



Kunst: ein menschliches Grundbedürfnis

Neurodidaktische Antworten auf wachsende soziale Herausforderungen

Art: a basic human need

Neurodidactic answers to increasing social challenges

L'activité artistique : un besoin primordiale

Réponses neuropédagogique aux défis sociaux croissants

Sanat: Temel bir insan ihtiyacı

Artan sosyal zorluklara nörodidaktik cevaplar

Menas: pagrindinis žmogiskasis poreikis

Neurodidaktini atsakymai i didejancius socialinius reikalavimus

Umění: základní lidská potřeba

Neurodidaktické odpovědi na rostoucí sociální výzvy

SUMMARY:

Facing the current increase of sociopedagogical challenges, the given pedagogic institutions from Germany, Turkey, Great Britain, Lithuania, Czechia and France understand their partnership as a further training association. They consider their cooperation to be a possibility of turning coming disasters into chances of a culturally leading Europe tomorrow.

Whether its aging population will be able to rely on sound social schemes will EXCLUSIVELY depend on the work-dynamic of the coming generation.

With its trailblazing discoveries with regard to brain adapted learning, the current research of cognitive neurology provides support of so far unknown impact especially on controlling school-refusal, readiness to resort to violence and social exclusion.

Waiting for institutionalized inauguration of neurodidactically orientated colleges for education, this support will be to late!

The partners share the conviction that only union of currently working pedagogic staff with relevant scientists in a life-long-learning-process will enable us to seize the chances a 21st century offers at the beginning of the electronic age.

As an example: A neurodidactic experiment investigating on the differences between people learning primarily by sight and reflection and those being strongly focussed on hearing and motion showed that the latter, which were considered to be educational failures, attained results in musical instrument tuitions significantly quicker than pupils of a higher educational standard, once a strictly sensomotoric approach had been applied!

The sociocultural value of musical use of this potential, which reveals in skateboarding, sreet-climbing or brakdance, is shown by the so far largest European study on musical education. It's leader Prof. Guenther Bastian summarizes it's statistical results stating: "Educational politics with music education are the best social politics. Governors who want to economize on this today, will have to spend it on rehabilitation and psychiatry tomorrow. "

Music is not a matter of cheating others or being the fastest, strongest or loudest. Satisfaction only emerges from a common rhythm, the mutual dynamic and the harmonic completion.

In a certain way this applies to any artistic activity. Therefore the participating organisations wish to support their sociopedagogically pioneering projects by cooperation and to make them generally available under the title "Art: a basic human need. Neurodidactic answers to increasing social challenges":

- „*Music: the rehabilitating 'sport' of the 21st century*” (Germany)
- „*Foreign language-Drama: personal development in the context of demographic change*“ (Germany)
- « *Musical education for underprivileged social groups: a support to personal maturity* » (France)
- “*Intergenerational drama-workshop : a platform for solidarity*” (France)
- “*Musical Education - a stppingstone for language learning an intercultural competencies*” (Great.Britain)
- “*Fellow citizens with special needs: an asset for the society!*” Czechia,
- “*Parents-Teaches-Pupils: future orientated solidarity with supraregional importance*” (Turkey)
- *Designing school-life together by art and tongue: Pupil- involvement and parents-education are necessities of the 21st cetury*” (Lithuania)

The results shall support the European discussion of didactical rethinking by a cross-Europe dispatched brochure translated into the relevant languages.

CONTEXT;

The participating partners are concerned with the development and the application of appropriate methods for integration of underprivileged society groups (families with poor educational background, immigrants, education-refuser (??), people with special needs or without qualification). Schulverweigerer

They take the view, that in public the generally increasing socio-educational challenges in Europe are not yet sufficiently recognized:

Experts refer to the current development of our capitals as ghetto-cities (Pena-Ruiz); background is the kind of "popular laboratory for educational experiments" practised especially by the population in western European countries, result of which is by now a resigned parenthood as well as capitulating educational systems (e.g. Germany will exclude all Hauptschul-pupils from the coming PISA statistics!)

The increasing working-unability school leavers currently show, contributes to the migration (drift) of working places towards low-wage countries.

As social systems still have the capacity to cushion unemployment, there is no public awareness for what will happen once

- a) the strong post-war generation, which has been grownup modestly, will have left the labour market
- b) in the course of the current downturn, social systems will no longer be financially fed by prospering companies and
- c) hunger will make its arrival in immigrant-flooded countries where mostly passports are no reference of the ethnical origins anymore.

In addition, the borders between European nations appear to become less important than the frontiers between different ethnical groups within the countries, where they are out of reach for the governmental agreements between nations (already shown e.g. by rioting situations in Cologne or Paris)

Hereby even the national languages disintegrate into cultural language and slang, which are largely lacking common communication terms.

Millions are facing the world without any future options now, having grownup with exaggerated (hypertrophic) promises (5 planets were needed, would each inhabitant of the earth claim for the lifestyle of a European!). Readiness to resort to violence is the resulting consequence of a generation, which grew up consuming, which was taught wealth as 'moral' value, and which now finds its hopes deluded.

As neurodidactically orientated pedagogical colleges do not emerge as quickly as they are needed, teachers are facing all this with 'tied up hands' although neurological research already detected parts of the current curricula to be not only inhibitory to the learning process but even injurious to the brain.

The participating organisations of the project in hand therefore took matters autodidactically in hand:

The association Le Pigeon Voyageur integrates unimployed people with out qualification into linguistic drama projects with managers and executives participating. The resulting contact appears to motivate the willingness to work of the one, as well as the social engagement of the others.

The Association Socioculturelle du Ban de la Roche unites 5 up to 76 year old participants in inter-generational drama projects including also numerous young people. It can have a positive impact on the development of young people, finding parental support at their 'mum's" in the drama-workshop when communication at home becomes difficult at a certain age.

Thanks to its neurodidactic approach, AMIE4u (Active-Modern-Intercultural-Education-For-You) has been able to integrate about 50 learn-reluctant pupils in JES-projects (Youth-Engages) recently, supported by the Baden-Württemberg-Foundation and the city of Tübingen. Final project presentations in Institution for people with special needs led to contacts of unusual dimension and unexpected warmth.

The exemplary success of sociopedagogical volunteering of the MUSIK-Union is best illustrated by the reference of Erika Braungardt-Friedrichs, Director of the Hauptschule at the Geschwister-Scholl-Schule Tübingen: "Our most failing pupils with solemn zeal and most serious engagement on the cello, this is something! It is deeply touching - I am overwhelmed!!"

Former pupils from special schools and people with special needs develop confidence and engagement at Gawain's Textile Workshop. Not only the professional demands adapt to their abilities, but a drama-workshop offers regular opportunity to show their characteristic actor's gift by presentations such as e.g. on the market place of the village, allowing to step out of their usual isolation with their particular warmth receive ringing applause.

The Akadēmisko programmu agentūra discovers so far unexploited resources in pupils and parenthood:

The school community confidently facing also coming challenges is based on common artistic embellishment of the school as well as on a dialog improving social school-life.

The parents' Association of Buyukhanlı Kardesler creates pedagogically and financially sound bonds based on the educational triangle parents-teachers-pupils supporting underprivileged parts of the city as well as the rural population.

The London School of Russian Language and Literature hightens educational achievements in general by innovative programmes for holistic personality-support taking in account the social and emotional needs of the target groups.

OBJECTIVES

Considering the challenges described under 5.2, the learning partnership sees it self as self-help organisation determined to dedicate their free cooperation to studying the already available results from scientific inquiries on the learning process.

With regard to the meanwhile escalating sociopedagogical problems it is not advisable to wait for the usual 100 years until findings will be made available in practice.

Being a workshop of didactic pioneers, the partnership wishes to contribute to clarifying the question:

What are the indications current neurological findings offer in order to better understand phenomena such as school-refuse, the readiness to resort to violence and social exclusion and what is the practical use educational institutions can make from these results?

Neurodidactic is possibly the youngest of sciences. It opens unknown horizons at the beginning of a century, which is about to discover the brain as its new „continent“:

For example end of January 2009 the MUSIK-Union in Germany equipped youngsters of Turkish origin who had been failing in school totally, with nothing less than a cello while school had confirmed at their leave, that there is actually no other choice for them but to become criminals!

It went far beyond the wildest of our own expectations towards the trailblazing sociopedagogical options neurodidactic has to offer, when they showed themselves not only willing to enter the experiment but after only 10 rehearsals were integrating with perfectly right strong rhythmic bow-strokes and 'melting' slides on the fingerboard into an orchestral group receiving rapturous applause.

This kind of experience gives credence to our claim that art, and especially music, not only offers solutions to current problems of social and education policy, but also has the potential to become a new economic factor that can create new areas of production as well as new occupations (e.g. music trainers) and thus jobs. Our vision of music becoming a social sport of the 21st century and competing in popularity with soccer in 50 years from now draws on experiences of the past century: Starting around 1800 the steam engine replaced some 3 million jobs. The second half of the nineteenth century then saw the emergence of a sports culture, highlighted by the first modern Olympic Games in 1896 and later by the founding of the FIFA in 1904.

The gradual liberation of large parts of the population from manual labour in the course of the industrial revolution gave rise to a new field of physical activity, the world of sports. In the 21st century we are witnessing a similar loss of jobs through the advance of electronics, and the resulting release of mental capacity will inevitably bring forth new spheres of creativity.

Standing at the dawn of the coming educational revolution we can only imagine at present what the role of neurodidactic research will be in developing strategies for putting cognitive neurology at the service of social pedagogic practice.

After the alarming performance of German pupils in the first PISA survey, significant steps were taken in Germany to apply scientific insights to the development of brain-adapted learning methods. This led to the founding of the ZNL at Ulm University, amongst other measures. The purpose of this learning partnership is to put the insights obtained to the test and make them available throughout Europe in a readily usable manner. This will facilitate progress towards one or the other of the scenarios for improvement sketched out here.

DISTRIBUTION OF TASKS:

Each of the different working levels will be addressed, with changing emphases, at the learning partners' meetings. Every partner commits to becoming active at every level.

Level 1: Existing projects relevant to the topic are presented by a partner from the country in question and then jointly analysed.

Level 2: The insights gained are summarised and defined in scientific terms. They serve as a basis for deriving, in dialogue with representatives from science, general principles as well as possible approaches to mastering pedagogic challenges.

The German partners commit to recruiting competent representatives from neurodidactic science as active meeting participants.

Level 3: Each partner organisation takes up insights gained in the course of their work that are relevant to them, discussing them with other partners and science representatives at the partner meetings as to how they might be implemented. Feedback received is thoroughly considered and then appropriately put into professional practice.

Level 4: The outcome of such practical implementation is in turn jointly evaluated and the results obtained are communicated to the public

- through local presentations / performances near the institution in question;

- on a website yet to be created for the partnership which will contain reports and documentations by all partners on their respective projects; and
- last not least, through a multilingual brochure to be sent to influential persons in Europe free of charge.

The coordinative organisation (project monitoring, quality assurance, coordinating the flow of communication between partner institutions) will rest with

Le Pigeon Voyageur in France on account of their experience in international communication and the language skills of their staff.

Preparation of French-language working material and webmastering: ASCBR.

Organisation of the exchange of experience between the individual partners, communication of learning units and project documentation: MUSIK-Union e.V.

Preparation of working material in German and public relations work for the overall project including reports: AMIE4u e.V.

The English, Turkish and Latvian partners are responsible for the translation of the website, brochure and any other documents required for their work into their respective languages.

Preparation and follow-up of the meetings is monitored by the institutions of the host country.

During their joint meetings the partners will initially study innovative pedagogic projects on the basis of a transnational comparison, giving due consideration to each project's specific national background.

Then research results from cognitive neurology relevant to a particular learning process will be considered with a view to deriving generally valid neurodidactic principles from project experiences gained.

Communication (see 5.4, Level 3) between the partners is of paramount importance in validating these principles in a well-prepared, realistic manner in their respective institutions. The partners must be willing to make suitable working materials available to each other in order that newly evolved principles can be validated effectively. Interim results obtained in the validation of newly evolved principles at the individual institutions are to be presented on the website.

In order for the work on our joint questions to progress efficiently it is essential that each partner be able to continuously orient himself by the other partners' output.

In the course of our joint research and validation activities there will probably arise a need for occasional travel outside our joint meetings.

Considering that our German and French partners have already started to train unemployed school drop-outs to become art trainers, thus preparing them for tomorrow's working and knowledge culture, it will be of the greatest importance that these trainees come in contact and cooperate with young people from partner countries who find themselves in a similarly difficult situation.

In this way an overview of Europe's neurodidactic hotbeds will emerge. This will not only benefit the participating partners but also facilitate the efficient implementation of development processes in the field of education through networking. This didactic partnership can serve as a platform across countries and across education systems, bringing a joint European education laboratory within reach. Communication can be further enhanced by providing access to a joint document pool via the joint website as well as SKYPE chat or video conferences.

IMPACT ON EUROPEAN VALUES:

Europe's chances of meeting the needs of its ageing population ultimately depend on whether it succeeds in mastering the challenges of our days through fundamentally innovative initiatives. One such challenge will be to educate our youth towards responsible, active citizenry.

In March 2009, while Europe stumbles towards a bleak near future, Venezuela's president Hugo Chavez and Antonio Abreu will be presented with the Blue Planet Award. Abreu will be honoured for having provided, over the period of a generation, social and emotional support to more than a million slum children by enabling them to take instrumental music lessons through governmental funds currently set at 29 million euros a year. Through these and other activities he has established in the realm of culture a whole new labour market for the young generation which offers excellent opportunities for resocialisation.

While in the 1990s its people still died by the thousands in hunger revolts, today Venezuela is offering welfare states such as the USA or Great Britain oil price rebates in the order of billions for the benefit of the needy!!!

With sociopolitical trouble imminent in the wake of economic collapse Europe doesn't have the time to deliberate over the pros and cons of remedial measures in the style of early parliamentarism – it must act. Teachers find their initiatives overcome by the inertia of our national education systems. At the same time cognitive science has revealed the inadequacy of large parts of present-day school curricula. Clearly, change will have to come about through smaller, and hence more flexible out-of-school institutions. Training the staff of pilot institutions throughout Europe in the revolutionary know-how that has evolved from fMRT studies will be a decisive step towards introducing neurodidactic concepts to our established education systems.

This will need to happen soon if we are to navigate successfully through the storm of change which the 21st century holds in store for us, and which will probably be looked upon by posterity as the greatest economic, cultural and sociopolitical upheaval in human history.

Looking at comparable feats of change we can be sure that it will take the efforts of determined pioneers if one day we are to have teacher training colleges in Europe that are committed to neurodidactic concepts. By sending out a duly translated brochure on the results of neurodidactic research to representatives from education and research throughout Europe, we will also stimulate competition within Europe. This is a both legitimate and suitable means of counteracting the inertia of established education systems and encouraging change.

PERTINENCE PAR RAPPORT AUX OBJECTIFS DU SOUS PROGRAMME

GRU-OpObj-1 to improve the quality and accessibility of mobility throughout Europe of individuals involved in adult education and to increase its volume

GRU-OpObj-2 to improve the quality and to increase the volume of cooperation between organisations involved in adult education throughout Europe

GRU-OpObj-3 To assist people from vulnerable social groups and in marginal social contexts, in particular older people and those who have left education without basic qualifications, in order to give them alternative opportunities to access adult education

GRU-OpObj-4 To facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others

GRU-OpObj-5 To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning

GRU-OpObj-6 To improve pedagogical approaches and the management of adult education organisations

After each meeting, the participants are committed to written feedback at the hand off the following questions:

- What did you appreciate according to the organisation of the meeting?
- What would be your suggestions of improvement?
- What has been new to you/what have you learned through this meeting?
- How do you think to make use of this for your own work?
- What kind of cooperational agreements were you able to make during the meeting?
- What are the results of the partnership already visible in you surrounding since the last meeting?
- What are your claims for the coming meeting?
- In what way your expectations towards the partnership have been fulfilled?
- In what way your expectations towards the partnership have not been fulfilled?

Beside each question a 4-step-scale allows to specify the emphasis given to the written remark:

1 I attach no importance to this.

2 This has secondary importance to me and is to subordinate to other priorities.

3 I consider this to be important.

4 This has decisive importance to me.

This detailed evaluation is conducted anonymously. Its summary enables participants to improve their organisational, cooperational and presentational competencies.

In addition a tabulated evaluation (F= bad, E=weak, D=sufficient, C=good, B= very good, A=excellent) will be the base for statistical interpretation of the following topics:

- handling of administrative formalities
- support by the hosting organisation with journey details.
- hospitality
- accommodation
- insight into the host country thanks to the host
- atmosphere
- interpret services
- encounter with and learning from novelties
- resulting asset for your own work

This evaluation comprises information about employment, age and gender of the completing person and is conducted in the relevant languages.

ACTIVE INVOLVEMENT:

During the 1st and the 2nd meeting, each partner presents an innovative project or method which has been successful in his country with regard to the aims of the partnership.

Each presentation starts with a description of the context as well as the intentions pursued and the means applied, in order to give access to conscious examination in the light of the goals.

A brief workshop will follow, giving access to personal experience with the method/project in question.

This makes participants theoretically and practically sensitive to the given intentions and thus enables them to participate with the required awareness in the following analysis of the project

Means for the project presentation can be demonstration/documentation/sound/video/powerpoint/photographs etc. The discussion with representatives of the project as well as of the neurodidactic sciences the success-relevant elements shall be analysed and general principles drawn from them.

The common basis necessary shall be provided by talks given on the current results of cognitive neurology research. Results shall be analysed mainly during the 3rd and 4th meeting where each partner will choose a way of how to turn the discoveries dealt with into practice.

The second year then will offer an appropriate scope for extensive contact with the obtained impulses and hereby provide partners with a large scale of personal experiences as a basis for conclusions to be drawn during the 5th and 6th meeting.

As the learning process itself is the subject dealt with, it is obvious that only the implication of teachers as well as learners will make a sufficiently practically orientated examination possible.

In addition it applies that each participant is learner insofar as he/she familiarizes him/herself with experiences from others and in reverse each participant is teacher insofar as he/she makes his/her own experience available. This appears to contribute appropriately to developing neurodidactics as a transfakultative science emerging since the invention of fMRT.

INTEGRATION INTO ONGOING ACTIVITIES

The participating institutions are all occupied with educational, sociopedagogical and/or special classes and are therefore provided with wide-ranging options for the application of gained results.

In addition the two years scope allows to benefit from the diversity within the partnership as intermediate results will be put into practice and results further developed in continuous dialog (see 5.2 level 3).

The application of the drawn didactic principles and strategies on the relevant national background and the following analysis of experiences made, support the pioneering character of projects carried out by the participating institutions. On the other hand this also supports the local defence of their supra-regional importance.

During the intervals between the common meetings individual mobilities are likely in order to support practical application of the study-results in the respective institutions.

The landmark results of the German partners integrating young people without qualification nor employment into training courses such as coach for musical and linguistic activities and media-documentation, reach a social and economical dimension which has importance beyond the participating institutions even for their countries (see 5.6 Venezuela). The necessary documentation and electronic support will be made available by the said partners in order to guarantee a successful transfer of these highly innovative programmes into partner countries.

Hereby the application of the training principle of "learning by teaching", mostly ignored by European educational systems, may provide significant benefits: The motivation of the learners as well as the ability of the trainer are both enhanced by directly passing on what had been learned. This implies a learning process beyond the subject taught, developing key qualifications such as confidence, engagement, responsibility and team-spirit as well as it diminishes wastes in the educational budgets.

In the course of demographic change we consider the analysis of neurodidactic principle (e.g. distribution of performance-enhancing hormones through praise in contrast to the neuronal inhibitory effect of reprimand) implicit in the training to be of specific and sustainable importance to catch up with possibly violence orientated educational tradition due to individual background: being anxious to allow one's own 'pupil' to perform as good as others, young trainers learn to apply other, more successful strategies experiencing their result immediately.

This planned transition of innovative programmes into participating countries explains the important number of mobilities within this partnership.

DISSEMINATION AND USE OF RESULTS

The process of the study and its results will be made understandable and available by extensive documentation on a multilingual website:

- starting with a reproduction true to life of the analysed projects by sound/image/interview,
- and detailed as well as tabular analysis of general principles in comparison to relevant national conditions,
- as well as scientific treatises on the project-applied methods,
- up to the presentation of new projects developed from the common study.

This may facilitate local communication and use of relevant results.

At the occasion of the last meeting at the French partners, the Euro-district Strasbourg/Kehl is suggested for an extensive French-German press-conference.

On addition a translated brochure reflecting the study-results shall be sent to competent representatives of education and research in Europe. This brochure shall include prospects on possible neurodidactical solution of current educational and economical challenges. This may serve as a basis facilitating communication between responsible persons. Thus activating the dialogue on neurodidactic Europe, continent of writers and great thinkers may defend its leading role in educational concerns.