



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



APPLYING ARTS FOR EDUCATION, CREATIVITY AND INNOVATIVENESS

INTERACTIVE ToT HANDBOOK (IO2) PILOTING

SUMMATIVE REPORT

PARTNERS:

- **EGInA Srl, Italy**

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Project Reference: 2019-1-LT01-KA204-060488
"Applying Arts for Education, Creativity and Innovativeness"
<https://applying-arts.eu/en>



- **Weener XL, Work & Income ('s-Hertogenbosch-Netherlands), Netherlands**
- **Nikanor Ltd, Bulgaria**
- **Open Europe, Spain**
- **Usak University, Turkey**
- **VŠĮ Žmogiškųjų išteklių stebėsenos ir plėtros biuras, Lithuania**

CONTENTS

DESCRIPTION OF THE APPLYING ARTS SESSIONS	4
FEEDBACK	4
SUGGESTIONS FOR IMPROVEMENT	4

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



DESCRIPTION OF THE APPLYING ARTS SESSIONS

All the project partners piloted the materials prepared in IO2.

The piloting was organised in three phases:

1. Preparatory phase: selecting the participants, adapting the materials to the specific needs of the learners, their adaptation to national languages, development of the handouts
2. Delivery of the Applying Arts sessions: coaching and/or group activities organised by the trainers
3. Evaluation: made via discussion, interviews with the participants, and questionnaires.



PREPARATION

The majority of the partners launched the **preparatory phase** at the beginning of 2021 using various tools:

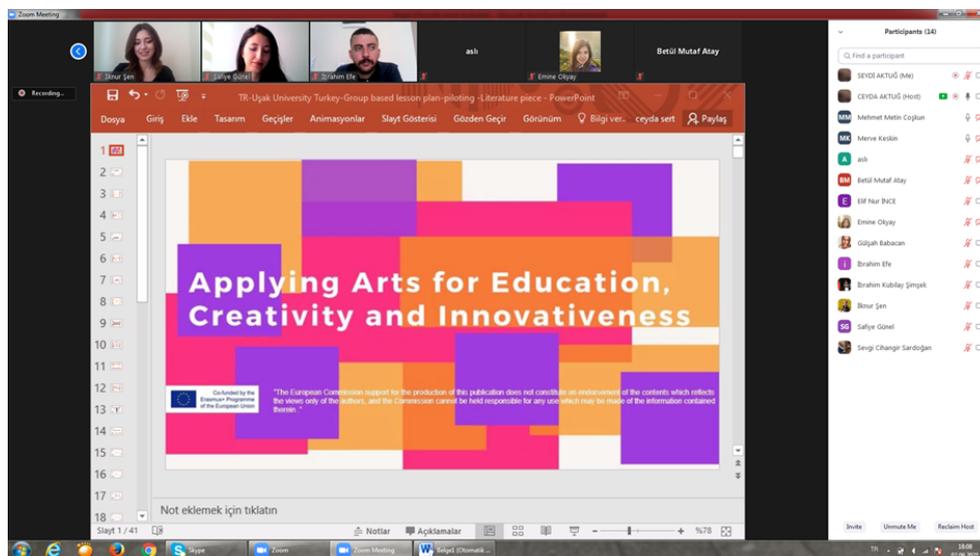
- Email campaign (emails sent to the partners' contact lists) with the information about the project/overview, project aims and results, upcoming art sessions
- Publishing the information on their websites and social networks (Facebook, Instagram, LinkedIn)
- Through face-to-face and/or online meetings with project stakeholders, i.e. Nikanor organised meetings with teachers of the National University of Sofia, training centres

DELIVERY

The partners organised piloting in March-September 2021, depending on the COVID-19 context of each country.

The participants of the piloting were teachers, educators, mentors as well as adult learners.

The duration of the group activity was appr. 4 hours. A coaching activity lasted appr.2 hours.



The sessions were organised by trainers of partner organisations experienced in adult education, with or without previous expertise in arts.

There were organised face-to-face and/or online sessions, depending on the situation in the partner's country at the moment of the piloting. In case of the face-to-face sessions, all the

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



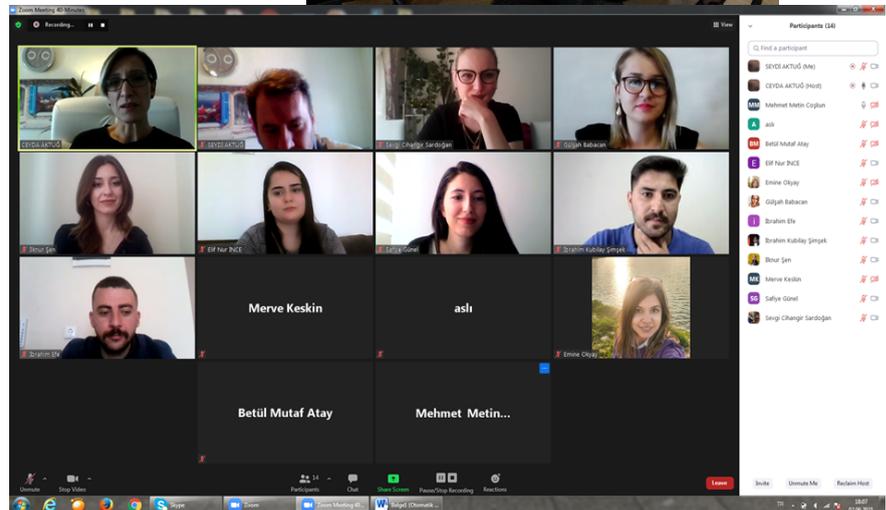
partners followed the national norms regarding the COVID-19 safe measures.

The following teaching/learning materials were piloted:

- Nikanor LTD “Art based lesson on stress management, Atanas Dalchev – Mirror”
They organised face-to-face 1 group session with 10 participants and 4 coach sessions with 1 participant each.



- Usak University “Negotiation and Communication, The Little Black Fish by Samed Behrangi”. They organised 1 online session with 12 participants and 1 coach sessions with 1 participant each.



- OpenEurope from Spain Piloting “Art-based lesson on leadership. Napoleon at St Bernard, Washington crossing the Delaware”. Face-to-face: 1 group session with 10 participants and 5 coach sessions with 1 participant each.
- VšĮ Žmogiškųjų išteklių stebėsenos ir plėtros biuras has organised 2 events for the target group: one was for a group session on leadership using fine art and the other one was for 5 separate coaching sessions about team building using literature. The

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



participants were invited via posters, emails and event link on Facebook.

In total, there were organised 6 group sessions and 20 coach sessions with **XXX** participants.

The sessions of the Bulgarian partner was organised and delivered by Maya Danova who has a Bachelor's degree in Sociology, Management/Development of human resources, Master's and PhD degree in the field of Marketing of tourism. She didn't have a lot of experience in Art field but was motivated to get first-hand experience in applying arts in adult education.

The piloting in the Usak University was conducted by Ceyda Sert Aktuğ alongside with Seydi Aktuğ (the coordinator of the project for Uşak University) who assisted and observed the piloting session.

The piloting in the Netherlands was organised by Weener XL, Work & Income ('s-Hertogenbosch-Netherlands) that conducted one group and one coach sessions.



The coaching sessions in Lithuania were conducted in person. The trainer prepared the session plan with all extra activities to support the learning material: power point presentation, excerpts from literature pieces, questionnaire, mind map. The group session on leadership was organised virtually with 12 participants. The session was dedicated to two pieces of

fine art "Washington crossing the Delaware" and "From the series Carmine".

All the participants of the sessions got the agenda of the event, short information about the project, and in case of online session, a link. They were also assured that the assessment is a crucial element of the session and invited to fill in a pre-test on Google Forms prior to their participation in the piloting session.

During the sessions, the trainers used the Group/Coach Lesson Guide for Educators, presentations developed earlier in IO2 and handouts tailored to the needs of the

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



participants.

EGInA team from Italy, specialized in adult education, promoted the course through its channels. Higher and active response was received by professionals from the tourism and cultural sector. The main reason for this is that this target of people already have a deep interest in art, and at the same time feel the need to acquire entrepreneurial skills, to promote art itself. Through the methodology offered by Art4Creativity they could learn new skills through their own area of expertise. Due to the Covid19 pandemic national rules, piloting sessions were organised online.

During the piloting, the following interactive digital tools were used:

- Mentimeter
- Kahoot!

All the participants of the face-to-face sessions signed participants' lists.

EVALUATION

At the end of the face-to-face sessions and after the online sessions, the learners completed the evaluation questionnaires. In case of the online sessions, links to online questionnaires were sent to their emails to assess and evaluate the piloting session and share their thoughts and ideas.

The participants filled in the pre-session and post-piloting forms.

The post-test form was designed in five sections and included:

1. Evaluating the content of the session
2. Evaluating the Entrepreneurial Attitudes of the participants
3. Evaluating the session
4. Evaluating the trainer of the session
5. Overall Evaluating (where the participants share their thoughts through open-ended questions)

FEEDBACK

During the sessions, the feedback was collected, both from trainers and participants.



TRAINERS' FEEDBACK

- Interesting, innovative approach
- To be implemented in their daily educational activities
- Great experience!
- Opening mind for a new and interactive way of the training content and delivery
- Important to be involved in the involvement of the piloting materials and have an access to PowerPoints to be able to modify them if necessary
-

PARTICIPANTS' FEEDBACK

- Very new and interesting approach.
- New way of learning that helps to assimilate difficult themes.
- Combination of literature and entrepreneurial skills is highly effective; never had such an experience before.
- Learning new things about entrepreneurial skills, pieces of literature, and alternative points of view
- Liked the trainer's attitude the most and how well the trainer was equipped/prepared for the session.
- Opportunities to express their point of view/discuss during the session
- Highly rated the innovative approach (never experimented with it before), practical approach of the sessions, sufficient time for discussion

Coaching Sessions:

- the art-based coaching session was engaging and interesting
- the way the material and the activities organised helped me understand the topic more easy
- the session helped me to experiment with creative and reflective thinking
- the session helped me to reflect on the topic
- the materials are useful
- the materials are user-friendly and well designed
- the materials are easily transferable to my working context
- the activities were engaging and interesting
- participant would recommend the ARTS training materials

Group sessions:

- I liked to experiment my way of creative and reflective thinking



- the session made me think about the implications of the topic
- the session was easy to understand
- the session was fully appropriate and useful
- the trainer was effective and available during the session
- the activities were fascinating and interesting
- the session triggered me positively

Some of the participants wished to continue with the individual sessions.

SUGGESTIONS FOR IMPROVEMENT

- Using more popular artworks.

Group lesson:

- More time and content should be dedicated to the entrepreneurship related content
- More context and details should be given about the artworks
- An exercise to check if the learners have understood both the process and the topic content

Coaching session:

- One hour is too long for just one topic
- The session should include a practical exercise to make sure the learner has understood the topic content and acquired a new skill
- One piece of art is not enough to stimulate the discussion and cover all the topic's aspects