FULL ENTRIES

REPOSITORY 2

Using the arts to promote social inclusion within children's school education

1.1. ACADEMIC LITERATURE: BOOKS

Contributor´s name + email:	Fondazione Nazionale Carlo Collodi
Language	English
Author	Peter Swan
Title	Promoting social inclusion through community arts
Date	2013
Full reference	Swan P., (2013) "Promoting social inclusion through community arts", Mental Health and Social Inclusion, Vol. 17 Iss: 1, pp.19 - 26
Summary	Using a case study of Art-space, a community arts and health charity, this article discusses how community-based organizations can successfully promote the social inclusion of people with mental illness and other disabilities. A research project involved a year-long ethnographic engagement with Art-space, where the researcher participated within the organisation and worked closely with both staff and participants. It drew upon informal discussions and 43 semi-structured interviews with participants and staff. Social inclusion was fostered through the positive and welcoming atmosphere within the building and also through the nature of the activities themselves. There was evidence that interactions between people with and without disabilities helped to challenge negative perceptions held by both groups. Art-space also offered a safe and non-judgmental environment for vulnerable participants whilst avoiding the downsides associated with services aimed solely at people with mental health difficulties or other disabilities. The case study approach was based on a single organization and thus transferability of findings may be problematic. This article has shown it is possible for a community-based organization to meet the needs of a wide range of people whilst maintaining a safe environment for vulnerable participants. These findings may thus be of use to similar organisations seeking to diversify their user base.
Key words	Social inclusion, Arts and health, Day service modernisation, Personal health, Community health services

Other interesting information	http://dx.doi.org/10.1108/20428301311305278 free download of book
Interest for the project	

1.2. ACADEMIC LITERATURE: BOOKS

Contributor´s name + email:	Fondazione Nazionale Carlo Collodi
Language	English
Author	Liora Bresler
Title	International Handbook of Research in Arts Education -Springer International Handbooks of Education
Date	2007
Full reference	Bresler L., (2007) International Handbook of Research in Arts Education -Springer International Handbooks of Education
Summary	Providing a distillation of knowledge in the various disciplines of arts education (dance, drama, music, literature and poetry and visual arts), the Handbook synthesizes existing research literature, helps define the past, and contributes to shaping the substantive and methodological future of the respective and integrated disciplines of arts education. While research can at times seem distant from practice, the Handbook aims to maintain connection with the lived practice of art and of education, capturing the vibrancy and best thinking in the field of theory and practice. The Handbook is organized into 13 sections, each centering on a major area or issue in arts education research. These areas include: History of arts education, curriculum, evaluation, cultural centers, appreciation, composition, informal learning, child culture, creativity, the body, spirituality, and technology. The individual chapters address cross-cultural research related to the central theme of the section from the perspectives of the particular arts discipline. Interludes provide reflective thoughts on the theme.

Key words	Art, Education research, Inclusion
Other interesting information	
Interest for the project	

2.1. ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

Contributor´s name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	English
Author	Ferm Thorgersen, C.& Christophersen, C.
Title	INCLUSIVE ARTS EDUCATION IN TWO SCANDINAVIAN PRIMARY SCHOOLS: A PHENOMENOLOGICAL CASE STUDY
Date	2016
Full reference	Journal International Perspectives on Inclusive Education Number of pages 21 ISSN1479-3636 State Submitted – 2016 http://www.ltu.se/staff/c/cefe-1.10555?l=en
Abstract	Previous studies indicate that ideas related to special education could influence the way arts education is performed and motivated in schools. Further investigation is therefore required in order to raise awareness of how perspectives on inclusion can serve as a starting point for arts education, and vice versa. This article takes it starting point in an ethnographic double case study of arts education practices. Data were collected during the school year 2013/2014 in two Scandinavian schools (for pupils age 6-13) with an articulated commitment to the arts. The methods used for data collection were observation and interviews. The material was analysed from a phenomenological point of view, and the analysis showed a predominantly holistic view of inclusion in the two schools. Five dimensions of inclusion were identified through the analysis: providing arts education for all, being connected to something larger, allowing access to different forms of expression and communication, establishing preconditions for holistic inclusion, and developing special arts education. The results indicate that these schools have made considerable progress in developing an inclusive arts learning environment. Results also suggest that a holistic inclusive view of education encourages a functional and vivid arts education for "all", both inside and outside the classroom
Key words	Holistic, inclusive, arts education,
Other interesting information	
Interest for the project	

2.2. ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

Contributor´s name +email	The Mosaic Teresa Dello Monaco teresa.monaco@mosaicartsound.com
Language	English
Author	Joan Russell, McGill University, Canada and Michalinos Zembylas, University of Cyprus, Cyprus/Michigan State University, U.S.A.
Title	ARTS INTEGRATION IN THE CURRICULUM: A REVIEW OF RESEARCH AND IMPLICATIONS FOR TEACHING AND LEARNING
Date	2007
Full reference	Chapter 18 from Volume 16 of the series Springer International Handbook of Research in Arts Education pp 287-312 Arts Integration in the Curriculum: A Review of Research and Implications for Teaching and Learning Joan Russell, Michalinos Zembylas
Abstract	A detailed presentation of arguments for and against arts integration within school settings with analysis of large-scale and small-scale projects.
Key words	Art integration overall review, research on large and small-scale projects.
Other interesting information	The Chapter 18 is available online at http://tinyurl.com/h6cgscg
Interest for the project	5

2.3. ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

Contributor´s name +email	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr

Language	English
Author	Kinder, Kay, and John Harland
Title	The arts and social inclusion: what's the evidence?
Date	2004
Full reference	Kinder, Kay, and John Harland. "The arts and social inclusion: what's the evidence?." Support for learning 19.2 (2004): 52-56.
Abstract	This article reviews some key findings from the National Foundation for Education Research NFER) in two major research areas: strategies to address pupil disaffection, and arts education, focusing on overlap and commonality in reported effects and also effective practice. Its central question is whether, how and why arts education might make a contribution to those strategies aimed at addressing (or preventing) young people's disengagement from learning and educational opportunity. The authors discuss the key factors associated with successful re-engagement and those linked to effective arts education, and conclude with evidence-based questions to consider if arts education is to have a higher profile in the social inclusion agenda.
Key words	arts education, student disengagement, student re-engagement educational opportunity, social inclusion
Other interesting information	Available online at: http://341elmoreinquiry.wikispaces.com/file/view/The+arts+and+social+inclusion.pdf
Interest for the project	5

2.4.   ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

Contributor´s name +email	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr
Language	English

Author	Burnard, P., Dillon, S., Rusinek, G., & Saether, E.
Title	Burnard, P., Dillon, S., Rusinek, G., & Saether, E.
Date	2008
Full reference	Burnard, P., Dillon, S., Rusinek, G., & Saether, E. (2008). Inclusive pedagogies in music education: A comparative study of music teachers' perspectives from four countries. International Journal of Music Education, 26(2), 109-126.
Abstract	Recognizing the increasing importance of developing inclusive pedagogies in music education, this article offers diverse ways of promoting positive learning experiences and reaching learners who are most at risk of exclusion. The findings reported in this article arise out of a wider comparative research project investigating the pedagogies of music teachers working in challenging contexts. This article highlights one strand of the study involving teacher perspectives from accounts of pedagogy documented through interviews and observations. The complex ways in which teachers achieve `inclusion' (a term that refers to all children achieving and participating despite challenges stemming from poverty, class, race, religion, linguistic and cultural heritage or gender) in their music classrooms is best understood in connection with the interplay of policies, structures, culture and values specific to schools. This qualitative case study of four teachers from four different countries, Spain, Australia, Sweden and the UK, provides insight on ways of working with young people on the margins of society and ways of creating a learning environment in which students can succeed musically. Accounts offered by these four exceptional music teachers range from particular teacher and school strategies to management practices that promote pupil—pupil relations in and outside the classroom, to the way the school connects with its musical community. The authors ask the challenging question of how inclusive our music pedagogies are and conclude with what we can learn, as practitioners and researchers, from comparative accounts of pedagogy.
Key words	Comparative research, inclusion, music teaching and learning, pedagogy, values and teaching strategies
Other interesting information	Available online at: http://eprints.qut.edu.au/8591/1/8591a.pdf
Interest for the project	5

2.5. ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

Contributor´s name +email	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr
Language	English
Author	Beltrán, M. E., Ursa, Y., Petri, A., Schindler, C., Slany, W., Spieler, B., de los Rios, S., Cabrera-Umpierrez, M. F., & Arredondo, M. T.
Title	Inclusive Gaming Creation by Design in Formal Learning Environments:"Girly-Girls"
Date	2015
Full reference	Beltrán, M. E., Ursa, Y., Petri, A., Schindler, C., Slany, W., Spieler, B., ... & Arredondo, M. T. (2015). Inclusive Gaming Creation by Design in Formal Learning Environments:"Girly-Girls" User Group in No One Left Behind. In Design, User Experience, and Usability: Users and Interactions (pp. 153-161). Springer International Publishing.
Abstract	Abstract. The education sector in Europe is facing one of the toughest challenges on how to attract, motivate and engage students with content from an academic curriculum and at the same time supporting the formal learning process and providing a learning experience that matches the dynamics of the 21st century. More than ever, Albert Einstein's words are a reality: "It is the supreme art of the teacher to awaken joy in creative expression and knowledge." Using games in formal learning situations is an important topic of current research but is still largely underexplored. This paper presents how the "No One Left Behind" project aims at unlocking inclusive gaming creation and experiences, by and for students in day-to-day school life. It outlines the project`s use cases as well as explores cultural identity and gender inclusion when games framed in an educational environment are created by and for young girls ("girly-girls").
Key words	Pocket Code, educational application, STEM, empowerment of girls, gender inclusion, teenage girls, programming, mobile learning
Other interesting information	Available online at: https://ec.europa.eu/digital-agenda/events/cf/ict2015/document.cfm?doc_id=31968
Interest for the project	4

2.6.   ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

Contributor´s name +email	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr
Language	English
Author	Kafai, Y. B., & Peppler, K. A.
Title	IYouth, technology, and DIY developing participatory competencies in creative media production.
Date	2011
Full reference	Kafai, Y. B., & Peppler, K. A. (2011). Youth, technology, and DIY developing participatory competencies in creative media production. Review of Research in Education, 35(1), 89-119.
Abstract	Traditionally, educational researchers and practitioners have focused on the development of youths' critical understanding of media as a key aspect of new media literacies. The 21st Century media landscape suggests an extension of this traditional notion of literacy – an extension that sees creative designs, ethical considerations, and technical skills as part of youth's expressive and intellectual engagement with media as participatory competencies. These engagements with media are also part of a growing Do-It-Yourself, or DIY, movement involving arts, crafts, and new technologies. The purpose of this chapter is to provide a framework and a language for understanding the multiple DIY practices in which youth engage while producing media. In the review, we will first provide a historical overview of the shifting perspectives of two related fields - new media literacies and computer literacy - before outlining the general trends in DIY media cultures that see youth moving towards becoming content creators. We then introduce how a single framework allows us to consider different participatory competencies in DIY under one umbrella. Special attention will be given to the digital practices of remixing, reworking, and repurposing popular media among disadvantaged youth. We will conclude with considerations of equity, access, and participation in after-school settings and possible implications for K-12 education.
Key words	elementary secondary education, disadvantaged youth, computers, media literacy, computer literacy, competence, participation, history, popular culture, access to computers, equal education, after school programs, educational technology, computer uses in education, creativity
Other interesting information	Available online at: http://kpeppler.com/Docs/2011_Peppler_Youth_Technology_and_DIY.pdf

Interest for the project	5

2.7. ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

Contributor´s name +email	Fondazione Nazionale Carlo Collodi
Language	English
Author	Jennifer Eisenhauer
Title	Just Looking and Staring Back: Challenging Ableism Through Disability Performance Art
Date	2007
Full reference	Eisenhauer, J. (2007). Just looking and staring back: Challenging ableism through disability performance art. Studies in Art Education, 49(1), 7–22
Abstract	This article advocates for curriculum to be guided by the goal of challenging the discrimination, stigmatization, marginalization, and medicalization of disabled people. The Disability Arts Movement provides an important site through which to engage students in exploring the sociopolitical issue of ableism in art curriculum. The pedagogical strategies of disability performance artists Carrie Sandahl, Mary Duffy, and Petra Kuppers are examined for the purposes of establishing an affirmative model that focuses upon the cultural contributions of disabled people rather than an orientation that focuses upon individual functional limitations. It is suggested that the strategies of critical appropriation and autobiography used by these artists offer ways through which to conceptualize disability as a sociopolitical issue in art curriculum. In its conclusions, this article suggests that an integration of the sociopolitical orientation and affirmative model of disability in the classroom be employed guided by the important work of the Disability Arts Movement in order to challenge ableist ideologies.
Key words	Ableism, Art, Education
Other interesting information	http://alumniconnections.com/olc/filelib/NAEA/cpages/9009/Library/Studies49(1)Eisenhauer.pdf
Interest for the project	

2.8. ACADEMIC LITERATURE: ARTICLES PUBLISHED IN SPECIALISED JOURNALS AND OTHERS

Contributor´s name +email	Doug Blandy, Karen Branen, Kristin G. Congdon, and Linn. Muschlitz
Language	Integrating People Experiencing Disabilities into Community Arts Events: Model Projects and Guidelines
Author	1992
Title	Blandy D., Branen K., Congdon K.C., Muschlitz L., (1992) Integrating People Experiencing Disabilities into Community Arts Events: Model Projects and Guidelines
Date	The purpose of this article will be to focus on the means through which art educators can make community-based arts events with an arts education orientation accessible to people experiencing disabilities.
Full reference	Art, Education, disabilities
Abstract	http://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1158&context=jstae
Key words	Doug Blandy, Karen Branen, Kristin G. Congdon, and Linn. Muschlitz
Other interesting information	Integrating People Experiencing Disabilities into Community Arts Events: Model Projects and Guidelines
Interest for the project	

3.1. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

Contributor´s name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	Swedish
Author(s)+ contact information (email)	Lindgren, I.
Title	DANS SOM ETT PEDAGOGISKT VERKTYG
Date	June 2014
Description	The study aims to examine teachers' views on dance as an educational tool. The study will produce four teacher's view of dance as an educational tool in the early school years through a qualitative interview. In the background is the relation of dance to the Swedish school from different aspects to describe how dance can be an educational tool in primary school and how it is supported in the steering documents.
Key words	Dance, educational tool, primary school, steering documents
Full reference (publication /web link)	Bachelor undergraduate Institutionen för konst, kommunikation och lärande, Luleå University, June 2014 https://pure.ltu.se/portal/sv/studentthesis/dans-som-ett-pedagogiskt-verktyg(58b65ea2-42d5-4438-be17-c78bdfc08cab).html http://pure.ltu.se/portal/files/96805845/LTU-EX-2014-96749532.pdf
Other interesting information	
Interest for the project	

3.2. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

Contributor´s name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	Swedish
Author(s)+ contact information (email)	Anders Ekbäck
Title	ESTETIK, KULTUR OCH SKAPANDE I UNDERVISNINGEN – DEMOKRATI, NORMER OCH VÄRDEN
Date	2011
Description	1. Democracy, norms and values 2. Film and creation brings the Child Life together 3. Philosophical conversations encourages thoughtfulness 4. Identity and design of meeting with famous artists 5. Aesthetics, culture and creativity in the curriculum and syllabuses
Key words	Aesthetics, culture, creativity, democracy, norms, values, education, curriculum
Full reference (publication /web link)	http://www.skolverket.se/polopoly_fs/1.210041!/Menu/article/attachment/skapandeskola_del1.pdf Swedish National Agency for Education, a discussion paper
Other interesting information	
Interest for the project	

3.3. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

Contributor´s name +email	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr

Language	English
Author(s)+ contact information (email)	Odena, O.
Title	Music as a way to address social inclusion and respect for diversity in early childhood
Date	2007
Description	This Study Paper explores the topic of using music education activities as a way to address Social inclusion (SI) and Respect for diversity (RfD) with children. It is intended to inform the development of appropriate activities and indicators for the SI and RfD issue area, particularly those which address the use of music in projects with young children. The study provides an overview of the research literature and other documents on the significant processes and outcomes of music education activities aimed at bringing together children in divided contexts. It is apparent that cross-community development of music skills has been and continues to be an effective means of addressing prejudice with young people.
Key words	music education, social inclusion, respect for diversity, research literature survey, music skills, early childhood education, primary school educaiton
Full reference (publication /web link)	Music as a way to address social inclusion and respect for diversity in early childhood. Study Paper for the Bernard van Leer Foundation. National Foundation for Educational Research: UK. Available online at: http://www.schoolsworkingtogether.co.uk/documents/music-addressing-social-inclusion.pdf
Other interesting information	The study includes the analysis of interviews with nine experienced practitioners regarding integrated music projects and other ways in which music plays a part in facilitating respect for diversity and social inclusion with older children and concludes with recommendations for a Phase 2 study to bring this knowledge to the early childhood/lower primary school sector.
Interest for the project	5

3.4. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

Contributor´s name +email	Fondazione Nazionale Carlo Collodi
Language	English
Author(s)+ contact information (email)	United Nations Educational, Scientific and Cultural Organization
Title	Road Map for Arts Education
Date	6-9 March 2006
Description	The "Road Map for Arts Education" based on deliberations during and after the World Conference on Arts Education, which took place from 6 to 9 March 2006 in Lisbon, Portugal, aims to explore the role of Arts Education in meeting the need for creativity and cultural awareness in the 21st Century, and places emphasis on the strategies required to introduce or promote Arts Education in the learning environment. This document is designed to promote a common understanding among all stakeholders of the importance of Arts Education and its essential role in improving the quality of education. It endeavours to define concepts and identify good practices in the field of Arts Education. In terms of its practical aspects, it is meant to serve as an evolving reference document which outlines concrete changes and steps required to introduce or promote Arts Education in educational settings (formal and non-formal) and to establish a solid framework for future decisions and actions in this field. This Road Map therefore aims to communicate a vision and develop a consensus on the importance of Arts Education for building a creative and culturally aware society; encourage collaborative reflection and action; and garner the necessary financial and human resources to ensure the more complete integration of Arts Education into education systems and schools.
Key words	Art, Education, Learning environment,
Full reference (publication /web link)	http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_RoadMap_en.pdf
Other interesting information	
Interest for the project	High

3.5. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

Contributor´s name +email	Fondazione Nazionale Carlo Collodi
Language	English
Author(s)+ contact information (email)	Caroline Sharp and Joanna Le Métais
Title	The Arts, Creativity and Cultural Education: An International Perspective
Date	2000
Description	This international study has provided an opportunity to reflect on arts education in other countries includes: Australia, Canada, England, France, Germany, Hungary, Italy, Japan, Republic of Korea, the Netherlands, New Zealand, Singapore, Spain, Sweden, Switzerland and the USA. This report draws on information from all three sources (the INCA Archive, the briefing paper and the seminar discussions) to consider the implications for the arts, creativity and cultural education. The main report provides an overview of the position in participating countries, identifies the key issues and draws out the implications for action. The text includes specific examples of practice in participating countries. Appendix 1 provides detailed supporting evidence on a country-by-country basis. Appendix 3 gives a full list of seminar participants.
Key words	Art, Education,
Full reference (publication /web link)	http://steam-notstem.com/wp-content/uploads/2010/11/finalreport.pdf
Other interesting information	
Interest for the project	High

3.6. NON ACADEMIC LITERATURE (EXPERIENCES, REPORTS, ETC.)

Contributor´s name +email	Fondazione Nazionale Carlo Collodi
Language	English
Author(s)+ contact information (email)	Research Centre for Museums and Galleries (RCMG), Department of Museum Studies, University of Leiceste
Title	Museums and Social Inclusion The GLLAM Report
Date	2000
Description	Research undertaken by the Research Centre for Museums and Galleries (RCMG), Department of Museum Studies, University of Leicester. The research is about the contribute that Museum and Galleries can offer for create Social Inclusion. Museums can empower communities to increase their self-determination, they can stimulate interest and pride in a community's history, they can give communities the skills, experience and confidence to take control of their lives, often acting as a catalyst for developments which can become self-sustaining. Museums and galleries, perhaps uniquely, have the potential to represent the diversity of communities and, in doing so, to challenge stereotypes and promote tolerance and social cohesion.
Key words	Art, Education, Museum, Galleries, Social Inclusion
Full reference (publication /web link)	https://www2.le.ac.uk/departments/museumstudies/rcmg/projects/museums-and-social-inclusion-the-gllam-report/GLLAM%20Interior.pdf
Other interesting information	
Interest for the project	High

4.1. EU FUNDED PROJECTS

Contributor´s name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	English
Title + reference/code	LET'S DANCE FOR CROSSING BORDERS
Project coordinator & partners	Coordinator: Viksjöforsbaletten Participating countries: Sweden, Armenia, Cyprus, France, Macedonia, Serbia, Slovakia, Spain, The Netherlands and Ukraine.
Duration	1 week in June 2013
Description	5 young people from 10 different countries get together for 1 week in Viksjöforsto cross borders through dance. Youth in Action Programme.
Key words	Tolerant, friendship, other cultures, dance
Link to the project website	Let´s dance for crossing borders Movie: https://youtu.be/nEJfCZ0h_5s, Workshops I schools: https://youtu.be/wvtg1It0iQ0
Other interesting information	"The aim of the project was through different dances to learn more about other cultures, be more tolerant and friendship to each other and to create at the end of the project performance. The performance was made by influence of all our countries." Lena Bedasheva. http://ius.lviv.ua/lang/en/2013/2-9_june_sweden/
Interest for the project	

4.2. EU FUNDED PROJECTS

Contributor´s name +email	Viksjöforsbaletten, hogatan15@gmail.com

Language	English
Title + reference/code	LET´S TWIST AGAIN - MODERN MEETING FOLKLORE
Project coordinator & partners	Coordinator: Viksjöforsbaletten, Sweden. Participants: Armenia, Azerbaijan, Belarus, Cyprus, Latvia, Slovakia, Sweden and Ukraine.
Duration	1-8 June 2014 in Viksjöfors
Description	Dance project "Let's twist again - modern folklore meeting" with dancers from eight countries. The main topic was 'unselfish actions' and the main exercise dance.
Key words	'Youth in Action', 'unselfish actions'
Link to the project website	https://vimeo.com/102215567
Other interesting information	
Interest for the project	

4. 3.   EU FUNDED PROJECTS

Contributor´s name +email	Viksjöforsbaletten, hogatan15@gmail.com
Language	English
Title + reference/code	MIGRATION – CHALLENGE FOR EUROPE
Project coordinator & partners	Coordinator Viksjöforsbaletten Partcipant countries: Armenia, Azerbajdzjan, Georgia, Ukraine, Italy, France och Poland.

Duration	Two preparation meetings 1 week in Georgia and 1 final week in June 2016
Description	Migration is a challenge for Europe. 40 young people will meet, dance and discuss the topic.
Key words	
Link to the project website	The last meeting will be in Viksjöfors I June 2016
Other interesting information	
Interest for the project	

4. 4.   EU FUNDED PROJECTS

Contributor´s name +email	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr
Language	en - English
Title + reference/code	No One Left Behind project EU H2020 Programme Grant Agreement No 64521
Project coordinator & partners	Project Coordinator: INMARK Europa Partners: Universidad Politécnica de Madrid – LifeSTech Gamecity Grupo ZED – Pyro Studios Technische Universitaet Graz The Nottingham Trent University

	Hochschule Der Medien
Duration	30 months – started on Januar 2015
Description	The project will unlock inclusive gaming creation and experiences in formal learning situations, underpin meaningful learning and support children to realise their full potential. "No One Left Behind" is an innovation action project co-funded by Horizon 2020 Framework Programme of the European Union that has started in January 2015 and will last 30 months.
	Contradictory trends are shaping and challenging the way to teach and learn in classes. On one hand the European gaming industry for leisure has been rapidly growing as digital games have been quickly adopted by a new generation of technologically-native youngsters. On the other one Europe is putting high pressure on schools to address the challenge of too many pupils leaving school with no meaningful job skills, and children at risk of exclusion and not reaching their full potential. "No One Left Behind" will tackle these challenges by:
	• Integrating game mechanics, dynamics and data measurement & modelling transferred from traditional digital games companies into the Pocket Code media-rich programming environment;
	• Customizing Pocket Code effectiveness and usability in education and to support empowerment; and
	• Evaluating and stimulating the escalation cross-transference of digital gaming technology to ensure affordability and financial sustainability of new or enhanced monetized services, as well as future free open source Pocket Code educational approaches.
	"No One Left Behind" will allow children to use a non-leisure gaming 'toolkit' called Pocket Code, to develop inclusive digital games on mobile devices, with the aim of enhancing their abilities across all academic subjects, as well as their computational proficiency, creativity and social skills.
	The project will initially be piloted in five schools – and by 600 pupils across up to 12 subjects – in the United Kingdom, Austria and Spain.
Key words	H2020, video games, game mechanics, pocket code, game development
Link to the project website	http://no1leftbehind.eu/
Other interesting information	The work performed in the "No One Left Behind" project will deliver tangible solutions, as detailed in the following table:
	• Development of a game-making teaching framework suitable for primary and secondary school grades in Europe, using Pocket Code to empower children in the co-creation of games based on curriculum relevant topics or projects; this includes:

	- Subject relevant content components, including graphics, sounds, design templates and components. - Lesson plans applicable to three curriculum areas, among which: science (physics, computer science, maths, biology, geography, chemistry), history, arts (graphic, music, as well as the performing arts), and foreign languages are the ones with the highest potentials. - Interactive teachers' guide to support delivering projects with inclusive game-making design. - Social contextual metrics as a result of experimental pilots in different settings with children at risk of exclusion - Integration of inclusive design based on worldwide accepted standards, based on GPII - A dashboard for teachers with refined and established metrics that evaluate the game-making teaching framework and feedback teachers' actions. Metrics will be aligned with academic, social, behavioural and inclusion objectives. - New Generation and inclusive Pocket Code environment providing value to education and empowerment. Through a successful integration of transferred game mechanics, dynamics, assets, analytic engine and GPII inclusive technology, the main output will be the "New Generation Pocket Code" environment. - Increased face-to-face interaction among schools, teachers as mediators and gaming companies from the traditional leisure sector. - Current platform for publishing Pocket Code projects will be improved to target course levels and curriculum areas. - Small scale experimental pilots in Austria, Spain and the United Kingdom
Interest for the project	4

4.5.   EU FUNDED PROJECTS

Contributor´s name +email	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr
Language	English
Title + reference/code	Title: Digital Games for Empowerment & Inclusion (DGEI) Reference/code: AA INFSO/SMART 2011/0054 - JRC 32397-2011
Project coordinator & partners	
Duration	

Description	This study is co-funded by the Information Society Unit of the JRC-IPTS and DG INFSO ICT for Inclusion Unit. The JRC-IPTS conducts the study in collaboration with selected external experts in the domain of Digital Games and ICT for Social Inclusion. The aim of the exploratory study was to better understand: • what are the industrial, market, social opportunities and limitations of Digital Games for users' empowerment and as a tool for socio-economic inclusion of people at risk of exclusion (such as youth at risk, migrants, elderly, unemployed, low-educated); • what are the technological, market, implementation, adoption and policy challenges of creating this potential and if and how policy actions could address the challenges identified.
Key words	digital games, empowerment and inclusion, study socio-economical inclusion
Link to the project website	http://is.jrc.ec.europa.eu/pages/EAP/eInclusion/games.html
Other interesting information	The research included the following activities: 1. Analysis of the State of Play of Digital Games for Empowerment and Inclusion. This analysis will specifically look at exploring the supply side, including various typologies of digital games, technological platforms; current knowledge of market diffusion and adoption; the state of the art of research and existing practice, as well as identifying the key actors involved in the domain. The goal of this analysis will be to define key (technological, research, policy, industry/market, social, economic) opportunities and challenges of putting Digital Games at the service of empowerment and social inclusion purposes, and to gather evidence of impact in this domain. 2. Vision Development. Building on the consolidated version of the Report of the State of Play, on the opportunities and key challenges identified, through a consultation process among EC policy officers, a common vision of the possible future application of Digital Games for Empowerment and Inclusion will be defined. 3. Development of a Roadmap for Action through Stakeholders' Consultation A multi-stakeholders consultation will be organized to enable a broader dialogue and engage stakeholders, validate the vision defined, identify stakeholders actions and build consensus on possible EC research and policy options to support the vision.
Interest for the project	

4.6.   EU FUNDED PROJECTS

Contributor´s name +email	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr
Language	English
Title + reference/code	Title: Adults Learning for Intergenerational Creative Experiences (ALICE)
	Reference/code: 518106-LLP-1-2011-1-IT-GRUNDTVIG-GMP
Project coordinator & partners	**Project coordinator:**
	Interuniversity Center for Educational Research and Advanced Training - CIRDFA
	Partners:
	Technical University of Crete / Laboratory of Distributed Multimedia Information Systems and Applications - TUC/MUSIC
	Mosaic Art and Sound
	Associazione SEED
	Romanian Society for Lifelong Learning - SREP
	Fondazione Nazionale Carlo Collodi - FNCC
Duration	24 Months
	Start: November 2011
	End: October 2013
Description	The project "Adults Learning for Intergenerational Creative Experiences" (ALICE) project aims to work with parents, grandparents, volunteers and other adults interested to interact with children through new spaces of edutainment, to train them to the importance of use of creative languages (art, storytelling, social media) to build rich and caring environments for children to grow up. Specifically, the project aimed: To help adults, senior citizen and volunteers to reflect and acquire competences necessary to become effective educators, and the impact their actions can have on future learning of children. To provide adults, senior citizen and volunteers with creative languages to generate opportunities for intergenerational learning; To train adult's trainers to adopt ALICE methodological approach, becoming aware of the role that adult's as educator can have on social cohesion, and hence, re-considering the value of adult's training institutions.
Key words	intergenerational learning, early childhood education and care, creative languages, music, children literature, digital games,

	digital storytelling, learning design
Link to the project website	http://www.openeducationeuropa.eu/en/project/alice-0
Other interesting information	The ALICE project seeks to reinforce the role of adults (grandparents, parents, volunteers) as educators, but not in a traditional way. Creative languages in informal educational activities are used to support adults-children interplay, beyond just trasmitting information from one generation to another.
	Intergenerational learning can be a twofold purpose process, that improves dialogue among generations through civic participation in common social and institutional spaces, while at the same time enacts processes of informal learning towards the achievement, both by adults and children, of key competences for lifelong learning. The project "Adults Learning for Intergenerational Creative Experiences" focuses on this idea, attempting to reinforce the role of adults (grandparents, parents, volunteers) as educators. Creative languages in informal educational activities are used to support adults-children interplay, beyond just trasmitting information from one generation to another.
Interest for the project	5

5.1. RESEARCH PROJECTS (OTHER THAN EU LIFELONG LEARNING)

Contributor´s name +email	
Language	
Title + reference/code	
Project coordinator & partners	
Plot summary	
Description	
Key words	
Link to the project website	
Other interesting information	
Interest for the project	

Contributor´s name +email	Viksjöforsbaletten, hogatan15@gmail.com
Title	HOW LITTLE PEOPLE CAN MAKE A BIG DIFFERENCE	
Release date	October 2014
Director	TEDxJCUCairns
Plot summary	This talk was given at a local TEDx event, produced independently of the TED Conferences. Charlie Cooper is a nine year old boy who is wiser than his years. Charlie tells the story of how the buddy bench at Trinity Beach State School came to be a tool to address bullying. He explains how you can turn a negative situation into a positive outcome.
Key words	buddy bench, bullying
Running time	4:48 min.
Screenplay	JCUCairns, Australia
Cast	TED Talks https://youtu.be/V7Z-Hq-xvxM
Other interesting information	https://youtu.be/V7Z-Hq-xvxM Charlie Cooper was born in 2005 making him the grand old age of 9. He lives in Trinity Beach with his Mum, Dad and 2 siblings. He attends Trinity Beach State School and is currently in grade 3, He loves to play Lego, ride his bike and play on his Dad's flight simulator.
Interest for the project	

6.2. FILMS / DOCUMENTARIES / VIDEOS

Contributor´s name +email	Fondazione Nazionale Carlo Collodi
Title	How can art contribute to social inclusion? Vania Masias WikiStage WBG Lima
Release date	25/11/2015
Director	Wikistage
Plot summary	Vania Masías is making successful community leaders out of urban street children in Peru with the integral and financially self-sustainable Angels D1 project. Using urban hip-hop dance as an engaging hook, Vania supplies children with the coaching to generate their own income, enabling them to overcome their situations of vulnerability and neglect. Reaching one of the most difficult segments in urban communities, Vania is transforming street children and at-risk youth in the most impoverished slums of Lima into productive leaders of society through Angels D1. She attracts young people between the ages of 8 and 18 to join her program and take part in a support network of tutoring, counseling, and nutrition education. The core of Vania's initiative is the Angels D1 schools, which consist of a five-year program, seek deep and life-changing impact. The key is the integration of life mentorship, economic self-sufficiency, and continued education, all supported and financed through dance. Vania first entices new street children into the project through the attraction of free urban and hip-hop dance lessons, which offer a "cool" and fun activity for the working youth. Once she has engaged the young people, she requires them to re-enroll in school in order to remain members of the Angels program. Each is assigned an individual tutor or mentor, the students undergo several years of personal educational tutoring, psychological counseling and coaching, and technical training in dance, something many will continue after the Angels program formally ends. Nearly 2,000 youth have passed through Vania's program with high achievement rates and inspiring stories of success as community leaders and even as professional dancers.
Key words	Education, Social Inclusion, Street child, Dance, Music
Running time	9.12 min
Screenplay	https://www.youtube.com/watch?v=YX19ONHvqfo

Cast	
Other interesting information	https://www.ashoka.org/fellow/vania-mas%C3%ADas Vania Manias: biography and Project.
Interest for the project	High

6.3. FILMS / DOCUMENTARIES / VIDEOS

Contributor´s name +email	Fondazione Nazionale Carlo Collodi
Title	A Circus School For Refugee Children
Release date	15/02/2016
Director	AJ+
Plot summary	In an after-school program set up by the Relief International agency in the Zaatari refugee camp in Jordan, children can learn circus skills like juggling and acrobatics.
Key words	Education, Social Inclusion, Refugees, Circus art
Running time	1.45 min
Screenplay	https://www.youtube.com/watch?v=YX7PL59ojJU
Cast	
Other interesting information	
Interest for the project	High

6.4. FILMS / DOCUMENTARIES / VIDEOS

Contributor´s name +email	Fondazione Nazionale Carlo Collodi
Title	PA-RA-DA
Release date	2008
Director	Marco Pontecorvo
Plot summary	The film tells the true story of French clown Miloud Oukili from his arrival in Romania in 1992 (three years after the fall of Ceausescu) to his encounter with the street children of Bucharest, known as a «boskettaria» who live in the streets and sleep in Bucharest's sewers, eking a living out of petty crime, begging, and prostitution. Miloud wants to meet these neglected kids, turned into a quasi-feral state by their tragic past and ravaged by physical and sexual abuse and drug addiction, and shine some light in their lives. Although his efforts are at first hampered by corrupt and prejudiced Romanian police officers, Miloud will succeed in creating a real circus company with the a «boskettaria». The street children will perform in Bucharestâs main square, proving the world that they are not rejects but human beings.
Key words	Education, Social Inclusion, Circus art, street children
Running time	1:34:14 min
Screenplay	
Cast	Jalil Lespert, Evita Ciri, Gabi Rauta
Other interesting information	
Interest for the project	High

7.1. PHD THESIS

Contributor´s name +email	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr
Language	en - English
Author(s) + contact information	Silberman, L. R. silberman11@gmail.com
Title	GLOBALIZING EL SISTEMA! Exploring the growth and development of El Sistema inspired programs around the world
Date	June 2013
Summary	This final project is designed to explore and describe the emerging international field of orchestral music education programs inspired by Venezuela's "El Sistema." El Sistema is the nickname for a publically funded social and community development program that uses the collective practice of music to affect social change. The program model is reinvigorating and diversifying the fields of orchestral music and music education, while also fighting poverty through access to the arts. This study aims to map the international network of programs inspired by El Sistema through information collected from a literature review, qualitative questionnaires for emerging programs, and semi-structured interviews with leaders from the global Sistema movement. The data collected for the project is used to map the emerging field of El Sistema inspired programs and to conduct a needs assessment for international support structures serving the field.
Key words	el sistema, orchestral music education, social change, literature review
Other interesting information	Doctoral dissertation, University of Oregon Available online at: https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/12899/Silberman_Masters_Project_2013.pdf?sequence=3
Interest for the project	4

Contributor´s name +email	Nektarios MOUMOUTZIS (TUC) nektar@ced.tuc.gr
Language	English
Author(s) + contact information	Rohan, T. J.
Title	Teaching music, learning culture: The challenge of culturally responsive music education
Date	2011
Summary	This research investigates experiences of music teaching and learning within culturally diverse school communities and examines the ways cultural diversity informs pedagogical practices in music education. The following key questions were investigat ed: In what ways is music education, as experienced by the participants, informed by or responsive to cultural diversity? What barriers to culturally responsive and inclusive music education are identified? What do students and teachers believe about conte nt and pedagogy within a successful music programme? The project used a collective case study methodology and sought perspectives from teachers and students within high schools in New Zealand, Australia and the United States, each selected for participation based on its reputation for offering successful music education practice within a culturally diverse school community. The principal conclusions are that while most of the teacher participants articulated positive views regarding cultural diversity, as well as a belief that pedagogical decisions should not privilege Western musics or musicianship, student perceptions reflected a limited understanding of the global diversity of musical expression and experience. Most students expressed interest in participating in more inclusive, culturally diverse music education programmes. Key barriers identified by students and teachers to a more inclusive and informed educational response to cultural diversity were: assessment requirements, the limiting nature of school choral and instrumental ensembles, performance schedules, festivals and competitions, the conservative nature of teacher education experience for some teachers, lack of resources and professional development. The implications of the research findings are that music educators need to foster a more critical approach that includes some explicit teaching of culturally inclusive values, operationalised through culturally informed and responsive pedagogical practices.
Key words	music teaching and learning, cultural diversity, music education, music education programmes, responsive pedagogical practices
Other interesting information	Doctoral dissertation, University of Otago.

	Available online at: https://ourarchive.otago.ac.nz/bitstream/handle/10523/1865/RohanTracy2011PhD.pdf?sequence=3
Interest for the project	4

8.1. WEB RESOURCES

Contributor´s name +email	
Language	
Name of the webresource	
Web link	
Author(s) + contact information (email)	
Brief description	
User-friendliness (Note. 1)	
Cost (Note.2)	
Other interesting information	
Interest for the project	

Notes
1. Score from 1 to 3: (1) means no previous IT knowledge needed, (2) previous IT knowledge needed, (3) expert IT knowledge needed
2. Score from 1 to 3: (1) completely free, (2) partially free, (3) paid

10.1.   OTHER (ANY ENTRY NOT INCLUDED IN THE PREVIOUS SECTIONS)

Contributor´s name +email	Swedish
Language	Thorgersen, Cecilia Ferm
Author(s)	UTTRYCKA SIG – EN DEMOKRATISK RÄTTIGHET
Title	2015-02-09 22:32
Date	Do not lower the learning outcomes of students with disabilities, she advises. Everyone has an equal right to learn - not just to participate.
Description/Summary	Article
Format	students with disabilities, social inclusion with the arts
Key words	http://www.lararnasnyheter.se/uttryck/2015/02/09/uttrycka-demokratisk-rattighet
Web link	In Swedish: Sänk inte kunskapsmålen för elever med funktionsnedsättning, råder hon. För alla har lika stor rätt att lära – inte bara att delta)/.lärarnasnyheter.se
Other interesting information	Swedish
Interest for the project	

10.2.   OTHER (ANY ENTRY NOT INCLUDED IN THE PREVIOUS SECTIONS)

Contributor´s name +email	Swedish
Language	Thorgersen, Cecilia Ferm

Author(s)	Lotten Andersson
Title	MOBBNING SKOLPRAKTIK OCH FORSKNINGSPERSPEKTIV, HIG 2008
Date	2008
Description/Summary	A short paper on bullying in schools and what you can do to avoid it.
Format	Article
Key words	Bullying, environmental risks, the context of bullying
Web link	http://artinedviksjofors.se/wp-content/uploads/sites/123/2014/09/Mobbning-skolpraktik-och-forskningsperspektiv-Trivselunders%C3%B6kning-2008.pdf
Other interesting information	
Interest for the project	This paper writing was part of a university course, where teachers from Viksjöfors school took part