

Criteria:

- Implemented in Primary Schools the last 5 years
- Promote inter/intracultural skills
- Funded or supervised by a reliable national/international agency, organisation
- Accessible at platforms, such as e-Twinning, School Education Gateway and the Eurydice Network

General information	
Name/title of the Best Practice	“Art, Time, Culture and Language (taalCULTuur)”
Period of realisation [ <i>Timeframe of the practice (period/duration). Is it finished?</i> ]	Start date: 01-09-2018 End date: 31-08-2021
Type ( <i>program, project, activity, event, multimedia, etc.</i> )	Project
Sources of information ( <i>where information can be found about this best practice</i> )	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BE02-KA201-046844">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BE02-KA201-046844</a>  <a href="https://www.articulan.eu/">https://www.articulan.eu/</a>
Administering organisation ( <i>name &amp; address</i> ), if any	<b>Coordinator</b>  <b>Hogeschool PXL</b>  Elfde Liniestraat 24 A  3500 Hasselt  <b>Belgium</b>
Provide information: <ul style="list-style-type: none"> <li>○ <i>Contact details: name &amp; email</i></li> <li>○ <i>Certification/accreditation</i></li> <li>○ <i>Financing: how is the organisation funded</i></li> </ul>	<b>Coordinator Type:</b> Higher education institution (tertiary level)  <b>Phone:</b> +321177 55 55  Contact Person  <b>Name:</b> Karen Reekmans  <b>Email:</b> Karen.Reekmans@pxl.be
Country of origin/Location of the program	Belgium

Other countries participating	Portugal, Spain, Turkiye
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	<p>Istanbul universitesi cerrahpasa main campus rectorship building avcilar (türkiye)</p> <p><b>Partner Type:</b> higher education institution (tertiary level)</p> <p>Universidad de las Palmas de Gran Canaria, 35001 LAS PALMAS DE GRAN CANARIA (Spain)</p> <p><b>Partner Type:</b> Higher education institution (tertiary level)</p> <p>Universidade do Porto (Portugal)</p> <p><b>Partner Type:</b> Higher education institution (tertiary level)</p>
Target group/beneficiaries ( <i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i> )	<ul style="list-style-type: none"> <li>• artiCULan set up a framework for artistic projects to offer children (from 9 to 12 years old) in CLIL and refugee classes the opportunity to create art.</li> <li>• Primary school teachers focused more on interactive learning and responsive teaching to support the creative process.</li> <li>• Artists of cultural organisations and arts academies paid more attention to communication and interaction for language acquisition in multilingual groups. They all valued the output of the ArtiCULan-project.</li> </ul>
<b>Parameters</b>	
Short description of initiative/Best Practice	<p>ArtiCULan set up a framework for artistic projects to offer children in CLIL and refugee classes the opportunity to create art. The main innovation of our approach is the integration of several artistic domains in one workshop. As we focused on arts education, cultural identity and qualitative interactions in our multilingual classrooms, learning outcomes will be important both for wellbeing and for the key competences. The project is based on interdisciplinary collaboration.</p>
Goals and objectives of initiative/Best practice	<p>The goals and objectives of the ArtiCULan initiative are:</p> <ol style="list-style-type: none"> <li>1. Eliminate Bullying and Foster a Positive School Climate: <ul style="list-style-type: none"> <li>- Goal: Eliminate physical, verbal, social, and digital bullying.</li> <li>- Objective: Create a school climate based on tolerance, respect, love, productive and sustainable communication.</li> </ul> </li> <li>2. Promote Intercultural Understanding and Inclusion: <ul style="list-style-type: none"> <li>- Goal: Promote intercultural competence by introducing children to different cultures and encouraging them to share their own.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>- Objective: Foster empathy, reduce stereotypes, and bridge intercultural divides through artistic projects and interactions.</li> </ul> <p>3. Enhance Education Through the Arts:</p> <ul style="list-style-type: none"> <li>- Goal: Use arts education to improve learning outcomes and personal growth.</li> <li>- Objective: Implement interdisciplinary arts education practices to stimulate creative processes and interactions in multilingual classrooms.</li> </ul> <p>4. Create a Supportive and Inclusive Learning Environment:</p> <ul style="list-style-type: none"> <li>- Goal: Establish a warm, safe, and emotionally supportive environment for children.</li> <li>- Objective: Encourage exploration, experimentation, and mutual support in small groups, facilitating meaningful interactions and overcoming language barriers.</li> </ul> <p>5. Foster Social Cohesion and Multicultural Understanding:</p> <ul style="list-style-type: none"> <li>- Goal: Strengthen social cohesion and promote an inclusive multicultural perspective.</li> <li>- Objective: Use art-based activities to encourage appreciation of different opinions, active involvement, and the development of a shared identity.</li> </ul> <p>6. Develop Responsive Teaching Practices:</p> <ul style="list-style-type: none"> <li>- Goal: Improve teaching practices to better meet the needs of diverse students.</li> <li>- Objective: Train teachers to use responsive, interdisciplinary, and multisensory approaches that enhance the creative and educational experience for children in multilingual and multicultural settings.</li> </ul> <p>7. Disseminate and Scale Successful Practices:</p> <ul style="list-style-type: none"> <li>- Goal: Share effective educational practices across Europe.</li> <li>- Objective: Evaluate and transfer local evidence-based practices to other European contexts, making resources and findings accessible online for broader implementation.</li> </ul>
<p>Key components and activities of initiative/Best practice</p>	<p>The key components and activities of the ArtiCULan initiative include:</p> <ol style="list-style-type: none"> <li>1. Framework for Artistic Projects</li> <li>2. Cross-Fertilization of Expertise</li> <li>3. Education Through the Arts</li> <li>4. Responsive Teaching</li> <li>5. Multisensory Activities and Team Teaching</li> <li>6. Focus on Social Cohesion, Inclusion, and Multicultural Understanding</li> <li>7. Evaluation and Transfer of Practices</li> </ol>

	<p>8. Training and Professional Development</p> <p>9. Involvement of Policy Makers and Educational Decision Makers</p> <p>10. Online Resources and Dissemination</p> <p>By integrating these components and activities, the ArtiCULan initiative aims to create a comprehensive and inclusive educational environment that values and leverages the power of arts education to foster intercultural understanding, personal growth, and social cohesion.</p>
Duration of the Best Practice/program	3 years
Required resources or equipment	<p>The required resources or equipment for the ArtiCULan initiative include:</p> <ol style="list-style-type: none"> <li>1. Art Supplies and Materials: <ul style="list-style-type: none"> <li>- Paints, brushes, canvases, drawing tools (pencils, crayons, markers)</li> <li>- Sculpture materials (clay, tools for shaping)</li> <li>- Craft supplies (paper, glue, scissors, fabric, beads)</li> </ul> </li> <li>2. Technology and Digital Tools: <ul style="list-style-type: none"> <li>- Computers or tablets with internet access</li> <li>- Software for creating and editing digital art (graphic design software, video editing tools)</li> <li>- Projectors and screens for displaying digital art and presentations</li> <li>- Cameras and microphones for recording and documenting projects</li> </ul> </li> <li>3. Classroom Equipment: <ul style="list-style-type: none"> <li>- Adequate seating and workspaces for individual and group activities</li> <li>- Storage units for art supplies and students' projects</li> <li>- Display boards or areas for showcasing artwork</li> </ul> </li> <li>4. Educational Resources: <ul style="list-style-type: none"> <li>- Curriculum guides and lesson plans focused on arts education</li> <li>- Multilingual educational materials to support diverse classrooms</li> <li>- Books and references on intercultural education and arts integration</li> </ul> </li> <li>5. Professional Development Tools: <ul style="list-style-type: none"> <li>- Training modules and resources for teachers and facilitators</li> <li>- Access to workshops, seminars, and webinars on responsive teaching and arts education</li> <li>- Collaborative platforms for sharing best practices and</li> </ul> </li> </ol>

	<p>resources among educators</p> <p>6. Support Services:</p> <ul style="list-style-type: none"> <li>- Access to counselors and support staff for addressing the emotional and psychological needs of students</li> <li>- Assistance from cultural organizations and local artists to enrich the arts education experience</li> </ul> <p>7. Evaluation and Assessment Tools:</p> <ul style="list-style-type: none"> <li>- Surveys and questionnaires to evaluate student experiences and project efficiency</li> <li>- Tools for collecting and analyzing feedback from participants, parents, and educators</li> </ul> <p>8. Communication and Collaboration Tools:</p> <ul style="list-style-type: none"> <li>- Platforms for online meetings and virtual collaborations (e.g., Zoom, Microsoft Teams)</li> <li>- Social media accounts and channels (Instagram, YouTube) for sharing project updates and engaging the community</li> <li>- Tools for creating and distributing digital content (e.g., blogs, newsletters)</li> </ul> <p>By ensuring the availability of these resources and equipment, the ArtiCULan initiative can effectively support the artistic and educational development of children in CLIL and refugee classes, fostering a creative and inclusive learning environment.</p>
Staffing requirements	<p>The staffing requirements for the ArtiCULan initiative include:</p> <p>Project Coordinators, Art Educators and Instructors, CLIL and Language Teachers, Local Artists, Training Facilitators and Workshop Leaders, Technical Support Staff, Administrative Staff, Evaluation and Research Specialists, Volunteers and Interns.</p>
Costs for the participants, if any	Covered by Erasmus+ funding
<p>Services that are/were developed (<i>i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc</i>)</p>	<ol style="list-style-type: none"> <li>1. Counseling: Emotional and psychological support for students.</li> <li>2. Capacity Building: Professional development for teachers and staff.</li> <li>3. Teaching: Arts-based education and language instruction.</li> <li>4. Mentoring: Guidance and support for student growth.</li> <li>5. Supporting: Resources and assistance for student learning.</li> <li>6. Accompanying: Continuous support throughout the project.</li> <li>7. Participant Involvement: Engaging students in planning and decision-making.</li> <li>8. Training: Workshops on responsive teaching and arts integration.</li> <li>9. Coaching: Personalized coaching for teachers and facilitators.</li> </ol>
<b>Evidence and Effectiveness</b>	

Has the Best Practice/program been evaluated?	yes
If yes: Impact/Results of the Best Practice on the target group/beneficiaries	<p>The impact and results of the Best Practice on the target group or beneficiaries include:</p> <ol style="list-style-type: none"> <li>1. Improved engagement and active participation of participants in the workshops.</li> <li>2. Increased awareness and appreciation of cultural diversity and various forms of artistic expression.</li> <li>3. Boosted confidence and self-assurance in their creative talents and abilities.</li> <li>4. Development of social skills and empathy through collaboration and sharing experiences.</li> <li>5. Enhancement of communication and problem-solving skills through art and intercultural dialogue.</li> <li>6. Fostering greater social inclusion and community cohesion through participation and sharing of creative experiences.</li> <li>7. Promotion of a positive and stimulating school environment that encourages personal growth and emotional well-being of the participants.</li> </ol>
If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (i.e., from participants, parents; if available)	
<p>Recommendations for implementation</p> <p>In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?</p>	<p>Pupils and other beneficiaries can benefit from this best practice related to inter/transcultural competence, inclusion, etc., in several ways:</p> <ol style="list-style-type: none"> <li>1. Enhanced Intercultural Competence:By engaging in activities that promote understanding and appreciation of diverse cultures, participants can develop the skills needed to navigate and interact effectively in multicultural settings.</li> <li>2. Increased Inclusivity:The practice encourages an environment of acceptance and respect for differences, fostering a sense of belonging among all participants regardless of their cultural backgrounds.</li> <li>3. Improved Communication Skills: Through collaborative projects and intercultural dialogue, participants can enhance their communication abilities, including active listening, empathy, and effective expression of ideas across cultural boundaries.</li> <li>4. Expanded Perspectives:Exposure to different cultural perspectives and experiences broadens participants' worldviews, helping them develop empathy, tolerance, and open-mindedness towards others.</li> <li>5. Promotion of Social Cohesion: By working together towards common goals and celebrating diversity through artistic expression, participants can build stronger bonds and foster a sense of community and unity among themselves.</li> </ol> <p>Overall, the best practice serves as a platform for promoting intercultural understanding, fostering inclusivity, and equipping participants with valuable skills for navigating diverse and multicultural societies.</p>

Additional comments or information

How is the supply adapted to individual needs (participants or beneficiaries)?

The supply is adapted to individual needs by employing personalized approaches and accommodations. This involves assessing the specific requirements of each participant or beneficiary and adjusting the resources, services, or support accordingly. By considering factors such as learning styles, cultural backgrounds, abilities, and preferences, the supply is customized to optimize effectiveness and ensure inclusivity. This tailored approach helps address diverse needs comprehensively and enhances the overall experience and outcomes for participants or beneficiaries.