The Guidelines aim to introduce teachers into META project and its resources. META provides an in-depth knowledge of effective methods and tools focused on education through art to reduce disparities in learning for students (pre-primary and primary) from minorities groups. META develops an innovative and collaborative teaching and learning methodology for European teachers to contribute to European citizenship, social cohesion and inclusion.

Using the arts as a way to teach curricular subject places the learner in the position of genuinely working with ideas and let him/her take control of the learning experience in a manner that is at once intellectual, personal, meaningful, and powerful. The arts provide the teacher with an expanded repertoire of actions and activities.

**MAIN PRINCIPLES: INTERCULTURAL EDUCATION THROUGH ART**

- It respects the learner’s cultural identity through the provision of culturally appropriate and responsive quality education
- It provides every learner with the cultural knowledge, attitudes and skills necessary to realize active and full participation in society
- It promotes respect, understanding and solidarity among individuals as well as among ethnic, national, social, cultural and religious groups

**KEY INDICATORS FOR SOCIAL INCLUSION**

**Access to education**
- Do immigrant students have the same opportunities to access quality education as their native peers?
- What policies can ensure access to quality education for immigrant students, especially those from low socio-economic backgrounds?

**Participation**
- Do immigrant students participate (enroll and complete classes) as much as their native peers?
- What are the effective re-integration programs for early school leavers, preventive interventions for potential early school leavers, and introductory programs for newly arrived immigrant students to encourage better integration into school?

**Learning outcomes**
- Do immigrant students perform as well as their native peers?
META project highlights how the experience of art-based learning in formal contexts contributes to develop social and civic competences and cultural awareness.

META educational experience ensures consistency of learning objectives and underpinning components, as: interpreting other people’s emotional state and behavior; expressing feelings through facial expression, gesture and body language, verbal language and tone; developing more integrated cognitive and learning styles; learning to understand another’s point of view when different from your own; being aware of the effects of different emotions, for example on the body, on mood, on behavior, on how others around start to act; being able to make sense of yourself and what has happened to you and integrating your life story into a coherent whole; being creative and to see several ways forward, and around a problem.

META, according to UNESCO, recognizes two main approaches to Art Education, which can be implemented at the same time and need not be distinct:

- “learning through the arts/culture” approach, that demonstrates how we can utilize artistic expressions and cultural resources and practices, contemporary and traditional, as a learning tool. It aims to draw on the rich wealth of culture, knowledge and skills of societies to enhance an inter-disciplinary approach to learning in a range of subject areas;
- “learning in the arts/culture” approach, that stresses the value of cultural perspectives, multi and inter-cultural and culturally-sensitive languages through learning processes. This kind of approach contributes to understanding the importance of cultural diversity and reinforcing behavior patterns underlying social cohesion.

Examples of tools to develop intercultural competences through arts

**KEY EU COMPETENCES**

1. Communication in the mother tongue;
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression
Methods for development of intercultural competence through Art

META highlights different methods to develop intercultural competence through Art. Methods could be grouped together and classified into typologies.

**Experience.** Learning through experience develops attitudes of curiosity, respect and openness, provides knowledge about other cultures and shapes skills of comparison and analysis. Best results of applying this method arise when experiences are obtained directly and communicating and acting with people from different cultures. Arts can offer opportunities to experience how to face disjunctural situations such as cultural shock, misunderstanding, miscommunication, estrangement and to intentionally treat these issues turning them into significant learning.

**Cooperative activity.** Learners must be involved in cooperative activities with people who have different cultural backgrounds. Such intercultural dialogue through not only communicating but also acting together is the best basis for development of attitudes of respect and openness. They are the source of culture-specific information and sociolinguistic awareness, developing skills of listening, observing, interpreting, analysing, evaluating and relating and leading to adaptability, flexibility, ethno-relative views and empathy. Cooperative activity helps to engage with others and to act out something valuable and meaningful with full responsibility and respectfulness.

**Experiential methods.** When using these methods, learners can simulate different scenarios where they must behave as representatives from other cultures and in which cultural customs and foreign language must be used. Experiential learning or learning by doing is more effective than lecturing for reasons that may include the methods of experience, comparison, analysis, reflection and cooperative activity. To exploit these methods through art is indispensable to collaborate with well-trained specialists, as artists.

**Self-insight methods.** Self-insight methods enable students to learn about themselves, for example, for their possible reactions to other people with different cultural backgrounds. The advantage is that learners can use these methods during non-formal learning, such as workshops. The disadvantage consists in the fact that learners’ self-knowledge and self-analysis can be poor and the insights could be not straightforward and difficult to verbalize.

**Cognitive methods.** These can be used to collect knowledge about cultural diversity: behavioural norms, expectations, social and political structures, history, religion and so on. This information could be provided, for example, through lectures, seminars, group discussions. The advantage of these methods is the possibility to present large amounts of information a structured and efficient manner. The main disadvantage is that they put a lot of emphasis on the intelligence of learners.

**Attribution methods.** Attribution methods help learners to see another cultural perspective with analysis of behaviours. The learners may be encouraged to draw the conclusions based on facts. Effectively used in formal, informal and non-formal education such methods are experience, comparison, analysis, reflection and cooperative activity. All of them may be adapted to the development of intercultural competence through arts.

**Behavioural methods.** Behavioural methods could be considered as an extension of the cognitive methods. The main objective of these methods is to help to obtain effective behaviours and to replace inappropriate ones. The advantage of behavioural methods is the opportunity to practice real different behaviours, but the disadvantage becomes apparent when the changes of behaviour require great effort.

**Comparison.** When using this method, learners may compare what is uncommon with what is common and evaluate the uncommon not as “worse” but as “different”: comparison based on value must be replaced by comparison based on understanding. Differences could be seen in a non-judgmental manner at the same time expressing respect and understanding for people with different cultural backgrounds. Taking the perspective of others contributes to develop attitudes of respect and openness, comparison skills and de-construction of stereotypes.

**Analysis.** Learners may analyse the hidden meaning of other people’s actions, values and beliefs and search for an explanation of dissimilarity in their actions, values and beliefs. This method can be applied, for example, during discussions, self-reflection, when questioning one’s own actions, values and beliefs, observations or educational research. Analysis helps to develop attitudes of curiosity, analysing and interpreting skills and extends knowledge about cultural contexts, roles and impacts of culture on others’ actions, values and beliefs.

**Reflection.** This method of intercultural competence development is closely associated with non-formal education because of the special time and space that must be provided for learners’ reflection. The three methods described above (experience, comparison and analysis) must be accompanied by reflection. Reflection may occur in time of discussion about experience obtained, knowledge gained and skills acquired during the learning process. The method of reflection develops learners’ attitudes of openness, knowledge about cultural self-awareness, and skills of evaluating and relating.
A main innovation in education through arts is a program that consists not in learning art but in learning through art as a methodology. Art becomes a tool in the discussion of equality and integration/inclusion of minorities by promoting individual and group competences, diversity-based approaches and bring about changes in organisations and systems. META analysed the impacts of education through arts in 44 selected case studies. The Case Studies showed a large variety of art fields and a wide range of approaches to Art Education. As a result, META identified 7 dimensions and key criteria, essential for success:

1. **Normative and institutional dimension:** normative and institutional sustainability, continuity, systematization, consolidation, integration, transferability, consistency with national/international guidelines or indications, presence of evaluation tools, duration, scalability/replicability, dissemination in other schools/network of schools, consistency/ integration with curriculum, consistency/ integration with school programs, networking (partnership projects).

2. **Endogenous dimension:** integration, relevance, enhancement of territorial heritage, enhancement of the forms of arts of minorities, intra-group cultural transformations.

3. **Professional dimension:** specialization, differentiation, inter-professionalism, teachers, mediators, artists, experts, teamwork (teachers), teamwork (teachers/operators) and specific training activities.

4. **Methodological dimension:** theoretical frame, educational integration, planning (objectives, contents, methods, techniques and evaluation), integration wiring disciplinary curriculum, relationship between non-formal and formal education (workshops), involvement of families and communities, learning assessment.

5. **Individual dimension in the acquisition of competences, development and promotion of identity and personality and social competences, the acquisition of creative, cultural and artistic skills and competences, social competences as team cooperation, sensitive body perception and awareness to be trained, experience of self-effectiveness and competence are important to consider.**

6. **Economic dimension:** financial sustainability, type of financing, systematic funding, channels/forms of financing, range.

7. **Impact dimension:** effectiveness/efficacy, transformation/change, relevance, learning results achieved (measurable), results in term of change, regional/national/international dissemination.

**META RESOURCES … as a toolkit for teachers**

All resources of META are freely available on the website: [www.meta-project.eu](http://www.meta-project.eu). Teachers can download and use them. META just asks to quote the source. The most relevant resources are also present in French, Italian, Spanish, German and Roman.

- META Flyer
- Minority Education Through Arts (META) 2016
- Minority Education Through Arts (META) Newsletter Autumn 2017
- META Case Studies Report
- META Competences Framework
- META Teaching Methodology
- META Policy Brief
Sources of evidences
Available Scientific literature
EU literature
META Case study report
Reports and other documents from similar art-based projects
META Piloting Reports
META Methodology
META Competence Framework
META Advocacy Reports
META Impact Evaluation
META Dissemination Audit

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