

JOY

Developing Attunement through the Experience of Joy

JOY POSITION PAPER

Result 4

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Gender declaration

For reasons of better readability, the language forms male, female and diverse (m/f/d) are not used simultaneously. All references to persons apply equally to all genders. The abbreviated form of language has exclusively editorial reasons and does not imply any valuation.



The pedagogy of the Oppressed (Paulo Freire, 1968) is more than ever valid. The problem of social classes has been widened to all people with less good prospects for a good and secure future.

Many young adults are socially, financially, culturally, educational, technologically, spiritually oppressed, often without even being aware of it. We all have to act!

All human relationships are structured in a theatrical way.

*The use of space, the body language,
the choice of words, the voice modulation;
all is theatre.*

*Rituals and ceremonies, the morning coffee,
the exchanged good mornings,
timid love, and storms of passion, a diplomatic meeting.*

*Our art is to make people sensitive to the spectacles of daily life,
in which the stage and the stalls coincide.*

*We are all artists!
By doing theatre we learn to see what is obvious.*

*When we look beyond appearances,
we see an unfair and cruel world.
We have to create another world because we know it is possible.
But it is up to us to build this other world with our hands,
and by acting on the stage and in our own life.*

*We are all actors:
being a citizen is not living in society, it is changing it.*

*Augusto Boal, 2009
Theatre of the Oppressed*

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1. Introduction

This positioning paper is distributed to policymakers, validation practitioners, and sector stakeholders and aims to

- influence decision-making towards the use of positive psychology, valuation of acquired competencies and the bottom-up approach in strengthening employability and participation of NEETs and
- empower synergies between different forms of interventions.

2. The current and future situation

Young people face a wide range of challenges and issues in society, which can vary depending on factors such as their socio-economic background, cultural context, climate change, geographical location, environmental issues, health threats, societal crises, rapid alienation, wars, and individual circumstances. And this society is changing rapidly. More important, **the speed of change is ever-increasing**. Many young (and older) adults face difficulties balancing the everchanging and increasing demands from society, school and work with their inner selves, personal characteristics, motives, and social roles, and they follow their own learning pathways. People are not satisfied, and unhappy and suffer from increasing mental (stress, burnout, bore-out) and physical health problems.

What can we offer them or which assurance for the future can we give them? The SOCIETY in which they live is changing at an ever-increasing pace, with increasing flexibility, changing to **Society 5.0** and **Industry 5.0**. Emphasis is on the growing pace, which means that the environment of work/life changes ever faster. Dell predicted in 2019 **that 85% of the JOBS in 2030 do not exist yet**. Examples of new jobs are blogger, vlogger, influencer, AI specialist, big data analyst, community manager, and network animator. And on the other side, we will see an 'offload' of tasks/jobs, such as in logistics, administration, customer services, medical, health diagnoses, care for the elderly, and education. Jobs, especially low-level with repetitive tasks, are taken over by autonomous operating robots, working 24/365 in combination with artificial intelligence.

LIFELONG LEARNING is essential to cope with the changes and challenges. The learning can be divided into formal (education), non-formal (training) and informal learning and the reality is that **70-94% of adult learning takes place INFORMAL**, outside education, and training. For young people, especially for persons Not in Employment, in Education, and training (NEET), the targets in education are too high: at least 40% of the 30-34 years old

should have completed tertiary education, and by 2030 60% of all adults¹ should be participating in training. The question is if that is feasible and if Education and Training are the best approaches for sustainable participation and employability, especially for NEETs, whose learning is 100% informal. Instruments that have been developed but are less accepted and applicable in today's and tomorrow's society: society 5.0 and industry 5.0.

An example is **VALIDATION** of Non-formal and Informal Learning, where Cedefop (2023) states “However, despite EU and national policy efforts, concrete use and availability of opportunities for validation of non-formal and informal learning are currently still lacking.”. Validation fits in the structure of qualifications, but less as a meaningful offering value for the individual: **VALUATION**.

People spend more time in a **VIRTUAL ENVIRONMENT**. It is a gaming place, watching videos and pseudo-socialising on a mobile or laptop screen, with the danger of further alienating from the reality of society and work.

Learning through **socio-creative approaches** like art, somatic, theatre/drama, nature, and narrative has various impacts on the participants, like increased awareness, better handling of emotions, better mental health, and concrete competencies like creativity, problem-solving, and innovative thinking. In the recognition of competencies, more emphasis should be on the bottom-up approach of **valuation**, or in other words on **giving meaning and value**.

We must rethink our vision, policy, and approaches towards meaningful lifelong learning. The main focus should be learner-steered, and the learner has the power of control. JOY offers the fusion of the approaches in alternate curricula.

3. What should be done to address these issues?

The project **Ode to Joy**, is named after one of the positive emotions, such as satisfaction, joy, pride, contentment, esteem, hope, love, interest, and compassion. These emotions are catalysts for increasing people's satisfaction and trust in their personal lives and professionally in their work. They support participation, flexibility, creativity, innovation, and the drive for further (informal) learning, discovery, and adaptation.

Ode to Joy **aims** to:

- Increase the ability of people to experience positive emotions and to use these as evaluative perceptions, evaluative feelings, and patterns of salience.
- Increase their motivation for learning and for recognition of their competencies, both

¹ European Lifelong Learning and Adult Education Strategies

in their professional and personal lives.

The JOY approach strengthens positive emotions, personality traits, motivation and agency through a fusion of **socio-creative experience-based methods** such as storytelling, drama, bodywork, dance, nature work, and art to help NEETs reconnect with their body and mind, increasing their ability to experience positive emotions, to (re-)connect to society, to others and themselves and through this experience develop a greater sense of agency, attunement and joy. The socio-creative methods are combined with a **bottom-up approach of recognition and valuing competencies** acquired in non-formal and informal settings. The learner becomes in charge by taking the power of control of their own development. is difficult to do, but extremely important for participation and employability.

The Ode to Joy project intervenes with specific instruments that connect the individual with the deeper layers of a person (invisible knowledge and skills, social roles, self-image, personality traits, motives, and underlying positive emotions).

As expected, the Ode-to-JOY approach also had a strong impact on lifelong learning and valuing the competencies of adult learning professionals themselves. They also took over the power of control of their own development, finding the meaning of, and their strengths in learning and ways of being valued.

4. The outcomes of the JOY project

The JOY project has developed a [research paper](#) and [guidelines](#) for using the JOY model. Based on the findings a [toolbox](#) and a [handbook](#) for adult educators have been created, together with a [core Curriculum and Alternate Curricula](#). These outcomes are summarised in a [synthesis report](#).

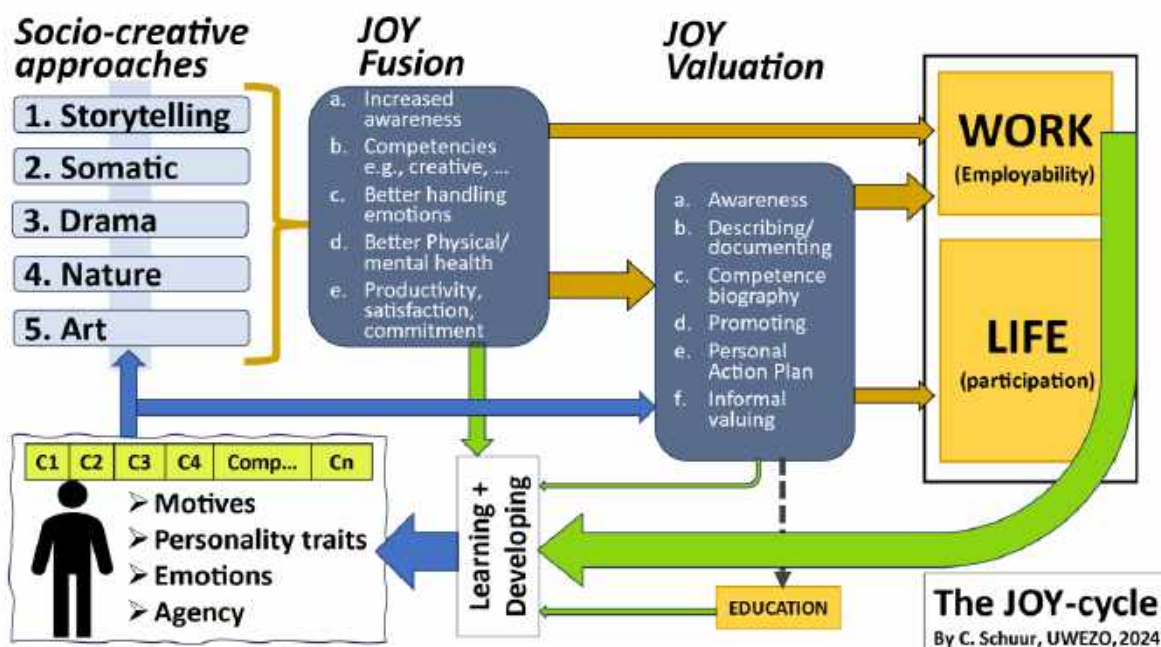
This position paper aims to influence decision-making regarding the use of positive psychology, valuation of acquired competencies, and the VPL bottom-up approach to strengthen the employability and participation of NEETs and empower synergies between different forms of interventions.

4.1 The JOY-approach

Each singular socio-creative method has an impact on particular outcomes (e.g. awareness, specific competencies, handling of emotions) and is mainly directed to the personal value and personal well-being. Validation of Non-formal and Informal learning is a way of formal recognition of competencies, measured against external norms (EQF/NVQ, function profiles) with a certain distance to the self-evaluation.

By the fusion of the separate socio-creative approaches and the integration with Validation

of Prior Learning, a robust holistic, modular training has been developed, in which the meaning and mindfulness for the person are most important. The person learns to take the power of control of their own learning and development, their employability, and their participation in society. And this is the main key for the JOY approach, which goes beyond 'learner-centred', 'giving responsibility to the learner', and 'Education': the person is in charge, manages his/her own development, has the power of control, and takes the decisions.



Storytelling and narrative techniques are related to the art of narrating thoughts, emotions, and experiences through a process of identification. These methodologies allow the person to undertake a path of interior growth and self-understanding in an environment that cares for the individual's needs.

Drama therapy is the use of theatre techniques to facilitate personal growth and promote mental health. The participants are immersed in the subject, and their bodies, minds, and emotions are highly active when they become engrossed in the drama.

Somatics is a field within bodywork and movement studies which emphasizes internal physical perception and experience. The term is used in movement therapy to signify approaches based on the soma, or "the body as perceived from within".

Nature-based techniques have several other additional features, besides using nature and the connection to nature. The methods here apply specific developing targets (such as social competence, behavioural skill, personal competence, self-knowledge, etc...) and reflection. Human is considered part of nature.



Art is an essential tool in making people feel better, find more inspiration and energy, can be more creative, have higher productivity and/or increase retention, and make people more resilient.

In JOY, the **Valuation of Prior Learning** values bottom-up against the different valuation standards/systems a person has to deal with.

- A personal standard/norm driven by personality traits, emotions, and motivation (like an iceberg, most not visible)
- Social standards, such as family, friends, colleagues
- Organisational standards, like volunteers, hobby-clubs.
- National and EU standards/function profiles.

4.2 Substantiation

The fusion of experience-based methods of Storytelling, Somatics, Drama, nature, and art helps NEETs reconnect with their body and mind, increasing their ability to experience joy and connect. Through this experience, they develop a greater sense of attunement and joy, pride, contentment, and esteem.

The socio-creative methods were fused with the Valuation of Prior Learning to connect with and improve performance in work and life environments, such as success, quality, creativity, acceptance, flexibility, and connecting to qualifying systems (NVQ / NVQ) and formal VPL methods.

In the training, the participant works individually and in groups. The group size is method-dependent; “circles” or small groups are used for sharing and self-assessment. It helps to create and maintain healthy relationships by sharing/team activities me/’I’-language, opt-out opportunities, dealing with complaints and stimulating inter-personal dynamics. A safe, warm, cosy space is created in which every person is valued and respected. Well-defined boundaries incrementally build trust and a feeling of safety.

In a mindful approach, the person becomes aware of the here and now, in which they are non-reactive/observe, without judging. The training leads to an increasing level of agency, including body-focussed exercises: consciousness of the body; and incremental level of depth.

The method is bottom-up, person-centred, has unconditional positive regard and empathy, and helps the person to strengthen their power of control over their life and the process in the training. The socio-creative approaches help us to be aware of our physical environment, both built and natural.



The training leads to real-life confrontations and outcomes. Some practices can be trained at home, and others involve planning the next experience-based steps, acting, and processing / assessing/reflecting on the experience from a personal perspective, generalising on the learning.

Emotions and support the development of emotional intelligence are valued and described; Mirroring/feedback; sharing; and not judging. Space to meet, express and deal with emotions. JOY stimulates self-evaluation and external valuation, reflection, giving feedback, and writing personal self-reflection.

The testing process was carried out with the aim to assess the value and effectiveness of the JOY tools and materials and gather useful feedback for the optimisation and revision of the materials and the toolbox itself.

5. Limitations

JOY does not always work/for all. For some, it is not the right moment or there is no momentum (wrong place, environment, no support). Participation in the training should be on a voluntary base. During the training, the opt-out option is a safe place for those who object to specific modules or have reached a certain saturation level.

The **relevance** of the JOY outcomes is very high, especially for young people outside existing environments (no work, no school). After the training, a combination of different elements of the JOY training was applied in their work with NEETs.

The trained professionals were social workers, counsellors, career guides, psychologists, trainers, and teachers, all working to support young people who are Not in Employment, Education and Training (NEET). During the training and the pilot training, it showed that there was a personal demand by trainers and professionals for learning and applying the fusing of different methods for dealing with their personal experiences, their own awareness, and how to (re-)construct their life and work.

They also found that they could use elements of the training in their work with individual clients and that it could be used, besides for NEETs, for many of their client groups (elderly, women, unemployed).

The **usability** of the JOY approach is high because it is a modular system that can be fit for the whole process, from awareness to valuation, but also for parts of the process, e.g. awareness. The assessment of the findings confirmed the usability of the JOY tools, for the target group and for the available expertise.

The **transferability/sustainability** is expected to be very high. One new project has been developed in which the JOY approach will be applied to older (50+) people who want to give

meaningful interpretation to the rest of their working activities and lives.

Another group where the approach will be tested with a group of Ukraine immigrants. In principle, the JOY could be used for all target groups.

The expectations are also very high because the professionals have used and are still using the JOY instruments for their personal development and, in fact, are living the JOY philosophy.

6. Suggestions for further development / implementation

The methods and exercises must stay readily available to many trainers (educators, psychologists, conflict counsellors). For trainers, it should be made easy to organise the chosen methods. The methods are just an offer. All “professionals” should choose the exercises you want to teach most effectively and honestly.

It should be possible to suggest/add/link other categories of exercises and new tools and exercises, so JOY can grow/expand.

Creation of the possibility for communication between the participants in a closed environment (e.g. WhatsApp group) and the possibility of a follow-up workshop/training.

More emphasis could be laid on the key competencies (‘Communication’, Mathematics/Science/Technology, Digital, Learning, Social/Civics, Initiative/Entrepreneurship) (spirit), culture, teamwork, problem-solving, planning/organizing/prioritizing). For instance, the participants could create a personal competence card with these competencies, together with learning outcomes of JOY training, which could be used when preparing for instance a job interview.

Sustainability/Recycling:

The training needs to be tried out with more different groups (elderly, immigrants, reintegrating women, volunteers) to allow evaluation and further development.

The JOY training was for most of the target group of trainers, social workers, pedagogues, career guides and eye-openers for themselves. After the training, they continued with the exercises.

Further development of JOY (e.g. through participatory research) is needed, also to make the results more evidence-based and to see the long-term effect of JOY.

The training showed sustainable results in terms of participants’ own strength, self-esteem, thoughts, and actions.



Preparation of the participants for their future non-NEET status, should become part of the JOY training.

In the future, more bridges between informal socio-creative exercises, informal recognition, and acceptance by society and work environments must be established.

6.1 The target groups:

The professionals

The professionals are social workers, counsellors, career guides, psychologists, trainers, and teachers, all working to support young people who are Not in Employment, Education and Training (NEET). During the training and the pilot training, it showed that there was a demand by trainers and professionals for learning and applying the fusing of different methods for dealing with their personal experiences, their own awareness, and how to (re-)construct their life and work.

They also found that they could use elements of the training in their work with individual clients and that it could be used, besides for NEETs, for many of their client groups (elderly, women, unemployed).

For specific exercises, like the bodywork exercise, it is needed to have at least bodywork or massage experience (from the bodyworker side) or somatic experience, while for Marionettes also a somatic / dance teaching experience.

It's good if the facilitator has an assistant, so if anybody gets emotional and wants to go out, the assistant can accompany the troubled person.

NEETs' interest / involvement

People who are Not in Employment, Education and Training (NEET) is a group of people with, amongst other things, a wide variety of backgrounds and personalities, living in different situations and environments, having different demands, and different causes that have led to their NEET status.

The fusing of methods in the Alternate training can easily be adapted to the needs, demands and possibilities of the persons or group.

Having NEETs think through their existing experiences and supporting them to value themselves is a very important step in integrating them into the area of work and/or further learning, training and/or education. Also, it can help identify their learning interests and needs, helping themselves in their lifelong learning process.

Drawing attention to NEETs, their conditions, and the reasons that led them to find themselves in this situation is an important way for them to understand today's society and its mechanisms. It is essential to continue to discuss these topics to allow them to feel taken into consideration and to encourage their change of direction.

The attempt to reconcile NEETs with their past and the rediscovery of their qualities can lead to greater involvement of these people in working contexts, which can favour the reduction (at least in local contexts) of youth unemployment.

Using a non-formal methodology instead of a formal one (which often does not produce the expected results) can be a good attempt to involve NEETs on a larger scale. It takes into consideration their specific situations and capacities.

Joy could also be applied to **other target groups**:

- Specify categories of type of NEETs and create alternate curricula for these categories. Examples are:
- People with burnout / bore-out.
- Persons looking for a new future,
- Persons who are dissatisfied/satisfied with work and life,
- students (regular school program)
- Young women (50% of NEETs in Germany), partly with child
- Specific social backgrounds
- People with low education
- Immigrants with experiences in other cultures
- NEETs who have a not-registered job (in a grey circuit)

6.2 Cost-benefit

The Joy approach is fast and easy. Working with groups of 6-12 NEETs makes it possible to have more time (compared with the individual approaches) to work. The combination of different types of methods makes it possible to address the challenges from different angles and is more cost-effective.

The benefits are diverse. It exempts the state from subsequent costs.

The training could have sustainable results in terms of participants' own strength, self-esteem, thoughts and actions and the start of sustainable management of their competencies.



And above all, it is the joy/fun that young people have in going through the different exercises.

For VPL, it is a way of getting people interested in valuing their competencies.

At the national and EU levels, it supports the qualifications and Validation of Prior Learning policies. The use of (top-down) Validation is still marginal, and the bottom-up approach will help the NEETs (recognised by themselves, socially, and by employers).

6.3 Method and exercises:

The methods and exercises must be readily available to many trainers (educators, psychologists, conflict counsellors). For trainers, it should be made easy to organise the chosen methods. The methods are just an offer. All “professionals” should select the exercises you want to teach most effectively and honestly.

It should be possible to suggest/add/link other categories of exercises and new tools and exercises, so JOY can grow/expand.

Creating the possibility for communication between the participants in a closed environment (e.g., a WhatsApp group) and the possibility of a follow-up workshop/training.

More emphasis could be laid on the key competencies (‘Communication’, Mathematics/Science/Technology, Digital, Learning, Social/Civics, Initiative/Entrepreneurship) (spirit), culture, teamwork, problem-solving, planning/organizing/prioritizing). For instance, these competencies could be used to create a personal competence card with the learning outcomes of JOY training, which could be used when preparing for a job interview.

6.4 Sustainability/Recycling:

The training needs to be tried with more groups to allow evaluation and further development.

- Further development of studying JOY (e.g. through participatory research) and making it evidence based.
- The range of practice will expand.
- Sustainable results in terms of participants’ own strength, self-esteem, thoughts, and actions.
- Create engaging social content to engage young people in training and increase interest in the project’s results.

- And prepare the participants for their future non-NEET status.
- Build more bridges between informal socio-creative exercises and formal requirements.

7. Conclusion

The research showed that many young people lack a clear personality profile and place in life. They suffer from sadness, tiredness, lack of drive and motivation, lack of interest in hobbies and friends, fear, and feelings of inner emptiness. External circumstances increase the pressure on these youngsters, like the accelerating speed of change in this world, the high pressure to perform, the decreasing role of family structures, and having social contacts mainly via the Internet.

At the same time, positive psychology has been a growing topic of research interest over the past 20 years, and neuroscience focuses explicitly on the relationship between emotions, learning, and achievement. Importantly, emotion and cognition are sustained together and thus interdependent, indicating that rather than interfering with learning, emotions are critical for learning.

The following other factors related to outputs in well-being and work performance:

- External: work and other life areas, physical environment, personal relationships.
- Internal: personality traits, emotions, awareness of emotions, agency, motives, competences

The JOY model provides insight into the validation process of informal and non-formal learning outcomes for NEETs. Joyful people are more motivated to act and participate, are much less likely to experience burnout, have better mental and physical health, and are more resilient towards uncomfortable emotions. Positive emotions (e.g. joy, pride, content, esteem, gratitude, contentment, serenity, interest/admiration, compassion, love, hope, pride, amusement/fun).

The fusion of experience-based methods of Storytelling, Somatics, Drama, nature, and art helps NEETs reconnect with their body and mind, increasing their ability to experience joy and connect. Through this experience, they develop a greater sense of attunement and joy, pride, contentment, and esteem.

The socio-creative methods were fused with the Valuation of Prior Learning to connect with and improve performance in work and life environments, such as success, quality, creativity, acceptance, flexibility, and connecting to qualifying systems (EQF / NVQ) and formal VPL methods.

8. Recommendations towards an EU-wide application of JOY

The Ode-to-JOY partners strongly encourage to adoption of the JOY method and tools. To do so, JOY **proposes the following key recommendations:**

1. Make use of the **strength of European diversity** by using **a modular system** from different types of socio-creative training combined with a Valuation of Prior Learning Training.
 - **a core training** for all stakeholders supporting the
 - the **flexibility to adapt around the core** with a choice of exercises to fit into the national, branch, educational, and VPL systems and procedures.
2. Apply the **bottom-up approach** to the valuation of prior learning. Recognise the variety of valuation pathways and standards, from self- and social norms and values to organisational standards, labour market, training standards, and the NVQs/EQF. This means promoting relevant recognition adapted to the needs of the NEETs, their families, the social environment, the labour market, and education.
3. Easy access to the JOY model, tools, and training/exercises, by:
 - a. The implementation of the **“individual centred approach”** principle; since JOY-valuation also aims at empowering individual NEETs,
 - b. The implementation of Alternate Curricula.
 - c. A network of **trained professionals working with NEETs**.
 - d. Creative Commons of the JOY materials.
4. **Encourage trainers and career guides working with NEETs and other target groups to exploit** JOY results. Encourage Practitioners working with NEETs to use **JOY tools for self-evaluation** and have the opportunity to upskill and access further education and training.
5. Improve **cost efficiency, affordability, and sustainability** by applying the JOY products working in groups of up to 12 persons. The participants are implicitly trained to train each other and themselves, taking steps in their development that go deeper and beyond individual guidance.
6. The bottom-up method of valuation of competencies in synergy with the socio-creative approaches makes an important, deep-going, but also pleasant step direction a **formative assessment approach**.
7. The JOY approach contributes to the European Commission's vision of **Industry 5.0**, aiming beyond efficiency and productivity as the sole goals, reinforces the role and



contribution of industry to society and places the worker's well-being at the centre of the production process. It also prepares young people for **Society 5.0**, with special attention to problem-solving & value creation, diversity, decentralisation, resilience, sustainability & environmental harmony.

8. EU policymakers should enable the **further development and deployment** of fusion activities between socio-creative methods combined with a bottom-up method for sustainable management of competencies.



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