

Project Code :	2018-1-FI01-KA201-047196				
Action Type :	KA201				
SubProgram :	Strategic Partnerships for school education				
Agency :	FI01				
Call :	2018	Round :	1	Date :	

Assessment Sheet

Erasmus + Call for Proposals 2018

Name of the Organisation:	Närpes stad / Övermark skola
Title of the proposal:	Music for children's multicultural learning
Reference No:	2018-1-FI01-KA201-047196 - Beneficiary Report-2

I. ASSESSMENT CONCLUSION

Criteria	Score
Impact and dissemination	34
Quality of the project design and implementation	22
Quality of the project team and the cooperation arrangements	13
Relevance of the project/strategy	17
Total:	86

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Impact and dissemination	Score
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The stories, languages and musical results are the best part of this project, even though some videos are still missing, but hopefully they will come to the project pages. The materials such as MUSILIB teacher kit and instrument library with stories are of good quality. The nice theme music and uniform visual beginning of children's MusiLib give a good feeling of well finished work. The systematic project tunes at the beginning of each video give a good impression to the listener/viewer of the partners paying attention to the entity of the products. Since this has been a music project built on MultiLib, they also tie different individual items well together. If the materials are used actively and information shared of this material, it can contribute to multicultural education in various situations, and perhaps can give e.g. a voice to children of minority languages or immigrant groups in their new society or environment.

The impact seems to be most visible within the participating organizations and around them and in their contacts. The project has offered statistical information on dissemination activities. The dissemination plan is based on the responsibilities of each partner. Activities were done within and outside the participating institutions. The multiplier events both face-to-face and online seem to have been well received.

The project has also had a good number of articles in media and also some scientific articles. The digital tools were strongly used in dissemination including Facebook and webpages. Viksjöfors skolan has clear project pages for all its project with links, which would be good with other institutions as well.

Other projects should be actively informed about this one too, and in the future. It is not clear how synergies of different projects are used, since the same actors with some new ones are in these projects.

The visibility of the project has been good with posters and exhibitions within the participating schools, but it is not quite clear how the project was visible in all the participating institutions or in the associated partner institutions.

It would have been good to see the flyer materials which some project partners have shared to interested partners or in events. The project results are openly available under CC and their lifetime is secured at least for three years and even further so sustainability is secured to some extent.

Having MUSILIB materials on two platforms can be confusing, but a challenging issue is how to find them both, since there are not very clear links between these two entities, and those should be created.

If the some partners are working together in Erasmus+, it is recommended to see the possibilities of eTwinning. How the results are marketed in the future is a challenging question, because the materials of both the projects, MultiLib and the current project Musilib, are such that it is worth doing. The partners should think how to continue informing about the materials.

Quality of the project design and implementation	Score
	22

Apart from the MUSILIB project building on MultiLib it looks like there are traces from and reference to earlier projects of the partners as well.

The objectives of the project and activities match well and the results, both digital and activity results support the aims and are in accordance with good methodology. The digital materials serve the purposes of the project well. It would be good if partners finalized the webpages and added the missing videos/materials and deleted the doubles.

The activities in schools and partner institutions have clearly contributed to the priorities.

Management and budget have been well organized during the project. Regular monitoring and control of the project activities and cooperation have been evaluated in a suitable manner with various and logical methods such as questionnaires, peer reviews, reports, and discussions as well as good resolutions of possible conflict situations. This seems to give an impression of good cooperation and problem solving in a constructive manner. Other evaluation processes have been well planned covering the different areas of the project.

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The Covid situation has set challenges for the project. However, it looks like the partners have managed to solve the issues in a good manner. Some multiplier events were changed to online events and those seem to have worked well, which has indicated the flexibility of the project realization as well as the pursuit of the partners to a good result. The 7 multiplier events were well reported and but E9 is a mystery – the same as E2 – perhaps a slip.

The materials and activities produced are good quality, appropriate and especially the artwork by professional musician, writers, artists as well as child artists is impressive.

The project has utilized digital tools and platforms such as Basecamp or others for communication and evidently it has been a working solution.

The intellectual outputs are well planned and integrated to the entity.

The quality and clarity of the report varies in different parts and there is unnecessary repetition some parts.

Quality of the project team and the cooperation arrangements	Score
	13

Several project partners have worked together on previous projects and added a newcomer/s to a new project. Övermark skola (FI), the coordinator, and Viksjöfors skola (SE), are small schools so this has been a big effort for them especially since Övermark has been acting as a coordinator.

This is probably one of the reasons the groups seem to have worked together well. It would have been good to know a more about the previous or ongoing projects of the same partners, since they have been only shortly referred. It is evident that they have influenced this project as well – not only the MultiLib. This is a good example of one way of continuing building on earlier and continuing and completing something into bigger entities and learning/teaching material units.

The project has a large number (24) of associated partners or institutions for children with special needs, which have participated partly in production of results and dissemination and other activities. These are receivers of project results mostly, e.g. special needs purposes – also some contributors is partly clear. However, the reporting of these is on a general level, how they cooperated and what were the concreted actions. If they have been users or testers of materials, the project activities seem to have served well. It would also be good to know how these partners were found, chosen or invited by the partners to join the project, since it was described on a general level and as examples, and how they concretely contributed to the project. Also it is not clear who did and what, and how these partners worked to obtain the necessary participants. Clarification would have been good. On the other hand if these partners were in contact with these institutions, could serve their needs with the materials, and they have been able to use the products in one way or another in their institutions, primary schools etc., their participation is well justified and it has been a real achievement. Their involvement is also described rather generally and more in terms of dissemination.

The report would have benefited from informing about the funding countries of the previous or ongoing projects which have perhaps contributed to this one, since they have been referred to in the report. Some were not mentioned in the application.

The cooperation arrangement and activities between the partners have been clear and this is evidently due to good planning and sharing of duties evenly and clearly. Also working with associated partners has been good what can be concluded from the references in the report, though reporting could have been more explicit. This is probably due to previous experience in running the project and also report writing.

Relevance of the project/strategy	Score
	17

The project Music for children's multicultural learning MusiLib, deals with a very current issue of multiculturalism issues, which are reflected in many European countries as well as countries outside Europe. The project uses various ways of cultural learning to promote children's well-being and musical learning taking into account the latest neuro research of how music can contribute to positive learning results.

The innovativeness of the project lies in combining several elements in a new way for promoting intercultural and music education in primary education, as well as using results of an earlier project to contribute to the new one. The two projects, EuroLib and MUSILIB create a good entity and thus realize synergies between these two projects as well as partners.

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The MUSILIB project has enabled teachers to use the resources in a more versatile manner. The structure of the project/s is interesting, since the second project MUSILIB builds on the first one. It is possible to find e.g. a large number of introductions and entities of musical traditional instruments on the internet as well as stories, but the strength here lies in the pedagogical value of the project. There seems to be need for this kind multicultural materials for teaching, but how the needs were analysed is not quite clear. The objectives of the project were realistic and also carried out and the project brings added value to the European dimension. The main priority of the project – social inclusion – can be considered served in this project. The other priorities and topics are relevant and can be seen in the project implementation.

Overall comments to the beneficiary

The summary concentrates on the advantages of the project on a general level. Though the Multilib and Musilib projects and activities are interconnected, the Musilib would have deserved a more concrete description of its different features in a concrete manner. The materials definitely contribute to multicultural education and prevention of prejudices as well as music education. Therefore, it is worth striving for the dissemination of the use of these materials more widely so that the benefits and the work done will not fade out when the project activities are finished. There are some references of partners doing this and hopefully in the future too. One of the possibilities is to find synergies for example with other and future projects, in which the partners are involved, or reaching out to new communities and schools as well as organizations and institutions. The project results have a lot to give in the future. The contribution of a small school like Övermark as a coordinator has been remarkable – it looks like having been a whole school project. And cooperation of all partners has been a key to good results.