I-TALES

Kick off meeting
Massafra-Italy
3rd/6th January 2020

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Associazione Culturale
"Valeria Martina"
Massafra - Italy

Why are we here?

To set up a common understanding of the project aims

To present the workplan and expected results, the work procedures, the partners responsibilities

To share appropriate guidelines concerning the management and administrative requirements of the program

To define the approach to be used in the LTTA and in the organization of the physical mobilities

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Needs and main objectives

NEEDS:

Urgency of construction of a cohesive community based on mutual respect, collaboration, dialogue

Urgency of history education, critical thinking, understanding of the value of cultural diversity

OBJECTIVES:

1. To promote long-lasting interaction between the local communities and people/groups of different origins whose aspects are equal dignity of cultures, mutual acceptance, equal exchange, open dialogue

2. To develop learners' critical thinking, creative thinking and new patterns of behavior combating intolerance, discrimination

3. To spread the use of creative methods in adult education and develop educators' awareness of their importance in building intercultural dialogue

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Expected tangible results (1)

A) The outputs produced in the long lasting labs planned around the graphic novel "The Arrival" and in the blended mobilities:
visual arts, artistic crafts, performing arts products, music compositions, exhibitions, concerts, theatre, poetry and dance performances, a workshop/a conference open to the territory during the last mobility, the "Art builds inclusive communities" handbook

B) Social networks products
The project webpage, each partner webpage, FaceBook official page, EPALE - News, Events, Collaborative spaces

C) Project management products
The Action Plans and a toolkit of templates and tools

D) Multimedial products:
1. "Immigrants integration models in Europe" a digital storytelling created with Tour Builder, a web based tool
2. Padlet project track. Padlet is a web application where video resources, photos, audios, texts or web links will be uploaded on an interactive "wall"
3. Original music compositions created by the musicians during the online cooperative work sessions by using web based tools such as Noteflight and Soundtrapp
4. live streaming of collaborative performing arts activities made with the Twitter app Periscope
5. Videos uploaded to Youtube

E) Learning outcomes validation products: The Europass Mobility Supplement to CV

Expected tangible results (2)

E) Validation of the learning outcomes products:

The Europass Mobility Supplement to CV to validate the **learning outcomes achieved** during a time spent **abroad** training, working or learning. **Four learning outcomes will be certified** according to the corresponding reference scale:

1) **Basic knowledge of English**, the language of the project. - **A1 level of Common European Framework of Reference for Languages**

2) **Basic intercultural and social skills** Outil d'évaluation des **competences interculturelles/Behavioural level** from the framework built by Vera Varhegyy and Stephanie Nann in "Intercultool – Le développement d'un modèle et d'un Basic intercultural and social skills and competences acquired - Code Project: LLP-LdV-TOI-2007-HU-011 Année: 2007

3) **Computer skills and competences** acquired- **DigComp 2.1/8 proficiency levels**

4) **Creative competence through artistic expressions.** The levels reference described in "Socles de competences"- Ministère de la Communauté française Administration générale de l'Enseignement et de la Recherche scientifique

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Expected intangible results

The partners staff

We expect they can develop
Skills in using more attractive and efficient methods in the adult education
Increased knowledge of the issues affecting refugees and migrants
Promotion of social inclusion and intercultural exchange among the other target groups they work with
Input to the beginning of new projects

Larners

We expect they can develop a strong input to working towards new goals and better integration as well to exercise individual and collective rights

Partners, learners, communities

We expect they will develop values and behaviors conductive to dialogue, non violence, appreciation of diversity

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Activities

1. **n. 6 Arts-based laboratories based upon "The Arrival" graphic** novel (see details in the next slides)

2. n. 1 **Documentation activity lab (for the last moblity)**
 a. **material tracking the best practices of the project: narrations, photos, videos…to be uploaded to Padlet**

b. **the storytelling "Immigrants integration models in Europe" to be created with Tourbuilder**

c. **a multi-medial presentation (choosing among video, PPT, Prezi, Canva, PowToon..) of one best practice**

3. **"Sociality support" activities in collaboration with stakeholders. Socializing activities dealing with the everyday life: eating together, celebrating festivities together, sharing hobbies, spending free time together, spending some time in families, helping with everyday life problems or in doing practical things**

4. **Linguistic and cultural mediators interventions (if needed)**

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Part 2

Financial issues: eligible costs

Only costs directly related to the implementation of approved activities, contained in the project work plan and actually incurred by member organizations of the partnership are eligible

There are <u>three categories of eligible costs </u>that may be covered by the grant:
1. organizational costs relating to the preparation of the program, its implementation and its follow-up
2.travel costs of learners and members of staff coming to the country in which the mobility or the staff meeting takes place
3. accommodation and subsistence costs of learners and members of staff coming to the country in which the mobility or the staff meeting takes place

*Remember we can transfer up to 20% of the funds from Project management and implementation, Transnational Project Meetings, learning/teaching/training activities to any other budget category <u>with the exception of the budget categories Project management and implementation costs.</u>
(All the rules concerning the eligibility of project costs can be found in the Commission´s document Rules on Eligible Expenditure which is part of the contract)

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Financial issues: organizational costs

Organizational costs are supported by the Project Management and Implementation grant

1.Costs for training materials to organize the laboratories and the mobilities activities : visual arts and artistic crafts as well as performing arts such as music, theatre, choreography

2. Costs for external experts, if no volunteers or internal personnel are available

3. Costs for social networking technologies to write music collaboratively and to record and make music with partners in real time (details in the "Educational model" session)

4. Dissemination Costs:
  4.1Advertising material design (posters, banners ..), printing (certificates, brochures, flyers, programmes...). roadshow events material (billboards)
  4.2 Conferences/events equipment organization costs such as rental of rooms, audio-video service rental
  4.3 Production of videos, rental of concerts space, publications, website, copyright charges
  4.5 Online dissemination: the project website

5.Other Costs: financial guarantee, indirect costs such as paper, photocopies, paper clips, pens, pencils....

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Financial issues: ineligible costs

The following costs shall <u>not</u> be considered eligible:

return on capital;
debt and debt service charges;
provisions for losses or debts;
interest owed;
doubtful debts;
exchange losses;
VAT, when it is considered as recoverable under the applicable national VAT legislation (see above paragraph on Value Added Tax);
costs declared by the beneficiary and covered by another project or work program receiving an EU grant (see also above paragraph on eligible indirect costs);
excessive or reckless expenditure;
contributions in kind;
in the case of renting or leasing of equipment, the cost of any buy-out option at the end of the lease or rental period;
costs of opening and operating bank accounts (including costs of transfers from/to the National or Executive Agency charged by the bank of the beneficiary).

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Costs Report Tools

General Administration/ Documentation Costs/ Other Costs Report Sheet

Internal Report Sheet - Travel + Subsistence Costs

When recording costs to the project, the following principles of EU financial management have to be remembered:
- The costs have to be actual. Documentation (e.g. invoices) has to be provided when demanded. Copies of the costs documentation must be given to the coordinator together with the reports
- The costs have to be eligible.
- Appropriate justification for costs must be provided in the reports.
- The documentation (tickets, invoices) has to be held for at least five years after the end of the project.

The Commission is entitled to carry out an audit, so all relevant material should be easily available.

(The tools are available in the Governance Tools and Templates subfolder in Drive)

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Part 3

Activities: methodology (1)

The graphic novel "The Arrival" will be divided into two parts.

In the first year we'll analyze 3 topics:
"the departure"
"the journey"
"the new country"

In the second year we'll analyze 3 more topics
"the old country memories"
"the welcoming dinner guest"
"the many"

Each partner will organize a laboratory on each topic before each mobility. There are three activity steps in each laboratory

*During the kick off meeting, according to a new mobilities plan, 4 topics will be analyzed in the first year and 2 in the second one

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Activities: methodology (2)

First Step: "Knowledge Step"

The expert will facilitate the analysis of the panel through a set of questions stimulating the participants' attention to the details and to the meaning of the symbols used by the author with the aim of making learners to think about, understand, make own opinions

TIPS

Lab. Topic " The Departure"
A)We can start from the video **https://www.youtube.com/watch?v=ToRVZZeYLoQ** and ask the class what it makes them to think. Then we continue by showing the PPT (The Departure part) and ask some KQs
B) Or we can start from the PPT (with images from the book) and ask KQs, image by image:
Why do you think the title of this book is 'The Arrival'?
Who are the people in the pictures?
What are they doing?
Why are they leaving?
What can the people's feelings be?
What do the details in slides 4 and 5 suggest?

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Activities: methodology (3)

In the creative elaboration step : **migrants and refugees, guided by the expert artists and with the tutoring of the native learners and musicians will create artworks or craftworks with the objective of encouraging migrants to "communicate" fragments of their own story through non verbal languages. Both Art students and musicians will support them in a peer tutoring approach with the aim of knowing them and their stories better, beyond any fakes. The works of art will vary from performing arts such as music, choir, theatre, dance, poetry to visual arts such as drawing, painting, images and photo collages, artistic crafts.**

TIPS

Lab. Topic " The Departure"
Visual Art product chosen: drawing
Performing Art products: music (present in all the 6 labs) and body expression

A group of learners will be involved in drawing and body expression; the second group of learners with music competences will produce a music composition.

The activities of performing arts (body expression in this case) **and music** will be conducted in the shape of **virtual mobility**. The partner organizing the mobility (in this example Italy) will share these activities with the other partner learners and staff through different means. Concerning **the performing art** these **means can be videos, Skype, live streaming through the Twitter app Periscope**. As far as **music** we'll use **web applications for making music cooperatively** (i.e. NoteFlight)

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Activities: methodology (4)

In the critical elaboration step the migrants and refugees will be encouraged to tell their personal experience, each time narrating <u>one fragment of it according to the part of the novel they are analyzing</u>. Other stories will be added to their narrations by the native participants, stories of relatives or people they know or heard of, who left their country also in the past centuries. Interviews, photos, letters, music, songs, films, researches and other documents will help in the construction of the narrations and in investigating the reasons why people <u>leave</u> their home country, what **a** migration <u>"journey"</u> is like, what practical problems are met in a <u>new country</u> in the everyday life, what means to leave family in the <u>home country</u>, what "being different" means in living with people influenced by false information spread by the media and what is important <u>to welcome</u> and build together a community made up of so <u>many different</u> people

TIPS
This step is **very important** first of all because a critical elaboration is necessary **to get the outcomes** we have planned (Intangible results: "We expect they will develop values and behaviors conductive to dialogue, non violence, appreciation of diversity").

It is also **important** because **all the materials we'll produce will be useful in the last lab (7h mobility)** when we'll prepare the material tracking the best practices of the project- narrations, photos, videos...- to be uploaded to Padlet, the material for the storytelling "Immigrants integration models in Europe" to be created with Tourbuilder during the last mobility in Cyprus. It will be also useful for the best practice each partner will prepare to be included in the "Art builds inclusive communities" handbook

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Blended Mobilities (1)

VIRTUAL MOBILITIES

Some activities the <u>Arts labs based upon "The Arrival"</u> novel will be started in the shape of VIRTUAL MOBILITY (see slide 15)to be completed and performed during the physical mobility:

•A music composition will be written or arranged collaboratively among partner countries' musicians through one of the existing web applications for making music cooperatively (i.e. NoteFlight)

•live streaming through the Twitter app Periscope or Skype will be used to share videos with the group to give instructions on the collaborative performing art product planned by the partner hosting the physical mobility. It will be completed and performed during the physical mobility

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Blended mobilities (2)

PHYSICAL MOBILITY (5 days of activities + 1 day for arrival and 1 day for departure)
1st/2nd/3rd day: Icebreaking/energizing activities; 3 workshops to complete the activities started in the virtual mobility. The participants will be divided into 3 groups according to their preference and, in the case of the musicians, to their competences:
Community Arts Approach Workshop 1
Group 1 will produce a collective artwork according to the type of Art planned in the project (see LTTA)
Community Arts Approach Workshop 2
The musicians' group will have rehearsals of a music concert that will be made up of the single partners' interventions (music prepared at home on the topic) and of the common part all the partner have prepared during the virtual mobility
Community Arts Approach Workshop 3
The third group will practice the performing art product already prepared during the virtual mobility

4th day: DISSEMINATION
all the results will be presented to the community:
An EXIBITION- result of workshop 1
A CONCERT- result of workshop 2
A PERFORMANCE - result of workshop 3

5th day: Staff meeting. Mobility evaluation. Certificates delivery

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Blended mobilities (3)

TIPS

Community Arts Approach Workshop 1
Group 1 will produce a collective artwork

Example:
Italy will organize a street art activity, since the Italian partner chose "drawing" as visual art

Community Arts Approach Workshop 2
The musicians' group will have rehearsals of a music concert

Example
Common part of the concert: in Italy the music written collaboratively by using a web-based collaborative tool will be on the "The departure" topic. Single partners' program: each country will bring 1 music composition (on the topic if possible, but not obligatory)

Community Arts Approach Workshop 3
The third group will practice the performing art product already prepared during the virtual mobility

Example
Through a web-based collaborative tool learners from all the partner countries have already learnt the basic steps of the body expression, the product Italy chose among the performative art types. In the workshop all the learners in group 3 will have rehearsals

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Governance :LTTA Tools

Learning Training Teaching Activity Report

By sharing a common procedure in the activities, partners can implement LTTA appropriately. An appropriate implementation is necessary to achieve the project goals because it assures accurate measure of behaviors, practices, tasks. Monitoring will permit to recognize any problems and to learn from them for the future activities

The tool "Learning Training Teaching Activity Report" is to be used to report:

1. each of the 6 Arts-based laboratories based upon "The Arrival" graphic novel

2. the activities of the Documentation activity lab (for the last mobility)

(The tool is available in the Governance Tools and Templates subfolder in Drive)

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Governance:Monitoring/Evaluation Tools and Templates

Project Progress Monitoring Tool *(Drive form)*

Project Evaluation Tool

TPM Evaluation Form *(Drive form)*

Mobility Evaluation Forms *(Drive forms)*

TPM/Mobility Report Template

Interculturalism Questionnaires

Monitoring is necessary to achieve the project goals because it is useful in the recognition of problems and in minimizing their impact both in the implementation of the activities and in the use of the budget.

To assess progress towards achieving the project goals, the actors of the project in a process of self-evaluation, dialogue and mutual learning, will interrogate themselves about the meaning of the choices made, the instruments adopted and the objectives fixed in relation to the context and the resources.

According to the work plan and its WBS, partners will send the coordinator the needed documents within the expected completion date.

(The non-Drive forms are available in the Governance Tools and Templates subfolder in Drive)

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Project ground rules and procedures

Be aware of the objectives, the expected results, the activities to undergo, the tasks to accomplish

Accomplish all the tasks in your own WP

Respect deadlines of your own tasks as well as of common tasks

Use the project tools and templates

Do all the activities planned

Respect the planned number of mobilities and people (staff and learners) moving

Cooperate in the dissemination actions

Maintain communication with all partners

Send the coordinator the annual reports (due within 30th December 2020 and 30th July 2021) with the required documentation and supporting evidence

Costs must be eligible and all invoices dated and certified as true by the Finance Office of the Partner or the legal representative

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Checks

The beneficiaries may be subject to the following types of checks:

<u>Final report check</u>: NA check at final report stage undertaken at the NA premises in order to establish the final grant amount to which the beneficiaries are entitled. This type of check will be undertaken in all cases

<u>Desk check</u>: in-depth check of supporting documents at the NA premises, usually at or after final report stage, if the Agreement is included in the NA sample for desk checks required by the European Commission or if the NA included the Agreement for a targeted desk check based on its risk assessment

<u>On the spot check</u>: check at the premises of the beneficiaries or at any other relevant premise for the execution of the Project. The beneficiaries may be subject to an on the spot check if the Agreement is included in the NA sample for on the spot checks required by the European Commission or if the NA included the Agreement for a targeted on the spot check based on its risk assessment. There are three types of possible on the spot checks:
<u>On the spot check during action</u>: check undertaken during the implementation of the Project
<u>On the spot check after action</u>: check undertaken after the end of the Project and usually after the final report check;
<u>Systems check</u>: check of the beneficiary in order to establish compliance with the commitments undertaken as a result of the consortium

Thanks for your attention and good job!

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