



Erasmus+
2016-1-SE01-KA201-022101

Co-funded by the
Erasmus+ Programme
of the European Union



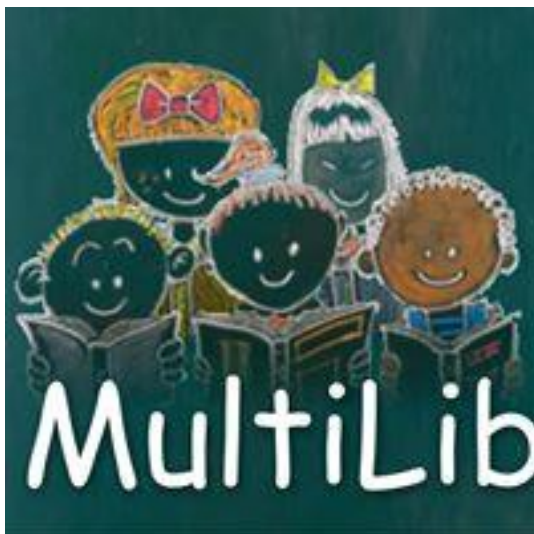
PARTNERS: Viksjöfors Skola, Sweden, The Mosaic Art And Sound Ltd., United, International Yehudi Menuhin Foundation, Belgium, Pelican, Czech Republic, University Of Çukurova, Turkey

FINAL REPORT

MultiLib: The Multilingual Library For Children In Europe

Project Team

2018-10-28



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

I. INDEX

II. Implementation.....	2
A. The contribution of partners.....	4
B. The cooperation and communication between partners.....	5
C. Target groups	5
III. Transnational project meetings.....	7
IV. Intellectual outputs	9
A. Intellectual Output 1- MultiLib e-Library	9
B. Intellectual Output 2- MultiLib Children's Activity Set	10
C. Intellectual Output 3- Teacher Guide.....	10
D. Intellectual Output 4- Case Studies.....	11
E. Intellectual Output 5- Replicability Templates and Rules of Participation.....	11
F. Intellectual Output 6- MultiLib Repository (OER) and web 2.0 communication website	12
V. Learning/Teaching/Training Activities	13
A. Reports on piloting and teacher workshops are available on the project website.....	13
VI. Participants' Profile.....	14
VII. Follow up.....	15
A. Impact on the participants:.....	15
B. Impact on the participating organizations:.....	15
C. Target groups	16
D. Impact expectations and realization.....	17
E. Impact of the project at the local, regional, European and/or international levels	18
VIII. Dissemination and Use of Projects' Results	20
A. Dissemination activities.....	20
B. PUBLIC ACCESS.....	21
C. Available project's results	21
D. The use of this project's approach in other projects.....	22
IX. APPENDIX 1.....	22
A. Final Report – Questions for partners; Answers from TUC.....	23
1. IMPLEMENTATION	23
2. FOLLOW-UP.....	24
3. LEARNING/TEACHING/TRAINING ACTIVITIES.....	25
4. FOLLOW-UP.....	26
5. DISSEMINATION.....	27

II. IMPLEMENTATION

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.

MultiLib supports primary school teachers to tackle the challenge of teaching increasingly multiethnic and multilingual classes. The project has provided innovative didactic tools that contribute to equip them for the task.

The project completed:

- Output 1 “MultiLib e-Library”
- Output 2 “MultiLib Children's Activity Set”
- Output 3 “MultiLib Teacher Guide”
- Output 4 “6 MultiLib Case Studies”
- Output 5 “Replicability Templates and Rules of participation”
- Output 6 “MultiLib Repository (OER) and web 2.0 communication website”
- MultiLib Teacher Workshop in Sweden (E1), in the United Kingdom (E2), in Belgium (E3), in Czech Republic (E4), in Greece (E5) and in Turkey (E6), in March 2018.
- MultiLib International Conference in Belgium, in June 2018.

The project activities have been focusing on the design and delivery of the above, but also on piloting the resources, evaluating the outputs and the project processes, and disseminating both project concepts and outputs.

Five partnership meetings have been organized during the project life and they have been pivotal in organizing work, tasks, deadlines and exchange of expertise. They have also been essential to create team spirit and ownership of the project.

Geographical distance among the partners has been overcome. The partners managed to work closely, with a creative sharing of information, reflections, choices and common productive results.

Each partner delivered contemporary and traditional children's stories of their own country's culture and from the culture of the country of migrant groups they worked with during the project. They delivered attractive illustrations created by appointed artists and designed effective and engaging childrens' book-based activities to exploit the books and serve as a springboard for more creativity by teachers across Europe.

The partners, led by the technical partner, the Technical University of Crete, Greece, have made the resources available as OERs on Coursevo platform and have activated the MultiLib community of practice.

About the project activities that were supported by the grant for Project Management and Implementation, in particular, the partners have performed:

- Project management at national and international level;
- dynamic monitoring and evaluation (outcomes and project phases) through proper tools and plans;
- dissemination at local, national, European level and globally, through national strategy plans (dissemination contacts towards teachers, teacher associations, teachers networks, school authorities, advisors, integration officers, curriculum experts, education decision makers, community authorities).
- Piloting in six school, in Sweden, UK, Czech Republic, Turkey, Belgium and Greece
- Five partnership meetings with meeting agendas and minutes.

The kick-off meeting was held in Viksjöfors, Sweden. The project coordinator provided a clear time frame for each activity and the necessary management tools: project work-programme, Gantt charts and templates; the templates were prepared for internal descriptive and financial reporting by the partners (1 report every 6 months). The coordinator was also in charge for the updating the work-programme and the Gantt charts during the project lifetime.

The consortium also agreed on management and reporting procedures; the time table and work plan, tasks and responsibilities.

The next meetings took place in Crete (GR), Brno (CZ), Adana (TK) and Brussels (BE). At each meeting, the main discussions were about progress of all outputs, project management, time schedule of all activities, financial coordination of the project, preparation of all documents and reports, dissemination and multiplier events of the project.

The final conference was held in Brussels (BE) at the European Social Forum. The project outputs were presented by representatives of the consortium as key note speaker and the MultiLib library was exhibited in the lobby of the institution.

Besides regular meetings in person, project management issues were regularly discussed via Skype meetings. As the main platform, BaseCamp was chosen and all project documentation and outputs were stored there during the time of the project realisation, as well as the minutes from each meeting and the list of tasks to be done.

The tasks were assigned in agreement with the partners and according to their specific competences.

In accordance with the tasks undertaken by each organization, the budget was allocated in such a way to keep a balanced budget across the partnership. The allocated staff days were sufficient for the achievement of a high quality of the outputs. The development of the outputs was structured into several phases (e.g. development, testing, evaluation of testing, adaptation after testing, translation). Staff days were planned accordingly to these phases and helped to follow a smooth realisation of the project.

A. THE CONTRIBUTION OF PARTNERS

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

The coordinator of the project was Viksjöfors schola. Its competences lie in the experience of working with target groups, as the school provide teaching to many children of migrant background. The main responsibility was the coordination of the project and also the coordination of 6 Case Studies. They also organized a Kick-off meeting and a multiplier event in Sweden.

The competences of IYMF come from their extensive experience with multicultural education through the arts. Also, the institution has been long involved in inclusive education and possess a network of schools and artists to disseminate the project results to relevant target groups and to further enhance their utilization.

IYMF was responsible for Dissemination of the project, organized a Teacher Workshop in Belgium and also was in charge of the Final Conference.

Çukurova University contributed with these specific competences:

- experience in language teacher training
- experience in creating innovative high quality pedagogical materials
- experience in EU projects
- experience in collaboration with the target groups – especially migrant families in Turkey

The responsibilities of Çukurova included coordination of the IO3 creation (MultiLib Teacher Guide), organization of Multiplier Event in Turkey and participation on all other outputs.

PELICAN as a language school contributed with an experience with language learning and learning of host country languages to foreigners, having a vast experience with this type of learning in the Czech Republic. They were responsible for the preparation of MultiLib Activity Set, organized a Multiplier Event in the Czech Republic and also contributed to all other outputs.

The Mosaic Art and Sound (UK) are experts in art, music and innovations in didactics. They participated intensively on the project from its preparation phase and were responsible to lead the realization of ther MultiLib Library with its 156 e-books. They took part in all phases, activities and tasks of the project, piloted in a primary school, organized a Teacher Workshop (Multiplier Event), presented MultiLib at European Social Forum, in Brussels and were also in charge of the maintenance of the BaseCamp platform.

The Research Committee of the Technical University in Crete were the technical partner of the project. Their competences, besides the contact with target groups coming to Crete, lied in their expertise with databases, web platforms and digital content. They were responsible for IO6 – MultiLib Repository, organized a Multiplier Event in Greece and took control of the technical aspects of the project.

B. THE COOPERATION AND COMMUNICATION BETWEEN PARTNERS

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?

The cooperation between partners was really effective because the project partnership brought together the necessary expertise groups which were needed to carry out the project activities and therefore ensured a successful and qualitatively solid implementation of the project. Furthermore, there were relations between most partners from former projects such as Lullabies From the Cradle (The Mosaic and Çukurova University), EuroLib and PopuLLar (The Mosaic, Çukurova University and Pelican Language School), ArtinEd (The Mosaic, Çukurova University and Viksjoforsbaletten), Stronger Children (The Mosaic and Pelican Language School), which provided an important level of trust and confidence among them.

The cooperation between partners has been very effective and very professional. All the partners shared their knowledge and skills for the production of the intellectual resources. The partnership seems very well established and keen to work together also in the future.

C. TARGET GROUPS

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

The target groups did not change during the project life.

In Sweden, there were the following main target groups:

- teachers
- pupils
- headteachers
- authorities (local, regional, national)

In Czech Republic, there were 3 main target groups:

- Children in kindergartens in Brno region
- Pupils in elementary schools (up to 12 years of age)
- Teachers, educators and other pedagogic personnel of these institutions

In Turkey, there were 3 main target groups:

- administrators and teachers at primary education level

- primary school students (with and without immigrant backgrounds)
- migrants and refugees in the region

In the UK:

- teachers
- pupils
- trainers/social workers
- migrant organizations
- community artists working with children.

In Belgium:

- the main target groups were the coordinators and the artists of the MUS-E network that are using the MultiLib resources during their daily activities with primary children;
- the second target groups were coordinators of other projects and representatives of EU Institutions met during Conferences and face to face meetings.

III. TRANSNATIONAL PROJECT MEETINGS

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.

Five Transnational Project Meetings took place during the project, as envisaged:

1. Kick off meeting in at the Viksjöfors Primary School, Sweden, November 2016 (hosting partner: Project Coordinator)
2. Project meeting in Crete, Greece, April 2017 (hosting partner TUC)
3. Project meeting in Brno, Czech Republic, September 2017 (hosting partner PELICAN)
4. Project meeting in Adana, TR, February 2018 (hosting partner Cukurova University)
5. Project meeting in Brussels. BE, April 2018 (hosting partner IYMF)

According to partners' feedback, all meeting have been very well organized and hosting partners have been praised for their warm hospitality. The project meetings were filled with inspiring experiences and the expertise exchange among the partners was always productive, supportive and enriching.

Each meeting was preceded by the Agenda, circulating at least three weeks before the meetings and was followed by detailed Minutes with included a to-do list.

The meetings were crucial to:

- reach common vision of each Output implementation steps;
- agreeing on action plan;
- clarifying management issues;
- defining Output and events improvement steps;
- creating ownership of the project;
- building team work with European dimension;
- formative feedback;
- knowing the partner organization better;
- giving e renewed energy to next actions;
- celebrating successes;
- creating solid basis for sustainability plan.

The first meeting was used to set the basis of the whole project, to review all implementation phases and the managements tools, to sign the contracts, to agrtee on dissemination strategy and monitoring procedures, and to start with the MultiLib Library whose action plan was presented by the leader organization and discussed by the partners.

The second meeting was dedicated to management and evaluation reporting, to finalize initial results in O1 "MultiLib e-Library". Each partners presented the four story titles and

details on local immigrant community identified. It was useful to start activities for O2 “MultiLib Children’s Activity Set” and O3 “MultiLib Teacher Library” with presentation of action plan and its time framework and discussion among partners; to review status and next steps for O6 “MultiLib Repository (OER) and website”, therefore review the Coursevo platform to host the materials from other Outputs and the Community building approach.

The third meeting was used for approval of O1 final test version; O2 Book of Activities

Presentation of final test version, schedule of translations, proof-reading, preparation of piloting;

- O3 MultiLib Teacher Guide presentation of the working version of the output, distribution of tasks among partners, timetable, responsibilities;
- O4 MultiLib Case Studies brief presentation of planning; O6 MultiLib Repository and web status and following planning; finally, project management, dissemination reporting and budget/expenses review.

The fourth meeting was about discussing MultiLib Case Studies: distribution of tasks among partners, timetable, responsibilities; suggestions on final adjustments of O1, O2 and O3; presentation on O5 Replicability Templates and Rules of Participation: distribution of tasks among partners, timetable, responsibilities. Presentation of O6 MultiLib Repository: discussion on adjustments; dissemination issues including the preparation of final conference in Brussels. The partners received training by TUC on the use of the MultiLib Coursevo platform, and discussed project management, reporting documents, the overall budget, the overall timetable and to-do list.

The fifth partnership meeting was organized close to the Final Conference and the partners took part in the Conference and then in the meeting. Final versions of the outputs were reviewed, reporting documents, the overall budget, the needed requirement for the Final Project Report and project sustainability plan was agreed.

IV. INTELLECTUAL OUTPUTS

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.

A. INTELLECTUAL OUTPUT 1- MULTILIB E-LIBRARY

MultiLib e-Library is an important outcome of the project, and it has significant contribution especially in terms of impact, transferability and sustainability of project outputs.

MultiLib e-library is an open education resource available on the project website. In the library, there are 24 beautifully illustrated e-books of children stories in 12 languages: Swedish, Czech, English, French, Greek, Turkish and 6 languages spoken by immigrants in Europe, i.e. Kurdish, Russian, Tibetan, Haitian, Armenian and Arabic. From each culture, there are two stories- one traditional story and one contemporary story written for the MultiLib project. The stories contained in the books reflect elements of the culture of each country.

To produce the MultiLib e-library, the main tasks promised in the application were followed and successfully completed. Each partner was in charge of providing 4 children stories, 2 in the national language and 2 in a language spoken by immigrants/refugees in its country. First, each partner selected a traditional children's story of its own country and wrote it in a simple way. Then, they wrote a new story which was just created for the project. For the stories in immigrant/refugee languages, each partner worked with local immigrants/refugees, and the stories were produced through a series of meetings and intercultural dialogue.

Then, each project partner prepared the audio recording of its books by native language speakers and contacted a professional artist to illustrate its four books. High quality and attractive illustrations were created by professional artists, and they were used in the graphic design of the e-books in MultiLib e-library. In the meantime, project partners provided for the translations of the other stories into their own language.

With the language versions (the partners' languages), MultiLib e-library is comprised of 156 e-books (144 which are the 24 books in 6 language versions plus 12 books in the original language spoken by the immigrants involved in the project) which have been uploaded on the project website, along with the 24 audio files of the book readings. The library is an open educational resource available to any school and to all those with an interest in multicultural and multilanguage experiences for inclusiveness, in schools, within family settings, and in any other centre or institute working with children of primary school age, in Europe and beyond.

The library provides a unique tool for the project sustainability.

B. INTELLECTUAL OUTPUT 2- MULTILIB CHILDREN'S ACTIVITY SET

MultiLib Children's Activity Set, which is accompanied by a Teacher Guide, was designed to help teachers to find their own reasons and expand ways to work continuously on the topics of inclusiveness, multicultural and multilingual experiences, love of reading and embedding the arts into education. Moreover, it describes basic learning-teaching scenarios of implementation (lesson plans) and the use of self-evaluation tools.

MultiLib Children's Activity Set offers primary school teachers tools that help to overcome problems related to diversity of children in today's growing number of multi-ethnic classes.

The emphasis is put on children education towards openness to diversity, but also pride for their origin and traditions. Today, the growing number of multi-ethnic classes places new demands on teachers in primary schools and The MultiLib Children's Activity Set offers primary school teachers tools that help to overcome problems related to diversity of children and their approaches.

The output leader, Pelican School, provided a detailed time frame for the work and collated the different expertise and experiences of the partners to create MultiLib Children's Activity Set. Thus, all project partners, with their long-term experience in designing didactic tools for children, contributed to the realization of the activity set, according to their specific expertise. The set contains 28 creative activities which include comprehension, creative expression, reflection, task-based learning, collaborative interplay and the use of art forms such as music, dance, visual arts and digital storytelling. All activities have been tested during the piloting process and adapted following the comments and suggestions of practitioners working both in pre-schools and primary schools in six different countries.

The project partners discussed and agreed on a structure to describe the activities in MultiLib Children's Activity Set and the same structure was used in the description of the activities.

The MultiLib Children's Activity Set was translated into the partners' languages (Czech, English, French, Greek, Swedish and Turkish), and uploaded on the project website as an OER for any teacher, student and for all those with an interest in multicultural and multilanguage experiences for inclusiveness, in schools, within family settings, and in any other centre or institute working with children of primary school age, in Europe and beyond.

With the availability of this output, the dissemination activities are expected to intensify to invite teacher across Europe to use this unique didactic tool and exchange their results through the project web properties (website and social networks).

C. INTELLECTUAL OUTPUT 3- TEACHER GUIDE

Output 3, MultiLib Teacher Guide was created to provide a valuable source for teachers to work with MultiLib Children's Activity Set. The guide is also aimed at helping teachers to find their own reasons and expand ways to work continuously on the topics of inclusiveness, multicultural and multilingual experiences, love of reading, and embedding the arts into education.

Although some indications of the content of the Teacher Guide have already been discussed at application stage, the partners discussed and agreed on the final content at the second partnership meeting. They also decided which parts each partner would focus and write. The

leading organisation of the output, Çukurova University, provided a detailed time frame for the work and collated the different expertise and experiences of the partners to be embedded in the final product. In the end, MultiLib Teacher Guide was compiled with the contribution of the whole project partnership.

As promised in the application, MultiLib Teacher Guide was tested during the piloting period by the teachers involved in the project in the six countries. It was evaluated through a specific questionnaire and perfected using the results of the evaluation. Then, MultiLib Teacher Guide was translated into the partners' languages (Czech, English, French, Greek, Swedish and Turkish), and with its final graphic design, it was uploaded on the project website as an OER in all language versions.

D. INTELLECTUAL OUTPUT 4- CASE STUDIES

MultiLib project has aimed to meet the need of primary school teachers to tackle the challenge of teaching in increasingly multi-ethnic and multilingual classes. In order to reach this aim, the project has provided various resources. Intellectual Output 4 which collected 6 case studies has offered one of these resources. The case studies were written according to the template prepared by Viksjöfors Skola as the Output Leader well before the start of the piloting (Month 10). The template helped the partners understand which observations would be needed during the piloting phase. In order to complete the template, each partner noted down its own observations, asked permission to video parts of the school piloting and interviewed children and teachers during the piloting period. Each partner has compiled its own Case Study by month 19. The 6 Case Studies which highlighted how the use of MultiLib book-based activities could enhance inclusiveness in children have been uploaded on the project website as reflection documents on the MultiLib approaches. They were also used in the International Conference.

E. INTELLECTUAL OUTPUT 5- REPLICABILITY TEMPLATES AND RULES OF PARTICIPATION

MultiLib has managed to present different countries' language and culture by embedding genuine cultural traits into the children's stories. Each partner has also worked with group of immigrants to bring their culture and language into the project. This has allowed for a real European dimension by the diverse networks of each partner in different areas of Europe covering a wide geographical area: Sweden, United Kingdom, Belgium, Greece, Czech Republic and Turkey. Replicability templates were prepared to expand this network making MultiLib project a real transnational project.

Once Output 1 and 2 were completed the partners discussed the criteria and rules of participation. How to invite the global community to share additional children's stories and new children's activities to the project. The Research Committee of the Technical University of Crete was the leader of the output who prepared the template with P1, P2, and P6. The template was then reviewed by all partners. It was uploaded on the project website for all those who would want to add their own children's stories to the project or to upload additional children's activities (Month 18). Each additional item sent to the project by anyone interested, will be reviewed by P1, P2 and P6, approved according to the agreed criteria, and uploaded on the project website. This activity has contributed to the collaborative learning of project as a whole.

F. INTELLECTUAL OUTPUT 6- MULTILIB REPOSITORY (OER) AND WEB 2.0 COMMUNICATION WEBSITE

The project website was not intended as a platform for project management as the partners used Basecamp for that purpose. It was not just an informative website spreading information on the project either. The MultiLib Repository (OER) and web 2.0 communication website was created to have the repository of 156 e-books in 12 languages accompanied by Children's Activity Set, Teacher Guide, and Case Studies. To enable the wider possible dissemination and reuse of the collected Open Educational Resources, the project adopted Creative Commons licenses (CC) to provide certainty and clarity in the digital access and use of educational, educative or research outputs of the project.

The infrastructure was based on an adapted version of the Coursevo platform, which is an integrated web-based community management system. It has been developed by Technological University of Crete to support educational and training activities. The portal interface was offered in the languages of the participating countries and all project partners contributed to the translation of the interface elements in their own language under the coordination of TUC, leader of this output. TUC coordinated this activity and undertake the actual deployment of the portal based on the Coursevo platform. Mosaic contributed to the elaboration of an appealing and effective look and feel of the portal. The project partners contributed to this activity by providing inputs. The first version of the web-portal was evaluated by end-users to ensure high usability levels and collect feedback for improvement.

V. Learning/Teaching/Training Activities

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.

The project application did not include Learning/Teaching/Training Activities; however some of the project activities may be connected to training. These are:

Piloting: each partner has implemented piloting activities in its country by using several stories and activities of the corresponding intellectual outputs O1 and O2.

In Belgium, also artists took part in the piloting.

Teacher Workshop: A teacher workshop was organized at local level. The main aim was to disseminate project outputs and encourage teachers to use MultiLib stories and activities. Furthermore, activities undertaken in local schools were presented to demonstrate how MultiLib addresses social inclusion and multicultural awareness.

In Belgium two workshops were organized instead of one: the first workshop was organized to transfer the know-how to the MUS-E artists and coordinators; the second workshop was organized to disseminate the MultiLib resources to a wider audience, through a training activity.

A. REPORTS ON PILOTING AND TEACHER WORKSHOPS ARE AVAILABLE ON THE PROJECT WEBSITE.

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 make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates?

Piloting teachers and attendees at the Teacher Workshop were given Certificate of Attendance with specifications of the content and length of the training.

VI. PARTICIPANTS' PROFILE

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

Participants in the MultiLib training activities were mainly primary school teachers, kindergarten teachers, head teachers, artists, storytellers and students as future teachers from Sweden, Czech Republic, Greece, Turkey and United Kingdom.

VII. FOLLOW UP

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

A. IMPACT ON THE PARTICIPANTS:

Pupils (involved in piloting):

- have acquired multicultural and multilanguage awareness;
- felt proud to share their culture and language
- enhanced intercultural understanding
- develop a sense of social inclusion
- reinforced literacy and their love of reading
- enhanced language and artistic skills (MultiLib book-based activities contained multi-art forms such as music, dance, visual arts and digital storytelling)
- increased creativity
- increased technical skills
- enjoyed a collaborative educational environment

Teachers (involved in piloting, workshops and final conference):

- Expanded their teaching repertoire towards concepts of multicultural and multilanguage knowledge, inclusion and creativity, useful to tackle the challenge of teaching increasingly multiethnic classes
- were provided with tools to promote multicultural and multilingual experiences within the classroom and fit them in the national curriculum
- Learnt on didactic activities to foster mutual understanding and communication in children with diverse backgrounds, while reinforcing literacy, language learning and a legacy of transversal competences.
- experienced fun, enjoyment and creativity while teaching

Head teachers, authorities, artists (involved in workshops and final conference):

- acquired innovative hints to put into practice in their working environment and policies

Groups of migrant involved in the selection and design phase of the stories for the Library:

- enhanced intercultural skills

B. IMPACT ON THE PARTICIPATING ORGANIZATIONS:

They have improved/expanded:

- pedagogic knowledge and didactic tools for teacher training
- 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.

C. TARGET GROUPS

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?

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

Primary and kindergarten school teachers reached through the project dissemination channels, who have been made aware of the project resources availability.

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

Record of the impact is about those who directly participated in the project (through workshops):

- Acquisition of new knowledge and tools to teach multicultural and multilingual elements
- Enriched teaching strategies
- Renewed motivation in teaching
- Renewed enthusiasm to teach
- New avenues for experimentations.

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 (especially in relations to storytelling and visual arts applications).

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

Particularly relevant is the international team of artists of the MUS-E network, part of the IYMF. Their team of about 1000 artists has been reached through direct communication by the Belgian partner, the IYMF, and a MultiLib workshop was dedicated to them.

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.

Teacher associations

Reached through the same media as above.

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

D. IMPACT EXPECTATIONS AND REALIZATION

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?

Priority 1 ‘Inclusive education’:

MultiLib answered the need for primary school teachers to acquire a broader repertoire of teaching strategy to tackle the challenge of teaching increasingly multiethnic and multilingual classes. The project provided educational concepts, methods and tools to enhance inclusiveness within the classroom and to foster mutual understanding and communication in children.

The project helped teachers to make their students acquire multicultural approach as well as language learning and a legacy of transversal competences. Primary schools and groups of immigrants, especially immigrant families, took part in the project.

Priority 2 ‘Open and innovative education embedded in the digital era’:

MultiLib developed beautifully illustrated children’s stories in the form of e-books, in 12 languages, including 6 languages spoken by immigrants. The stories contained essential elements of the culture they represented. The e-books in twelve languages were made available as OER on the project Coursevo platform and website.

Teachers locally and across Europe have the possibility to download the e-books and the other project resources, such as the Book of Activities and the Teacher Guide that use a combination of different content forms such as text, audio, images and video. Furthermore, teachers and all those interest, across Europe can embed their own stories and illustrations through the MultiLib Replicability Templates, using the instruction on the Coursevo platform. Thus the project provides an opportunity for teachers to develop technical and ICT competences.

Priority 3 ‘Strengthening the profile of the teaching profession’:

Today, teachers need to train students, with and without immigrant background, for a world in which people would be willing and able to collaborate with others of different cultural origins and appreciate different values and approaches.

Teachers face the situation of having an unprecedented number of children who will have to find their place and develop their potential in a society new to their parents and to themselves, in which the languages spoken are unfamiliar. Teachers have the task to make immigrant children succeed academically and need to be trained to acquire new skills to be prepared to fulfil their task. They have to be encouraged to create a relaxed and fruitful multicultural

environment where the children's different cultures and languages instead of being a barrier, become enrichment for the whole class.

The project provided teachers across Europe with a unique didactic idea, training concept and practical tools, just designed for them.

Through MultiLib, teachers access professional development and acquire first-hand knowledge of teaching strategy for inclusive education.

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

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

Local in five countries:

- Teachers 150 (qualitative impact as described in relevant previous chapter)
- Primary school children 1000 (qualitative impact as described in relevant previous chapter)
- Headteacher, authorities: 100 (qualitative impact as described in relevant previous chapter)
- Artists: 1200 (qualitative impact as described in relevant previous chapter)

Regional in five countries:

More school teachers, head teachers, authorities 500

European/international level:

- School teachers, head teachers, authorities, globally
- Teacher associations 20
- Policy makers at European Union level through the Final Conference at the European Social Forum in Brussels, BE
- Synergies with other European projects
- Number of people reached at the European Summit on Education in Brussels around 800

In Greece

- Our dissemination strategy was based on the following tools:
- Face-to-face meetings and workshops with teachers
- Presentation of the project at other meetings, workshops and scientific conferences
- Facebook communication – regular and frequent messages on the project page on Facebook
- Email communication with stakeholders, experts and interested public
- Lectures and workshops in academic field
- Meetings with representatives of municipal and regional authority

- Children whose parents are interested in exposing their children to foreign languages influence
- Primary schools teachers, and head masters
- Children's leisure-time clubs teachers, management, etc.
- Municipal and regional authorities – departments of leisure time, children and youth, etc.

In Sweden:

Teachers involved in testing: 44

How many times have the teachers used the materials: >50

How many learners were involved in testing: >280

For the most effective impact on the project 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 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:

- reach teachers, artists and multipliers to build awareness of the project
- drive the target groups to the MultiLib Coursevo platform and website of the project.
- recruit participants in the local Teacher Workshops (multiplier events)
- advertise the resources and the project final conference.

Dissemination activities lasted throughout the whole project duration.

It was decided to wait until after the MultiLib Library and the Book of Activities 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)
- Contacts and placement of articles
- A lively and dynamic Facebook group
- Videos and audios

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

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

MultiLib was presented in the final conference, organized by the Belgian partner at the European Social Forum, with the attendance of policy makers at European institution level.

As feedback has proved, MultiLib has always been received with great interest and very positive comments, leading to suggestions for expansion and replication of the Library and related children's activities. It appears that the project goal has been attained in full.

VIII. DISSEMINATION AND USE OF PROJECTS' RESULTS

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.

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

HERE WE HAVE TO ADD DESCRIPTIONS, PHOTOS, LINKS....

AS IN E-ARTinED

A. DISSEMINATION ACTIVITIES

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

For the most effective impact on the project 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 strategy and all partners played an active role within their own countries and on the wider European and global stage.

1. The purpose of the strategy was to:
2. reach teachers, artists and multipliers to build awareness of the project
3. drive the target groups to the MultiLib Coursevo platform and website of the project.
4. recruit participants in the local Teacher Workshops (multiplier events)
5. advertise the resources and the project final conference.

Dissemination activities lasted throughout the whole project duration.

It was decided to wait until after the MultiLib Library and the Book of Activities 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)
- Contacts and placement of articles
- A lively and dynamic Facebook group
- Videos and audios

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

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

MultiLib was presented in the final conference, organized by the Belgian partner at the European Social Forum, with the attendance of policy makers at European institution level.

As feedback has proved, MultiLib has always been received with great interest and very positive comments, leading to suggestions for expansion and replication of the Library and related childrens' activities. It appears that the project goal has been attained in full.

B. PUBLIC ACCESS

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.

The MultiLib resources are included in the Coursevo platform <http://multilib.coursevo.com/> and on project website <http://multilibproject.eu/> as Open Educational Resources, under Creative Commons License Attribution 4.0 International (CC BY 4.0) <https://creativecommons.org/licenses/by/4.0/>

The MultiLib Library contains online Replicability Templates to allow any interested person to add stories in any language and illustrations, according to the criteria set out in the project.

C. AVAILABLE PROJECT'S RESULTS

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

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. Partners have agreed that after the three years, they will be willing to share the costs of web hosting and web maintenance. All partner institutions will keep the resources linked to their institutional website.

The MultiLib Library will continue its expansion including new resources uploaded by the wider teacher community at global level.

The MultiLib teacher training is embedded in the didactic offerings of the partner institutions. MultiLib is already embedded in the school teaching of several schools in Europe.

D. THE USE OF THIS PROJECT'S APPROACH IN OTHER PROJECTS

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?

The project approach can be applied to new projects' ideas in the field of social inclusion and multilanguage and multicultural training for children. The partners have been well aware of the potential of the approach and have prepared a new project application for a new Erasmus+ KA2 project to include music as a tool for inclusion and provide music background to the MultiLib stories.

The project has been approved for funding in Finland and the whole partnership is part of the new project consortium.

Projects can be developed at national level seizing the opportunity of governmental funds.

MultiLib is also valid for community projects and for projects involving social workers and language providers in the area of migrant welcoming activities Sustainability

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

The MultiLib Library will continue to be a vibrant catalyser of inspiring new additions. The partners aim at making the Library and the Book of Activities a worldwide reference for multicultural libraries for children.

During the phase of research for similar products and activities, the partners have found no libraries intended as MultiLib. The uniqueness of the library concept (with stories reflecting cultures, original languages, with audiofiles and original images, and with art-based activities to explore the books) and its replicability format makes it an original product ready for sustainability.

New EU funded projects are arising from MultiLib, of which one has already been prepared, presented and approved: "MUSILIB - Music for children's multicultural learning" which adds new resources to MultiLib, based on music.

The F2F workshops that the partners have designed will be offered through national channels, i.e. educational activities of Municipalities and Region and through EU channels, such as the portal School Education Gateway.

The partners will also use national funding opportunities to deliver MultiLib workshops and will continue to expand their professional networks.

IX. APPENDIX 1

A. FINAL REPORT – QUESTIONS FOR PARTNERS; ANSWERS FROM TUC

Please answer to the following question ALWAYS from the perspective of your own institution! Bullet points are fine!

1. IMPLEMENTATION

How has the project been innovative or how has it complemented other projects that you have carried out?

The project has been run in parallel with the e-ARTinED project aiming at Arts integration in all school curricular subjects and several synergies were explored during the implementation of MultiLib: The first synergy is that both project are supported by TUC's platform Coursevo, making it possible to develop a repository of reusable materials that can be used in both projects (i.e. materials developed in one project used in the other). Furthermore, a second important synergy was that both projects piloted activities with local schools in Chania, Greece using the eShadow digital storytelling platform developed by TUC and inspired by traditional shadow theatre. Several local schools were involved in activities in both projects. The innovative character of the MultiLib project was showcased by several stories that were elaborated within various activities (from the Book of Children's Activities) and all of them were presented during the final national multiplier event that took place on 30/8/2018 in Chania.

Please mention the local/regional activities that you have carried out during the project outside of development of outputs

TUC has implemented several activities in Greece with local schools exploiting activities from the Children Activity Set (Intellectual Output O2) that were adapted to integrated digital technologies. In this respect, activities integrating eShadow (digital storytelling platform inspired by traditional shadow theatre) and Scratch (creative programming platform for children) were implemented in the 19th Primary School of Chania based on the traditional Swedish story and development of a new story that was animated with eShadow focusing on social inclusion. Other activities were also implemented and many stories were used including all Greek and Armenian stories that have been developed by TUC within the context of Intellectual Output O1 in Theodoropoulos Private School and were presented in Science and Technology Day 2017 (a major science outreach event organized annually in TUC. The results of both those activities were presented in the e-ARTinED conference in Edsbyn, Sweden 16-17 August 2018 as part of the dissemination activities of the MultiLib project. Finally, TUC collaborated with Teatrochora, a local private after school children's club on animating the traditional Greek story of Erotokritos combining body shadow and eShadow. The results were quite impressive and were presented during the final national multiplier event in Chania 30/8/2018

How would you evaluate the cooperation between partners during the project (positive and negative aspects) and with other stakeholders in your region? What would you improve in the future in a similar project? What were your specific competences in the project?

Excellent cooperation between the partners and mutual support in all outputs and tasks implemented. TUC contributed in the project heavily as a technical partner, responsible for the set up and running of the MultiLib repository hosting children stories in a way that is flexible and expandable to ensure the subsequent exploitation of project results. Other project outputs are also hosted in the repository. Furthermore TUC was the national representative of the project in Greece developing the Greek stories (and the corresponding immigrant stories in Armenian) as well as undertaking the piloting activities with local schools

What is/was your local/regional target group?

Students and teacher from local primary schools, both private and public ones.

Please describe your multiplier event/s – who were the target groups? Was it different than originally planned? Why and what was different?

The event was organized later than initially foreseen in the project proposal. It was implemented on 30/08/2018 in order to use all the Greek translations of project outputs and present results on piloting with local schools in Crete. The workshop was very successful with many more participants than initially foreseen. During the event all project outputs were presented and disseminated and Greek translations of Book of Activities (O2) and Teacher Guide (O3) were distributed in paper to the participants. Furthermore the results of working with local schools were presented. The participating teachers were enthusiastic about the potential of using the project methodologies and results. Many teachers expressed their desire to reuse project results and initiate collaboration with TUC for activities based on the MultiLib methodologies/stories/activities in the next school year.

2. FOLLOW-UP

What was the impact of the project on you/your institution and other institutions involved in the project?

Being a technical partner, TUC focused heavily on MultiLib repository and implemented special features that allow for the easy inclusion of new children stories in the Coursevo platform. This opens up new directions of exploitation that will be further pursued during the MUSILIB project as a continuation of the MultiLib project. Furthermore, an important impact was the strengthening of links with local schools and the exploitation of the eShadow digital storytelling

platform that proved to be very effective in supporting local schools in animating children stories.

*Who were the target groups, stake holders outside of your organization?
What was the impact on them? How did you find out?*

As already written above, the main target group were students and teachers from local primary schools that used the outputs of the project, developed new stories, used the technologies offered by TUC and will continue to use them even after the end of the project. Local authorities were also contacted and several dissemination actions were undertaken within the context of annual events organized in the Technical University as well as from the local schools authorities.

Please give quantitative and qualitative indicators for the impact of the project on your local/regional area.

- Number of teachers, administrators reached through direct communication and emails: 200
- Number of staff in the institution reached through direct communication: ~500
- Number of trainee teachers reached through undergraduate courses: ~80
- Number of migrants reached through direct communication: ~10
- Number of students, academic and administrative staff reached through the link between the MultiLib website and TUC/MUSIC website: ~1000
- Number of attendees in MultiLib teacher workshop: 150
- Number of teachers involved in piloting: 2
- Number of students involved in piloting: 60
- Number of people reached at scientific conferences where papers were presented about the MultiLib activities from TUC,; ~ 800

3. *LEARNING/TEACHING/TRAINING ACTIVITIES*

Please describe the short-term learning, teaching or training activities included in your project.

Piloting: We have implemented the foreseen piloting activities using several stories and activities of the corresponding intellectual outputs O1 and O2. Apart from typical piloting, several other stories and activities were used by other collaborating schools and presented during the final multiplier event.

Teacher Workshop: A teacher workshop was organized at local level. The main aim was to disseminate project outputs and encourage teachers to use MultiLib stories and activities. Furthermore, activities undertaken in local schools were presented to demonstrate how MultiLib addresses social inclusion and arts-based teaching of curricular subjects.

Have you made any arrangements for recognition or validation of the learning outcomes of the participants in the learning, teaching or training activities you organized? E.g. Europass, ECVET, Youthpass, ECTS or any national instruments/certificates?

Certificates (at local/institutional level) were given to the teachers who participated in the MultiLib Teacher Workshop held in Chania, 30/8/2018.

Please describe the background and profile of the participants involved in the learning, teaching or training activities within your organization.

- How many teachers were involved in testing: 4
- How many times have the teachers used the materials: >5
- How many of those have answered to a questionnaire: No questionnaires used
- How many learners were involved in testing: >80
- How many questionnaires do you have: No questionnaires used
- How many teachers were involved in addition to testing and how were they involved:

What	How many:
Access to project outputs through the dissemination events	>100

How many workshops/trainings have you carried out with how many participants?

4. FOLLOW-UP

Were there any results that had not been foreseen by the project? If yes, which?

No

What will be the foreseen long-term usage of outputs in your institution/on your local/regional level?

The results are aligned with the expectations set out in the project application and the needs of the partners and provide a sound basis for further exploitation. In particular, a new project (MUSILIB) has started on 01/09/2018 that will reuse, extend and scale up the results of the MultiLib project by exploiting the implemented functionalities in O6 as well as the results of other outputs in terms of children stories and activities. This work has already started successfully with the inclusion of two new stories from Italy and will soon be extended with additional stories.

What will be the long-term benefit/effect of the project for your institution and your network of institutions?

The long term benefit for TUC is mainly related to the use of the technologies it has used in the project (Coursevo and eShadow) as well as the children stories and activities that will be further enhanced and enriched with the context of the MUSILIB project.

Do you see any potential for transfer into other work areas/projects/other institutions on your local/regional level?

The project outputs are fully aligned with current initiatives in Greek schools to adopt new learning approaches integrating arts with curricular subjects and in this respect literature (children stories) and playful learning (children activities) are certainly very important and have a great exploitation potential.

What activities will you carry out to use the outputs be used after the end of the project? How will you finance them?

TUC will support the Coursevo platform hosting the MultiLib repository without time limit using its personnel. Furthermore within the just started MUSILIB project all project outputs will be further reused, enriched and extended.

5. DISSEMINATION

Please mention the target group of your local/regional dissemination activities or above that. Why have they been chosen? Or how did you reach them?

- Children whose parents are interested in exposing their children to foreign languages influence
- Primary schools teachers, and head masters
- Children's leisure-time clubs teachers, management, etc.
- Municipal and regional authorities – departments of leisure time, children and youth, etc.

Our dissemination strategy was based on the following tools:

- Face-to-face meetings and workshops with teachers
- Presentation of the project at other meetings, workshops and scientific conferences
- Facebook communication – regular and frequent messages on the project page on Facebook
- Email communication with stakeholders, experts and interested public
- Lectures and workshops in academic field
- Meetings with representatives of municipal and regional authority of the Prefecture of Chania and the Region of Crete.

Anything else that might be useful for the final report?