IO3 Implementation Report

March 2023

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of good practices
Partnerships for Creativity
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Introduction

This Comparative Piloting Analysis presents and examines the piloting of the Art Beyond Gaze on education in the partner countries (Italy, France, Greece and Spain) with the aim of providing insights and recommendations for the finalization of the local workshops related to evaluating videos.

The analysis is based the National Piloting Reports, describing the piloting process and outcomes as well as partners' observation and participants' feedback received during debriefing sessions and discussions with teachers and students. Furthermore, the pilot-tested were evaluated through a formal assessment tool – a questionnaire – completed by both teachers and students involved in the local workshops.

The idea of this particular intellectual project comes from the identification of the needs of young students in terms of communication with each other through the use of digital technology, which is considered a necessary fact of today and much more because of the pandemic COVID19. Young learners need to create and learn to use new digital tools that are easy to use, attractive to young people and effective for the knowledge they will acquire and the skills they will develop.

Also, young students (and usually) need new ways of communicating such as the use of video to evaluate dialect and student material related to art. This Output is targeted to Teachers, Trainers, Young Learners and Youth Workers. In line with the objectives of the project and with the principles of accessible art, it was decided to focus the workshop on the theme "Art as self-expression: 5 things that make you happy in everyday life." With this we facilitate self-expression and exploration of innovative ways and art products, also making the activity accessible to people with different functional profiles.

Explain how IO3 training has been organized and implemented

The planning of the Third Local Workshop has involved a meticulous and systematic approach to ensure its successful execution and achieve the desired outcomes. The process commenced with an engaging training session conducted by Blue Room Innovation on October 25, 2022. This session served as a platform to delve into the intricacies of audiovisual theory, providing participants with comprehensive insights into the effective implementation of local workshops. The training explored various strategies and approaches that could be employed to ensure the workshops' success.

Given the geographical dispersion of the workshop partners, the training was conducted online, leveraging digital platforms to bridge the distance. This virtual format facilitated the explanation of essential theoretical concepts to the future workshop participants, including discussions on diverse types of shots, recording techniques, and the utilization of different applications to create compelling videos. The online training not only enabled the dissemination of valuable knowledge but also fostered an interactive environment where partners could seek clarification and guidance from the experts at Blue Room Innovation. To augment the training experience and maximize engagement, Blue Room Innovation developed a captivating presentation, utilizing the innovative online tool genial.ly. This tool empowered the creation of an interactive and visually appealing presentation, rendering it captivating and informative for all viewers.

Moreover, a second presentation was meticulously crafted, closely resembling the content of the initial one. However, the language used in this presentation was thoughtfully adapted to ensure the comprehension of the theoretical concepts by students of all levels and abilities. This approach aimed to eliminate potential barriers to understanding and promote inclusivity within the workshop modules. The training sessions, facilitated by Blue Room Innovation, played a pivotal role in enabling

the participating countries to develop their modules effectively, harnessing the knowledge and resources provided.

Following the training, on October 28, 2022, Blue Room Innovation dispatched the necessary workshop materials to each partner. These materials encompassed the interactive presentation, which comprehensively covered the fundamental aspects of audiovisual language theory, and introduced two user-friendly video editing tools, namely Canva and CapCut. The intention was to equip the partners with the essential resources required to execute the workshops seamlessly and effectively.

In summary, the planning of the Third Local Workshop can be characterized as an intricate and well-structured process that incorporated the active participation of all partnering entities. Through the comprehensive training provided and the provision of requisite materials, the partners where adequately prepared to implement the local workshops successfully, ensuring a valuable and enriching learning experience for all the students involved.

The Local Workshops, implemented in several countries, became an invaluable training platform for participants, providing them with the skills and knowledge necessary to create quality videos. These local workshops were part of a thorough planning process, designed to ensure effective and successful implementation.

One of the most exciting and challenging stages of the Local Workshops was the final competition in which participants had the opportunity to apply what they learned and demonstrate their creative talent. After completing theoretical and practical training on video creation, they were tasked with producing a video that highlighted the five things they liked most about their daily lives.

This competition offered a unique opportunity for participants to put their creativity and technical skills into practice, while sharing significant aspects of their daily lives. The theme of highlighting the things that gave them joy and satisfaction in their daily routine allowed an authentic and personalized expression of each of the participants.

Once the participants completed their videos, they were evaluated by judges composed of the different countries. Each video was thoroughly evaluated, recognizing and valuing the uniqueness and effort invested in each production and the top 3 videos from each country received an award.

The final competition not only served as an opportunity to showcase the results of the Local Workshops, but also fostered a spirit of camaraderie and collaboration among the participants. The experience of sharing and appreciating the work of others generated an enriching and motivating environment, driving continuous improvement and the search for excellence in each production.

In short, the Local Workshops not only provided comprehensive training on video creation, but also boosted creativity and personal expression through the final competition, where participants created unique and emotional videos that reflected the things they valued most in their daily lives. This competition strengthened the sense of community and the collaborative spirit among the participants, leaving a lasting mark on their personal and professional development in the audiovisual field.

Piloting in partner countries

Art Beyond Gaze piloting took place in four partner countries: Italy, France, Greece and Spain, involving **763 students and 66 teachers**.

	Spain	France	Greece	Italy
Students involved	15	13	24	20
Teachers involved	7	2	7	4
Video participant	29	8	19	28
Total impact	**51**	**23**	**50**	**52**

Results

Blue Room IO3 training presentation:
https://view.genial.ly/6358f357b6a252001254bff8/presentation-training-abeyga-teachers

Reproductin of this training in a simple way and in national language of each partner in order for the students and other interested parties to empower their record evaluating videos

Students presentation: https://view.genial.ly/634815f01210550018c1627a/presentation-training-abeyga-students

This presentation is translated to the partners languages in order to proceed with their local workshops.

Italy:
https://view.genial.ly/63591ed2c1a8bd0017be11fc/presentation-italia-training-abeyga-students

France:
https://view.genial.ly/63591e66a0447a0011c1ef92/presentation-frances-training-abeyga-students

Greece:
https://view.genial.ly/63591e6bd79c100018422bf1/presentation-grec-training-abeyga-students

Spain:
https://view.genial.ly/63591e6438ac4a0011531a96/presentation-catala-training-abeyga-students

Instagram where the videos of the participants are uploaded:

https://www.instagram.com/artbeyondgaze/

Spanish Local Workshop

The three sessions of the workshop were held at Escola d'Art d'Olot. The three different organizations that organize this event, coordinated among themselves to contribute their part and make the event go as well as possible.The first two sessions had a space to know the participants each other, a theoretical part and, finally, a more practical one. The last session was dedicated to finish the editation and sharing the productions between all the participants.

- *Agenda of the Local Workshop*

Session	Activity Carried Out
Session Number 1	1. Welcome and workshop presentation 2. Introductions: each participant introduces themselves by drawing a self portrait on the table, and writing their name, age, and what they like best of their everyday life. 3. Projection of several videos related to the topic ("things I like of my daily life") and debate on what the videos express. 4. Audiovisual theory: types of shots and uses of each type. 5. Brainstorming and explanation of what you like most about your daily life. 6. In pairs (one student from Integra school and one from Escola d'Art d'Olot) discuss how they would represent the things they like in an image. 7. Create a StoryBoard with the design of the different shots of the video.
Session Number 2	1 Students bring videos, photographs and sounds from home 2 Explanation of audiovisual theory and editing technique. 3 While explaining how to edit a video with Canva, students start editing theirs.
Session Number 3	1. Finish editing the videos. 2. New tips on how to add effects, text and special touches. 3. Present the videos of the different students.

- *Description of 3 Day Activities*

During implementation, 3 sessions took place:

1st day, theory, planification, artistic part:

In the first session, all the participants who attended the audiovisual workshop were welcomed and this led to each of the participants being introduced. In order to get into the theme of the workshop, the presentations were creative and different from the conventional, since each student and educator had to draw themselves and write things they liked and things they didn't. Once they all finished, they shared it with the rest of the group.

After the introductions, several videos were shown (advertisements, video clips, short films, television programs). Then there was a discussion about their impressions and opinions on the videos. After that, a short explanation was made about the different types of shot that exist.


When the explanation ended there was a brainstorming where participants had to think of what things they like from their daily life, apart from what they said during the presentation. Later, couples (one student from Integra and another one from Escola d'Art d'Olot) had to discuss how they would represent in images the things they like. Finally each student had to create a storyboard in order to start planning their video.

2nd day, theory, planning, artistic part:

On the second day the students brought videos recorded during the week (implementing what they learned in the previous session).

At the beginning of the session, a theoretical explanation on audiovisual language was made, this was more extensive than that of the first session, although it was very dynamic and a presentation made with the program Genial.ly. The vocabulary used was adapted so that all the students of the workshop understood it and could apply what was taught in their final video.
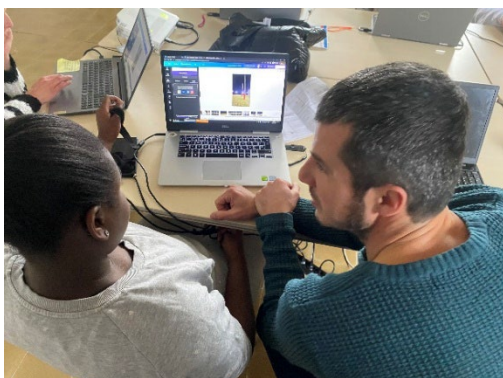
The presentation ended explaining two tools that students could use to edit their Videos (Canva and CapCut). So, once the explanation was finished, it was linked with a Canva Training that taught how to edit Videos with this tool. While explaining and teaching the process of how to edit, the students with their computer and the videos they had brought from home, were creating their final project.

3rd day final session of our creations, sharing between participants:

The last day was more dynamic than the first two sessions, as there wasn't a theoretical explanation. When the students arrived, each of them took their computer and started to work on the last details of their video. Some tips were introduced about how to add music, special effects and others. So the students where editing their video while asking questions.

When all the students finished the edition of their video, they sent it to the contest form. Once all of them where collected, the videos were presented in a projector so all the students could see the results of this workshop.
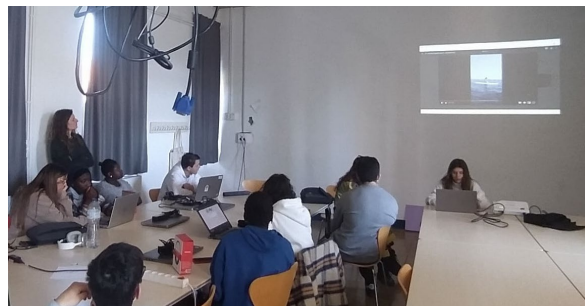
- *Outcomes & Evaluation of the Teaching*

The questionnaire facilitated and agreed by all consortium was sent to all participants in our national language, Catalan. Evaluation Link: https://forms.gle/NXtD9kBKxAi3wiSm6

The satisfaction of attendance was very good, almost all participants rated the workshop 5 points out of 5. They consider that the workshop has been an interesting and their satisfaction has been good.

Also regarding learning contents, the most appreciated were creation, videos, digital editing and digital tools, which means that we reached our objectives of evaluating videos from IO3

5. Quines de les característiques següents et vénen a la ment quan recordes l'experiència d'aquest taller? (més d'una opció)

12 respuestas
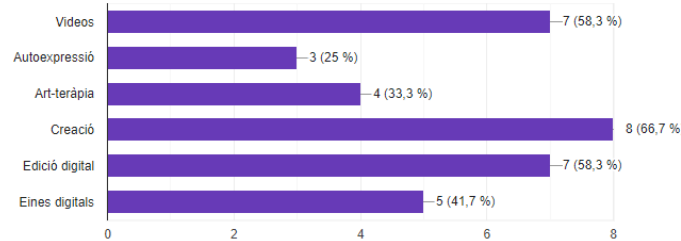
However, checking the difficulties, for half of students it was difficult to understand the content of the local workshops. With this we understand that a better adaptation of the contents is needed for future sessions of the workshops.

8. Dificultats per comprendre el contingut

12 respuestas
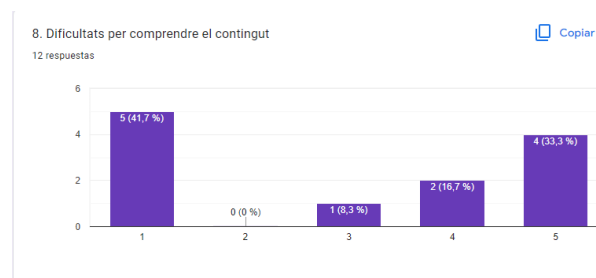
- *Outcomes & Conclusion*

This Local Workshop was aimed at learning different concepts of audiovisual language and video editing tools, and putting it into practice by creating an original work.

The main goals for the workshop were:
1. To approach teenagers to audiovisual knowledge and teach them to create a video.
2. Creating a multi-level activity where participants with and without SEND could work in equal conditions.
3. Creating a context where participants could express themselves and cooperate with partners with different abilities.

The feedback received from all participants was very positive.

As for the organisation, cooperation between Blue Room Innovation, Joan XXIII-Integra and Escola d'Art d'Olot has been a very positive experience, making it possible to join efforts and develop a more ambitious workshop thanks to each one's expertise in their own field.

France Local Workshop
In the continuity of the activities initiated during the two previous Abeyga workshops, psychology students from the Université Lumière Lyon 2 were invited, face to face, to the university premises. Before the meeting, they were given instructions, in coordination with the other partners of the Erasmus+ project, to express, through photos taken by themselves, the 5 things that make them happy in their daily life. The choice of the theme was supported by the type of software used.

Specifically, the software used in workshop 3 are: Genially, Canva, Cup-cut. These software have been used by students on PCs and mainly smartphones.

- *Agenda of the Local Workshop*

Session	Activity Carried Out
Session Number 1: Introduction - Face to Face (11:45 -13:35)	- Welcome - Presentations (each is presented with name, age and additional info) - Presentation of the Art Beyond Gaze Project - Presentation of the activity (Workshop) - Instructions on how to - Definition of work methodology - Draft Storyboad
Session Number 2: Video – Face to Face (09:45 -11:45)	- Final Storyboard Definition - Video Recording
Session Number 3: Video-Editing & Presentation – Face to Face (09:45 -11:45)	- Editing of videos recorded in day 2 - Introducing the videos to the class

- *Description of 3 Day Activities*

During implementation, **3 sessions** took place:
1st day, we started doing a little presentation first of participants and then of the Art Beyond Gaze project. After this we presented the laboratory and how it would develop, providing instructions on how to proceed through a training module created on Genially. The guys finally started working on a first draft of the storyboard.

2nd day, at the beginning the participants resumed the work started during the previous meeting, defining the final version of the storyboard. In the second part the students started making videos via PC but also mainly for them via smartphones.
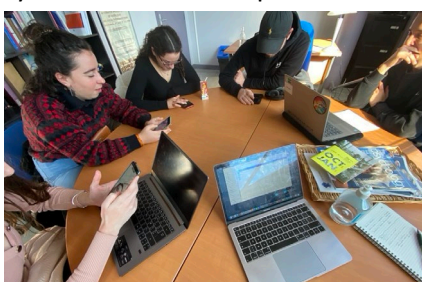
- **3rd day,** during the final session of our workshops, the participants have finished the creation of the videos and present their work to the group. The workshop ended with the final assessment.

- *Outcomes & Evaluation of the Teaching*

The questionaries were administered to the participants in digital form (Google Form).

The majority of users gave the workshop a very positive rating, assigning scores from 4 to 5 by answering the question related to general satisfaction.

The teacher who participated in the three days realised the importance of playful and spontaneous operations in the relationship with everyday art, in line with the technical and sociability daily habits

of the participants.

Evaluation of contents:

Evaluation du contenu du 3e workshop Abeyga 2023

Evaluation of activity:

Evaluation du 3e workshop Abeyga 2023
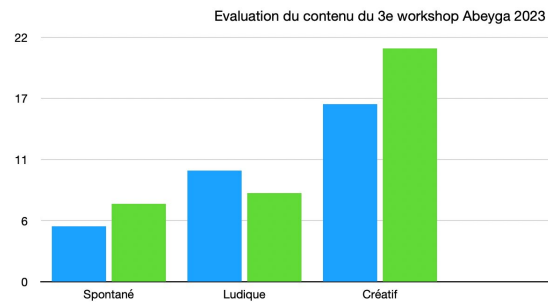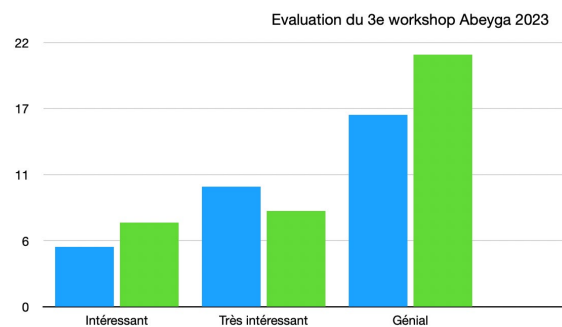
- *Outcomes & Conclusion*

The third Local Abeyga Workshop was aimed to realization of sessions that allow the creation of audio-video artistic products in a collaborative and inclusive way through experiential activities of approach to art in relation with everyday social life.

The results obtained by the assessment appears fully in line with one of the main objectives of the workshop specifically and of the project in general: the creation of an inclusive daily approach to art creation, which can be accessible to anyone.

All the students enjoyed to participate to the workshops and the activities and the methodology were perceived extremely useful and captivating also from the point of view of the operators.

What the students particularly liked was also being able to create a spontaneous product using everyday life materials that represented them.

Greece local Workshop

The The third "Evaluating Videos" Local Workshops of Greece took place in Larissa on the 13th, 14th and 15th of December 2023 in the Graphic Arts Laboratory of the Applied Arts Department of the 2nd EK and 4th Vocational High School of Larissa and involved 10 students in total from the Vocational School and 3 students of the Special Education School of Larissa

Teachers which have participated are: Eleni Kalampaliki and Vaso Zaxariadi from the 4th Vocational School of Larissa and Agapi Charakopoulou, Olga Lykokwsta, Kallina Skarpa, Dimitrios Tgikoulis and Nikoleta Fragkou from the Special Educational School of Larissa

Responsible from PDETh are: Ioanna Chatzopoulou and Zissis Zikos

Responsible for the Training before the "Evaluating Videos" Local Workshops implemented by Open up Association in 12th of December are: Stelios Orfanakis, Aikaterini Ganatsiou and Panagiotis Papadopoulos.

The thematic of these 3-day Local Workshops entitled "Evaluating Videos: Favourite Objects of Everyday Life". The context is about participating in the competition by creating a sixty-second (60'') video focused on 1-3 objects with artistic value that the students love in their everyday life. The video creation topic will be storytelling, everyday objects, artistic objects of daily use.

Participating in the competition, students explore, formulate opinions, compose messages and inform other pupils and adults through a creative and enjoyable process, contributing to effective communication and learning on various environments. The competition also aims to develop students' skills related to Media Literacy, including cross-cutting skills such as autonomous learning, communication, collaboration, information literacy, creativity and innovation. By experiencing the process of video production (defining the objective and format, exploring the content, implementing the production, etc.), students can understand and comprehend more effectively the messages promoted through the different forms of communication. At the same time, they are informed, learn, collaborate, interact and create, participating in a collective effort. In addition, by promoting their work in the media (YouTube), they are trained and develop skills in self-evaluation, peer evaluation, argumentation, feedback and reflection.

The Open Up – Greek Scientific Association of Innovation organized the training for the six aforementioned teachers from the Special Educational School of Larissa and 4th Vocational School of Larissa. The purpose of the training was to provide practical knowledge in creating and editing a video art and short video for social media and other digital platforms. The trainees approached audio and video editing methods, tools and techniques which enables the production of videos with even more cinematic aesthetics.

In detail, the subjects taught to the trainees in the 10-hour seminar (5 hours online + 5 hours asynchronous training) were:

1. Presentation of the training for teachers made by Blue Room Innovation

2. Theoretical preparation of how video and image files work

3. Familiarisation with the Open Shot interface

4. Analysis of technical features to create a proper Sequence

5. Managing video and audio channels

6. Importing images and editing

7. Using transition effects (transition fx)

8. Creating titles with graphic essentials

9. Explanation of audio file types

10. Cutting, joining clips and changing duration

11. Creating a slide show

12. Export command, analysis of how to compress the image

13. Using wevideo application in order for the students to effectively create their own videos.

After completing the training, Ms Eleni Kalampaliki and Ms Vaso Zaxariadi (4th Vocational) and Ms Olga Lykokwsta, Ms Kallina Skarpa, Mr Dimitrios Tgikoulis (Special Education Schhol), the teachers that will support the students of the two schools to apply the technological tools during the Evaluating Videos LWs, prepared all the necessary material to involve the students in the procedure of video creation. The WeVideo application was preferred to Boost student engagement with video production because of its easy access, simplicity of use and students' previous familiarity with it.

Taking into consideration the basic aim of this project to make art a bridge between students with and without SEND, the choice of this easy to use tool supported efffectively this interaction between the students and the art material and between the teams of the students, giving occasions for collaborations and collective artistic creations.

- *Agenda of the Local Workshop*

| DAY 1 |
| --- |
| **TUESDAY, 13 December 2022/** 10.00 - 13.00 |
| 10.00 - 10.20 Welcoming the students |
| 10.20 - 10.40 Presentation of the trainers |
| 10.40 - 11.00 Presentation of the participation process in the competition by creating a sixty-second (60'') video. |
| 11.00 - 11.15 Break |
| 11.15 - 12.45 Presentation of the BLUE ROOM INNOVATION training for students. Introduction to the video creation process. Lighting and how it affects video shooting / Different types of lighting (natural & artificial light, hot & cold) / Different types of videos / Video shooting equipment (camera, phone) |
| 12.45 - 13.00 Discussion, Brainstorming
Homework: to choose 1-3 objects of their everyday life |
| |
| DAY 2 |
| **WEDNESDAY, 14 December 2022/** 10.00 - 13.00 |
| 10.00 - 11.00 Digital tools for editing material: Canva - Capcut -WeVideo. |
| 11.00 - 11.15 Break |
| 11.15 - 12.15 Video creation using Wevideo- Digital editing of the produced material. |
| 12.45 - 13.00 Discussion, conclusions, questions. |
| |
| DAY 3 |
| **THURSDAY, 15 December 2022 /** 10.00 - 13.00 |
| 11.15 - 12.15 Video creation using Wevideo- Digital editing of the produced material. |
| 11.00 - 11.15 Break |
| 11.15 - 12.15 Presentations of the videos created by the students |
| 12.45 - 13.00 Discussion, conclusions, questions. |

- *Description of 3 Day Activities*

During implementation, 3 sessions took place:

During the first session of the LW, the students were introduced in the context of LWs and watched a ppt presentation by Ms Ioanna Chatzopoulou and Mr Zissis Zikos on video creation procedure, which is the Greek version of the special training for students prepared by BLUE ROOM INNOVATION, while the teacher of arts Mr Ioannis Stefanis made a very constructive presentation of the most common techniques of photography and video shooting. Following their presentations, the discussion among the teachers and students in the context of the Brainstorming method highlighted some very interesting ideas and opinions to help students realize how they can use digital material and techniques to produce their own video. Finally, the students were asked to think, imagine, find one to three favourite things, moments or habits of their daily routine and to start shooting photos and videos inside and outside their class or outside school so as to have enough digital material for their videos.

Training to students: How to get successful photos and videos

On the second day of the workshops the students had the opportunity to practice more on their work exploring different digital tools for video creation, such as Canva - Capcut -WeVideo after watching a relative ppt presentation. The teacher of arts Ms Vasiliki Zachariadi made a detailed presentation of the digital tool "WeVideo" and explained precisely to students how they can use it to produce their own video combining music and the photographs and the videos they have already shot with their cameras or mobile phones. The students liked the idea that they would have the opportunity to express themselves. The discussion which followed among the teachers and students projected the students' critical thinking skills. At this point, the students had the opportunity to work together in pairs or groups of two or three so that they so that they exchange ideas, techniques and skills and create their own personal or collective work with their memories and loved art things.
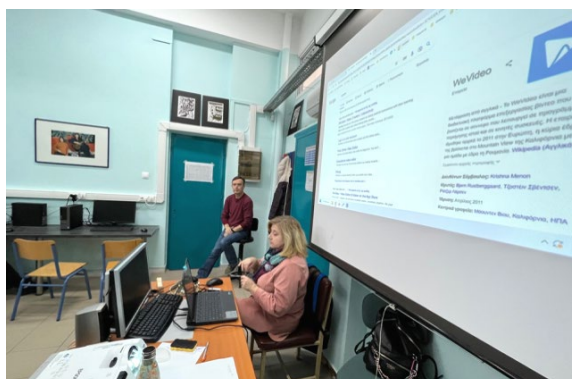
On the last day, the students completed and presented the results of their work. The teachers and the trainers supervised the students on their effort to realise their task to produce their own video concerning their three most favorite moments of their daily routine. The guidelines provided by the teachers and trainers played an important role for the students in the implementation of the requested task. The outcome was better than expected and the students were enthusiastic about the whole procedure and very proud of their work and the produced videos. Finally, they were able to evaluate the workshops as a whole.

- *Evaluation of the Teaching*

The evaluation of the participants expressed through the completed questionnaires showed that the most of them (11/13) expect from these "Evaluating Videos" Local Workshops to expand their knowledge regarding the video creation, to work harmoniously with others and to express their inner self. Also, to capture the Art in an alternative way.
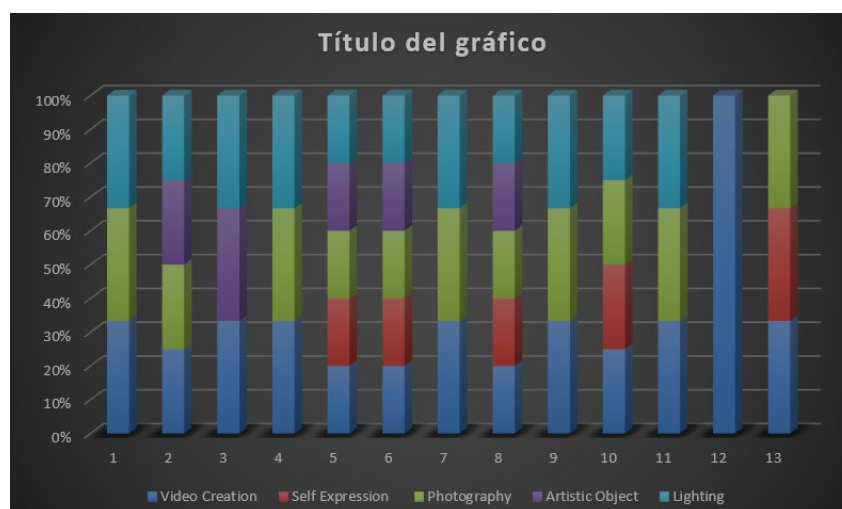

Figure 1. What do you expect from the "Evaluating Videos" LW?

Additionally, the students estimate as extremely important the procedure of video construction, the

photography, the different point of view, the contribution of lighting to the whole attempt, the different approaches of an artistic object as well as the creativity, the cooperation and the innovation. Finally, they were satisfied with the implementation of the Evaluating Videos LWs, while they were interested in participating in more Workshops.

They evaluated as very interesting part of the workshops the Brainstorming method of the First Day and they were very excited with the playable dimension of their experience.
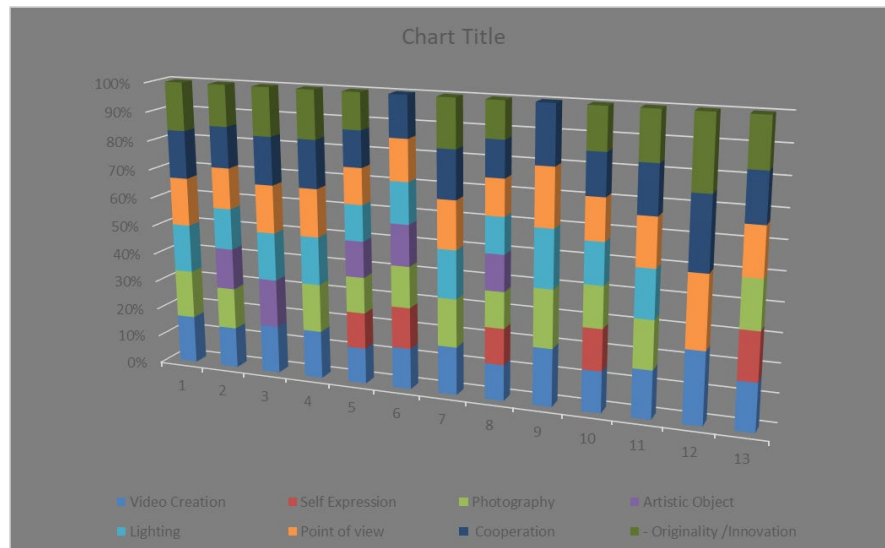

Figure 2. Which of the following activities/experiences can you associate with the "Evaluating Videos Local Workshops?

- *Outcomes & Conclusion*

The results of the "Evaluating Videos" Local Workshops were evident from the very first moment, regarding the collaboration between students of different schools of Larissa, with different ages, abilities, ethnicities and levels of knowledge. This LW promoted teamwork between all these students so as to build a bridge of self-expression, communication and integration. They developed friendly relationships and worked as a team in a context of mutual estimation and acceptance of diversity by supporting and complementing each other's thinking and creations.

As a result of these LWs 9 videos are implemented by the students of 4th EPAL and Special Vocational School of Larissa and 10 videos are implemented by the dissemination of the contest in the students of universities.

This LW documented what students can learn through video art making in everyday settings (e.g. the interaction between students outside school). It also showed that digitalization of education material emphasizing graphics, music, and video and the wide access in programming environments connect effectively students with and without SEND.

The videos of all students participated in the Evaluating Videos LWs upload in the You Tube in order for all students of the schools to vote their favourite video.

The link of the students' videos: https://www.youtube.com/@abeygaeu

Italy local Workshop

After contacting several schools and organizations that are part of COAT's network of contacts, it was decided to carry out the third Digital Local Workshop at the "IC Torgiano-Bettona", in a lower secondary class, with 12-year-old students. Before the workshop took place, a meeting was held to plan the activities and select the classroom and teachers who would take part in the laboratory.

As expected, the workshop was divided into 3 consecutive days (February 2023) in which participants were able to discover art in its various forms and to express themselves through art, using different tools and methodologies than usual.

This second edition of local workshops was attended by 20 students with different profiles and 4 teachers. In addition to the operators, 1 tutor took part in all sessions, to mediate and carry out the activities. Everyone was provided with a PC/smartphone in order to work in total safety, given the current pandemic situation, without however renouncing the collaboration with the other participants, made possible by the type of software selected.

In line with the objectives of the project and with the principles of accessible art, it was decided to focus the workshop on the theme "Art as self-expression: tell or show 1 to 3 things that make you happy in everyday life." With this we facilitate self-expression and exploration of innovative ways and art products, also making the activity accessible to people with different functional profiles.

The choice of the theme was supported by the type of software used. Specifically, the software used in workshop 3 are: Genially, Canva, Cup-cut. These software have been used by students on PCs and smartphones.

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- *Description of 3 Day Activities*

During implementation, **3 sessions** took place:
- **1ˢᵗ day**, we started doing a little presentation first of participants and then of the Art Beyond Gaze project.
  After this we presented the laboratory and how it would develop, providing instructions on how to proceed through a training module created on Genially. The guys finally started working on a first draft of the storyboard.

- **2ⁿᵈ day**, at the beginning the participants resumed the work started during the previous meeting, defining the final version of the storyboard. In the second part the students started making videos via PC or smartphones.

- **3rd day,** during the final session of our workshops, the participants have finished the creation of the videos and present their work to the classroom. The workshop ended with the final assessment.


- *Outcomes & Evaluation of the Teaching*

The questionaries were administered to the participants in digital form (Google Form).

The majority of users gave the workshop a very positive rating, assigning scores from 4 to 5 by answering the question related to general satisfaction.

The teachers who participated in the three days were enthusiastic and said that in the future they will adopt the techniques and methods learned in their work. The strength that has been most frequently identified by the students is that they have carried out activities that have allowed everyone to express themselves freely not only in content but also in form.

Evaluation of contents:
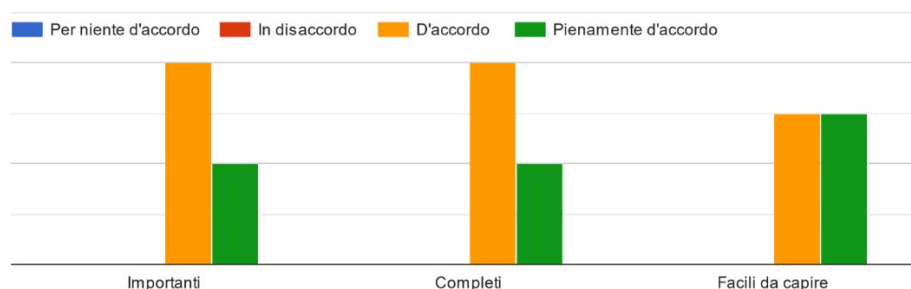
Evaluation of activity:
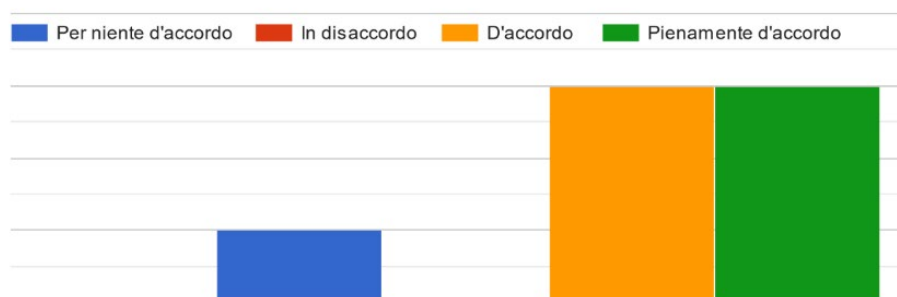
- *Outcomes & Conclusion*

The third Local Workshop was aimed to realization of sessions that allow the creation of audio-video artistic products in a collaborative and inclusive way through experiential activities of approach to art.

The results obtained by the assessment appears fully in line with one of the main objectives of the workshop specifically and of the project in general: the creation of an inclusive approach to art, which can be accessible to anyone.

All the guys enjoyed to participate to the workshops and the activities and the methodology were perceived extremely useful and captivating also from the point of view of the operators.

What the boys particularly liked was also being able to create a product that represented them (evaluating videos).

Conclusions: Observations and lessons learnt

Overall, the workshops in all countries succeeded in creating inclusive and engaging environments for participants to learn, express themselves, and collaborate through video art creation. The workshops demonstrated the value of video as a medium for artistic expression and the positive impact it can have on participants' self-esteem, communication skills, and appreciation for diversity.

The outcomes and observations from the workshops in different countries reveal a series of similarities and differences in terms of the results obtained.

In Spain, the workshop focused on introducing teenagers to audiovisual knowledge and video creation. The objectives included fostering an inclusive environment for participants with and without special educational needs. Positive feedback was received from the participants, indicating a successful workshop experience. Additionally, the collaboration between organizations was highlighted as a positive aspect.

The French workshop centred around collaborative and inclusive creation of audio and video artistic products. Emphasis was placed on the connection between art and everyday social life. The assessment results were in line with the objective of creating an inclusive approach to art accessible to everyone. The participants enjoyed the workshops and found the activities and methodology useful and captivating.

In Greece, the workshop aimed to promote collaboration and teamwork among students from different schools, ages, abilities, and ethnicities. The workshops fostered self-expression, communication, and integration. Multiple videos were implemented by the students, and a voting system was used to engage all students. The workshops highlighted the benefits of video art making in everyday settings and its connection with digital education.

Finally, in Italy, the workshop focused on collaborative and inclusive creation of audio and video artistic products. The assessment results were in line with the objective of creating an inclusive approach to art accessible to everyone. The participants enjoyed the workshops, found the activities useful, and appreciated the opportunity to create products that represented them. The evaluation of videos was specifically mentioned as an aspect of interest for the participants.

While there are common themes in the workshops, such as the importance of inclusion, collaboration, and positive feedback from participants, there are also differences. The specific activities of the workshops varied slightly, with each country highlighting different aspects of artistic creation, social connection, and digital education. Additionally, the implementation methods also varied, with Greece mentioning a voting system that may have generated a higher level of participation from the students.