



Portuguese Report on the Evaluation of the Project's Priorities, Objectives and Impact on the Target Groups

Eunice Macedo & Alexandra Carvalho

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Priorities

1. Supporting innovation and creativity, through partnerships and inter- and transdisciplinary approaches, and strengthening the role of higher education regionally
2. Supporting schools to tackle early school leaving (ESL) and disadvantage
3. Achievement of high-quality skills and competences

Summary of all three priorities, taken from the application, for responses:

The main priority for this new project (STALWARTS) is to develop further, recognise and accredit new therapeutic teaching practices, skills and competences in each of the regions represented to meet the needs of vulnerable young people and reduce ESL (now ELET 'early leaving from education and training') (Ps 1, 2, 3). This cross-sectoral application is now led from a university base given the technical skills and regional influence required for this accreditation process (P 1). (BID)

Responses

To support innovation and creativity, through partnerships and inter-and transdisciplinary approaches, and strengthening the role of higher education regionally, two Curricular Units (CU) were introduced at the Master's level programme of the Educational Sciences Course. These CU took as starting point the UK proposal from UWE Bristol. The course was designed to fit into the multidisciplinary nature of Educational Sciences that builds on 7 scientific fields. Moreover, the learning and teaching process was arts-based, providing students with the opportunity to experience and live in practice the theoretical arguments and inputs. These arguments and inputs emerged from the fields of education, pedagogy, (music and other arts) therapy, psychology, neurosciences, sociology and sociology of education, community intervention. The work implied wide literature review, in these areas and its creative combination to support students in making sense of their learning. The multicultural nature of the groups involved in the CU (in terms of nationalities and professional backgrounds) was another relevant aspect, as it supported the construction of an intercultural view on the topics discussed, which was based in the knowledge(s) and experiences that each particular student brought to classes. This allowed for the development of relevant and high-quality skills and competences.

Another issue to take into account is that the courses were attended by teachers, educators, educationalists, youth mediators, and psychologists, among others who work in schools/ educational settings, who had the opportunity to put in place and experiment at the workplace the therapeutically informed pedagogical practices. Hence, one may say these (higher education) CUs had an indirect impact on the educational institutions as

result of the direct impact on educators as a whole. This means that the project directly and indirectly supported schools to tackle early school leaving (ESL) and disadvantage. Besides the work developed with educators and schools, master students had the opportunity to develop greater awareness about ELET as an individual and societal concern affecting Europe, and Portugal in particular, by means of a theoretical approach that analyses this process at a multiple scale (individual, meso and macro).

18 females attended the CU1 “Collaborative Arts Experience as Educational Right”, 16 of which successfully attained it. 14 females and 2 males attended and successfully attained the CU2 “Relational Health in Education with the Arts” (details on these units are provided in PT IO 1 report).

Further inter-disciplinary collaboration was developed by means of class-based enquiries, in a total of 14. This involved master students, schoolteachers and researchers (details on this may be found in PT IO2 report), supporting and sustaining teachers and learners through the arts. Enquiries assumed diverse fashions depending on the people involved and in the recognition of its relevance for the specific context. In lesson time, students engaged in the analysis, critique and adaptation of a proposed framework that they used creatively to fit their interests and desires. As result people involved had the opportunity to develop a set of social competences (such as teamwork and decision making) and professional skills (such as designing enquiries and implementing an intervention plan).

Reporting against the project’s objectives

In relation to the overall priorities of STALWARTS the main objectives are:

- 1. to transform the learning experiences of the LINK project into commonly accredited professional programmes of study that are recognised within the administrative systems of the 5 partner universities (Ps 1, 2)**

Responses

Two modules were proposed and accredited by UPorto, shaped as elective curricular units at master level, which incorporate both LINK’s and STALWARTS’ proposals and views (please see PT IO1 report for details).

As reported earlier, the LINK project had a more exploratory vein. Participatory observation allowed for the (re)cognition of the partner school’s context (ESOM) in terms of its institutional culture, syllabus, educational approach, teaching practices, young people’s desires and needs and the impacts of the arts in their learning and life experience and in the ways in which teachers perceived their professional development and roles. This deeper understanding was highly supportive of the work developed in the current project as it gave a powerful experiential basis for the theoretical analysis and research.

This process engaged teachers as researchers about their own practice with a view to the improvement of the practice in itself and of students' and teachers' work and relational dimensions in school. This experience led to and was fed by the two curricular units that resulted from STALWARTS and spread its innovative views and practice.

2. to prepare music / arts-based therapists and trainers as teachers on these new programmes of study in each of the participating countries (Ps 1,2)

Responses

Teachers were involved in the STALWARTS modules. The first was rooted on teachers'/ educators' former experiences with the arts. The second challenged teachers to share their experiences with the arts, to try new practices and to develop enquiries in the workplace. Teachers were also engaged in the Joint Staff Training Events and other learning experiences throughout the project

3. to engage teachers in classroom-based music and arts-based trainings that lead to their enrolment in these new accredited study programmes as a means to tackling ELET (Ps 1, 3)

Responses

A plan of activities was proposed and discussed with teachers/ educators based on LINK activities. Teachers were able to opt for the ones that seemed more adequate to their institution and specific students. In line with action research, the actions were revised and adapted to needs, periodically. Teachers and educators tried out systematically these arts-based therapeutically informed activities.

4. to develop more understanding of the links between theoretical and practical elements of arts-based therapeutic teaching practices - with particular reference to applicable neuroscience knowledge - and to the needs of young people with adverse childhood experiences (Ps 1,2,3)

Responses

Researchers observed classroom activities. After developing the activities with students, teachers and researchers (and, sometimes, master students) engaged in data collection and discussion/ analysis about processes and results. This led to more understanding about supportive and arts-based practices with students, because the focus of the enquiries emerged from the pedagogical practices. Hence, teachers' practices informed the theoretical approaches that support the development of the enquiries. Professionals' awareness of brain plasticity opened the grounds for hope in education, as there is a sense that there is something educators can do to support young adults' recovery. This

relates to the objective of providing an educational approach informed by neurosciences and the functioning of the brain, when exposed to the arts (music in particular).

5. to support the teachers in the partner schools in developing collaborative new enquiries related to arts-based therapeutic teaching practices and neuroscience knowledge, contributing to elements of the new accredited professional programmes of study (Priorities 1,2,3)

Responses

Teachers' enquiries were supported by both researchers and by master students, who observed practice, and collected and analysed data. (Please see PT IO2 report for more detail about enquiries)

6. to develop materials about the relevance of the of arts-based therapeutic teaching practice interventions to the protection and participatory rights of young people living in the European region and to their continuing engagement in schooling and learning (Ps 1,2,3)

Responses

After a wide review of the literature, a set of key legal and theoretical documents were analysed in what concerns the participatory rights of young people in Europe, Portugal in particular. The organisation of the lessons in itself was led by the awareness of students' educational rights as citizens, which will hopefully lead to greater awareness as peoples' rights in their own professional field. The UP team organized a set of PPTs as classroom materials that incorporate teacher led and student led activities (for different lesson times) as well as an offer of theoretical approaches that discuss the topics at stake in the project. (PPTs' designations and contents are in the IO1 report and were supplied to the coordinator who will make them available in the Erasmus+ Results platform).

7. to prepare reports on the impact of these various interventions and enquiries as essential reading material for the new programmes of study (Ps 1,2)

Responses

Some of the enquiries were organised according to a framework that was discussed and constructed with the school professionals. Later on, the framework was discussed, adapted and implemented with MA students, in order to inform their own enquiries. After identifying the research question, methods and categories of analysis, students were to highlight the main findings of their enquiries and then to analyse its possible use in different contexts, in a section called 'final highlights'. This may provide some guidance to other users. (These enquiries, or links to them – can be consulted in PT IO2 report)

8. to recruit cohorts of teachers and other professionals as beneficiaries of the new accredited programmes of study as a means to tackling ELET and disadvantage (Ps 1,2,3)

Responses

The two curricular units that resulted from the project were elective and a good number of students chose and benefited from them. CU1 - 18 female enrolments, 16 of which successfully attained the CU; CU2 - 14 female and 2 male enrolments, all successfully attained the CU.

9. to disseminate the findings of the project through Multiplier Events, Intellectual Outputs and publications that engage regional authorities and other trainers and teachers in providing such support for vulnerable young people in the wider European context (Ps 1,2,3)

Responses

The Porto team complied to and extended the compromise assumed with the EC, as follows:

Multiplier events

The PT multiplier event was a responsibility of ESOM the partner school of the project but received close collaboration of the UP that assumed the responsibility for half of the event and contributed to the other half. The event took place on June 27th 2019 in two sessions. The first took place at ESOM and the second at the UP. It involved a total of 32 people, (27 women). There were diverse nationalities including Portuguese, Italian and Brazilian and a range of professional backgrounds, including therapists, teachers, artists, social workers, students and researchers (for more specific details please see the narrative summary in the Mobility Tool the uploaded report within the Erasmus+ Results Platform).

The proposed first year's multiplier event of the UP was not approved and the UP did not receive any funds for this. However, we took the opportunity of an invitation by a training centre to make an extra multiplier event, in the second year. It took place at the Centro de Formação Profissional das Indústrias da Madeira e Mobiliário, on March 26th 2019 (for more specific details please see the narrative summary in the Mobility Tool the uploaded report within the Erasmus+ Results Platform).

Intellectual Outputs

The PT team produced great variety of high-quality intellectual outputs that might be relevant for other users. These IOs have been listed under the framework "Intellectual outputs" provided by the coordination of the project. For deeper understanding of the process and contents, and ease consultation and give visibility to the work that was developed, these intellectual outputs are included (or referred to) in the 3 national reports

that were produced, one per project's IO (IO1, IO2, IO3). (Please refer to the list of IOs and to the reports for detail).

Please see Report on IO3 and Dissemination Section of the Erasmus+ Results Platform for details of publications and presentations.

10. to accredit the learning of teachers and other professionals in the field of therapeutic teaching practice that sustains the learning of vulnerable young people (Ps 1,2,3).

Responses

34 people completed the first year of their MA at FPCEUP, having these two elective CU as part of their accreditation, this includes 4 ESOM professionals.

Impact on young people, teachers, and trainers and researchers

In this section we comment on the impact of STALWARTS in Portugal, per target group and stakeholder

Target Group 1: the young people

Young people in the partner organisation began to value new musical and arts-based routines in the school that help them to feel safe and enable them to build their resilience and capacities for self-regulation; recognise music and arts experiences as supportive during transitions into learning environments; willingly include engagement in music and arts experiences in their own safety plans. They have grown in confidence, social and performative skills and knowledge. Participation in the project has supported young peoples' space for self-expression and the construction of a less negative view about school. This is evidenced by the fact that young people participated willingly in the preparation and public presentation of the school play; collaborated in the facilitation of 'musical events' in the community (with the elderly and young children); and made their way to the school music studio in between lessons. Hangout with poetry and music, and play (sometimes). Students come to arts-led lessons whereas they still avoid some of the other classes. There is not yet evidence of mid-term and long-term impacts.

Target Group 2: Teachers/ educators and other professionals

As referred elsewhere, the arts are one of the pillars of ESOM's work that results in the construction of a multidisciplinary play each school year. One may say that the school's collaboration first in the LINK project and now on STALWARTs has fostered and given a more reflective fashion to teachers' work with the Arts. There was a shift from intuition to intention in the pedagogical and relational practice. (See PT IO2 report)

Teachers' engagement in the Joint Staff Training Events, together with other learning experiences throughout the project, led to greater awareness about the therapeutic dimensions of the teaching and learning process and about the value of inter professional (therapists and teachers) collaboration to improve the teaching and learning experiences at school. The engagement of a junior music therapist in the school in the second year of the project is a good proof of the school's added investment in this scientific field and educational approach.

Teaching professionals who participated in the project (some of which enrolled in the CU), started feeling confident to introduce music and arts to promote relational health in schools. They became more able to justify in educational terms the value of the experience with music/ arts to promote relational health and positive attachments within the framework of UNCRC. Professionals became more aware of the power of music/ arts experience to sustain their own wellbeing. They also recognised that they have developed their professional profiles through critical engagement in music/ arts. This was evidenced by the fact that: i) some teachers replicated in their work environment the activities they were introduced to during CU lessons; ii) all professionals who participated in the CU were able to produce reflective reports about their arts experience, and design and justify arts school-based enquiry to be developed in the workplace; iii) school teachers expressed (verbally and in the written form) improvement of their professional competences. This includes greater awareness and critical engagement with the arts. The development of teacher led enquiries and reflections are a good proof of this. (Please see PT IO2 report).

Moreover, 17 MA educational sciences students, who enrolled and contributed to the STALWARTS CU, will develop their master dissertation or intervention project in its field of knowledge in the next school year (Provisional research questions and ideas can be consulted in the PT IO1 report).

Target Group 3: Trainers and researchers

Trainers and researchers feel more confident to identify knowledge and skills that contribute to teachers' professional profiles in what concerns their role in promoting relational health in schools. This includes greater recognition and putting in place the principles of UNCRC as part of the promotion of relational health in schools. Trainers are able to discern and assess teachers' professional development. Trainers have good levels of knowledge about policy drives in the European region that support the development of teachers' profiles to include reference to their role in promoting relational health in European schools. Trainers have access to case study material that supports training in the field of the teachers' role in promoting relational health in European schools. This was evidenced by trainers' recognition of trainees' potential by means of the analysis of their written and verbal input; the introduction of arts reflective experiences in the MA classroom. It was evidenced also by the acceptance of the two CUs by the scientific committee and the support given to the project by the research centre. These CUs will be proposed for new approval by the UPorto Scientific Committee in the school year of 2020/ 2021.

Some theoretical questions became clearer. This is the case of the divide between therapy and educational practice informed by therapy and of the discussion of the concept of 'vulnerability'. There were positive impacts of inter-professional and international collaboration as it opened new

horizons to research, teaching and learning, include public dissemination of the project's work by means of papers and articles. This project gave the opportunity to scholarship where the learning process was underlined. It included the possibility to a review of the literature in the diverse fields of the CU, supporting the construction of interdisciplinary theoretical approaches to the practice of well-being. The work also included participant observation of classroom practice, experiencing with the arts, and collaboration in the design of enquiries and data analysis. Moreover, the scholar was involved in lesson planning. 2 articles will be published based on this work.

Other stakeholders

Other stakeholders had the opportunity to contact with STALWART principles, proposals and practice by means of the attendance at several events. The school play at the end of the school year opened the grounds for greater dissemination among the community, besides providing young people and their teachers with the recognition they deserve. The promotion of relational health in the school was evidenced by this. In addition, this was highlighted during the closing ceremony of the school year that was structured as a musical event, with students, teachers and the audience sitting in a circle and playing together. This event was open to local authorities that are ESOM's partners and to families.

Moreover, the attendance at the multiplier events. It is relevant to highlight the presence of 2 new Second Chance schools that will use ESOM's model as a starting point for their approach with the arts.

Another unexpected result was the dissemination of the project by means of a cooperation with CFPIMM. This led to dialogue between two Erasmus+ initiatives. STALWARTS was present in an international meeting, where the projects' products and processes were disseminated. This included the proposal of arts experiences to that new audience, the *Aliança de Competências Setoriais para a Educação e a Formação Profissional*, coordinated by the Centre de Difusio Tecnologica de la Fusta i del Moble de Catalunya (Spain) and that integrates 12 institutions, of 8 European countries from universities to technological and training centres, as well as entrepreneurship associations.

Portugal

Completed by Eunice Macedo & Alexandra Carvalho

On behalf of the national partnership between CIIE-FPCEUP and ESOM