

pinokio

**Lifelong Learning
Programme 2007-2013**

**COMENIUS
MULTILATERAL PROJECTS**

Project "P.IN.O.K.I.O.
Pupils for INnOvation
as a Key to Intercultural
and social inclusiOn"



"...Ser feliz é reconhecer que vale a pena viver apesar de todos os desafios, incompreensões e períodos de crise. Ser feliz é deixar de ser vítima dos problemas e se tornar um autor da própria história. É atravessar desertos fora de si, mas ser capaz de encontrar um oásis no recôndito da sua alma..."

From the poem of Fernando Pessoa: "Posso ter defeitos, viver ansioso..."



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Acknowledgements

The P.IN.O.K.I.O. project was conceived in January 2009 during an informal side meeting that took place at the international “Portraits of Poetry” conference (http://www.inventaeventi.com/notizia_poesia2008.htm) organised by the Roma Foundation at the Tempio di Adriano in Rome, Italy. The idea of working on children’s stories and their characters immediately generated enthusiastic interest among the participants at the meeting and it was quickly decided that a project would be submitted at the 2009 cfp LLP.

We gratefully acknowledge the co-funding received by the Lifelong Learning Programme from the European Commission which was crucial for implementing the project idea, and would also like to thank all the project partners for the hard work they have done to implement the project.

In all phases, P.IN.O.K.I.O. benefited from the guidance of the Scientific Committee, whose members I warmly thank.

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The P.IN.O.K.I.O. approach, conveyed by a specific methodology developed by the CIRDFa at Venice University with the support of the project partners has been tested in the following countries and towns thanks to the participation of the local preschool and primary schools :

Italy: Como, Palermo, Pescia

Portugal: Funchal

Switzerland: Lugano

United Kingdom: London

Finally, special gratitude is expressed to the project tutors, headmasters, teachers and pupils in all the test locations, as well as to the pupils’ parents who were also involved in many project activities. All these people have not only tested the P.IN.O.K.I.O. methodological model: they have also contributed knowledge of their own culture to enrich the project results.

I have one hope and wish, that all these people and those who interact with them in a significant way will continue to play a positive role in promoting intercultural dialogue in their local communities.

The Project Manager

Pier Francesco Bernacchi

Secretary General of the Fondazione Nazionale Carlo Collodi

Introduction

This Brochure forms part of DLV 9 (Advertising materials) of the Comenius Multilateral P.IN.O.K.I.O. LLP Project and deals with the activities and the results achieved during the first 24 months of the project activities.

The brochure briefly describes the progress of the P.IN.O.K.I.O. project through its results and the materials drawn up during different phases of the project training and experimentation.

Training courses have been delivered to trainers in four different European countries and to teachers in preschool and primary schools in Europe. Testing activities, such as intercultural workshops and creativity labs, have been organised in the test countries (Italy, Portugal, Switzerland and United Kingdom) with pupils and migrant pupils and their parents.

The brochure also describes the initiatives already implemented for the dissemination and exploitation of the products of the project and the final project outputs.

This brochure targets is the widest possible public, with a special focus on teachers and school managers, policy makers in education, intercultural dialogue and migrant policies, parents and teachers associations and other relevant stakeholders.

The brochure is intended for distribution through the P.IN.O.K.I.O. website, by mail and in printed form at the International Conferences and other workshops concerned.

Project overview

The P.IN.O.K.I.O. project - Pupils for INnOvation as a Key to Intercultural and social inclusiON - was aimed at promoting intercultural dialogue against social exclusion, using children's stories and their characters as a 'way' of communicating with and among preschool and primary school children including migrant children, teachers and pupils' parents.

In this regard, the project was focussed on the development of some of the eight key competences recommended by the EC as "those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment" (Rec.2006/962/EC). In particular, the key competences addressed by the project are the following:

- Communication in the mother tongue;
- Learning to learn;
- Social and civic competences;
- Sense of initiative and entrepreneurship;
- Cultural awareness and expression.

The development of these key competencies has been pursued and tested using innovative pedagogical approach focused, as mentioned above, on children's stories from various countries and cultures, combined with the use of Web 2.0 tools such as blogs, podcasts, e-book audio and movies (see: www.pinokioproject.eu).

In this regard testing phases have been organized in 3 partners countries (Italy-Pescia, Portugal-Madeira island and United Kingdom- London), along with additional actions in Switzerland (as a 'silent partner') and Sicily (as 'associated partner').

Each of these countries undertook project's activities, such as training of trainers, training of school teachers and initiatives involving children and parents.

P.IN.O.K.I.O. planned for the involvement of 2 nursery schools and 3 primary schools per country, with 2 classes and 3 teachers in each school (including some support teachers). A blended learning approach was used for teachers' training, with 16 hours of face-to-face training and on line modules.

The trained teachers then began the implementation of Intercultural Workshops - targeted at children including migrant ones, and their parents - and of Creativity Labs, that focused on the development of skills fostering creativity and a sense of initiative.

A lot of children's stories have been used. They referred to the guidelines on Children's Stories and Characters identified for the project by the SC Members: The Bremen Musicians, Pippi Longstockings, Pinocchio, the Ugly Duckling etc., as well as other less familiar stories, sometimes told by parents of migrant children from European and non-European countries who took part in the project workshop and laboratories.

For each story, the specific features of the situations and characters have been highlighted, such as aspects relating to autonomy and initiative skills (for the development of the Sense of Initiative and Entrepreneurship), reflection and benefits of diversity, through stories from various cultures (for Cultural awareness and expression), the importance of friendship (ref. Social and civic competencies), the ability to solve problems, how and who helps the characters to learn (ref. Learning to learn). The reading or telling of stories also helped both local and migrant children to improve Communication in mother tongue skills.

P.IN.O.K.I.O. started in October 2009 and will finish in December 2011. The project has been welcomed with a lot of enthusiasm by teachers, as well as by children and their parents. In particular, migrant parents were protagonists in intercultural activities, which also helped their social integration.

In this regard, the Intercultural Workshops and Creativity Labs have reflected P.IN.O.K.I.O. core activities. They had the specific objectives of developing of key competencies, along with the general aims of promoting intercultural dialogue and tackling social inclusion.

Intercultural Workshops involved local and migrant parents from many different European and non-European countries, such as Romania, Ireland, Denmark, Sweden, Bulgaria, Albania, Russia, Egypt, Mauritius, Ghana, Morocco, Nigeria, Kenya, Argentina, Chile, Brazil etc. In each hosting partners' country, migrant parents contributed certain aspects of their country's culture, through unknown fairy-tales, unknown songs, Christmas, Easter and spring traditions, along with dances and different music, creating dolls, making costumes and cooking food – whenever it was possible – as did children at schools.

They used local languages but also their mother tongue, in spoken and written forms, so that children became accustomed to other ways of communication and other alphabets. The Intercultural Workshops gave children the opportunity to draw and create movies and audio e-books on the P.IN.O.K.I.O. website, in addition to blogs on their schools' activities. All these activities have promoted intercultural dialogue by fostering a better knowledge of the 'others' and their culture.

Creativity Labs, targeted at children, sought to foster the development of skills promoting creativity and a sense of initiative. In this regard, children created games and special dramatizations of children's stories through a musical show and other performances,

thereby acquiring new skills and improving others in line with P.IN.O.K.I.O.'s goals.

The participation to all the activities was very high, even exceeding initial expectations through the involvement of 4 countries (instead of 3), a total of 20 schools (foreseen 15), 40 classes (instead of 30) along with the unforeseen 'control classes' for Portugal (additional 5 classes), more than 60 teachers (foreseen 45) and more than 800 children in the European partners countries with a participation of about 35% of migrant children (see detailed data below).

The National Carlo Collodi Foundation (FNCC - Italy) – the project's promoter – has implemented P.IN.O.K.I.O. in conjunction with 7 institutions from 6 countries:

University of Thessaloniki (AUTH - Greece),
University of Madeira (UMa - Portugal),
CIRDFA - Interuniversity Centre of Excellence - University of Venice "Ca' Foscari" (CIRDFA - Italy),
The International Yehudi Menuhin Foundation (IYMF - Belgium),
The training agency The Mosaic Art & Sound in London (MAS - UK), along with
The Associations SEED for Switzerland (SEED - silent partner) and
Officina Creativa Interculturale (OCI - associated partners) based in Palermo (Italy).

A Scientific Committee, with members from all partners and other organizations, has ensured effectiveness and quality of project results.

P.IN.O.K.I.O. – Schools Data

Type of Schools	Schools involved	No. of classes involved	No. of 'control classes' (only for PT)	No. of teachers involved	No. of support teachers (already included in 'teachers' category)	No. of pupils	No. of migrant pupils (already included in 'pupils' category)
Nursery Schools	6	11	/	13	3	261	100
Primary Schools	14	29	5	51	11	576	194
Total	20	40	5	64	14	837	294

Children's stories and characters

A list of eighteen stories for children - with a focus on their main characters - were selected by the project Scientific Committee at the project start to foster the development of some of the 8 key competences and to promote intercultural dialogue, together with innovation and creativity, in school and local environments. The selection of these stories took into consideration the emotional development of children; their need to increase self-confidence and capacity for entrepreneurship and independent initiative; their creativity and imagination; their adjustment to a world full of contrasts and different cultural values.

Requirements have been that: the selected stories are well known to school teachers, available in different language versions, and some less-known stories, yet connected with the original cultures of migrant school children to be found in the schools in which the P.I.N.O.K.I.O. approach was to be tested, are included.

The following stories are in the list:

Pinocchio's Adventures (Pinocchio)

Tales from Grimm's collection:

The Frog Prince, Mother Holle, Star Money, The Bremen Town Musicians, Snow White and Rose Red, The Poor Man and the Rich Man

The True Story (Lucianus)

O Romance da Raposa=The story of the Fox (The Fox)

Alice in Wonderland (Alice)

Krol Macius I (Macius)

Nastradin Hoxha=Nasrettin Hoca=Hoha=Djuha,

Zolotoj Kljucik=The Little Golden Key (Buratino)

A Magic Paint Brush (Ma Liang)

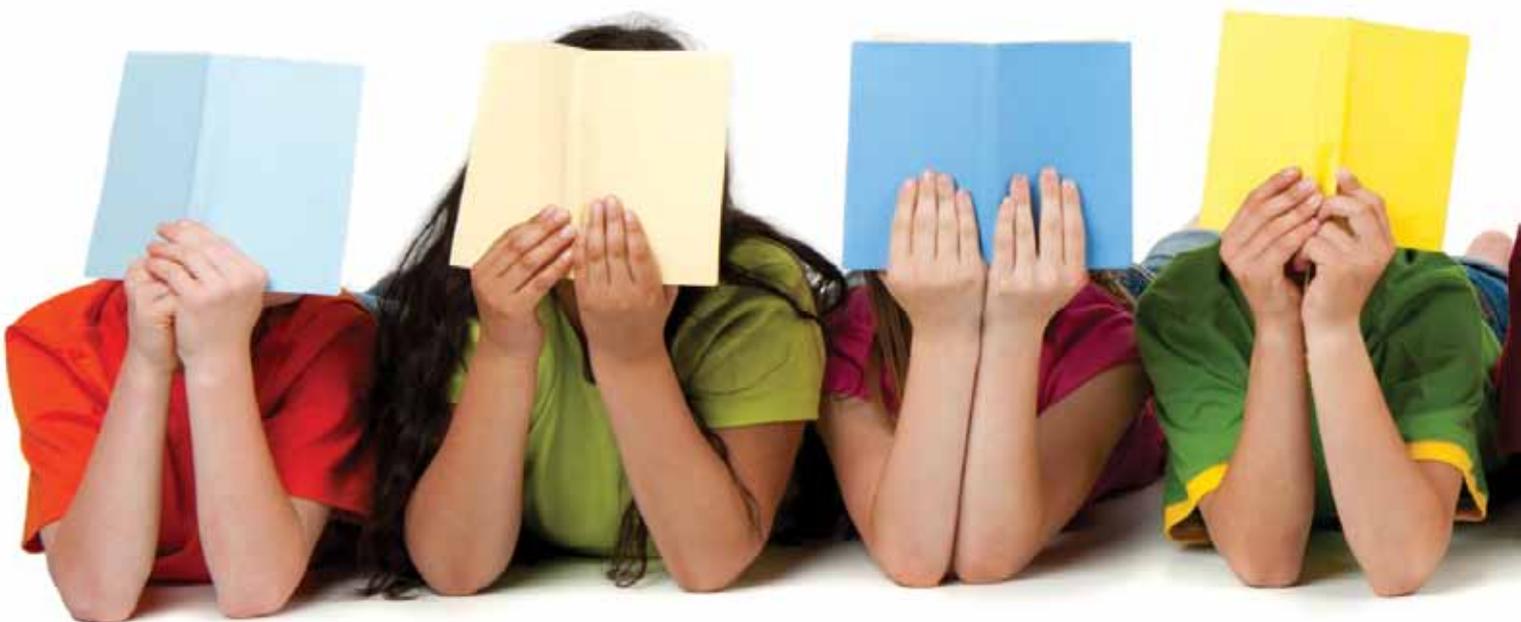
Romances da Emilia=Novels of Emilia (Emilia)

Pippi L ngstrumpf=Pippi Longstockings (Pippi)

The Wonderful Journey of Nils Holgersson (Nils)

The Ugly Duckling (The Duckling/Swan)

The Children of the Dream (Sebastian)



Partners institutions and activities in the schools

The P.IN.O.K.I.O. approach has been tested, as mentioned above, through the implementation of a specific methodology and activities. First the training of the trainers who would then train schools teachers in the use of web 2.0 tools (blogs, podcast etc...) and on the use of children's stories, to develop key competences in children. Then, at school, teachers implemented Intercultural Workshops targeted at children, migrant children and their parents, along with Creativity Labs focused on the creation of games and other activities.

As mentioned above, P.IN.O.K.I.O. has been implemented in 4 partners countries (IT, PT, CH and UK).

The National Carlo Collodi Foundation project promoter – has coordinated in particular the testing activities for Italy, the plan being to involve nursery and primary schools in Pescia (Pistoia Province), where CIR DFA has directly undertaken school teachers' training.

The University of Madeira (PT) has coordinated all activities in Madeira island. It has developed the project in close collaboration with the Regional Secretariat of Education, giving to it a strong scientific imprint through the involvement of 'control classes' during the testing phase, with the aim of comparing results and determining the real impact achieved among children.

The Aristotle University is responsible for the Intercultural workshop and has contributed to the planning, organisation and implementation of the workshop activities by supporting them with a methodology that privileges the creativity in producing work, active participation and parallel development of skills, social learning and cognitive development.

For this project CIR DFA (IT) has developed all Web 2.0 tools, along with the web site (Graphic design supported by the International Yehudi Menuhin Foundation). It has also implemented the training for trainers activities, along with e-learning modules for school teachers training.

The Mosaic Art And Sound has acted as the coordinator for the schools involved in London, with more than 250 children involved, along with teachers, parents and migrant parents.

SEED Association has represented Switzerland as a 'silent partner', involving schools in Lugano (CH) and Como (IT), while Officina Creativa Interculturale (OCI – IT) has involved 1 school and 3 classes in Palermo (Sicily) as an associated partner.

The International Yehudi Menuhin Foundation has been in charge of dissemination.



As 'silent' and 'associated' partners, SEED and OCI were not obliged to implement the same activities as the official partners. Nevertheless pupils and teachers in their schools have been enthusiastically involved in the project and the results achieved have been extremely interesting and positive for P.IN.O.K.I.O.!

All the data from the testing activities are summarized below.

Nursery schools

P.IN.O.K.I.O. partner countries	No. of Nursery Schools	No. of classes involved	No. of teachers	No. of support teachers (already included in 'teachers' category)	No. of pupils	No. of migrant pupils (already included in 'pupils' category)
FNCC - Pescia/ Italy	3	6	6	1	166	43
UMa - Madeira island / Portugal	1	1	1	/	6	6
MAS - London / UK	2	4	6	2	89	51
SEED - Lugano (CH), Como (IT)/ Switzerland	0	0	0	0	0	0
OCI - Palermo/ Italy	0	0	0	0	0	0
Nursery Schools - Total	6	11	13	3	261	100

Primary Schools

P.IN.O.K.I.O. partner countries	Primary - Schools	No. of classes involved	No. of 'control classes' (only for PT)	No. of teachers	No. of support teachers (already included in 'teachers' category)	No. of pupils	No. of migrant pupils (already included in 'pupils' category)
FNCC - Pescia/ Italy	3	8	/	11	3	150	33
UMa - Madeira island / Portugal	5	5	5	16	4	97	35
MAS - London / UK	3	8	/	16	2	183	108
SEED - Lugano (CH), Como (IT)/ Switzerland	2	5	/	5	2	92	10
OCI - Palermo/ Italy	1	3	/	3	/	54	8
Primary School - Total	14	29	5	51	11	576	194



What happened in Italy

In Italy, P.I.N.O.K.I.O. testing activities involved schools from Pescia, a small town in Pistoia Province (Tuscany region – Centre of Italy), from Palermo (Sicily region – South of Italy) and Como (Lombardy region – North of Italy). At national level and for Pescia schools, The National Carlo Collodi Foundation has been the main coordinator, while the Associations OCI for Palermo and SEED for Como (and Switzerland) have organized and managed all the activities at local level.

In Pescia, where the official Italian experimentation took place with massive participation, 6 schools (3 nursery and 3 primary schools) belonging to the Didactical State Direction – 2nd Circle of Pescia, with more than 300 children have been involved. The test activities started in September 2010 with school teachers' training, from February to May 2011 teachers implemented Intercultural Workshops and

Creativity Labs. In Palermo, 2 schools have been involved, both belonging to the Didactical State Direction - 'F. P. Perez' Circle.

The activities started in June 2010 with OCI's trainers attending training at the CIRDFFA, with teachers' training from September 2010 and Intercultural Workshops and Creativity Labs from March to June 2011. The activities in Como were organized and implemented by SEED, which it worked with a school in Lugano (CH).

Again the activities started in March 2010 with training for teacher trainers at CIRDFFA in Venice (IT) and with the subsequent steps running until June 2011.

The specific schools data for all the activities tested in Italy is given below.

Testing phase – Italy

P.I.N.O.K.I.O. Schools involved	No. of nursery schools	No. of primary schools	No. of classes involved	No. of teachers	No. of support teachers (already included in 'teachers' category)	No. of pupils	No. of migrant pupils (already included in 'pupils' category)
C. Collodi -V. Pasquinelli Collodi - Pescia (ref. FNCC)	1	/	2	1	/	58	9
Pesciamorta -V. Romana Pescia - Pescia (ref. FNCC)	1	/	2	2	/	58	13
Torricchio - School center 'La Pineta' V. Aldo Moro - Uzzano - Pescia (ref. FNCC)	1	/	2	3	1	50	21
Monsignor Simonetti ' - Piazza Simonetti, 4 - Pescia (ref. FNCC)	/	1	2	4	2	38	10
'A. Bartolozzi' - School center 'La Pineta' V. Aldo Moro - Uzzano - Pescia (ref. FNCC)	/	1	3	2	/	47	5
Torricchio (full time) - School center 'La Pineta' V. Aldo Moro - Uzzano - Pescia (ref. FNCC)	/	1	3	5	1	65	18
'Francesco Paolo Perez' - Via Oreto, 106 - Palermo (ref. OCI)	/	1	2	2	/	33	5
Central school 'F. P. Perez' - Piazza Perez, 1 - Palermo (ref. OCI)	/	1	1	1	/	21	3
San Carlo Orsoline Institute - Como (IT - venue Via Bellinzona - boundary's school) (ref. SEED)	/	1	3	3	2	60	7
Total	3	6	20	23	6	430	91



What happened in Portugal

In Madeira Island (PT), the activities were carried out by the University of Madeira (UMa) with its team of experts, from psychologists to children's literature scholars, who also designed specific activities designed to achieve the P.IN.O.K.I.O. goals.

UMa involved the Regional Secretariat of Education from the start of the project and in line with its requirements; a decision was taken to establish a 'control class' in each primary school running alongside 'test class' to ensure that the research could be scientifically monitored, in order to compare results and impacts, toward a better assurance of quality for future outcomes exploitation.

The activities started in March 2010 with training for teacher trainers (3 UMa experts went to Venice to attend the training activities implemented by CIRDFEA), with teacher training commencing in January 2011 and classroom implementation from March to July 2011.

Intercultural Workshops and Creativity Labs were launched with the active participation of both teachers and pupils. Parents from European and non-European countries together with local resident, took part in P.IN.O.K.I.O. through different activities relating to their countries traditions. Other initiatives, from a rap music show to "The Tale of Europe" theatre performance were organized and implemented by the children, especially as part of Creativity Labs.

Testing phase - Portugal

P.IN.O.K.I.O. Schools involved	No. of nursery schools	No. of primary schools	No. of classes involved	No. of 'control classes'	No. of teachers	No. of support teachers	No. of pupils	No. of pupils in 'control classes'	No. of migrant pupils (already included in 'pupils' category)
Escola Britânica da Madeira (British School of Madeira) - pre and primary school (private school)	1	1	2	1	4	1	20	20	14
Escola Internacional da Madeira - pre and primary school (private school)	/	1	1	1	2	/	15	10	15
Escola B1/PE São Filipe - pre and primary school (public school)	/	1	1	1	4	1	21	20	4
Escola B1/PE São Gonçalo - pre and primary school (public school)	/	1	1	1	3	1	19	14	5
Escola B1/PE Santa Maria Maior - pre and primary school (public school)	/	1	1	1	4	1	28	32	3
Total	1	5	6	5	17	4	103	96	41



What happened in United Kingdom

The Mosaic Art And Sound (MAS) involved certain schools in London (UK) in the P.IN.O.K.I.O. testing phase.

For MAS, the activities again started with the training for trainers provided in London by the Cá Foscari University in June 2010.

In this case, teachers training started in October 2010 and then the implementation of Intercultural Workshops and Creativity Labs took place from January to June 2011.

Storytelling, dramatization, drawings, e-productions etc., based on different children's stories were produced by children, along with storytelling from around the world, with games involving 'creative stories cards', involving parents from many different countries, such as: Romania, Bulgaria, Italy, Spain, Portugal, Russia, Ghana, Pakistan, South Africa, Cameroon, Kenya, Turkey, Albania, Slovenia, Estonia, Jordanian, Cambodia, Iran etc.

Testing phase – United Kingdom

P.IN.O.K.I.O. Schools involved	No. of nursery schools	No. of primary schools	No. of classes involved	No. of teachers	No. of support teachers	No. of pupils	No. of migrant pupils
Sacred Heart Nursery Islington 68 Georges Road - London - N7 8JN	1	/	2	2	2	44	28
Martin Nursery - East Finchley Plane Tree Walk - East Finchley London - N2 9JP	1	/	2	2	/	45	23
Sacred Heart Primary School Islington 68 Georges Road - London-N7 8JN	/	1	4	7	2	92	53
Sacred Heart Primary School RC Battersea - Este Road -London SW11 2TP	/	1	2	3	/	45	28
Martin Primary School - East Finchley Plane Tree Walk - East Finchley London -N2 9JP	/	1	2	4	/	46	27
Total	2	3	12	18	4	272	159



What happened in Switzerland

As mentioned above, SEED Association - the Swiss 'silent partner' - implemented P.IN.O.K.I.O. activities in Como (IT) and in Lugano (CH). In both cases, teachers and children achieved interesting results, giving to the project a significant added value.

Thanks to the teachers' support, the children developed attitudes and skills through storytelling, from the Wilfred mouse to Turakeneraniye (that is: "everyone needs the help of others") in Kirundi, the Burundi

language.

All testing activities (from training of trainers till the initiatives with children) were implemented between March 2010 and June 2011

Testing phase – Switzerland

P.IN.O.K.I.O. Schools involved	No. of nursery schools	No. of primary schools	No. of classes involved	No. of teachers	No. of support teachers	No. of pupils	No. of migrant pupils
Scuola Il Piccolo Principe – Lugano (CH)	/	1	2	2	/	32	3
Total	/	1	2	2	/	32	3

Dissemination and exploitation

Dissemination of information is considered as a crucial component of the P.IN.O.K.I.O. Project.

The project logo and website 2.0, which also includes an 'educational environment' targeted at teachers and trainers interested in the P.IN.O.K.I.O. approach and methods -, are the main vehicles for increasing recognition of the project as a whole. An analysis of how often and how many visitors accessed the project website revealed that more than 100 000 visitors from both European and non European countries visited the website in the first year of project life.

The web 2.0 and web tools: blogs, podcasts and movies were selected as part of the strategy for accessing and working on children's stories content and providing support for teachers experimentation within the P.IN.O.K.I.O. educational innovation framework. These tools have been used to plan the production or share of stories and have been fully developed with the assistance of each implementing schools during the project experimentation phase The use of the central blog has provided a cross-border multilingual virtual meeting point for schools in the different European countries to which teachers and children could upload their works embedding podcast, blogs and movies.

In order to engage our target audience the partners have been involved in a collaborative work, and been encouraged to disseminate project information, leaflets more widely within their own institutions/organizations and at academic level. Thanks to the flexibility and cooperative attitude of the partners, it was possible to modify the dissemination activities so to reflect the project progress and needs, and exploit other opportunities as they arose, taking into account both the needs of the project and of its users. All these efforts rapidly produced excellent results and the P.IN.O.K.I.O. Project was invited to take part in workshops, congresses and fora at national and international level; and it was selected as a case study or an example of best practice in several European-funded projects.

The key results of the P.IN.O.K.I.O. Project as best practice and case study:



Catalogue of Best Practice Examples
Handbook for Dissemination, Exploitation and Sustainability of Educational Projects.



The P.IN.O.K.I.O. Project was selected as the DiVa project example of best practice and included in the Catalogue of Best Practice, as an example of ideal candidates, and in the Handbook for dissemination, exploitation and sustainability of educational projects. DiVa is a KA4 Lifelong Learning project which has identified and highlighted successful exploitation strategies and provides recommendations which can be used for reference and as guidelines.

Information about the finalisation of DiVa products will be sent to about 2700 e-mail addresses (education project coordinators, experts who participated in the survey, persons who registered on the DiVa website, various institutions such as local authorities, NAs, EACEA, education institutions, EUNET members, etc.) and it is expected that well over 3 000 stakeholders will be informed directly by e-mail about the DiVa products. <http://www.diva-project.eu/index.php/project-results>

The P.IN.O.K.I.O. project was selected as one of sixty good practices in the European BRIDGE-IT project.

Bridge is a thematic network for social integration and cultural diversity, funded under the ICT Policy Support Programme Area: CIP-ICT-PSP-2007.2.3 - .Bridge is a pioneer initiative in the field of Information and Communication Technologies (ICT) and promotes the integration of immigrants and cultural diversity in Europe. The main goal of the Bridge IT thematic network is to identify good practices and prepare tools for their replication and diffusion throughout Europe through its 25 partners from 11 EU countries, as well as additional "associated members". The network is composed of public authorities, NGOs/social organisations working with immigrants, immigrant organizations, banks, IT providers, trade unions and research institutions.

http://ec.europa.eu/information_society/apps/projects/factsheet/index.cfm?project_ref=225041
Booklet on good practices - A state of the art on ICT for IEM, and an in-depth study on 60 good practices
http://www.lmi.ub.es/bridgeit/documents/Bridge_IT_Good_Practices_final.pdf
National scenarios
http://www.lmi.ub.es/bridgeit/documents/Bridge_IT_National_Scenarios2011.pdf

The P.IN.O.K.I.O. project was selected, along with another 20 European projects, as case study for the purpose of the European 'Links-up' <http://www.linksup.eu/> research project.



The P.IN.O.K.I.O. project has prompted co-operation on the added value of Web 2.0 in support of social in-



clusion and it is considered an example of the 'Learning 2.0 for Inclusion' initiative. The aim of the case studies is to deepen understandings of how social computing is being used to support new forms of learning and new ways of supporting inclusion by carrying out in-depth analysis of a set of 20 'exemplars' of Learning 2.0 initiatives, reflecting particular configurations of technological choices and attributes; learning scenarios, pedagogic models and tools; institutional arrangements; target users and objectives. <http://www.slideshare.net/Links-up/case-study-pinokio>

The Swiss National Agency for the LLP program has selected P.IN.O.K.I.O. Project as a best case for a presentation to the National Conference on Central Actions, organised by the Swiss Competence Centre for the exchange and mobility of the Swiss Foundation September 2011.

P.IN.O.K.I.O. project has been included in the Mapping Study on Teachers preparation for Entrepreneurship Education, a study commissioned by the European Commission DG Education and Culture.



The P.IN.O.K.I.O. project was selected as case study for presentation to the Annual European Forum "Programme Interculture" Enabling and Nourishing Dialogue, held in Brussels from 24-25 May 2011, and was included in the Final Report as a case study www.intercultural-europe.org/docs/201105-annforum.pdf. The European Forum was organised by the Platform for Intercultural Europe and was attended by over 85 platform members from 20 European countries. The Platform is the interlocutor between European Institutions and civil society organisations working at transnational level or with specific expertise in interculturalism.

An important impact, in terms of recognition of the project as well as of dissemination of the results, was achieved by project participants presenting the project

activities and results at national and international conferences and workshops, most of which had a formal paper selection (reviewing) process.

With regard to consortium participation at international conferences, P.IN.OK.I.O. has been presented at key events in Europe over the last two years that have been organised by different stakeholder and institutions. We would highlight the contribution of Professor Sofia Gavriilidis (AUTH team coordinator) to the INTERNATIONAL CONFERENCE "CROSSROAD OF LANGUAGES AND CULTURES: LEARNING BEYOND THE CLASSROOM" organised at the University Aristotle of Thessaloniki (GR) in conjunction with the Thessalia University and "Polydromo and Praksis" (an NGO), where she presented a paper that outlining the structure, objectives and selection criteria for the basic P.IN.O.K.I.O. material, specifically focusing on the practice adopted - narration of stories and experiences - and which led to extensive publication and media presentation of the project at national level.

http://stavrodromiglwsswn.auth.gr/img/2011_StavrodromiGlwsswnPolitismwn.png



PhD Juliana Raffaghelli (CIRDFA team) was invited to the 2011 EDU Summit in Paris, where she presented the case of the P.IN.O.K.I.O. project to illustrate innovative practices where technologies go far beyond their customary use, being a means for achieving complex goals, such as supporting the use of children's literature to promote social and intercultural inclusion.



Other conferences at which the P.IN.O.K.I.O. project has been presented are: EDUCA.CH, 25-27 August, Bern (CH); FESTIVAL DELL' EUROPA,, Florence, 8 May 2011; DIDAMATICA 2011 CONFERENCE, 4-6 May 2011, Turin IT; SECOND INTERNATIONAL CONFERENCE ON LINGUISTIC AND INTERCULTURAL EDUCATION (CLIE2), 10-12 June 2010, Herceg Novi, Montenegro; BRIDGE-IT NATIONAL WORKSHOP, 6 December 2010, Prato (IT); DI.VA ROUND TABLE, 27-28 September 2010, Genua (IT); ANNA LINDH FORUM 2010, 4-7 March 2010, Location Barcelona (ES).

Three international conferences were organised by the partners themselves or with their direct involvement in the organisation and the invitation of guests: Thessaloniki (GR), 8-10 April 2011; Brussels (B), 22 November 2011, and a national conference in Rome (IT), 13 October 2011.

Dissemination by the Yehudi Menuhin Foundation at the Green Group conference on “Artists and Social Inclusion”. The conference took place at the European Parliament on 14 June 2011.

For the full list of publications, papers and events, please refer to the P.IN.O.K.I.O. Project website.

Provision was made in the project, from the very early beginnings, for follow up after the project came to an end. The main goals focus on national recognition by the Regional Secretary of Education for Madeira (PT) - already approved at the presentation session held on the island. The project website will continue for one more year and the children will continue using the blogs to share experiences and games.

The clustering of activities has promoted synergies with other EU-funded projects and a meeting devoted to establishing future collaboration among the project partners and other possible partners was organized in Brussels by the project promoter in November 2011 which produced an excellent result; a new project pro-



posal based on the P.IN.O.K.I.O. project experience was submitted under the 2011 LLP call for proposals and approved by the EACEA.

The exploitation activities being undertaken by the partners are also targeting 'learning disabilities', with a particular focus on dyslexia. According to some experts, the P.IN.O.K.I.O. methodology, with its web 2.0 tools combined with the use of fairy tales and children's literature, seems ideally suited to the needs of children with such difficulties and for bibliotherapy.

International Scientific Committee

The P.IN.O.K.I.O. International Scientific Committee was established during the kick off meeting and its members are responsible for evaluating the project's results and outcomes as regards the identification, definition and selection of project tested activities deemed to be examples of best practices.

The Scientific Committee is composed of the partner institutions. Contributions by guest speakers, notably experts from organizations have prompted scientific interest in the use of children's literature to improve intercultural dialogue and creativity and enriched the use of Web 2.0 tools.

Project Outcomes

Training for school-teacher trainers

Training of experts at the use of P.IN.O.K.I.O. methods and tools. These experts then train school teachers directly during project implementation phase.

Training of school-teachers

A blended learning approach was foreseen for their training, with 16 hours of onsite training and online activities. Teachers have been trained in the use of P.IN.O.K.I.O. online tools, along with management of Intercultural Workshops and Creativity Labs to organise activities for children.

The online Tools & Educational Programme

The University of Venice – CIRDEFA - created online tools for the project, such as: a blog, podcast, movie and e-book audio. These tools facilitate the acquisition of key competences and develop ICT skills among both pupils and teachers.

For teachers and trainers, CIRDEFA in cooperation with the project partners also created a specific educational programme to support these target groups during their learning process.

Intercultural Workshops

The Aristotle University of Thessaloniki leads the intercultural workshops. The activities are managed by school teachers and targeted at children, migrant children and their parents. The results and outcomes achieved, combined with activities and the use of online tools, provide an 'opportunity' for opening up interesting intercultural dialogue between children and parents from different cultures.

Creativity Labs

The University of Madeira leads the Creativity Labs. In the Creativity Labs classroom teachers organize a series of activities for children. During these Labs, children create games and activities, such as theatre plays, role-play, musical videos, storytelling, combining the use of online tools. Only one game has been selected from each school taking part and presented to the Scientific Committee for its approval and to check that the teaching tool and methods have been complied with.

Guidelines and best practice

The National Carlo Collodi Foundation will gather the results of the activities tested, and the best practices selected by the Scientific Committee will serve as guidelines for education decision and policy makers and other stakeholders.

Dissemination

National Conference in Rome (IT)

International Conference in Brussels (BE)

Photo exhibition in Brussels (BE)

New project financed by the EU LLP Grundtvig

A new project proposal, based on the P.IN.O.K.I.O. project experience, was submitted under the 2011 LLP call for proposals and has been approved by the EACEA.

Project Data

Programme : Lifelong Learning Programme

Sub programme: COMENIUS

Call for proposal: DG EAC/31/08

Action: COMENIUS Multilateral projects

Project Title: Pupils for INnOvation as a Key to Intercultural and social inclusiOn

Acronym: P.IN.O.K.I.O.

Programme Contract number: 2009-3903 001-001

Agreement number 503349-LLP-1-IT-COMENIUS-CMP

Project duration: 27 months

Budget: EUR 340 662.00

EU Funding: EUR 255 495.00

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Project Manager: Pier Francesco Bernacchi

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Project Data

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Web site: www.uma.pt/portal/modulos/noticia/index.php?NV_MOD=MODNOTICIA&NV_EAGR=EAGR_NOTICIABROWSER&TPESQ=PESQ_NOTICIA_DESTAQUES

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http://www.casaofficina.it/index.php?option=com_content&view=article&id=68&Itemid=71

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Education and Culture DG

Lifelong Learning Programme

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