

## BIJLAGE 1 - EINDBEOORDELING VAN PROJECT 2022-1-BE02-KA220-HED-000085740

### 1. INHOUDELIJKE EVALUATIE

Criteria	Score
Work Package 1: Project Management	n.v.t. /100
Work Package 2: Practicing Diversity in Dance - A Report on Three Dance HEIs	90 /100
Work Package 3: Dance and Diversity - Course	89 /100
Work Package 4: Practicing Diversity in Educational Contexts - A Formation for Teachers and Staff of Dance HEIs	86 /100
<b>TOTAL</b>	<b>89 /100</b>

#### Work Package 1: Project Management

The project management was characterized by a highly solid and transparent three-tier organizational structure: bi-weekly coordinator meetings, bi-monthly Steering Committee sessions, and Full Team consultations around physical activities. Despite significant challenges, such as the departure of the treasurer at P.A.R.T.S. and the administrative transfer of a core researcher from Utrecht University to the University of Amsterdam, the project's continuity was never compromised. The partners demonstrated great flexibility by redistributing tasks internally and maintaining meticulous budgetary oversight. Communication via informal channels like WhatsApp effectively complemented formal reporting, which proved crucial in managing the emotional and content-related complexity of social justice themes.

The project management was implemented with high efficiency and transparency, following a robust three-tier organizational structure that ensured continuous monitoring of both finances and content. A dedicated Steering Committee with representatives from all partner organizations provided clear governance and oversight, while regular coordinator meetings ensured seamless communication across the participating countries. Despite significant administrative and personal challenges—including the illness and departure of the treasurer at P.A.R.T.S. and the transfer of a lead researcher from Utrecht University to the University of Amsterdam—the partnership demonstrated remarkable resilience. The consortium maintained a proactive approach to quality by involving independent external evaluators to inform improvements, reflecting a strong commitment to self-assessment. Risk management was particularly effective in acknowledging and mitigating emotional and workload challenges within the team through mutual support and adaptive pacing. Overall, the management was coherent, comprehensive, and consistent, fostering a respectful and collaborative spirit that enabled the project to fully achieve its ambitious goals within the allocated budget and timeframe.

#### Work Package 2: Educational Difficulties Detection Report and curriculum for SEN



The realization of the report 'dancing with' forms the qualitative backbone of this project. Through a participatory methodology—combining dance practice with in-depth interviews—the researchers successfully produced a profound comparison between the three institutions regarding access, hosting, and contribution. Shifting the deadline for the second activity to March 2025 was a strategically sound move, as it allowed the full team to collectively define the report's main lines before the final drafting phase began. The result is a set of very concrete, actionable recommendations that are already being translated into structural changes by the involved institutions, such as the implementation of a Diversity Unit

This work package produced an excellent and comprehensive research report titled "Dancing with – Practicing Diversity in Dance," which serves as the qualitative backbone of the entire project. The output exceeded the promised scope, delivering a 76-page rigorous mapping and comparative analysis of diversity dynamics across the partner academies in Brussels, Stockholm, and Lausanne. By employing a participatory methodology that combined theoretical frameworks such as decoloniality and intersectionality with embodied dance workshops and in-depth interviews, the team achieved a high level of analytical depth. The report is structured around critical pillars—Access, Hosting, and Contribution—and provides a thorough map of institutional practices alongside actionable recommendations, such as the creation of inter-institutional "Diversity Units". Shifting the deadline for the second activity allowed the full team to collectively define these themes, ensuring that the results were deeply rooted in the shared findings of all partners. While the study acknowledged limitations regarding the perspectives of non-admitted individuals and specific disabilities, these gaps are framed as areas for future research and do not detract from the overall outstanding quality and innovation of the deliverable

### Work Package 3: MESIforSEN MOODLE LMS e-learning platform

This work package led to the development of the 'Dancing Across Difference' toolkit, a curriculum that exceeded original expectations. Although a 5 ECTS course was initially planned, it was scaled up to 7.5 ECTS to do justice to the complexity of the themes and to allow the learning line to span the full three years of a Bachelor program. The content is closely interwoven with empirical data from the fieldwork and establishes an innovative link between embodied dance practice and socio-geopolitical contexts. The fact that the three partner institutions are already actively adapting the blueprint curriculum to their own structures demonstrates the immediate relevance and usability of this result. WP3 resulted in the creation of the "Dancing Across Difference" toolkit, a detailed educational product that significantly exceeded original expectations by scaling up from a 5 ECTS to a 7.5 ECTS equivalent. This expansion allowed the curriculum to span the full three years of a Bachelor program, ensuring that diversity remains a central theme throughout the students' development. The toolkit is exceptionally comprehensive, featuring a 12-week course plan, a student study guide, an extensive bibliography, and a lexicon of key concepts. It establishes an innovative link between embodied dance practice and socio-geopolitical contexts through participatory pedagogies and student-led workshops. Beyond the partner schools, the toolkit is designed as a "blueprint" with high transferability for other European dance institutions, representing a clear EU added value. The fact that partners are already adapting the curriculum and planning to offer it as an elective in the upcoming academic year demonstrates its immediate relevance and usability. Although the real-world impact on large student cohorts is still to be seen following the project's end, the design is robust, flexible, and fills a vital gap in the current dance education landscape.



#### Work Package 4: Practicing Diversity in Educational Contexts – A Formation for Teachers and Staff of Dance HEIs

The development of the training 'Towards a Pluriversal Dance Education' for teachers and staff was successfully completed. A particularly strong point in the implementation was the unplanned but highly valuable test run in Amsterdam, where concepts were tested in practice with teachers from both the partner institutions and the Amsterdam University of the Arts. This interactive approach resulted in a methodology that goes beyond mere theoretical knowledge transfer and specifically addresses the physical and intimate nature of dance education. The formation provides staff members with concrete tools to proactively create an inclusive learning environment and decolonize curricula, which is essential for sustainable institutional change.

Under WP4, the project successfully delivered the "Towards a Pluriversal Dance Education" training program, a thoughtful and long-term professional development module for dance educators. The program is structured as a progressive three-year cycle that moves from core conceptual understanding to the practical application of diversity tools within institutional cultures. A standout success was the unplanned but highly valuable pilot session in Amsterdam, which brought together 15 participants from various institutions to test the methodology in practice. This interactive approach uses specialized methods such as "body mapping," personal storytelling, and collective reflection, which are perfectly suited to the intimate and physical nature of dance education. The resulting training manual provides concrete exercises and resources that empower staff to proactively create inclusive learning environments and decolonize their own curricula. While the current reach remains limited to a small initial group of educators, the foundation laid is extremely robust and ready for institutionalization. The formation effectively "trains the trainers," initiating a necessary change in mindsets that is essential for sustainable institutional transformation.

#### Overall comments to the beneficiary

The project "Diversity in European Higher Dance Education" (DDE) has been completed with exceptional results, delivering high-quality outputs that far exceeded original expectations, such as the expansion of the student course to 7.5 ECTS. The partnership demonstrated remarkable resilience and professional management in navigating significant administrative changes while maintaining a profound impact on the participating institutions. By successfully bridging the gap between social science and embodied dance practice through an innovative participatory methodology, the consortium has created a sustainable blueprint for inclusive arts education that is already being adopted across the European landscape. The project serves as an exemplary model for institutional transformation and transnational cooperation within the Higher Education sector.

## 2. BESLUIT

Aanvaard na afrekening door Epos	250.000,00 €
Reeds ontvangen voorschot(ten)	200.000,00 €
Te betalen saldo door Epos	50.000,00 €

