

RESULT 1

Access to Music and Opera - Social inclusion through Arts

No: 2020-1-PL01-KA227-ADU-096465

KA227 - PARTNERSHIPS FOR CREATIVITY

REPORT COVERING THE ANALYSIS

Illustrating the context of the implementation of activities addressed to parents in opera / art education as a tool supporting social integration



Access to Music and Opera – Social inclusion through Arts

2020-1-PL01-KA227-ADU-096465

The main goal of the project is to improve activities in the field of developing parents' cultural competences

The analysis includes:

1. Introduction
2. Cultural competences of parents – comparison in partner countries
3. Local programs aimed at parents
4. Opera and art education
5. Summary, conclusions

The report, prepared in cooperation with partner organizations, includes an analysis "Illustrating the context of implementing activities addressed to parents in opera / art education"

Result 1 - Research report, publishing a report summarizing the survey analysis.

Describing the current state of opera / art education - as a tool supporting social integration.

Report responding to Objective 1:

Illustrate the importance of context for developing parents' cultural competences.

Opracowane we współpracy organizacji partnerskich sprawozdanie obejmuje analizę "Zobrazowanie kontekstu realizacji działań adresowanych do rodziców w edukacji operowej/artystycznej"

Rezultat 1 - Sprawozdanie z badań, publikowanie raportu podsumowującego analizę ankiet.

Opisanie jaki jest obecny stan edukacji operowej / artystycznej - jako narzędzia wspierającego integrację społeczną.

1. INTRODUCTION

A creativity partnership engages adult education organizations together with organizations from the cultural sector.

The external context of the project is related to the COVID-19 situation, which caused the crisis in the cultural sector. When planning a project partners' knowledge and experience were used.

The partners prepared a preliminary review / analysis of opera / arts education.

We note the need for a change in scope perception of opera as an elite and exclusive habit.

Opera is an intangible human heritage.

Opera is an international language and its stories they reflect an understanding of human nature and contribute to the values of freedom and tolerance.

The main goal of the project is to improve activities in the development of parents' cultural competences and on this basis to propose good practices conducive to implementation activities.

This is consistent with Europe, Creative Clush. Artistic Interventions - Increasing access to culture.

The context of the project responds to the need to implement the A.M.O.S.

A creativity partnership engages adult education organizations together with organizations from the cultural sector. The external context of the project is related to the COVID-19 situation, which caused the crisis in the cultural sector. When planning a project partners' knowledge and experience were used. The partners prepared a preliminary review / analysis of opera / arts education. We note the need for a change in scope perception of opera as an elite and exclusive habit. Opera is an intangible human heritage. Opera is an international language and its stories reflect an understanding of human nature and contribute to the values of freedom and tolerance (World Opera Day 2020, Operavision). The project undertakes a dialogue between activities that opera education deals with as a way to develop a creative and innovative educational tradition using this art form.

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Detailed objectives:

Objective 1 - Illustrate the importance of context for developing parents' cultural competences.

Objective 2 - Exchange of good practices and experiences on social inclusion through art of parents with low cultural competences.

Objective 3 - Providing parents with the necessary competences in a pandemic situation to create creative and innovative solutions in the face of social challenges.

Objective 4 - Increasing the quality, purposefulness and added value resulting from increasing the organization's ability to operate at the supranational level - in the situation of COVID -19.

Partnerstwo na rzecz kreatywności angażuje organizacje zajmujące się edukacją dorosłych wraz z organizacjami z sektora kultury. Kontekst zewnętrzny projektu związany jest z sytuacją COVID-19, która spowodowała kryzys w sektorze kultury. Przy planowaniu projektu wykorzystano wiedzę i doświadczenie partnerów.

Partnerzy przygotowali wstępny przegląd/analizę edukacji operowej/artystycznej. Dostrzegamy potrzebę zmiany w zakresie postrzegania opery jako elitarnego i ekskluzywnego nawyku. Opera jest niematerialnym dziedzictwem człowieka.

Opera to język międzynarodowy, a jego historie odzwierciedlają zrozumienie ludzkiej natury i przyczyniają się do wartości wolności i tolerancji.

Celem głównym projektu jest poprawa działań w zakresie rozwijania kompetencji kulturowych rodziców oraz zaproponowanie na tej podstawie dobrych praktyk sprzyjających realizacji działań. Jest to spójne z Europe, Creative Clush. Artistic Interventions - Wzrost dostępu do kultury.

Cele szczegółowe:

Cel 1 - Zobrazowanie znaczenia kontekstu dla rozwijania kompetencji kulturowych rodziców.

Cel 2 - Wymiana dobrych praktyk i doświadczeń na temat włączania społecznego przez sztukę rodziców z niskimi kompetencjami kulturowymi.

Cel 3 - Wyposażenie rodziców w niezbędne kompetencje w sytuacji pandemii potrzebne do tworzenia kreatywnych i innowacyjnych rozwiązań w obliczu wyzwań społecznych.

Cel 4 - Podniesienie jakości, celowości i wartości dodanej wynikającej ze zwiększenia zdolności organizacji do działania na poziomie ponadnarodowym - w sytuacji COVID -19.



2. CULTURAL COMPETENCES OF PARENTS – COMPARISON IN PARTNER COUNTRIES

KOMPETENCJE KULTUROWE RODZICÓW –

PORÓWNANIE W KRAJACH PARTNERSKICH

COMPETENCIAS CULTURALES DE LOS PADRES – COMPARACIÓN EN PAÍSES SOCIOS

COMPETENZE CULTURALI DEI GENITORI – CONFRONTO NEI PAESI PARTNER

*Cultural competence is the ability
to participate ethically and effectively
in personal and professional intercultural settings.*

*It requires knowing and reflecting on one's own cultural values
and world view and their implications for making respectful, reflective,
and reasoned choices, including the capacity
to imagine and collaborate in cross cultural contexts.*

*Cultural competence is ultimately about valuing diversity
for the richness and creativity it brings to society.*

3. LOCAL PROGRAMS AIMED AT PARENTS



Opera is an intangible human heritage.

Opera is an international language and its stories reflect an understanding of human nature and contribute to the values of freedom and tolerance (World Opera Day 2020, Operavision).

The project undertakes a dialogue between activities that opera education deals with as a way to develop a creative and innovative educational tradition using this art form.

For the 2020 World Opera Day on 25 October, OperaVision streamed four 45-minute concerts throughout World Opera Day at 15:00 in four time zones (Tokyo, Moscow, London, New York) to highlight the global reach of opera



CELEBRATING THE POWER OF ART



Foundation Don Orione Onlus – ITALY

The FDO's various projects include the Erasmus + program, in which the Foundation is engaged with various associations to promote, develop and share knowledge and skills in institutions and organizations in different countries.

For example, the project "City women, country women," which ended in 2021, aimed at the goal of supporting women in acquiring key competencies to improve their skills to also operate transnationally.

On the other hand, the current program "Access to Music and Opera - Social inclusion through art" - AMOS, having as partners: Fundacja Family Center (Poland), ENSO Group Ltd (UK) and Associació Cultural Escuela Polaca (Spain), strives to increase and improve activities in the field of parents' cultural competence.

The context of this project, in particular, is the possibility of bringing people closer to art, particularly theater.

Thus, the goal is to develop cultural skills and knowledge and share them with other cultures and countries.

Another initiative the FDO is proposing is an integration program for people with disabilities, "Sharing Culture."

The intent is to promote the inclusion of people with disabilities through art, as it acts as a glue between both different cultures and different levels of society.

The proposed activities are:

Learning to play different musical instruments, or simply listening to relaxing music while drawing or painting, to empty the mind and focus on art;

Involving people with disabilities in the possibility of attending a play or acting themselves in small performances where they would be the main characters.



ENSO GROUP LTD – UNITED KINGDOM

As part of the development of cultural competences and joint participation in an opera performance provided for in the project, we decided to involve local parents representing vulnerable groups.

We will invite parents who have not had contact with the opera because they could not afford it or because they had other obstacles preventing them from participating.

We have appointed a person responsible for the Repertoire / Program review in opera or musical theatre and we choose The Clevedon Gilbert and Sullivan Society (Light Opera) who have Trial by Jury 26 and 27 May.

It is a Gilbert and Sullivan Society which is a unique opera offering within England. It is a charity with the Royal Patron: HRH The Duke of Gloucester KG GCVO.

The society has strong links with other opera organisations in the community, including the Curzon Cinema which shows satellite performances of Operas from across the world (Link: <https://www.curzon.org.uk/film/royal-opera-rigoletto-encore-distanced/>) and Clevedon light opera club (Link: <https://www.clevedonlightoperaclub.co.uk>). We want them to be able to engage with the opera in their own town, so that they can continue receiving the benefits after the project.

The reason for this is that it is close to our office and local community. It is accessible to parents if they wish to continue visiting the opera as it will be based at Clevedon Community Centre at Princes Hall (Link: <https://clevedoncommunitycentre.org.uk>). Formerly a private family mansion ‘Sunhill House’, was bought by the people of Clevedon in the 1940s.

The participants (6-7) will be put forward by Family Support Worker Ria Pedder from Clevedon Children’s Centre (Link: <https://www.facebook.com/NorthSomersetCC/>)

Family support workers work with families who are at a disadvantage. They are referred to the service by their GP or other health professional.

Associació Cultural Escuela Polaca - España

During the Christmas meeting for parents and children from the Polish School in Tarragona we talk about the project. Meeting place: Torredembarra auditorium. During the meeting we introduced the project coordinator and other partners, the main goals and tasks of the project.

The parents who took part in the concert Vivaldi Virtuosi now looked at the possibility of participating in cultural and musical events differently, not as something elitist and exclusive any more. In addition, the barrier related to the fear of participating in group events in the Covid era was broken.

The description of the target groups of the project.

- Adult educators who receive new solutions developed within the A.M.O.S.

Our educators are the teachers who work at the Polish School in Barcelona, Tarragona, Girona and Castelldefels, who have direct contact with parents and know their surroundings.

They have extensive pedagogical experience and live in Spain for several years, know the local languages and culture.

Parents whose problems can be successfully solved thanks to the innovative results generated in the project.

In most cases, the parents who took part in the concert did not have prior contact with classical music in the places such as opera, concert halls. One of the reasons was the fear of not understanding the message, and then the logistical problems related to the late hour of the concert, but in the first place was the economic factor.

4. OPERA AND ART EDUCATION

Opera Can be for Everyone at Any Age

This idea of opera for everyone is the cornerstone of the educational initiatives.

The learners of all ages can confidently and joyfully engage with opera.

Operas tell stories that learners can relate to:

- First love and first loss,
- Frustration with parents and rules,
- Cliques and the people who lead them,
- Loneliness and the difficulty of being an outsider,
- National and patriotic values
- Finding your place in the world.

Operas tend to take place in locations or eras far removed from our own, but that doesn't mean we can't understand what their characters are going through.

At its heart, opera has three core components: music, text, and stage design.

The opera's roots are strengthened by an extensive network of subjects and ideas.



Cultural Competence Self Assessment at Parents (CCSAP)

Project: Access to Music and Opera - Social inclusion through Arts A.M.O.S.
 2020-1-PL01-KA227-ADU-096465 KA227 - Partnerships for Creativity

This survey aims to gather information on the self-assessment of parents' cultural competences. We kindly invite you to fill in the questionnaire. Please select the answer that best suits your general behavior and thinking.

Country _____

Please tick as appropriate. Are you Male Female

- below 30 years
- 31 - 44 years
- 45 - 65 years

1. Read the following statements and indicate to what extent you agree with each of them.

No.	The statements	Disagree	Somewhat disagree	Neither agree or disagree	Agree	Strongly agree
1.	I think the opera seems interesting, I just haven't had a chance to go to a performance					
2.	I think opera is for people with higher education					
3.	I think the opera is too expensive.					
4.	I tend to think opera is for an older audience					
5.	Going to the opera is the last thing I would want to on my free time					
6.	I think opera performances are a universal language					
7.	I think the Opera is too formal					
8.	I would like to see a much more modern performances					
9.	I think opera is poorly promoted, especially among young people					
10.	Young people are reluctant to go to the opera because no one taught them either at school or at home					
11.	It is not easy to obtain information about the opera's offer and repertoire					
12.	There is no opera in my neighbourhood					
13.	I have more choices that satisfy my taste					
14.	Going to the opera is not fashionable					

2. Do you think education about cultural competences is important?

- Very important
- Moderately important
- Unimportant
- I don't know

3. What are cultural competences?

- Ability to impose one's beliefs on others
- Understanding one culture
- Ability to understand and interact with people from cultures other than their own
- None of the above

4. Cultural awareness can help build relationships:

- True
- False

5. Why is it important to be culturally competent?

- It can make the people feel more relaxed and secure
- Can help you understand the member better
- People can feel understood
- All of the above.

6. Who can become culturally competent?

- Anyone
- Elderly
- Children, Teenagers
- Parents

7. What do you think is the best way to attract people to opera?

- Reduction of ticket prices
- Educating people about the beneficial effects of opera and culture
- Reaching young people using more attractive promotion tools (internet, campaigns in social media)
- Organizing free public events where ordinary people could "taste" the opera
- Organizing social campaigns promoting opera and shaping a positive image of the opera

7. What would motivate you to decide to go to the opera?

- artists
- the author
- music
- topic
- opinions of others
- advertisement

8. Why is it worth participating in music events and opera performances?

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THANK YOU FOR COMPLETING THE SURVEY!
WE APPRECIATE YOUR INPUT

Cultural Competence Self Assessment at parents (CCSAP)

Samoocena Kompetencji Kulturowych u Rodziców

Project: Access to Music and Opera - Social inclusion through Arts A.M.O.S.

2020-1-PL01-KA227-ADU-096465 KA227 - Partnerships for Creativity

Ankieta ma na celu zebranie informacji na temat samooceny kompetencji kulturowych u rodziców. Serdecznie zapraszamy do wypełnienia ankiety. Proszę zaznaczyć odpowiedź, która najbardziej odpowiada Twojemu ogólnemu zachowaniu i myśleniu.

Kraj _____

Proszę zaznaczyć właściwe; Jestem: Mężczyzna Kobieta

poniżej 30 roku życia

31 - 44 lat

45 - 65 lat

1. Proszę przeczytać poniższe stwierdzenia i wskazać, w jakim stopniu (Pan/Pani) zgadza się z każdym z nich;

Nr.	Stwierdzenia	Nie zgadzam się	Raczej się nie zgadzam	Nie wiem	Zgadzam się	Całkowicie zgadzam się
1.	Myślę, że opera wydaje się interesująca, po prostu nie miałam okazji iść na przedstawienie					
2.	Myślę, że opera jest dla ludzi z wyższym wykształceniem					
3.	Myślę, że opera jest za droga					
4.	Wydaje mi się, że opera jest dla starszej publiczności					
5.	Chodzenie do opery to ostatnia rzecz, jakiej bym chciała w wolnym czasie					
6.	Myślę, że przedstawienia operowe to uniwersalny język					
7.	Myślę, że Opera jest zbyt formalna					
8.	Chciałbym zobaczyć znacznie nowocześniejsze spektakle					
9.	Myślę, że opera jest słabo promowana, zwłaszcza wśród młodych ludzi					
10.	Młodzi ludzie niechętnie chodzą do opery, bo nikt ich nie uczył ani w szkole, ani w domu					
11.	Nie jest łatwo uzyskać informacje o ofercie i repertuarze opery					
12.	W mojej okolicy nie ma opery					
13.	Mam więcej możliwości wyboru, które zaspokoją mój gust					
14.	Chodzenie do opery nie jest modne					

2. Czy uważasz, że edukacja dotycząca kompetencji kulturowych jest ważna?

- Bardzo ważna Średnio ważna Nieważna Nie wiem

3. Czym są kompetencje kulturowe?

- Umiejętność narzucania swoich przekonań innym,
 Zrozumienie innej kultury,
 Umiejętność rozumienia i interakcji z osobami z kultur innych niż ich własna,
 Żadne z powyższych, Inne

4. Świadomość kulturowa może pomóc w budowaniu relacji;

- Prawda Fałsz

5. Dlaczego bycie kompetentnym kulturowo jest ważne?

- Może sprawić, że człowiek poczuje się bardziej zrelaksowany i bezpieczny,
 Może pomóc lepiej zrozumieć inne osoby,
 Ludzie mogą czuć się zrozumiani,
 Wszystkie powyższe.

6. Kto może stać się kulturowo kompetentny?

- Każdy Osoby starsze Dzieci, nastolatki Rodzice

7. Jaki jest Twoim zdaniem najlepszy sposób na przyciągnięcie ludzi do opery?

- Obniżka cen biletów,
 Edukowanie ludzi o dobroczynnym działaniu opery i kultury,
 Dotarcie do osób za pomocą bardziej atrakcyjnych narzędzi promocji (internet, kampanie w mediach społecznościowych),
 Organizowanie bezpłatnych imprez publicznych, podczas których zwykli ludzie mogli „skosztować” opery,
 Organizowanie kampanii społecznych promujących operę i kształtujących pozytywny wizerunek opery.

8. Co skłoniłoby Cię do podjęcia decyzji o pójściu do opery?

- Artyści Autor Muzyka Temat Opinie innych Reklama

DZIĘKUJEMY ZA WYPEŁNIENIE ANKIETY !
DOCENIAMY TWÓJ WKŁAD

Autoevaluación de la Competencia Cultural de los Padres (CCSAP)

Proyecto: Acceso a la música y a la ópera – Inclusión social a través de las artes A.M.O.S.
 2020-1-PL01-KA227-ADU-096465 KA227 -Asociaciones para la Creatividad

Esta encuesta tiene como objetivo recoger información sobre la autoevaluación de las competencias culturales de los padres. Le invitamos a rellenar el cuestionario. Por favor, seleccione la respuesta que mejor se adapte a su comportamiento y pensamiento general.

País _____
 Por favor, marque lo que corresponda. ¿Es usted Hombre Mujer

Menos de 30 años

31 - 44 años

45 - 65 años

1. Lea las siguientes afirmaciones e indique en qué medida está de acuerdo con cada una de ellas.

No.	Las declaraciones	En deasacuerdo	Algo en desacuerdo	Neutral	De acuerdo	Muy de acuerdo
1.	Creo que la ópera parece interesante, sólo que no he tenido la oportunidad de ir a una representación.					
2.	Creo que la ópera es para gente con estudios superiores.					
3.	Creo que la ópera es demasiado cara.					
4.	Tiendo a pensar que la ópera es para un público mayor.					
5.	Ir a la ópera es lo último que me gustaría hacer en mi tiempo libre.					
6.	Creo que las representaciones de ópera son un lenguaje universal.					
7.	Creo que la ópera es demasiado formal.					
8.	Me gustaría ver unas representaciones mucho más modernas.					
9.	Creo que la ópera está mal promocionada, especialmente entre los jóvenes.					
10.	Los jóvenes son poco propensos a ir a la ópera porque nadie les ha enseñado ni en la escuela ni en casa.					
11.	No es fácil obtener información sobre la oferta y el repertorio de la ópera.					
12.	No hay ópera en mi barrio.					
13.	Tengo más alternativas que responden a mis gustos.					
14.	Ir a la ópera no está de moda.					

2. ¿Cree que la educación sobre competencias culturales es importante?

- Muy importante
- Moderadamente importante
- Poco importante
- No sé

3. ¿Qué son las competencias culturales?

- Capacidad de imponer las propias creencias a los demás
- Comprensión de una cultura
- Capacidad para comprender e interactuar con personas de culturas distintas a la propia
- Ninguna de las anteriores

4. La conciencia cultural puede ayudar a establecer relaciones:

- Verdadero
- Falso

5. ¿Por qué es importante ser culturalmente competente?

- Puede hacer que las personas se sientan más relajadas y seguras
- Puede ayudar a entender mejor al miembro
- Las personas pueden sentirse comprendidas
- Todas las anteriores.

6. Quién puede llegar a ser culturalmente competente?

- Cualquier persona
- Los ancianos
- Los niños, los adolescentes
- Los padres

7.Cuál crees que es la mejor manera de atraer a la gente a la ópera?

- Reducción del precio de las entradas
- Educar a la gente sobre los efectos beneficiosos de la ópera y la cultura
- Llegar a los jóvenes utilizando herramientas de promoción más atractivas (Internet, campañas en las redes sociales)
- Organizar eventos públicos gratuitos en los que la gente de a pie pueda "probar" la ópera
- Organizar campañas sociales de promoción de la ópera y conformar una imagen positiva de la misma

8. ¿Qué le motivaría a decidir ir a la ópera?

- los artistas
- el autor
- la música
- el tema
- las opiniones de los demás
- la publicidad

9. ¿Por qué merece la pena participar en eventos musicales y representaciones de ópera?

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GRACIAS POR COMPLETAR LA ENCUESTA.

APRECIAMOS SU APORTACIÓN

Autovalutazione delle competenze culturali dei genitori (CCSAP)

Project: Access to Music and Opera - Social inclusion through Arts A.M.O.S.

2020-1-PL01-KA227-ADU-096465 KA227 - Partnerships for Creativity

Questo sondaggio mira a raccogliere informazioni sull'autovalutazione delle competenze culturali dei genitori. Vi invitiamo a compilare il questionario. Seleziona la risposta che meglio si adatta al tuo comportamento e pensiero generale.

Paese _____

Barrare la casella corrispondente. Sei Maschio Femmina

meno di 30 anni

31 - 44 anni

45-65 anni

1. Leggi le seguenti affermazioni e indica quanto sei d'accordo.

No.	Affermazioni	Non concordo	Non concordo in parte	Né in accordo né in disaccordo	Concordo	Concordo pienamente
1.	Penso che l'opera sembri interessante, solo che non ho avuto la possibilità di andare a uno spettacolo					
2.	Penso che l'opera sia per le persone con un'istruzione superiore					
3.	Penso che l'opera sia troppo costosa.					
4.	Tendo a pensare che l'opera sia per un pubblico più anziano					
5.	Andare all'opera è l'ultima cosa che vorrei nel mio tempo libero					
6.	Penso che gli spettacoli d'opera siano un linguaggio universale					
7.	Penso che l'Opera sia troppo formale					
8.	Mi piacerebbe vedere uno spettacolo molto più moderno					
9.	Penso che l'opera sia poco promossa, soprattutto tra i giovani					
10.	I giovani sono riluttanti ad andare all'opera perché nessuno glielo ha insegnato né a scuola né a casa					
11.	Non è facile ottenere informazioni sull'offerta e sul repertorio dell'opera					
12.	Non c'è un teatro dell'opera nel mio quartiere					
13.	Ho più scelte che soddisfano i miei gusti					
14.	Andare all'opera non è di moda					

2. Pensi che l'educazione alle competenze culturali sia importante?

- Molto importante
- Moderatamente importante
- Poco importante
- Non lo so.

3. Cosa sono le competenze culturali?

- Capacità di imporre le proprie convinzioni agli altri
- Capire la cultura dell'altro
- Capacità di comprendere e interagire con persone di culture diverse dalla propria
- Nessuna delle precedenti

4. La consapevolezza culturale può aiutare a formare relazioni:

- Vero
- Falso

5. Perché è importante essere culturalmente competenti?

- Può far sentire le persone più rilassate e sicure
- Può aiutarti a capire meglio l'altro
- Le persone possono sentirsi capite
- Tutte le precedenti.

6. Chi può diventare culturalmente competente?

- Tutti
- Anziani
- Bambini, Adolescenti
- Genitori

7. Quale pensi sia il modo migliore per attirare le persone a frequentare l'Opera?

- Riduzione dei prezzi dei biglietti
- Educare le persone sui vantaggi dell'opera e della cultura
- Raggiungere i giovani utilizzando strumenti di promozione più invitanti (internet, campagne sui social media)
- Organizzare eventi pubblici gratuiti dove la gente comune possa "avere un assaggio" dell'opera
- Organizzare campagne sociali per promuovere l'Opera e dare forma a un'immagine positiva dell'Opera

7. Cosa ti spingerebbe a decidere di andare all'Opera?

- artisti
- l'autore
- musica
- argomento
- opinioni degli altri
- pubblicità

8. Perché vale la pena partecipare a eventi musicali e spettacoli d'Opera?

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GRAZIE PER AVER COMPLETATO IL SONDAGGIO!
APPREZZAMIAMO IL TUO CONTRIBUTO

5. SUMMARY, CONCLUSIONS

*By connecting opera to their own experiences,
learners offer astounding insights into the art form.*

*Opera need not be an art form stuck
in the past.*

*With parents involvement,
it can remain a living,
breathing art form that grows,
changes, and adapts to the world
in which we all live.*

Access to Music and Opera – Social inclusion through Arts

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The main goal of the project is to improve activities in the field
of developing parents' cultural competences



Partnership for Creativity in the field of adult education

Fundacja Family Center – www.familycenter.edu.pl POLAND

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