

4th Newsletter, July 2023

DigiArts Newsletter

During the first half of this year, our project partners have been busy also with the implementation of the piloting phase of the DigiArts E-Learning Environment. This is a big step within the project, as it signals the transition of the results developed so far on arts-based restorative justice to an online learning environment that can help extend the availability of our work to people in more remote areas, as well as beyond the project lifetime.

Happiness Academy organised its pilot in Ruse, a town in Northern Bulgaria. A smaller town was selected as it offers its inhabitants less options and thus makes for a good environment to test the suitability also for more remote areas. The pilot was held with participants of the local municipal youth workers, the local university and social workers and psychologists from two NGOs.



French partner Pistes-Solidaires organised three sessions, two with youth workers and one with university students based in Pau, in the very Southwest of France. These were held at the local presence of CEMEA, an association for the training of active education as well as community and student centres.

In Italy, the piloting was done in Turin by partner Liberitutti at Aria Spazi ReAli, a facility funded by the City of Turin aimed at youth aged 14 to 18. Young people of the institution as well as youth workers were involved in the piloting of activities.





Piloting in Spain happened in Granada, where it was held at the secondary education school Luis Bueno Crespo with local young people and youth workers, while in Greece the pilot was held at the University of Athens with students of Theatre Studies and other interested parties, to underline the artistic component in the pilot. Similarly, BUPNET in Germany organised their piloting in-house with invited young people as well as from the theatre department of the University of Göttingen.



Generally, the activities were well received with many commenting on the positive effects of the activities developed for raising awareness and establishing a better understanding for potentially sensitive topics, unaware stereotyping, online media usage and the strengths of self-reflection, restorative justice approach and community engagement.

This feedback also has let to quite a number of recommendations, which have been reviewed and can now be taken into account for refinement of the product. Thankfully, one of the comments most often brought forward to us was that there is a desire for more and longer content, highlighting that there is an interest in the methodology.

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Share your opinion and experience with us and participate in the project!