*E-Learning Gamified and Networked Training for Startuppers*

# NEWSLETTER #5

# And in the end...



February 2025

Dear readers,

We achieved the end of E-le.G.A.N.T.S. project!

For us, the partners of the project were a wonderful, very interesting and very creative journey!

This project was an excellent opportunity for the EU partner institutions to meet and work together with very competent colleagues from Albania, Kosovo and Montenegro.

Balkan is known as a "difficult" territory which suffered many times under negative historical events but at the same time is famous for its wonderful temperament and its free spirit.

During the E-le.G.A.N.T.S. project we had the great opportunity to witness the talent and the creative mindset of the students who participated in the E-le.G.A.N.T.S. online courses and the Call for ideas.

The end of the project leaves each one of us with great satisfaction about the results we achieved and in the same time the willingness to find ways to continue working all together in order to help this great talent that Balkan students possess to stand out even more.

Thank you very much for following during all this time our activities!
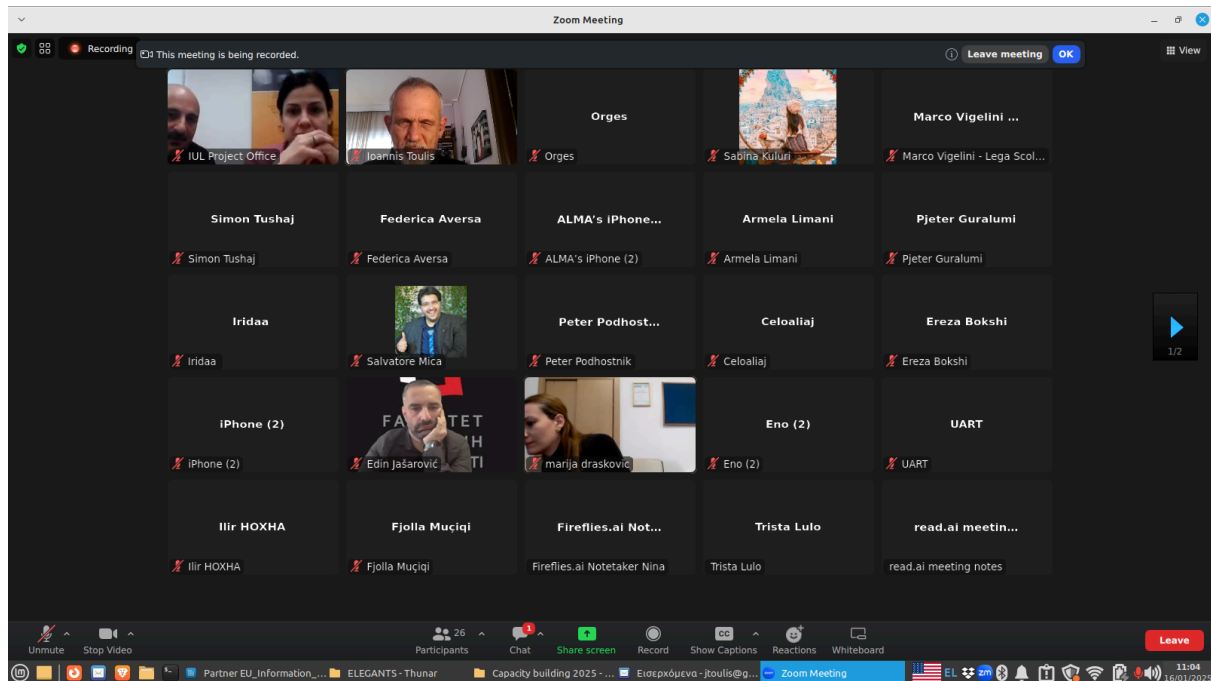
Thank you!

Σας ευχαριστούμε!

Grazie!

Hvala!

Faleminderit!

# E-le.G.A.N.T.S.  Project online workshop

# 16-17 of January 2025



The "E-Learning Gamified and Networked Training for Startupper" online workshop held on January 16-17, 2025, was an excellent initiative for empowering aspiring entrepreneurs. The integration of gamification with e-learning created an engaging and interactive environment, making complex business concepts more accessible and enjoyable. The networked training approach allowed participants to connect with experts and fellow startups, fostering collaboration and knowledge-sharing. Overall, the workshop provided valuable tools and strategies for launching and growing successful startups, offering a dynamic learning experience. Looking forward to seeing more events like this in the future!

The subjects of the agenda were:

## 16 January 2025

### Innovation and Creativity: using technology in the Arts and Humanities

To introduce participants to the use of new technologies for creating and managing projects in the field of performing arts and humanities, while stimulating their entrepreneurial creativity.

- **New Technologies in the Arts and Humanities**

*Overview of emerging technologies: augmented reality (AR), artificial intelligence (AI), virtual reality (VR), and how they are impacting artistic creation and research in the humanities.*

*Case study discussion: innovative projects blending technology and art (e.g., VR performances, digital exhibitions, AI in creative writing).*

- **Gaming for Creativity and Collaboration**

*Introduction to useful gaming platforms for project, cocreating and enhance artistic projects.*

- **The Art of Digital Presentation: How to Sell Your Idea**

*Techniques for presenting artistic and research projects in an innovative way using digital tools (interactive presentations, video, online portfolios)*

How to create visual and multimedia content that attracts a global audience.
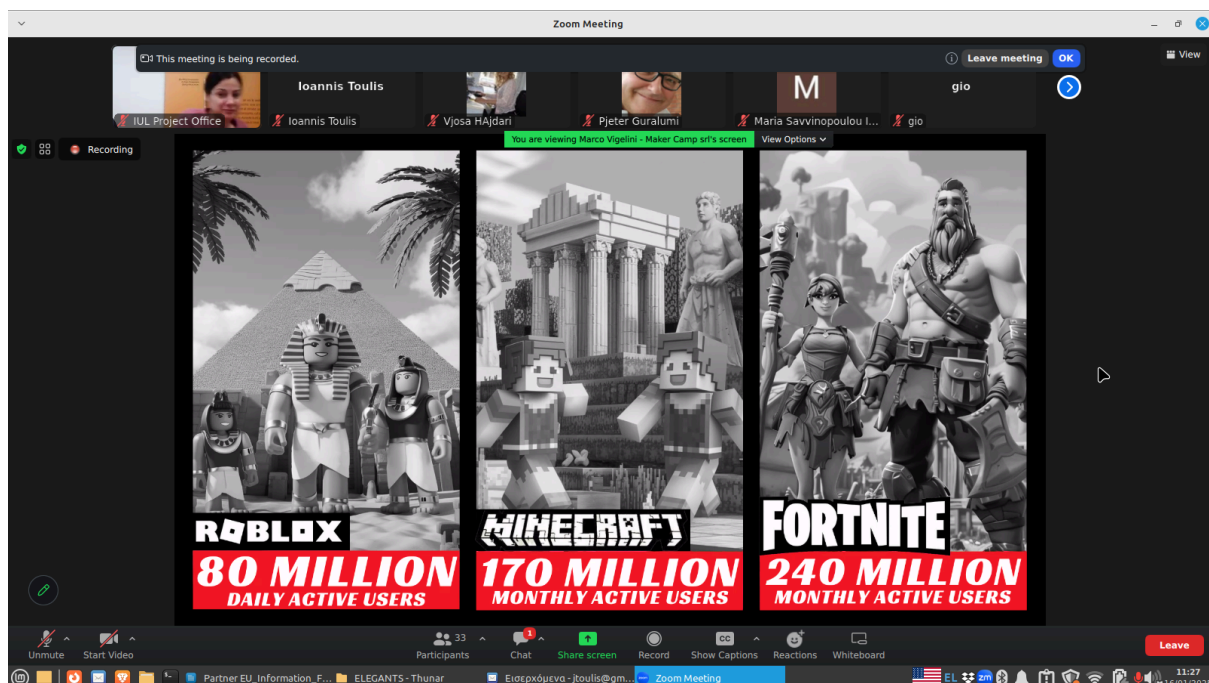


**17 January 2025**

**Entrepreneurship: Italian case study and best practices**

- **Story from Italian Incubator**
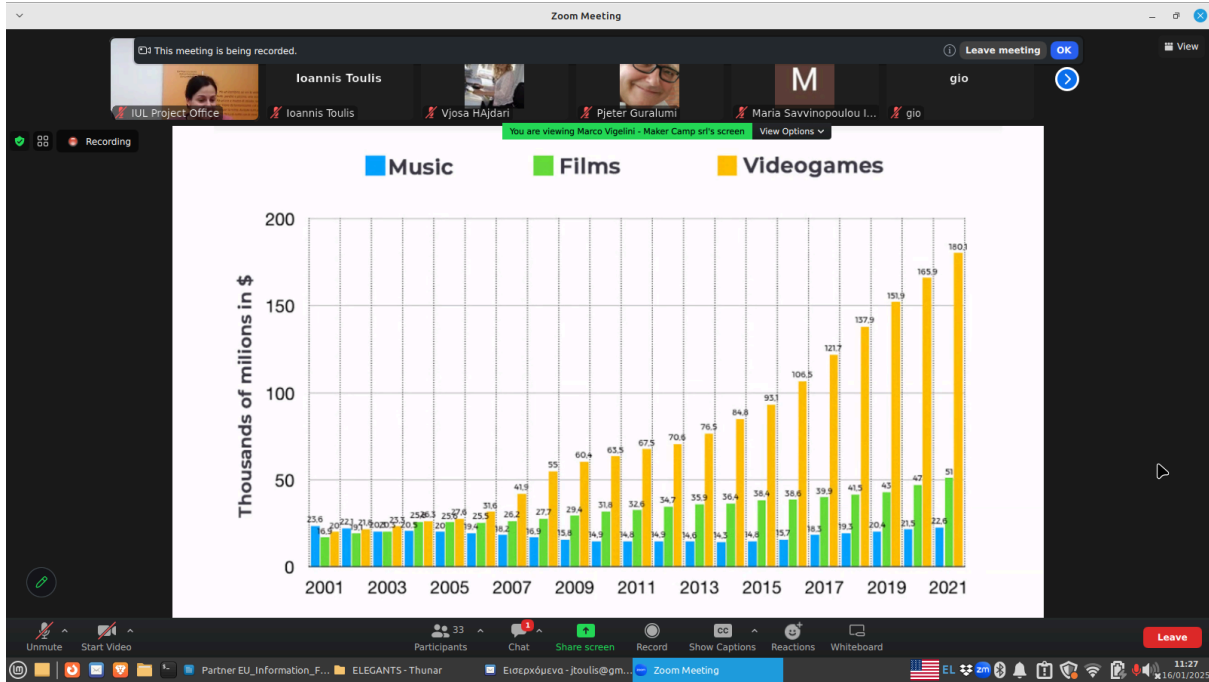
Associazione Roma startup - https://www.romastartup.it

Innova - https://www.innova-eu.net

PWRUP - https://pwrup.it/

- **Best practices of Italian startup**

Gioielli DOP - www.gioiellidop.com

Gameful - https://www.gameful.io/it/

## E-le.G.A.N.T.s Project final Conference (Italian University Line)

## Rome 3rd of February 2025

On Monday the 3rd of February 2025, the final "E-Learning Gamified and Networked Training for Startupper" project Conference took place at the House of Emerging Technologies in Rome. The meeting was organized by the Italian University Line.



The subjects of the agenda were:

- Overview of the E-le.G.A.N.T.S.

- Overview of the main results and deliverables of the project

- Testimonials from mentors: insights from professionals who guided students through their entrepreneurial journeys, sharing experiences and challenges encountered during the project

- Presentations by winning students of the Call for Ideas

- Contributions from project partners on how to sustain the results achieved over the long term



- Discussion of best practices and lessons learned

- Exchange of ideas on leveraging the digital skills developed

- Direct dialogue between participants and stakeholders
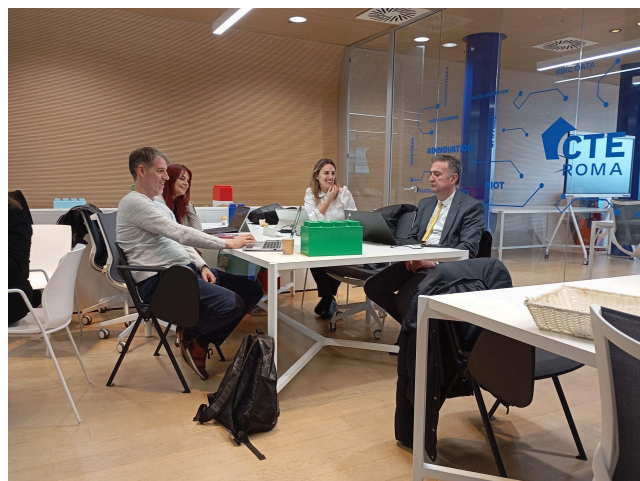
The last in person meeting of the partners was filled with satisfaction for achieving the program's goals but also a sense of melancholy, since the project is achieving its end at the 28th of February 2025.

## Mentor's Interview:

## Prof. Bashkim Nurboja

## (E-le.G.A.N.T.S. Mentor University Haxhi Zeka, *Chairman of the Central Bank of Republic of Kosova)*

**How have you experienced the implementation of the E-le.G.A.N.T.S. project so far?**

*My experience with the implementation of the E-le.G.A.N.T.S. project has been both rewarding and insightful. The project has provided a unique opportunity to witness firsthand how students from diverse backgrounds engage with entrepreneurial concepts, new technologies, and innovative methodologies in a dynamic online environment.*

*One of the key aspects that stands out is the high level of student engagement and enthusiasm. The students have demonstrated a remarkable commitment to learning, collaborating, and applying the skills gained through the project. The interactive nature of the online courses, combined with the practical applications and mentorship, has allowed students to not only absorb theoretical knowledge but also develop critical thinking and problem-solving skills that are essential in the entrepreneurial world.*

**Which are the biggest challenges mentoring the students in the framework of the E-le.G.A.N.T.S. project?**

*As with any project, there have been some challenges in terms of maintaining consistent engagement and ensuring that all students are able to fully participate in all activities. Nevertheless, the overall impact of the project has been positive, and I have seen significant growth in students' entrepreneurial mindsets, their ability to think creatively, and their confidence in pursuing entrepreneurial undertakings.*

*Another challenge is the diversity of student backgrounds and varying levels of prior knowledge. In a project like E-le.G.A.N.T.S., students come with different skills, experiences, and expectations. This means that tailoring mentorship to suit individual needs while maintaining a cohesive learning experience for the group was difficult. Some students required more foundational support in areas like entrepreneurship or technology, while others needed less advanced guidance.*

*Time management was also a challenge, both for myself as a mentor and for the students. Similarly, some students struggled with time management, especially when juggling the project's coursework alongside their regular studies or work commitments. This led to delays in assignments, lack of participation, or feeling overwhelmed, which required close attention and support.*

**How do you experience the students motivation during their participation in the on line courses so far?**

*I have observed varying levels of motivation among students during their participation in the online courses of the E-le.G.A.N.T.S. project. Overall, I am pleased with the enthusiasm and commitment demonstrated by many of the students. However, maintaining consistent motivation has been a challenge for some students, which is common in online learning environments.*

*That being said, when students were able to connect with the project's real-world applications and see how the skills they are gaining directly impact their entrepreneurial goals, their motivation tended to increase. The mentorship aspect of the project has also played a key role in sustaining student engagement. Regular feedback, encouragement, and personalized guidance have helped students stay focused and motivated.*

**What's your expectations for the E.le.G.A.N.T.S. project from now on?**

*My expectations for the E-le.G.A.N.T.S. project moving forward are both ambitious and hopeful. Given the success and positive outcomes seen so far, I expect the project to continue evolving and refining its approach to better meet the needs of students, particularly as it relates to fostering creativity, entrepreneurship, and the use of new technologies.*

*Another expectation is that the E-le.G.A.N.T.S. project will expand its mentorship opportunities, drawing on a broader range of professionals, entrepreneurs, and innovators from diverse industries. This will help provide students with a more comprehensive view of entrepreneurship and allow them to learn from a wide spectrum of perspectives, which will be invaluable for their personal and professional development.*

**A final comment that you would like to share?**

*I would like to express how incredibly rewarding it has been to be part of the E-le.G.A.N.T.S. project. Seeing students engage with entrepreneurship and innovation in such a dynamic and inspiring way has reaffirmed my belief in the power of education to transform lives. The project has not only equipped students with valuable skills but also fostered a mindset that encourages creativity, risk-taking, and resilience—qualities that are essential in today's rapidly changing world. I would also like to commend the organizers and mentors for creating such a supportive and resource-rich environment. I am excited to see how the students will apply what they have learned and contribute to the entrepreneurial landscape in the future.*

## Mentor's Interview:

## Prof. ass. dr. Suada Ajdarpašić

## (E-le.G.A.N.T.S. Mentor University Haxhi Zeka - Kosovo)

**How have you experienced the implementation of the E-le.G.A.N.T.S. project so far?**

*Participating in the project has been an immensely rewarding experience. First of all, being supported by Erasmus+, it has granted us access to vital resources and fostered collaboration with a diverse network of partners across Europe. Moreover, the project's well-organized frameworks have provided clear objectives and seamless coordination, creating a dynamic environment for both expanding knowledge and improving development.*

*To date, the project has far surpassed our expectations, especially in terms of knowledge exchange and skill enhancement for both staff and students at the involved universities. The hands-on workshops and interactive activities have enabled participants to apply their learning in practical, real-world situations. Moreover, the opportunity to connect with professionals from various sectors has expanded our horizons and opened avenues for future partnerships.*

*To sum up, the project has been instrumental in promoting both individual growth and professional development, as well as driving progress toward our collective goals. We are eager to continue this journey and collaborate toward achieving the project's ambitious goals.*

**Which are the biggest challenges mentoring the students in the framework of the E-le.G.A.N.T.S. project?**

*Mentoring students has been a fulfilling yet challenging experience. One of the main difficulties has been addressing the varied needs and backgrounds of the students. With participants coming from different disciplines and levels of experience, aligning their expectations, learning styles, and skill*

*sets required careful planning and flexibility. Also, sustaining steady engagement and enthusiasm, as a result of using online platforms, was also another challenge that we managed to solve.*

*Additionally, translating theoretical knowledge into practical applications has presented its own set of challenges. This process demands tailored mentorship strategies that bridge the gap between academic concepts and real-world implementation. Finally, the evolving nature of the project has required mentors to remain flexible and responsive to unexpected changes, such as shifts in objectives or timelines.*

*However, collaborative spirit among mentors and students, has made it possible to overcome obstacles and create valuable, transformative learning experiences.*

**How do you experience the students motivation during their participation in the on line courses so far?**

*So far, the students' motivation during their participation in the online courses has been generally positive, though it varies among individuals. Many students have shown genuine enthusiasm, actively participating in discussions, completing assignments on time, and engaging in group activities. Their curiosity and eagerness to learn are particularly evident when they can see how the course content connects to real-world applications, which helps keep them focused and invested.*

*However, there have been fluctuations in motivation, often influenced by external factors such as personal schedules, technical challenges, or the dynamics of online learning environments. Some students occasionally struggle with maintaining focus, especially when faced with distractions or a lack of direct interaction. Despite these challenges, most remain committed to their learning goals and continue to benefit from personalized support and interactive course elements that help sustain their engagement.*

**What's your expectations for the E.le.G.A.N.T.S. project from now on?**

*Looking ahead, my expectations from the project are focused on achieving specific personal and professional milestones. Personally, I am eager to deepen my understanding of the project's core themes, seeking further opportunities for skill development, especially in areas like digital literacy, entrepreneurship, and cross-cultural communication. I expect to gain more practical experience that will enhance my academic knowledge and better prepare me for future challenges in my career.*

*Another key expectation is the continued expansion of professional networks. I anticipate building stronger relationships with peers, mentors, and collaborators, hoping these connections will lead to new opportunities, partnerships, and career growth in the future.*

*Additionally, I expect to apply the knowledge gained in real-world contexts, continuing to bridge the gap between theory and practice. I also look forward to tackling more complex tasks, refining my problem-solving skills, and contributing more effectively to the project's goals.*

*On a personal level, I expect to continue growing in areas such as leadership, time management, and communication, as the project progresses. I hope to refine my ability to work in diverse teams, navigate challenges, and develop confidence in my professional abilities.*

*In summary, looking forward, I expect the project to offer continued opportunities for learning, growth, and networking, while helping me further develop the skills and experiences that will be valuable in my future career.*

**A final comment that you would like to share?**

*I would like to express my heartfelt gratitude for the opportunity to be a part of the E-le.G.A.N.T.S. project. This experience has been truly transformative, providing both personal and professional growth. I am thankful for the collaborative spirit, the knowledge shared, and the lasting connections formed throughout the project. It has been a privilege to contribute to and learn from such an inspiring initiative, and I am deeply appreciative of the support and resources provided by everyone involved.*

## Student's interview:

## Rina Lokaj

## (University Haxhi Zeka in Peja - Kosovo)

**How have you experienced your participation in the E-le.G.A.N.T.S. project?**

*Participating in the E-le.G.A.N.T.S. project has been an inspiring and transformative experience for me as a student. This initiative has allowed me to explore the intersection of entrepreneurship and the arts, which is something I am deeply passionate about. The project provided me with practical skills in business planning, networking, and creativity that I wouldn't have gained through traditional academic courses alone.*

*The workshops and mentorship opportunities were particularly valuable, as they connected me with experienced professors who shared insights and guidance tailored to my interests. Collaborating with other students and professionals from diverse backgrounds also expanded my perspective and sparked innovative ideas.*

**Which were the biggest challenges tha you faced by attending the on line courses of the E-le.G.A.N.T.S. project?**

*A significant challenge was managing my time effectively. Balancing the online courses with my regular academic responsibilities and personal commitments required strong organizational skills, which I had to develop further throughout the program.*

**Do you believe that the participation in the E-le.G.A.N.T.S. project changed your mindset? And how?**

*Yes, participating in the E-le.G.A.N.T.S. project definitely changed my mindset in profound ways. Before joining, I often thought of entrepreneurship as something distant and unrelated to the arts. However, the program helped me realize that creativity and business can complement each other, opening up opportunities to turn artistic ideas into sustainable ventures.*

**Do you intend in the future to enrich the skills you acquired in Economy and Entrepreneurship, new Technologies, and new Methodologies by attending the E-le.G.A.N.T.S. project on line courses?**

*Yes, I absolutely intend to enrich the skills I acquired in Entrepreneurship, new Technologies, and new Methodologies from the E-le.G.A.N.T.S. project. The program has been an appreciated foundation, and I see great potential in building on these skills to further my personal and professional growth.*

*In the future, I plan to seek additional online courses, workshops, and practical experiences that align with what I learned through E-le.G.A.N.T.S. These areas are constantly evolving, especially with the rapid development of technologies and innovative business practices. Staying updated and continually*

*learning will not only enhance my expertise but also allow me to apply these skills in more creative and impactful ways.*

**A final comment that you would like to share?**

*Participating in the E-le.G.A.N.T.S. project has been an incredible journey that has significantly impacted my academic and personal growth. I am truly grateful for the opportunity to engage with such a dynamic community of like-minded individuals and experienced mentors. The skills and knowledge I've gained in entrepreneurship, new technologies, and innovative methodologies have not only enhanced my confidence but also inspired me to pursue my passions with greater determination.*

*One of the most rewarding aspects of this project was the ability to collaborate on meaningful projects that bridge the gap between creativity and business. This experience has opened my eyes to new possibilities and has motivated me to continue exploring and expanding my horizons. I am excited to apply what I've learned to future endeavors and to contribute positively to my community.*

*I am sorry that I was n't the winner of the business plan but this does not stop me from following my dream and looking forward to having my own private business.*

*Thank you to everyone involved in making the E-le.G.A.N.T.S. project such a transformative experience. I look forward to staying connected and seeing how we can all continue to grow and make an impact together.*

## Student's interview:

## Gerta Ahma

## (Universiteti per Biznes dhe Teknologji - Kosovo)

**How have you experienced your participation in the E-le.G.A.N.T.S. project?**

*I really enjoyed working with my teammates, exchanging ideas, and developing innovative solutions together. Overall, my participation in the E-le.G.A.N.T.S. project expanded my view of AI's potential and enhanced my skills in communication, problem-solving, and collaboration.*

**Which were the biggest challenges that you faced by attending the online courses of the E-le.G.A.N.T.S. project?**

*One of the biggest challenges of attending the online courses for the E-le.G.A.N.T.S. project was adapting to the lack of in-person interaction. This pushed me to find creative ways to collaborate with my team and maintain effective communication. Balancing the courses with other responsibilities also required strong time management. Despite these challenges, the experience taught me valuable lessons in teamwork, and staying engaged in a virtual learning environment.*

**Do you believe that the participation in the E-le.G.A.N.T.S. project changed your mindset? And how?**

*Working on such an innovative project showed me the importance of staying open to new ideas and approaches. It also helped me realize that challenges are opportunities for growth, pushing me to think more creatively and adapt quickly. Overall, the project helped me embrace a more forward-thinking and solution-oriented mindset, which will be valuable for both my personal and professional growth.*

**Do you intend in the future to enrich the skills you acquired in Economy and Entrepreneurship, new Technologies, and new Methodologies by attending the E-le.G.A.N.T.S. project online courses?**

*Yes, I plan to further enhance my skills in entrepreneurship and new technologies through the E-le.G.A.N.T.S. project courses. The project showed me how AI can drive innovation, and attending these courses will help me apply emerging technologies creatively to make a real impact.*

**A final comment that you would like to share?**

*I can't wait to be part of the E-le.G.A.N.T.S. project again. It's been a rewarding experience, and I'm excited for future opportunities to contribute and learn from technology and culture*

**Article:**

# Fostering Digital Readiness and Creative Growth in Europe's Cultural and Artistic Industry: The E-Le.G.A.N.T.S. Project as a Transformative Model

*Prof. Carlo Maria Medaglia - Rector's Delegate for the Third Mission and Professor at Università Telematica degli Studi IL*

*Dr. Domenico Caprioli - Expert in Innovation, Startups, and Technology Transfer at Università Telematica degli Studi IUL*

*The European Commission (EC) has long underscored the strategic importance of cultural and creative industries (CCIs) as a driver for socio-economic growth, innovation, and social cohesion (European Commission, 2018). Within this framework, the E-Le.G.A.N.T.S. project—funded under the Erasmus+ Programme and supported by the Directorate-General for Education, Youth, Sport and Culture (DG EAC)—represents a pioneering initiative designed to boost entrepreneurial capacities, digital literacy, and methodological innovation in Higher Education Institutions (HEIs) across Albania, Montenegro, and Kosovo. This paper explores the inspiration behind E-Le.G.A.N.T.S., outlines its didactic methodology, and assesses its potential impact on stakeholders in the cultural and artistic domain. Furthermore, it illustrates how this project contributes to laying the foundations for a comprehensive, multi-level knowledge exchange system that propels Europe's creative industries toward sustainable and inclusive growth.*

## 1. Inspiration and Policy Context

## 1.1 European Priorities for Skills and Innovation

The E-Le.G.A.N.T.S. project resonates with the wider objectives set out in the Digital Education Action Plan 2021–2027 (European Commission, 2021), which calls for enhancing digital competencies and promoting lifelong learning in the face of accelerated technological change. Additionally, it reflects the ambitions of the New European Agenda for Culture (European Commission, 2018), aiming to harness cultural heritage and innovation to boost Europe's competitiveness and cohesion. By combining economic, technological, and artistic dimensions,

the project aligns with the Commission's holistic approach to education, innovation, and sustainability.

## 1.2 Why Cultural and Creative Industries?

Cultural and creative industries are not only economically vibrant—generating jobs and revenue—but also act as cultural signifiers and vehicles of social innovation (UNESCO, 2019). The growing integration of digital technologies—from augmented reality (AR) to artificial intelligence (AI)—opens unprecedented avenues for creative expression and market expansion. Recognizing this convergence, E-Le.G.A.N.T.S. leverages entrepreneurship education, new technologies, and innovative learning methodologies to empower future professionals in performing arts, cultural heritage, and the broader creative sector.

## 2. Didactic Methodology

## 2.1 Asynchronous, Modular, and Flexible

One of the hallmarks of the E-Le.G.A.N.T.S. didactic approach is asynchronous learning, structured into three core courses—(1) Economy and Entrepreneurship, (2) New Technologies, and (3) New Methodologies. Each course features 10 modules, with approximately 10–12 hours of video lessons presented in short, focused segments of around 15 minutes. This modular format addresses the diverse backgrounds and digital skill levels of learners, echoing the Commission's emphasis on inclusive, learner-centered education (DG EAC, 2021).

## 2.2 Practice-Oriented and Interactive

Drawing on the learning-by-doing paradigm (Kolb, 2014), every topic integrates practical demonstrations, case studies, and interactive sessions (albeit asynchronously). The courses delve into high-impact concepts—such as the Business Model Canvas, Design Thinking, Machine Learning, and Generative AI—providing real-world applications and problem-solving exercises. This approach fosters deep engagement and knowledge retention (Binkley et al., 2012), ensuring that theoretical insights translate into actionable skills.

## 2.3 Horizontal and Vertical Skills Exchange

A defining feature of the methodology is its focus on multi-level collaboration. Horizontal knowledge exchange refers to peer-to-peer learning, mentorship, and case-based dialogue among

students, while vertical exchange involves knowledge transfer between experienced professionals, academics, and emerging talent (Wenger, 1998). This two-directional flow of expertise cultivates an ecosystem of innovation: students learn from industry leaders, and established professionals remain dynamically connected to evolving digital tools, fresh perspectives, and new market insights.

## 3. Project Impact on Target Groups

## 3.1 Capacity Building in HEIs

The E-Le.G.A.N.T.S. project aims to strengthen the capacity of participating HEIs to respond to evolving demands in the creative economy. By revamping curricular structures and incorporating digital readiness components, the project supports educators and administrative staff in integrating digital tools and pedagogical innovations into their teaching. This capacity-building aligns with the Commission's goal of fostering innovative and responsive higher education ecosystems (DG EAC, 2020).

## 3.2 Empowering Students for Self-Employability

Students in Albania, Montenegro, and Kosovo gain entrepreneurial competencies and technological literacy, enabling them to navigate a highly competitive and rapidly changing job market. Equipped with creative thinking, design-oriented problem-solving, and financial acumen, graduates are better prepared to launch their own ventures, secure employment in CCIs, or pioneer new roles that harness the synergies of art, technology, and entrepreneurship (Schumpeter, 1934).

## 3.3 Fostering Innovation in Cultural and Artistic Sectors

By bridging technological innovation and creative expression, the project acts as a catalyst for new performances, art installations, and interdisciplinary experiments. AR, VR, MR, blockchain, and generative AI—central themes of the New Technologies course—open up new frontiers in stage design, interactive storytelling, and global audience engagement. This, in turn, accelerates the evolution of Europe's cultural ecosystem into a digitally advanced, globally connected creative powerhouse (European Commission, 2020).

## 4. Toward a Sustainable Knowledge Exchange System

## 4.1 The First Building Block of a Broader Network

While E-Le.G.A.N.T.S. is initially focused on specific HEIs in Western Balkan countries, it envisions scaling up to form a Europe-wide network of cultural entrepreneurs, educators, and artists. This network aspires to become a platform for continuous skills sharing and innovation, leveraging the Erasmus+ framework to build cross-border partnerships, joint project incubators, and an expanded pool of open educational resources (OER).

## 4.2 Horizontal and Vertical Integration

In such a networked ecosystem, horizontal integration involves peer collaboration among individuals, institutions, and creative collectives, encouraging the co-creation of knowledge and best practices. Vertical integration includes the involvement of established industry players, policy-makers, and expert practitioners. This multi-layered dialogue ensures that emerging talents receive mentorship and real-world insights, while established entities stay aligned with the dynamics of technological disruption and evolving artistic expressions (European Commission, 2021).

## 4.3 Long-Term Vision for Sustainable Growth

Central to this collaborative model is the concept of sustainable growth in the cultural and artistic industry, consistent with the Commission's emphasis on social responsibility and environmental resilience (DG ENV, 2020). Beyond offering immediate upskilling opportunities, E-Le.G.A.N.T.S. promotes a responsible innovation ethos that accounts for ethical, social, and ecological considerations in creative production and entrepreneurship. Such long-term thinking contributes to robust, future-proof business models and artistic practices.

## 5. Conclusion

The E-Le.G.A.N.T.S. project stands at the intersection of entrepreneurship education, digital innovation, and creative practice, forging an exemplar of how European-funded initiatives can catalyze transformative change in the higher education and cultural sectors. By offering an asynchronous, modular curriculum that integrates practical experiences, advanced technological knowledge, and innovative teaching methodologies, it empowers the next generation of cultural and artistic entrepreneurs to thrive in the digital era.

Yet, the significance of this initiative extends beyond the immediate outcomes in Albania, Montenegro, and Kosovo. By envisaging a pan-European platform for competence exchange—combining horizontal and vertical knowledge flows—the project lays the groundwork for a sustainable, inclusive, and creative cultural economy. Through E-Le.G.A.N.T.S., Europe can further unify its efforts to nurture vibrant cultural ecosystems that embrace technological progress without losing sight of social and environmental responsibility. In so doing, it reaffirms the potential of education, innovation, and cross-sector collaboration to shape a more cohesive and forward-looking European cultural identity.

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*…And in the end, the love you take is equal to the love you make.*

The Beatles

**EDITORIAL:**

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For questions about this newsletter, please contact the publication responsible:

**Prof. Ioannis Toulis**

**Ionian University Department of Music Studies**

**jtoulis@ionio.gr**