

Application

1.Start - Basic information

1.1. Project information

Project title Teens Without Screens: Developing Tools For Social Interaction Through Arts

Project number NPHZ-2020/10073

1.2. Project access

Editor access

Read only access

2.Institutions - Institutions

2.1.Coordinating institution Coordinating institution

2.1.1. Registration of coordinating institution

Latvian Christian Academy (LV-LCA)

Type of institution: University

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2.1.2. Unit

Unit coordinating institution: International Project Department

2.1.3. Legal person

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2.1.4. Contact person

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2.2.Partner institutions Partner institutions

Institution: LT-Kaunas College (LT)
:
Type of institution: University
Unit: Faculty of Arts and Education
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Phone number:

Institution:	LV-Majoru vidusskola (LV)
:	
Type of institution:	Primary/secondary school
Unit:	
Contact person:	Strazdiņa, Gita
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Institution:	FI-Diakonia College of Finland (FI-SDO)
:	
Type of institution:	University
Unit:	Theatrum Olga
Contact person:	Sabbah, Marja-Liisa
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Institution:	LV-Latvian Ballet and Dance Guild (LV-LBDG)
:	
Type of institution:	Foundation
Unit:	
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3. Project description - Information about the project

3.1. General information General information

3.1.1. General description of the project

Give a short summary of the project (250 words max)

Taking in notice World Health Organisation data (2019) on public health of teenagers and behavioural addiction to electronic devices, and PEW Research Centre data (2019) that 97% of teen boys and 83% of girls play games on some kind of device, the main purpose of the project is to develop innovative guidance (Toolkit) for teachers and educators working with teenagers in order to reveal to young people alternative ways of creative initiatives and communication at school's daily activities. We consider use of IT in teaching and learning process as positive. Our concern is about overspending time in internet as it may leave negative impression on immature psyche of teenager.

We propose integration of several forms of arts – visual art, drama, ballet – as a way of captivating and fascinating young people for involvement in social (non-virtual) interaction. Teachers can guide young people in alternative ways for socializing according to the needs of healthy psychological, mental and spiritual growth of personality. The guidance will be developed by interdisciplinary and cross-sectoral team: university teachers, professional artists, secondary school teachers, art therapists, youth educators, specialists of psychology, anthropology and theology working on the common idea.

Project aims to develop: 1) Arts-Integration Toolkit for Teachers “Teens Without Screens”, 2) piloting the Toolkit as a guidance for teachers in Secondary School integrating arts into everyday school life; 3) To present in practical Conference the results of application of Toolkit for educators and policy makers to rise public interest on the growing problem of internet addiction among youth. By activities and dissemination of results the project is reaching Nordplus general and Nordplus Horizontal aims in a sustainable network on the Nordic-Baltic cooperation in education.

3.1.2. Project theme

Choose a theme Educational methods and pedagogical tools

3.1.3. Other information

Web page www.kra.lv/projects

Contract period 2 years project (ends August 2022)

Activity period 06/2020 - 06/2022

3.1.4. Earlier/other Nordplus project

Previous Nordplus activities

No

Nordplus applications in this round

No

3.2. Purpose and aims The purpose and aims of the project

3.2.1. Purpose

According to World Health Organisation (WHO, 2019) data, excessive internet use of electronic devices for teenagers and young people need to be addressed by special policies and programs to resolve the growing problem: recent decade has witnessed explosion in the use of electronic devices, smart phones etc. Since 2014, it has become an alarming concern also in the Nordic and Baltic countries – not only for parents, but also for clinicians, professionals working with youth, academicians from universities, educators in general about the relevance of public health of teenagers.

According to PEW Research Centre (2019), 97% of teen boys, and 83% of girls play games of some kind of device. In May 25, 2019, WHO voted for inclusion of “gaming disorder” as a behavioural addiction into the new International Classification of Diseases (ICD). This is the move that could alarm parents, educators, different strata of society also in the Nordic-Baltic countries.

Psychological and physical health of teenagers and young people is under threat, especially in the Baltic countries where the level of addiction is higher than in other European countries. We consider that use of technologies in the process of learning and teaching should be evaluated as positive. But our concern is about overspending time in internet, because it may leave a negative impression on the immature psyche of teenager. The potential of strength of immature personality of teenager is overused in one direction against the others.

The main purpose of project is to develop innovative guidances (Toolkit) for teachers and educators working with teenagers and young people in order to reveal to young people alternative ways of creative activities and communication at school during lesson breaks. Students continue to sit during the breaks and communicate through smart devices. We propose integration of several forms of arts as a way of captivating and fascinating young people for involvement in social (non-virtual) interaction. Teachers can guide young people in alternative ways for socializing according to the needs of healthy psychological, mental and spiritual growth of personality. Uniqueness of LCA as a coordinating institution is in integrative cross-sectoral perspective on each problem, and especially wholistic approach including spiritual contexts of personality. The guidances will be developed by interdisciplinary team: artists, art therapists, academics and teenage educators, specialists of psychology, anthropology and theology will work on the common idea. LCA has a wide network of professional associations of psychologists, anthropologists and artists, and the specialists from these associations will be invited as experts for qualitative development of the innovative idea.

Project aims to develop: 1) Arts-Integration Toolkit for Teachers “Teens Without Screens”, 2) piloting the Toolkit as a guidance for teachers in Majori Secondary School (Latvia) integrating arts into everyday school life; 3) To present the results of piloting the Toolkit in practical Conference for teachers and educators to rise the public interest on the growing problem of internet addiction among youth.

By these activities we are reaching Nordplus aims “to strengthen and develop Nordic-Baltic cooperation on education, help to create Nordic-Baltic educational area, as well “contribute to the development of

quality and innovation in the educational systems". Reaching Nordplus Horizontal aims – in concordance with Nordplus Horizontal aim for in-service training and further education for teachers, development of new teaching methods. Our aim for future is to create sustainable cross-sectoral network activities between Nordic-Baltic educators.

3.2.2. Aims and contribution

– How will the aims of the project benefit the partners in the project?

Latvian Christian Academy is the project coordinating institution. Since 1993 has developed as an integrative interdisciplinary research and higher education centre becoming university type institution.

LCA is a place of open discussions on social, philosophical, pedagogical, theological and anthropological issues, and a center of reflection of the importance of European Social Agenda, including youth problems in modern Europe. For 27 years youth education and youth social activities, including employability, has been part of LCA education and research policy. This is to guarantee that problematics of youth on a very large scale – starting from social work perspective with youth and going on with art education has been part of cooperation with European Commission's European Centre for Workers' Questions (EZA). LCA is included in European Network 73 workers' and educational organizations from 30 European countries that are based on Christian social values. Through partnership in EZA, social issues of youth, including education and employability, was in the focus of LCA daily work. LCA together with EZA organizes yearly seminars on different youth social problems starting from 2004. LCA organizes courses for deepening and extending of knowledge in the European context through capacity building of the youth for youth leaders and educators.

LCA is a place of interdisciplinary and innovative methodologies in education sciences. LCA has developed new educational strategies and applying them to different spheres of practical life in pedagogy, in social work, and in arts.

LCA have long years of successful experience working in educational and academic networks with partners universities and educational institutions in cross-sectoral way in EU and outside.

LCA will benefit from the project exchanging experience and knowledge that can be integrated in the associations of professional educators, and through professional associations in environment of schools Europe-wide. LCA is the centre of interdisciplinary studies that organizes regular seminars for pedagogues and LCA is interested to implement the Toolkit as a tool for holistic approach regarding IT use in the modern Nordic-Baltic education system.

Olga Theatre (Theatrum Olga): Deaconal Institute of Finland, Lahti campus – is performance art theatre that links art and dance. Established in 2008 with the goal to attract young people to use the theatre for purposes of deacony and therapy for youth groups. This function of the Theatre is the main objective of this project – to facilitate the involvement of young people in drama as therapy. Theatre ensure that sessions of drama give the young people creative facilitating environment which opens space for reflection and transformation. Young people involved in environment of drama, creatively find liberating and, in their words, experience expressing "super fun" and "the best part of my week". Through arts and drama therapy students are given opportunity to truly connect with others and truly to themselves, to be in touch with deep creativity that nurtures and gives pace to their own self-regulating psyche to rebalance.

Kaunas University of Applied Sciences specializes in social education since 1990-ties in social pedagogy, image design, photography, design, glass, ceramics, leather design, fashion design, conservation and restoration of art works. Their wide professionalism in these spheres will be a benefit for teachers of secondary schools to how facilitate in teens creative personalities. From the project Kaunas University of Applied Sciences will benefit for non-art teachers who will master art techniques and approaches for use in their classrooms.

LCA has been collaborating with Kaunas College through Erasmus+ study and teachers' mobility, and sees Kaunas College as highly professional to implement teacher education in arts in high quality. The

project will give possibility to show their professionalism will be supported by a continuous pursuit of knowledge for reducing teenagers' addictions.

Majori Secondary School works since 1879 and originally has been established as art school for aristocracy. School has long traditions in developing creativity, being flexible with progressive thinking. Majori Secondary School will serve as a piloting platform for testing Toolkit among students and teachers. School is looking for pioneering step by involvement in this project how to solve common goal of disbalance in teenagers use of technologies. Their mission is to develop creative, motivated, free and responsible young person. In 2019 there started a competence-building education in schools, therefore their wish is to introduce different possibilities of arts integration in curriculum.

Latvian Professional Ballet and Dance Guild works since 2002 and is lead by internationally renowned ballet dancers, and patroness is ex-president of Latvia Mrs. Vaira Vīķe-Freiberga. The Guild has a special interest to approach students of schools to facilitate involvement, especially for boys, in professional ballet. The motivation of the Guild to participate in the projected is connected with their daily work with young people in Choreography School. Guild will show methodology how to create an interest of young people in classic and modern dance art. The Guild will contribute from their practice of work with young people in dance education.

– In what ways will each partner contribute to reaching the aims of the project? – Focus on the cross-sectoral dimension in your project? How will the cross-sectoral cooperation strengthen the project?

LCA as a coordinator will contribute to the project 1) through its Institute of Interdisciplinary Research by innovative guidance using anthropological approach to teenager's personality, revealing the spiritual, psychological and physical needs of personality. 2) LCA will test in pilot project "Teens Without Screens" in the secondary school the described strategic approach in different fields of creativity and arts.

HEIs – LCA and Kaunas University of Applied Sciences – will present arts integration with other disciplines as a tool for boosting critical thinking and impact on students' general achievements and personal development. According to World Value Survey (WVS, 2019), the young people who participate regularly in arts (at least 3 days each week) are to be recognized for higher academic achievements and winning awards for writing essays and doing analytic tasks.

Olga Theatre (Theatrum Olga): Deaconal Institute of Finland, Lahti campus– will show the teachers how preventive therapy of drama become a policy and could be rolled out in schools every year. They can speak professionally how a whole generation that have been modelled emotional intelligence and who understand how to express themselves and keep themselves healthy and balanced in the society where IT is used progressively. Theatre will participate in Two-days Practical Seminar for Teachers and in three-day Pilot project "Teens Without Screens" training in Majori Secondary School; will participate in practical Conference showing their experience how they repeatedly watched young people who were experiencing inner chaos but later gained different, balanced narrative about themselves.

Kaunas University of Applied Sciences will reveal arts integration through such forms of arts as design, fashion design, photography as forms of observation of the context of the modern world.

Majori Secondary School will serve as a platform integrating the knowledge from the sectors of higher education and professional associations in school curricula that is based on competence-building.

Latvian Professional Ballet and Dance Guild sees dance as an integral part of spiritual culture of people. Dance is a carrier of cultural symbols through which a person can express unity with other people. The project partners aim to make dance as integral part of the curricula for the teenager's physical and aesthetical education. It allows students to understand and learn the concepts of rhythm, pace, dynamics, space, and develop the creativity along with educational and aesthetic functions. Young people would acquire the Course of dance activity; the Role of girls in the dance; the Role of boys in the dance. It creates integration between theory of aesthetics, music, dance, communication, education of taste, physical education, develops personal expression, positive emotions, individual and team work with students. That is important for boosting interest for movement, improvement of motor skills, and the development of need for joy of physical activities.

Cross-sectoral cooperation will strengthen the project as a common platform for future cooperation and development of cross-sectoral innovations in education in the Nordic-Baltic countries.

3.2.3. Sectors

Higher education
Primary/secondary/upper secondary Schools
Private sector

3.3. Content Project content

3.3.1. Type of activity

3.3.1.1 Type of activities

Conferences
Development of teaching material (also for web)
Dissemination of results/publications
Establishment of network for further cooperation

3.3.1.2. Main type of activity

Development of teaching material (also for web)

Comments

Arts-Integration Toolkit for Teachers (AIT) would define arts integration as an educational approach in secondary schools in which artistic disciplines and other subjects are combined to teach and learn basic knowledge and acquire competences in integrative way. The Toolkit is for implementation of effective arts-integration practices in secondary schools. The main benefits of arts integration are: opportunities and connections across subject areas; development of cross-subject 21st century competences like problem-solving, decision making collaboration, and communication skills, improvement of social-emotional skills, higher levels of engagement physically – from IT addictions to different kinds of expressions of personality: how to use visual, music, dance and drama therapy tools for healthier life-style as improvement for school children.

Taking into consideration alarming results of World Health Organisation about addictions of teenagers, there is the need to develop material for teachers that would include: 1) holistic understanding teenagers' personality, including spiritual, psychological and physical needs; 2) to present integrative guidance for secondary schools for competence-building at schools, 3) in what way substitute addiction with practical motivating material in visual, drama and movement arts; 4) how to include practically arts education in school daily life creating joyful atmosphere during breaks and leisure time.

Teachers will benefit from Arts-Integration Toolkit for Teachers (AIT) by: Multiple modes of representation and engagement; increased collaboration with peers; cross-sectoral knowledge acquirement; arts integration energizes teachers by providing increased professional satisfaction, because they will open creative space in which children who don't want to or are unable to talk about their problems will express themselves and resolve their problems in playful atmosphere.

Secondary schools will benefit from Arts-Integration Toolkit for Teachers (AIT) by increased success in attracting students and training teachers and by creating vibrant, creative, innovative teaching and learning environment at school.

We consider Arts-Integration Toolkit for Teachers as the first step toward establishing network for further cooperation between cross-sectoral educators in the Nordic-Baltic education system.

3.3.2. Activity

1) Main activity – Arts-Integration Toolkit for Teachers “Teen Without Screens” to educators for competence building in reducing addiction through arts integration activities – freely available in LV, LT, EN and FI.

2) Network Meeting 1 in Finland – distribution of responsibilities of each partner; working out time frame of the project activities; discussing the content, composition and structure of Arts-Integration Toolkit for

Teachers. Working out the Project Implementation Quality Plan and Dissemination Plan; information about finances.

3) Training Course for Teachers and Youth Educators in Lithuania. Presentation of Arts-Integration Toolkit for Teachers as practical manual is introduced during the training sessions.

4) Pilot Project “Teens Without Screens” in Latvia – Majori Secondary School.

5) Conference in Latvia – for educators and education policy makers, and other stakeholders “Teens Without Screens – Alternative for Screens in Finding Joy in Arts”. The aim is to multiply the perspectives in secondary schools by better dialogue and respect to personal boundaries of teenagers, how to cooperate with addictive personalities in more productive, non-harmful ways, increasing intrinsic motivation of teenagers. Also to work out the role of the school system for integration of arts to driving away teens from addiction from screens.

6) Network Meeting 2 in Latvia – following the Conference – Summarizing results and development of future cooperation through networking of Nordic-Baltic educators.

7) Dissemination of results by publishing Toolkit for teachers. Dissemination through teacher associations, educational centres. Dissemination of materials of the Conference in LCA yearly Proceedings in English. Dissemination of the Toolkit and materials through 73 workers’ organizations and educational centres in Europe through partnering in EZA – European Centre for Workers’ Questions – network. Presentation of results in yearly EZA seminar at LCA in 2021, 2022 and 2023.

TIME TABLE OF ACTIVITIES will be following:

1) Network Meeting 1 in Finland – September 2020, 1st week (3-4 Sept). Responsible: Theatre Olga. Duration: 2 days. Participants: LV (6), LT (3), FI (2).

2) Arts-Integration Toolkit for Teachers – developing Toolkit and responsible for content: All partners. Duration: till September 2021.

3) Training Course for Teachers and Youth Educators in Lithuania – October 2021. Responsible: Kaunas University of Applied Sciences. Duration: 2 days. Participants: LV (14), LT (34), FI (3).

4) Pilot Project “Teens Without Screens” in Majori Secondary School – November 2021. Responsible organisations: Majori Secondary School, Kaunas University of Applied Sciences, Theatre Olga, Ballet Guild. Duration: 3 days. Participants: LV (14), LT (5), FI (2).

5) Conference in Latvia – “Teens Without Screens – Alternative for Screens in Finding Joy in Arts” – March/ April 2022. Responsible organisations: LCA. Duration: 2 days. Participants: LV (14), LT (5), FI (3).

6) Network Meeting 2 in Latvia – following the Conference. Responsible organisation: LCA. Participants: LV (14), LT (5), FI (3). Duration: 1 day.

3.3.3. Anchorage

For LCA, the mentioned activities will be strengthened by already existing networking between HEIs, secondary schools and associations of professional educators and artists through conceptualizing and developing the relevant question of public health problems, disbalance between IT activities and physical activities of young people in secondary schools. Yet only limited attention has been given how to explore time between learning classes, breaks and leisure time at school. LCA is looking forward to opportunities of consultation of teachers from secondary schools. Both teachers and parents are concerned about overuse of time the children are spending for screens. Opinions may vary in this regard but the project is aimed for constructed dialogue between these different perspectives and future networking of different specialists involved in youth education.

For LCA visual art program, the project materials will improve student knowledge on arts as therapeutical knowledge. LCA Art study program will develop material in visual arts for teens that could be used by teachers. Art theoreticians of LCA has found that arts for young people is critically important because arts are a way to cultivate, provide and adjust the representation to achieve the quality, precision and power for effective social communication. LCA is interested to developed these dispositions in its research together with teachers.

Kaunas University of Applied Sciences – everyday work is connected with social art projects. Students of Kaunas University develop skills and knowledge in particular art forms, often referred as arts learning or “art for art’s sake”. For example, visual art students learn the content, process and techniques for 2- or 3-dimensional art work, but project will teach students to use arts as a strategy to support curriculum areas for secondary schools. But no objectives in the art form are explicit, therefore University is interested in approach called “arts-enhanced curriculum” Art-enhanced curriculum works as a “hook” to engager students in learning content of secondary school. From other side, arts-integrated curriculum art become approach to teaching and a vehicle for learning. Students meet dual learning objectives when they engage in the creative process to explore connection between an art form and another subject area to gain greater understanding in both. Such kind of experience is mutually re-enforcing students to learn more about the content of social studies, and students go deeper in social understanding of young people, and this is the opportunity Kaunas University is interested in, e.g., focus objectives of arts to help educators select the most appropriate approach for solving certain problem. This approach will be used in order to give knowledge to teachers on how to activate children in social direction.

Majori Secondary School – is interested to be pioneering institution in piloting the model of arts integration and competence education for reducing teenager addictions to gadget use. At the same time, they will show to other secondary schools in region the framework for 21st century learning where student outcomes include learning, communicating, collaboration, critical thinking and creativity through arts, and as well they will show that IT, information, media and technology skills can be combined with dance, visual art, design, drama, and in such way children are not losing curiosity, imagination, creativity, and physical activities. The School wants to go forward to demonstrate in future that the arts are among society’s most compelling and effective paths for developing 21st century skills and competences in secondary school students.

Olga Theatre (Theatrum Olga): Deaconal Institute of Finland, Lahti campus – is helping to strengthen the importance of drama in secondary education. Their main audience are teachers od school students. The Theatre is interested in the project as drama is the core activity for collaboration with young people, and understanding their lives in diverse perspectives. Their special interest is to develop idea how to express and solve problems by means of drama that have no single right answer. That kind of sophisticated intellectual engagement of students, because drama is deeply cognitive, boost essential thinking, allegorical and metaphorical expressing of inner emotions. The Theatre is interested to develop internationally further their ideas from their experience since 2008.

Latvian Professional Ballet and Dance Guild – will enhance learning through dance and ultimately arts integration. Teachers will have possibility to discuss topics from their classroom subjects and turn them into group performances. Students will work individually and within groups to focus on collaboration, cooperation and performance. There are 4 elements of dance – body (what we move), energy (how we move), space (where we move), and time (when we move). The Guild has worked until now with the students of professional choreographic schools becoming professionals on opera and ballet stage. But now the Guild is going to expand their activity in order to attract boys dancers for studies at choreography school, and, secondly, to show to students of last grades of choreography school how to involve themselves in regular secondary school in order to integrate dance in school curriculum. The students of choreography school will benefit as they will obtain participation in arts integrated lessons and examine how dance integrated instruction aligns with current learning principles and best practice. Using the principles of arts integration, students of choreography school learn how to help regular students of secondary school express their poems through dance with an integrated approach to language arts. Teachers explore a variety of movement techniques that extend students’ ranges of movement choices to express their words. Teachers also examine ways to improve the quality of students’ dace interpretation by investigating a useful “drafting” and “editing” process.

3.4.Organisation Organisation of the project

3.4.1. Sharing responsibilities and workload

All partners will contribute to establishing in the minds of secondary school teenagers the culture of appreciation of different art forms. Teaching and activities are discussed at the Preparation stage of the project via e-mails, as well the integration methods of arts and collaboration topics. The main methodology for all partners is students-centred interactive teaching and learning sessions on arts integration knowledge for teachers. The interdisciplinarity for all partners of the project consists of integration of theoretical knowledge and corporate, practical arts integration strategy combined with profiled anthropological knowledge for teachers how to deepen the understanding of personality of teenager. In this holistic approach to the topic of all partners specific actions are planned for every partner:

LCA as the coordinating institution is responsible for conducting and overseeing activities, general responsible for elaboration of Toolkit, dissemination, finances management, accounting and expenditure, for innovative guidance for anthropological knowledge for teachers; for webpage of the network. LCA responsible for organizing Network meeting 2, and organizing practical Conference in Latvia. Responsible for finding the ways how art engage students who are not typically reached through traditional teaching methods.

LCA special role is to conduct holistic approach to understanding of teenagers so that teenager is viewed as anthropologically holistic person.

Olga Theatre: Deaconal Institute of Finland is responsible for development of content of Toolkit; will take part in Training Course for Teachers and Youth Educators and Pilot Project "Teens Without Screens" in secondary school, helping teachers and students to understand unique approach by using drama techniques including improvisation, role playing, using puppets and acting out stories. It is an active experiential form of creative therapy that help teens to gain self-confidence and explore new problem-solving skills. Olga Theatre actors would like to forward following benefits: encouraging to learn how to solve problems; to give opportunity to express inner feelings; learning how to set goals for oneself; helping to improve relations to other people; taking these skills with oneself into home and school; using creativity to practice reactions to difficult situations and getting to the point of addressing problems quickly. Olga Theatre, being Lahti-based theatre group of students of the Finnish Deacony College will conduct drama performances – young people of the theatre will teach young people of the school.

Kaunas University of Applied Sciences is responsible for development of content of Toolkit (description of results of practical trainings); for Training Course for Teachers and Youth Educators. Kaunas University take part in Pilot Project "Teens Without Screens". Responsible for relevant theoretical literature as a source for teachers and current thinking about arts integration.

The Guild is responsible for development of content of Toolkit on exploring the process of dance integration; taking part in for Training Course for Teachers and Youth Educators and in Pilot Project "Teens Without Screens".

Majori Secondary School is responsible for Pilot Project "Teens Without Screens", and taking part Training Course for Teachers and Youth Educators, and for sharing experience of the pilot project in Conference.

All partners will contribute to the content of the Toolkit and practical Conference.

All partners responsible for commonly agreed Dissemination Plan of Results.

3.4.2. Effective communication

Communication will be ensured through e-mails, Skype conferences and Network meetings.

Effective sustainable communication is viewed for aim of solidarity participation stimulating secondary school learning and teaching and partnering in reflection and dissemination of aims and results of the project cross-sectoral through HEIs, secondary schools, stakeholders in large in the Nordic-Baltic area.

Effective communication is planned through Preparation phase, designing the project ideas through e-mails, Skype conferences. Every partner prepares main thesis for Arts-Integration Toolkit for Teachers and all partners agree on clear methodological principles for the action.

Partners will act according to the commonly agreed in the 1st Network meeting Project Implementation Quality Plan, where analysis of potential targets and actions for reaching objectives are included.

Main target groups of the project: innovators in education in the Nordic-Baltic countries; developers of idea of arts integration, educators in general; education policy makers; students form secondary school target groups in broader sense are professional youth workers who deal with challenges of young people, including employability.

Implementation phase. Profiled knowledge for teachers on anthropological knowledge on teenager's personality. Developing the Toolkit through active partnership. Presentation of the Toolkit at the Training Course for Teachers and Youth Educators. Pilot project "Teens Without Screens". Resume of the main outcomes of all actions at the Conference.

Evaluation phase. Evaluation implemented through questionnaires of all partners, teachers involved, and students. Main decisions for the next steps of sustainable networking regarding youth problematics and education.

Follow-up phase. Multiplication of project results on regional, national, and European scale regarding cross-sectoral innovative results of Nordplus programs of education. Results transfers to other secondary schools as a part of sustainable network follow-up.

Dissemination phase. Dissemination according to Dissemination Plan by all partners.

Effective communication will be done by all partners following Project Implementation Quality Plan. Responsible for monitoring – LCA. Every partner delegates one representative for communication issues.

3.4.3. Evaluation

While the project will be implemented, it will be monitored and controlled by coordinators (LCA). In doing so, it will implement the appropriate corrective actions, therefore the activities of the project will be monitored and evaluated regularly in concordance with Project Implementation Quality Plan on which all partners have agreed – to be ensured that project activities are within acceptable variances of quality, schedule and scope.

Financial dimensions of the project also will be continually monitored, risks corrected, and adjusted if needed. The main purpose and quality controlling is with ultimate goal of bringing the project in line with planned project objectives. Specific project monitoring responsibilities and Project Implementation Quality Plan will be defined at the initial phase of the project during the 1st Network meeting. Specific project activities will be monitored by key staff members responsible for these activities and their reports will be peer-reviewed to ensure the excellence and compliance to the highest ethical and corporative academic standards. Elaboration of the main outcome - Arts-Integration Toolkit for Teachers – will also be monitored by key member of each partner responsible for activities and functionality of the elaborated Toolkit will be evaluated in discussions with partners via Skype, e-mails, and Network meeting as well with other well-known educators and stakeholders who are interested in reduction of teenager addictions.

Interviews and questionnaires will be used for assessment.

In monitoring, the main objective is always in the centre – integration of diverse forms of arts in curriculum. We keep also in mind that this is the first innovative step in this direction. We develop partnership based in the culture of corporative culture with sustainable goals.

3.5. Results and dissemination Project results and dissemination

3.5.1. Results

Arts-Integration Toolkit for Teachers is the general output of the project for improvement of teacher education and competences. It will contribute to the development, quality and innovation to the Nordic-Baltic educational systems, and can be used as a tool for further education of teachers for developing new teaching guidances.

The Toolkit can be used by secondary school teachers, adult educators, social workers, other professionals of helping professions working with young people. Toolkit will be designed of combination of both short theory (recommendations, guidelines, good practice descriptions), and stories derived from practical work with young people. Toolkit will be in the amount of approx. 30 pages; colour print in 1000 copies. Toolkit will be published on project dedicated web with freely available copy of it.

The proposed structure of the Toolkit is as follows:

- 1) Introduction. What is arts integration?
- 2) Why arts integration? Two reasons for arts integration;
- 3) Benefits of arts integration in school daily life;
- 4) Examples of arts integration impact research;
- 5) School-wide conditions for quality arts integration;
- 6) Arts-integrated unit, options and unit planner;
- 7) Arts integration in practice as art therapy tools;
- 8) Relevant bibliography;
- 9) Recommendations and Conclusion.

Another result of the project – project website. Dedicated to the activities of the project and will be sustained after the completion of project by LCA in collaboration with other partners. Website will contain presentations of Network, illustrative and textual materials.

Project outcomes can be structured at the following levels:

On participant level – sharing knowledge and expertise on arts integration into the context of secondary school education; cross-sectoral guidances for alternative ways of attracting young people for involvement in social interactions; cross-sectoral development of new teaching approaches.

On organisational level – constructive dialogue on what it is arts integration in modern 21st century secondary education; supportive expertise from each partner regarding arts integration.

On sector/regional level – elaborated platform for educators not only for secondary school teachers but on the broader scale for youth educators and innovators in resolving youth challenges of 21st century education.

– Who will be affected and how, directly and indirectly?

The project activities will have an impact on following groups of stakeholders:

- 1) Secondary school teachers and students – directly;
- 2) Youth educators and academic society – directly and indirectly;
- 3) Students of secondary schools – directly;
- 4) Other stakeholders including policy makers for education, media and NGOs – indirectly.
- 5) Creative therapists and professionals helping people creative skills and personal expressions – indirectly and directly;
- 6) Therapists working with teenager's anger; youth employability services supporting youth involvement in active citizenship; career advisors – indirectly.

By website the project will systematically transfer the information to knowledge multipliers including media. Society in board as well academic professionals in educational sciences will be reached through Conference in including publications.

Practical conference will enable interaction of practical ideas about contemporary issues on youth and arts integration in education.

3.5.2. Dissemination

The Project Dissemination Plan is structured as a framework in which dissemination interactions will take place:

1) establishing stable conduits within local, national and international associations of education professionals working with teenagers and young people in respective countries. The secondary school teachers will be target group and will be used for dissemination of aims and objectives of the project, and they will make solicit input into the school seminars and other activities about the project in their situ. Contact with educators will be maintained through all project period and later. The material of Toolkit will be disseminated to school teachers, as there are now reform of competence-building in school curricula, and schools are open to new initiatives.

2) conducting project activities for HEIs and secondary school educator networks, lifelong learning networks. At a minimum this will comprise targeted information, designed to arise awareness about mental problems of young people and alternative ways how to use break, leisure and free time during school day for teenagers. Local and national media will be informed through press release in participating countries.

3) through website as multi-media platform of educational resources.

4) the Toolkit as the main result of the project will be disseminated to professional associations of teachers, artists, art therapists, academics and teenage educators, specialists of psychology, anthropology and theology. The channels for dissemination will be web, blogs, newspapers, radio, professional and academic conferences, different organisational resources.

The Toolkit and final reports of the Conference will be sent to Library Digital Archive.

4) Having at least 2 interviews in Latvian State Radio about the project activities. Right with the launch of the project the development of project dedicated will begin. Facebook page will be created which will serve as platform for online communication with public in wide, educators, professionals and parents, and broader public in respective countries.

Target groups: Secondary school and HE teachers and pedagogues, adult educators, communication specialists, cultural anthropologists, social workers, church leaders, youth workers, youth employers, students, NGOs.

Main actors involved in dissemination: project partner organisations, youth workers, social workers with youth, state departments and NGOs dealing with youth education.

Presentations and articles of practical conference “Teens Without Screens – Alternative for Screens in Finding Joy in Arts” will be published in Scientific Proceedings 2022 of Latvian Christian Academy.

Main external-transnational actor who will serve as an external disseminator of project results is – European Commission’s organisation EZA – European Centre for Workers’ Questions (Germany), whose member organisation since 2004 is LCA. Dissemination will be done through yearly international seminar 2021, 2022, 2023 held in May in LCA. Dissemination will take place also through EZA network through Europe, which consists of 73 member HEIs and education centres of EZA from 30 European countries, and dissemination of project results will take place by publishing special EZA information leaflet 2021, 2022. 2023 about alternatives of youth education through arts activities and reduction of addictions.

4. Budget - Budget

4.1. Budget

EUR - Euro	Nordplus contribution	Own Contribution	Sum
Activity			
Travel expenses	8 010	0	8 010
Board and lodging	16 090	0	16 090
Work hours (only own contribution)	0	22 760	22 760
Other costs (specify below)	0	1 340	1 340
SUM - Activity	24 100	24 100	48 200
SUM - Total	24 100	24 100	48 200

Comments to the budget

4.2. Attachment

Attachment

- * [NORDPLUS HORIZONTAL 2020 BUDGET.xlsx](#)
- * [Letter of Intent_Latvian Christian Academy.pdf](#)
- * [Letter of intent_Finland.pdf](#)
- * [Letter of intent_Majori Secondary School.pdf](#)
- * [Letter of Intent_The Ballet and Dance Guild.pdf](#)
- * [Loi-NPHZ-2020_10073-Kaunas Univeristy of Applied Sciences.pdf](#)

4.3. Bank information

Name of Bank: AS "SEB banka"

Bank account holder: Latvian Christian Academy (Latvijas Kristīga akadēmija)

Address bank account holder:

Vienības prospekts 23, Jūrmala, LV-2010, Latvia

IBAN: LV94UNLA0050003396390

BIC-code/SWIFT-address:

UNLALV2X

VAT-number OR Organisation number

40003129210

Your reference: Nordplus2020Teens