

### **Erasmus projekt och Nord plus projekt 2016**

#### **European Student's Climate report, Strömbackaskolan**

This project focus on creating a teacher's guide for working with students' awareness and students' knowledge in the field of global warming and climate change.

In the project there will be six schools from six different countries participating, Sweden (Piteå), Slovakia (Zilina), France (Paris), Italy (Parma), Spain (Cambrils) and Greece (Kos). The schools have been chosen because of their interest and knowledge in the field. The regions also represent a variety of Europe, from North to south, from east to west and from coast, Island to the inland. To have a variety of Europe climate is an important issue in the project.

With the help of two special organisations, Luleå University of technology and Agenzia Regionale per la prevenzione, l'ambiente e l'energia dell'Emilia-Romagna" ARPAE (Regional Agency for Prevention, Environment and Energy in the Emilia-Romagna region, Italy), schools will produce their own local climate report and in the end of the project they will compare similarities and differences in order to make an European students' climate report.

The project will contain six weeks with common teacher training, one in each country. The training will be supervised by both special organizations and by the hosting school. Each training week will have different themes, connected to the schools geography and to their special competences. At the same time there will be student's exchange. The exchange will have focus on the students climate report work. Between the training and exchanges teachers and students will work with the climate report on their own schools, using what they have learned at the exchange and at the training. To support this process we will create a virtual place where participants could exchange ideas and best practise.

One of the objects in the project is, therefore we will communicate and process the students' climate report with decision makers and politicians, both on a local level and on EU-level.

Teachers, students' and researchers will produce guidelines for working with this issues. Guidelines that can be used by teachers' and students' around Europe. The Teaching training department of the University will be responsible for the guidelines. The guidelines will be virtual and free of use.

Luleå University of technology under supervision of associated professor Ulrika Bergmark will monitor the evaluation of the project

Dissemination will be done continuously according to the dissemination plan and in the end of the project there will be six dissemination conference, one in each country.

#### **Improvisation joins us, gives us inspiration, Kommunala musikskolan**

Improvisation joins us, gives us inspiration. Professional development of music teachers with the focus on music improvisation and rhythmic topics."

It is two years project in which four music schools from three countries Sweden, Poland and Italy are going to cooperate to develop teachers knowledge and skills in the field of music teaching; to create, test and adopt the new materials and tools to teach/learn improvisation & rhythmic; to develop the

pupils' competences both as a musician and in general knowledge focus on linguistic ability; to raise awareness both teachers and pupils to the increasing diversity of our society and to work on tolerance and respect for others.

The actually identified needs of the project are:

- lack of well approved materials for teaching improvisation - the need is reported in three partner countries
- supporting for polish teachers who starting with improvisation as a new school subject

In response to that needs, the general goal of the project is to improve and develop the quality and attractiveness of music teaching, by professional development of teachers.

The more specific objectives are:

1. Develop, test, adapt and adopt innovative practice relating to music improvisation i.e.: the new learning / teaching materials and tools for teachers and pupils; base on the Swedish & Italian experiences exchange;
2. Improve competence in teaching rhythmic by introducing the new guidance and tools of the Dalcroze Eurhythmics teaches concepts of rhythm ; provide by the Polish partner.
3. Increase the music teachers skills and knowledge thanks to peer learning, exchanges experience, and implementation the new materials and tools created during the project.
6. Better understanding by all project's participants, both pupils and teachers, the social, ethnic, linguistic and cultural diversity of the present EU's society.

Our partnership consists of four schools from three countries:

- Sweden represents Gällivare Kulturskola and Pitea Musik och Dansskola, the schools collaborate with each other for nearly 20 years at the area of music improvisation; run together "Blue bird " jazz improvisation project in Norrbotten/North Sweden.
- Poland - The Secondary Music School in Kielce, partners got to know each other in 2012, when Kulturskola run the project financed by SIDA.
- Italy Frosinone Music Conservatory - it is high education school - a new partner in the project; cooperation is possible thanks to two Italian musicians - a couple, who have started to work at Gallivare Kulturskola in 2014.

The best we can share with each other:

The Swedish partners' main contribution to the project are: the knowledge and long experience in teaching improvisation, own unique teaching skills, creativeness and most of all the great enthusiasm for music improvisation.

The partner from Poland except its high technique of playing and good knowledge of instruments, will share with the others its knowledge, skills and experience in teaching rhythmic, especially activities of the Dalcroze Eurhythmics method. This issue it is important for the musical development and overall growth of children and youth.

The Italian Music Conservatory - is well known in Italy for a high level of music education, particularly jazz improvisation. They fits perfectly into this project, with its high advanced jazz improvisation department and huge experience in running EU's projects. The Italian partner will raise the methodical level of the project and bring in the new musical inspirations.

We plan to achieve our goals by:

- exchanging best practices and training together during 2 international meetings for teachers,
- prepare innovative improvisation methodology and the guidelines of rhythmic; and working on them during 2 international workshops for pupils and throughout implementation and follow up phase,
- Measure the effectiveness and attractiveness of these created materials by pupils's evaluation and progress, using jointly prepare tests of advancement for the selected instruments

- build an open communication platform with digital project's products: DVDs, CDs, learning data base, YouTube films,
- organize concerts playing by pupils and teachers together

During the whole project's time, we will not only focus on teaching methods and materials, but also on the teaching environment - pupils, mutual attitudes, use of language, cultural differences etc. We will work on promotion intercultural dialogue, tolerance and standing against discrimination and racism. While we run the international meeting with pupils, we will talk about the culture and history of the countries participating in the project, we plan to organized the trip to Auschwitz and ply the concert with the youth refugees and pupils from Lappland School in Gällivare. Through these activities we want to make them aware how important is the mutual respect and tolerance and how horrible could be the consequences of its absence.

### **Migration and Integration Needs Development, Strömbäckaskolan**

The ever increasing flow of migrants and refugees requires prompt answers on the part of all political, social and educational agencies to help them integrate in the new countries and become familiar with new social patterns. This big challenge for schools and educators has motivated the schools participating in this project to seek out a partnership to address issues around social cohesion, and integration of refugees and migrants.

All partner schools have a high number of students with a migrant background and feel the need to improve strategies aimed at promoting tolerance and social inclusion within a European setting in the light of the process of internationalization which forms integral part of the organizational plan of each partner school.

Our partnership is focused on developing and fostering the awareness and commitment to inclusion, interchange, cooperation and learning in an international setting. It will thus contribute to the growth of partner schools as educational communities which promote quality development by encouraging the best use of resources and opportunities for "Equity and Inclusion" within a European framework.

Our project MIND, (Migration and Integration Needs Development), aims at working on cultural diversity promoting common European values, fostering social integration, enhancing intercultural understanding and a sense of belonging to a community. Within the project framework, differences become a positive source for learning in order to reach the necessary competences to carry out positive interactions and become more active citizens that appreciate diversity and help other people to do the same.

Students will be actively involved in activities intended to

- make them understand needs and obstacles migrants face when entering a multi-cultural society and job market
- think about the concepts of freedom and respect in order to be able to share common values in a multi-cultural society
- find strategies and options to help newcomers

As main output students will produce a guide for immigrants and locals that can support both parties in daily and school life providing a common ground for better and quicker integration. The handbook will include useful advice, links, procedures, job search information, list of supporting associations,

everyday language resource glossary and other useful information related to the territory of each partner country.

The main expected impact is to acquire a broader knowledge and understanding of issues related to reduce obstacles for immigrants and enjoy a fruitful inclusion in the host country and within the European job market. Therefore the partner schools will cooperate with local and national institutions.

Considering the migrant-related nature of our project, all “MIND” activities will be developed in order to have a long-lasting effect on the inclusion process within school and society, making information more accessible and user-oriented both at school and in the areas where the schools are located.

### **What’s up in education, Öjebyns förskolor**

In the last years European society has to cope with different challenges. These changes require to extend the access to ECEC services in order to accommodate a greater number of families, develop more inclusive and holistic educational services, able to intercept the different needs of different families and different type of users. Today services are likely not to take into proper account the differences in users’ needs: more flexibility in the operation and organization of the services is required, together with lower expenses for the families, an integrated system of families and educational services offers.

The project was developed in PARTNERSHIP with 4 schools in Italy, Sweden, Slovenia, Belgium. The partners involved in the project have been purposefully selected to represent examples of different Ecec government and organization services. These have been determined by analysing existing practices and experiences that the partners have gathered over the years as part of their independent endeavours.

GOAL of project is to improve Early Childhood Education and Care (Ecec) organizational and governance models through exchange of experiences and good practices.

In particular the project has two specific objectives linked to expected RESULTS:

1) To identify organizational solutions that improve Ecec services and contribute to increase access

R 1.1 Innovative Pre school organizational models identified;

R 1.2 Best Practices tested and implemented with teachers and families;

R 1.3 Pre school teachers competences improved.

2) To improve Families and community participation in the life of pre-schools services

R 2.1 ECEC services more in line to family and community needs.

Direct and indirect BENEFICIARIES will be Ecec practitioners, Families, Decision-makers in local and regional authorities acting the field of educational policies and services and Children.

The project will be organized in ACTIVITIES like: Transnational meetings (also aimed at deepening organizational models and families and community participation and involvement), Job shadowing, Local Seminars, Local Experimental Practices.

METHODOLOGY will include active methods like for example: World Cafè, Open Space Technology, Community self-mapping tecnics.

The IMPACT of the project involves the transfer of best practices and organizational models able to respond more adequately to the needs of families and communities. This impact is not only on the services involved in the project but it concerns the whole network of ECEC services and the people who deal with education in different contexts. The long-term benefits of the project are related to the awareness and the acquisition of tools and methods by people who work in ECEC services for

questioning the changes taking place, intercepting the needs of families and communities and adapting the organization of services to the latter.

## **Sounds of childhood**

Arts and music play a significant role in the development of human personality increasing emotional responsiveness and interest about culture. In early childhood education settings, arts and music are often looked at as recreational and fun activities. It is important to broaden understanding of a wider community of teachers that arts and music are important and very serious areas of learning which have a significant role in the development of children's cognitive and non-cognitive achievements, that arts and music facilitate children's readiness for school work and transition to primary school and that arts and music could serve as effective means for social inclusion of children and families.

"Sounds of childhood" is a partnership of Nordic and Baltic pre-schools aiming to increase the role of arts and music in the early childhood education by sharing diverse pedagogical approaches and teaching methods. The partnership is mainly focused on teachers' professional development and experience exchange as well as the development of a collection of creative artistic and musical activities and ideas compiled in a children-illustrated e-book. Teachers from Norway, Sweden, Estonia and Latvia will participate in seminars and creative workshops, share experiences and work together staging a musical performance during a creative teachers' camp.

Children together with their families as well as local teachers will be involved in creative workshops fostering their self-expression through arts and music.