echos: [andre.brevers@vlan.be](mailto:andre.brevers@vlan.be)

DH: [dh.redaction@dh.be](mailto:dh.redaction@dh.be), [redactionweb@saipm.com](mailto:redactionweb@saipm.com)

## DISSEMINATION ACTIVITIES IN ITALY

The main dissemination activity of the Fondazione Nazionale Carlo Collodi has been done via its social media and the visitors to the Pinocchio Park. At the very beginning of the project the FNCC has translated the e-ARTinED leaflet in Italian language and has widely disseminated it to the visitors of the Pinocchio Park- mainly teachers with students and parents with their children. It is impossible to estimate the number of children and parents while there are very reliable data about the number of teachers (3250) who visited the Park in 2017.

On occasion of the registration to the on-line training course Invitations has been sent to a dedicated data base by the FNCC. The Association for Teacher Education in Europe, that is an associate partner of the FNCC, has published the invitation to the final conference in Sweden on its newsletter that has been sent to its 675 members. More the President of the Association Prof. Åsa Morberg participated to the e-ARTinED conference.

Links to the posts on the FB page of the FNCC and Pinocchio Park:

[https://m.facebook.com/story.php?story\\_fbid=1162577533891315&id=132820633533682](https://m.facebook.com/story.php?story_fbid=1162577533891315&id=132820633533682)

<https://www.facebook.com/PinocchioOfficlaPage/>

[https://www.facebook.com/parcodipinocchio/?\\_\\_tn\\_\\_=kC-R&eid=ARAbD8mh9pGZ-Q\\_X69UIT42G-9PDkVt9zz5D7W5G2ZNgtfG9YhNr15kNVOiQ-2IVH8l-f8BNf6-VQQN&hc\\_ref=ARREc6ZVf0yIM5kNqRPgo9tJwyN5jJDvXry0x0OfY9zDjVDnyh3wqYW3wTNzByF\\_o9g&\\_\\_xts\\_\\_\[0\]=68.ARAoXQneztt2dfD0iZJfvf2dFRc5dunZ75jjCP20tz3kqUgKjwy-SjBpGXACPs7N39Aph0lg5H\\_n-ZqoyadCTMW3aP62yCwrjlQqb3XyZHK0CGg6Ht-dkKORJ4RQoHNkpgJa1x1mfwfGppwYcm0ynNsm\\_NzLKKh05wjo2j4D4hi9ZyYUmEKOBN5-YJd\\_sjpoM-6oaoZz57If4J1Yymlrs8qx](https://www.facebook.com/parcodipinocchio/?__tn__=kC-R&eid=ARAbD8mh9pGZ-Q_X69UIT42G-9PDkVt9zz5D7W5G2ZNgtfG9YhNr15kNVOiQ-2IVH8l-f8BNf6-VQQN&hc_ref=ARREc6ZVf0yIM5kNqRPgo9tJwyN5jJDvXry0x0OfY9zDjVDnyh3wqYW3wTNzByF_o9g&__xts__[0]=68.ARAoXQneztt2dfD0iZJfvf2dFRc5dunZ75jjCP20tz3kqUgKjwy-SjBpGXACPs7N39Aph0lg5H_n-ZqoyadCTMW3aP62yCwrjlQqb3XyZHK0CGg6Ht-dkKORJ4RQoHNkpgJa1x1mfwfGppwYcm0ynNsm_NzLKKh05wjo2j4D4hi9ZyYUmEKOBN5-YJd_sjpoM-6oaoZz57If4J1Yymlrs8qx)



The Facebook of the Pinocchio Official page has 6887 followers and the Facebook of the Pinocchio Park has 41594 followers

## DISSEMINATION ACTIVITIES IN UK

Project presentation at Best Western Swiss Cottage Hotel, London, UK: 'The Mosaic: This Year Projects'

14 March 2017



Project presentation at Sherazade teacher meeting, Brescia, IT, 19 April 2018



Project presentation at Sacred Heart School, Islington, London, UK,

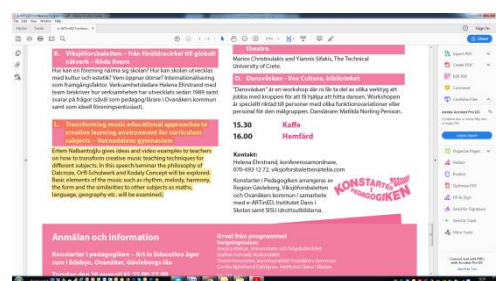


## E-ARTinED Conference Konstarter i pedagogiken

Edsbyn, Ovanåker, Gävleborg 16-17/8 2018

Speakers Teresa Dello Monaco

Workshop leaders: Maria Demosthenous, Ertem Nalbantoğlu



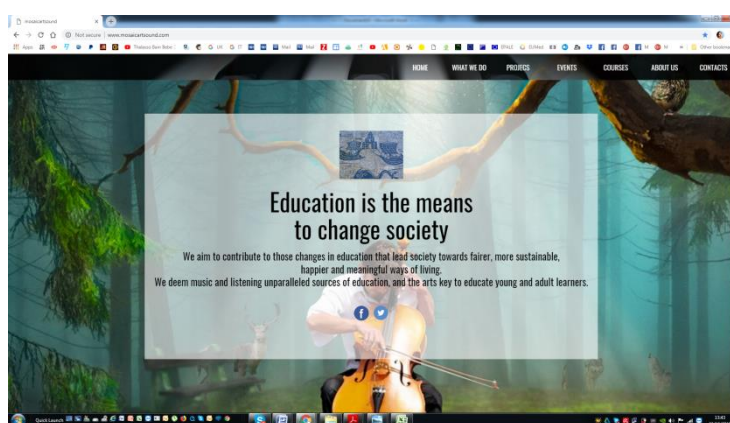
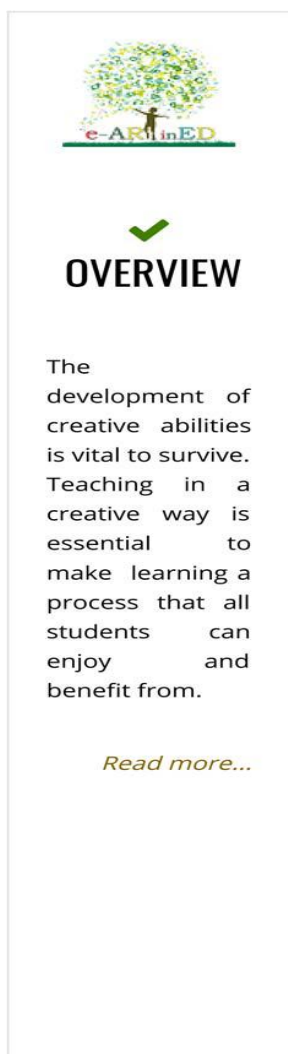
Preparation and distribution of leaflet on the occasion of various conferences and EU projects partnership meeting.



## ONLINE DISSEMINATION

Inclusion of e-ARTinED in The Mosaic website:

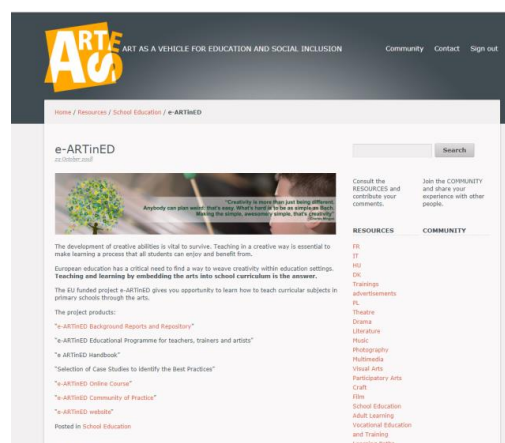
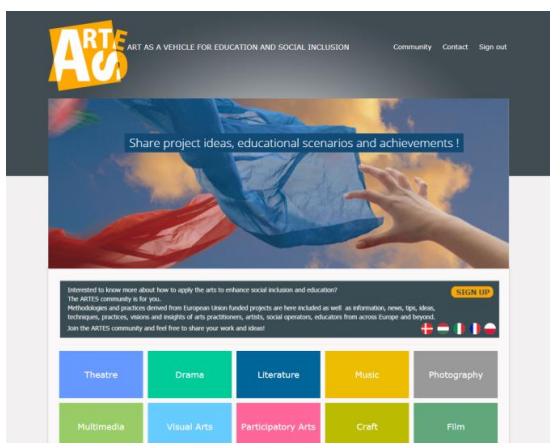
<http://www.mosaiccartsound.com/>



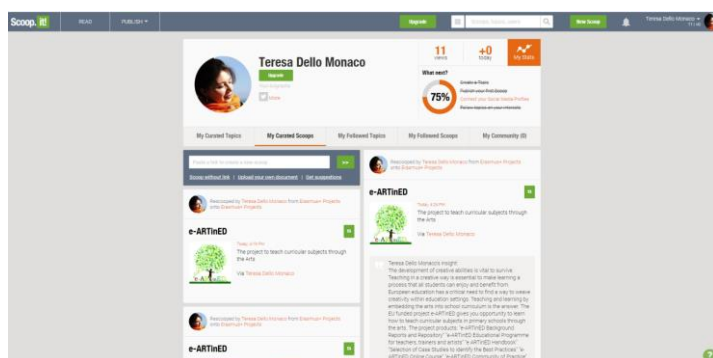
## Inclusion of e-ARTinED on the ARTES Community of Practice Portal

<http://artescommunity.eu/>

<http://artescommunity.eu/e-artined/>



## Scoop.it



A trainer inspired by the E-ARTinED Online Programme is performing Erasmus KA1 Courses, in Cyprus, to train teachers across Europe to use music to teach curricular subjects, following the didactics learnt through the e-ARTinED Programme.



## DISSEMINATION ACTIVITIES IN SWEDEN

The teachers have presented the project in various conferences such as

- The ESL conference in Oslo 2016 (<http://artinedviksjofors.se/tag/2015-16/>)
- The Municipality Board, Opening Seminar, in Edsbyn Sept. 2017
- Nordic School Conference about inclusion in Malmö Sept. 2017 (<https://www.utbyten.se/nyheter/internationella-projekt--ett-satt-att-utveckla-arbetet-med-nyanlanda-elever/> )
- Teachers seminar in Orbaden, October 2017
- The Board of Education in Ovanåker, in Edsbyn January 2018
- UNESCO heritage "Decorated Farmhouses of Hälsingland", school section, in spring 2018 (several occasions)
- Dance in School, Dance Biennial, May 2018 in Skellefteå in cooperation with Institutet Dans i skolan (<http://www.dansiskolan.se/se/nyheter-4149443> )
- Librarians in Edsbyn library Vox Cultura, May 2018
- Sweden Radio P4, morning broadcast, June 2018
- Region Gävleborg, County Librarians, August 2018

The Swedish students performed at local events such as

- An art conference in Ljusdal <http://artinedviksjofors.se/wp-content/uploads/2016/09/image-12.jpeg>
- Sweden Radio P4, midday broadcast (grade 3-4, interviews and songs)
- Christmas show <https://youtu.be/AtyuDCf9MmY>
- Dansforum in Viksjöfors 1 <https://youtu.be/b-uzE829nro>
- School celebration <http://artinedviksjofors.se/2017/10/30/30-arskalaset-i-ljusnan/>



Christmas show

<https://youtu.be/AtyuDCf9MmY>

4. PERFORMING CHILDREN'S RIGHT AT DANCE FORUM 2016 (4:45 min.).



Dansforum in Viksjöfors 2

<https://youtu.be/2-2vnW0c5Nk>



The local newspaper Ljusnan has published lots of articles about the e-ARTinED project.

- <http://artinedviksjofors.se/om-oss/pressklipp/>

## A SUMMARY OF OUR DISSEMINATION ACTIVITIES, THE IMPACT AND THE FEEDBACK.

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*What kind of dissemination activities did your partnership carry out and through which channels? Please also provide information on the feedback received.*

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To have the most effective impact on specific target groups, as well as the wider community specific activities were devoted to dissemination of the project. Dissemination was discussed among the partners to reach an innovative dissemination strategy and all partners played an active role within their own countries and on the wider European and global stage.

The purpose of the strategy was to:

1. Recruit teachers, artists and multipliers to build awareness of the project
2. Drive the target groups to the e-ARTinED Coursevo platform and website of the project.
3. Recruit the participants in the Online Course.
4. Advertise the resources and the project final Conference.

Dissemination activities lasted throughout the whole project duration.

It was decided to wait until after the Online Course had been finalized to commence full scale, targeted, Europe-wide dissemination. This maximized the effectiveness of the project dissemination and use of the project resources.

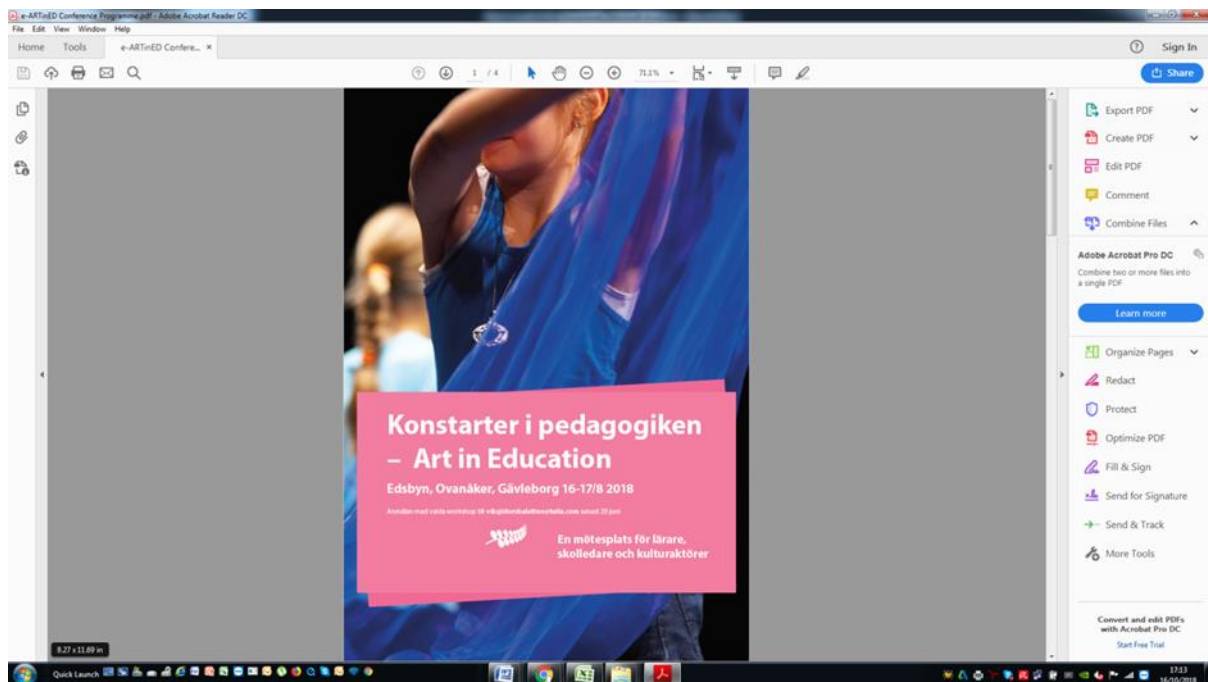
The dissemination process included multiple activities and channels. The main channels were:

- Identification of appropriate targets of the dissemination campaign across Europe (schools, educational authorities, associations etc.)
- Initial online presence (Coursevo, website)
- Preparation and seeding of the Community of Practice
- Contacts and placement of articles
- A lively and dynamic Facebook group
- Videos and audio recordings

In addition all partners have also completed many additional activities, such as

- Presentations at conferences
- Radio and Media Interviews
- Meetings and Contacts with Multipliers.

Especially relevant is the e-ARTinED Conference held by the project partners in Sweden, 17 August 2018.



Overall, feedback has been very positive and has highlighted the following:

- the most of participants in the activities or recipients of project communication is ready to start, at different level and frequency, art integration in classroom;
- they think that the arts need to regain their role in education;
- they are enthusiast about the concepts and tools;
- they aim at experimenting on their own;
- they found the project materials inspiring;
- They would like to follow-up with the initiative.

### *HOW WE HAVE PROMOTED THE FREE ACCESS TO THE PUBLIC.*

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Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced intellectual outputs/tangible deliverables, please describe if and how you have promoted their free access to the public. In case a limitation was foreseen for the use of the open licence, please specify the reasons, extent and nature of this limitation.

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All project Outputs are OER available on the e-ARTinED Coursevo platform

<http://eartined.coursevo.com/>

They are also available on the website, although the Repository, the Online Course and the Community of Practice are hosted on the Coursevo.

## *HOW THE PROJECT'S RESULTS WILL REMAIN AVAILABLE AND USED BY OTHERS*

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How have you ensured that the project's results will remain available and/or will be used by others?

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- The Coursevo platform will be maintained by the Technical University of Crete, and will have unlimited time of availability.
- The website hosting has been paid for three years; therefore the resources will also be available on the project website, although for a limited time.
- All partner institutions will keep the resources linked to their institutional website.
- The e-ARTinED Community of Practice will continue its expansion on the Coursevo platform that the Technical University of Crete will continue to host for unlimited time.
- Finally, the five courses on art integration (Music, Dance, Visual Arts, Literature and New Media Arts) of the Output 6, the Online Course (e-ARTinED Online Training Programme) will form the initial nucleus of courses that will be offered on the e-ARTinED Academy, which will be an initiative that the partners have included in their sustainability plan. The Academy will offer artists and teachers from across Europe and beyond to create a course on the guidelines of the e-ARTinED courses and upload them on the Coursevo platform.

## *AREAS THAT CAN EMBRACE THE E-ARTINED APPROACH*

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How did you see the potential to use this project's approach in other projects on a larger scale and/or in a different field or area?

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The e-ARTinED approach has great potentiality to be applied in projects that can bring forward innovation based on art integration into curriculum. These projects could be designed within the Erasmus KA3 and the Horizon 2020 EU Programme.

Other areas that can embrace the e-ARTinED approach are certainly areas that concern artists and musicians. Especially community artists should be involved in education and receive specific training to apply their arts into schools and contribute to enrich the teaching strategy already in place.

At national level, the e-ARTinED approach should be examined and taken into consideration by Ministries of Education. Measures to apply the approach in national schools should be discussed and therefore any project to produce Policy papers should be developed from a bottom-up approach.

## SUSTAINABILITY

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Which activities and results will be maintained after the end of the EU funding? How will these activities be implemented and supported?

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Through the three years of the project, the partner organizations have acquired expertise in planning art integration in school curriculum. This know-how will be transferred through online channel (e-distance learning) and through F2F training in the form of workshops.

The e-distance learning is envisaged to continue, after the EU funding, through the creation of the e-ARTinED Academy to which all partners will take part. The online platform will be provided by the Greek partner, the Technical University of Crete that guarantees the maintenance of the existing e-ARTinED Online Training Programme and guarantees the technical aspects for the expansion the available Courses. Artists and teachers across Europe and beyond will have the possibility to create their art integration Course and upload it on the platform (after review and consent of the Academy Committee. The new Courses could be distributed globally for small fees, thus guaranteeing an income for the authors (artists and teachers) and revenue useful for the Academy sustainability.

The e-ARTinED Courses created in the e-ARTinED project will remain available as inspirational, model courses on the e-ARTinED Academy.

The F2F workshops that the partners will design on the project approach and using the project tools will be offered through national channels, i.e. educational activities of Municipalities and Region and through EU channels, such as portal School Education Gateway.

The partners will also use national funding opportunities to deliver e-ARTinED workshops. The three-year EU project successfully completed by the partners (e-ARTinED) will give a strong support for them to qualify for funding.

The harmonious work cooperation achieved by the partners has led them to think of new European Union projects to design together, based on the project approach and resources. The partners have already discussed several options.

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*Please note that all documents mentioned below need to be attached here before you submit your form online. Before submitting your report to the National Agency, please check that:*

*All necessary information on your project have been encoded in Mobility Tool+*

*The report form has been completed using one of the official languages of the Erasmus+ Programme Countries.*

*You have annexed all the relevant documents:*

*The Declaration of Honour signed by the legal representative of the beneficiary organisation.*

*The necessary supporting documents as requested in the grant agreement.*

*You have saved or printed the copy of the completed form for yourself.*

***You have uploaded the relevant results on the Erasmus+ Project Results Platform: <http://ec.europa.eu/programmes/erasmus-plus/projects/>***

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