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**Projektnummer**  
2021-1-SE01-KA220-SCH-000032733

## Beslut om beviljad ansökan till Erasmus+ KA2 samarbetspartnerskap skolutbildning, 2021

Universitets- och högskolerådet (UHR) har nu fattat beslut om vilka ansökningar till Erasmus+ KA2 samarbetspartnerskap skolutbildning som beviljats medel vid ansökningsomgången 2021.

Er ansökan har beviljats medel. En förutsättning är dock att alla partnerorganisationer som ingår i projektet blir certifierade och att ni godkänns i kontrollen för dubbelfinansiering. Det innebär att vi kontrollerar att samma ansökan inte har skickats in i flera länder och att inte en alltför liknande ansökan blivit beviljad under tidigare år.

### Beviljade medel

#### Delvis bifall

Vi har beviljat er en lägre budget för projektet än vad ni ansökt om. Högsta möjliga bidragsbelopp är **294629 euro**. De neddragningar som har gjorts framgår av motiveringen nedan. För mer information om budgetminskningen kontakta oss.

### Motivering

Er ansökan har fått 65.0 kvalitetspoäng av 100 möjliga. För att bli godkänd krävs minst 60 poäng. Ansökan måste också få minst 50 procent av maxpoängen för samtliga kriterier som ingår i bedömningen av kvaliteten.

Varje ansökan har bedömts av externa experter inom utbildningsområdet utifrån ett antal kvalitetskriterier. Nedan följer en sammanställning av bedömarens kommentarer för er ansökan:

### Projektets relevans 17.0/30

The school priorities Promoting (STEM) and Supporting teachers.. are relevant to the proposal. However, the chosen horizontal priority Inclusion and diversity is not. It is mainly referred to as a subordinate priority but is not the main focus. The main focus of the proposal is to integrate Music and Creative Movement into the learning procedure of Mathematics. The consortium consists of partners from different parts of the educational field. Their different expertise is well described. Some of them have worked together for a long time. The application consists of partners from three different countries. The inclusion of additional partners from more countries would have added value to the project. However, the limitation is offset by a detailed description of how the project's results will be disseminated in Europe. Since the partners have a long-standing established cooperation throughout several projects the proposal takes its standpoint from earlier results. The expertise in the project related to creativity in different forms is well described. However, the competence in mathematics didactics is not shown in the same way. To be successful with the aim to combine mathematics skills with music and creativity it is important to have specific competence in both areas. The application has a strong inclusive approach in its objectives, but it is not fully described what that means in practice for the project activities. There is a belief in the project that creativity in itself is inclusive. Even though creativity and music can contribute to an inclusive approach other aspects must also be considered, like structural conditions, the need for special education or specific didactics skills in mathematics. The application does not give reference to any specific sources when explaining the challenges and the need for the project and its methods. When referring to "surveys" it is common to make a reference to specific surveys. The proposal targets primary schools so the material is not likely to create synergies between different fields of education.

### **Projektets kvalitet – utformning och genomförande 13.0/20**

The projects objectives address the needs and the goals of the participating organizations. The project plan is clear and shows the different steps and activities in the project during the project period. The relationship between the different activities in the project works well and forms a functioning and holistic approach. The methodology for the project with a combination of inspiration, knowledge building and practical work for teachers/educators is relevant and as shown in former research also successful in relation to the change/development of teachers' pedagogical approaches in the classroom.

The role of the students in the LTT is more unclear and how they will benefit from the training. Furthermore, it is not clear how the students' experiences will be taken into account in the development of the project result. The description does not state the age group of the students, nor does it clarify

whether the participating teachers teach mathematics or dance/drama. When planning the involvement from both students and teachers from different cultural backgrounds it is not clear whether it is referred to participants from the countries SE, CY and GR or to migrants with different backgrounds. Regarding the participating school teachers, it is not mentioned which subject they teach or at which level. The coordinator has been a coordinator before and has the experience to set up a proper management plan. However, the description of the quality control, risk handling etc. could have been described more in detail.

The production of results could be produced at a lower cost. Project result 1, A part of the Teacher's Guide, will collect and present former research. This work has already been done in former projects and also in the systematic needs analysis for this project and the number of working days for PR1 should therefore be reduced. Result 2 is a repository of activities. This will partly consist of research for the needs analysis (which is also done in result 1) so the number of working days should be reduced. Result 3 is an e-learning platform. The description is clear, but it is overestimated that the Greek partner who will upload the material on their already existing platform will need 540 working days, so the number of working days should be reduced. Funding for travel and subsistence for staff and learners from the hosting organizations of LTTs is not eligible. All costs related to participants from the hosting organizations will therefore be reduced. How the project will work with an inclusive approach during the project's different activities is not described. Some of the partners have long experience of working with newly arrived young people, but how this experience will be used in this project in a practical way is not explained. No eco-friendly action has been included.

#### **Kvalitet i projektsamarbete 14.0/20**

The partners that form the consortium in the application have been selected for their specific competencies and therefore the mix of competence and a common interest manifested in the project objectives create a strong partnership. Some of the partners have worked together for a long time in other constellations and the project is developed from former results. Furthermore, the mix between different kinds of organizations such as schools, NGO:s, a higher education institution, and organisations of different sizes and the mix between very experienced partners and newcomers gives an added value. The expertise in didactics and maths is not fully described. Only the Greek school seems to have experience from STEM education, which is a weakness considering that this is the main focus of the project. Apart from Sweden two of the partners come from Greece and one from Cyprus. This means a limited geographical dissemination. Only the Swedish coordinator has

experience from teaching migrants. For inclusion and diversity reasons as well as for dissemination and impact it would have been better with a partner from yet another program country and maybe another partner from Sweden. The cooperation and coordination of the project is satisfactory. The relation to other stakeholders of importance for the project is also explicitly described. There is an added value in that all organisations have their different expertise and responsibility for different tasks and activities in the project.

### **Effekt och spridning – påverkan och genomslag 21.0/30**

The application clearly addresses how the partnership will work to integrate and disseminate the project results both at a local level and outside their own organisations. A key tool is to create a sustainable network between the partners, but also to actively work to make the results of the project in form of products easily accessible. The results in form of products, which have a potential to be of interest to teachers, will be made accessible for all teachers all over Europe in English and also translated into Swedish and Greek. The project results will also be integrated in the regular work of the participating organisations. They have a good possibility to make an impact on the participants and the participating organisations, but more efforts could be made to make a wider impact. With a wider dissemination process across Europe the chance of implementation at European level had been higher. The final conference for dissemination purpose is to be held in Sweden. It is planned for 70 local participants, 50 participants in virtual events and 10 foreign participants. Taking into consideration that two partners come from Greece and one from Cyprus it might have been better for dissemination purposes to have the conference in Greece. The proposal does not explain how the impact after the end of the project will be secured.

### **Samlad bedömning**

The focus of the proposal to integrate Music and Creative Movement into the learning procedure of Mathematics is interesting but it is not clearly described in the application with support of sources why this methodology will be successful. Furthermore, it is not described which subjects the targeted teachers are teaching or at what level so the age of the target group in forms of pupils is unclear. The methodology for the project with a combination of inspiration, knowledge building and practical work for teachers/educators seems to be relevant and appropriate. The partners forming the consortium have been selected for their specific competencies and therefore the mix of

competences and a common interest manifested in the project objectives create a strong partnership in most parts. There is a lack of described expertise in the field of mathematics didactics however. This expertise is important to provide in order to guarantee high quality in the project. The production of results could be produced at a lower cost and some of the results seem to be overlapping. This means that cuts need to be made. Furthermore, funding for travel and subsistence for staff and learners from the hosting organization for the LTTs is not eligible. Eco-friendly action has not been included. The project addresses clearly how the partners will work to integrate and disseminate the project results both at a local level and outside their own organisations. A key tool is to create a sustainable network between the partners but also to actively work to make the results of the project in form of products easily accessible. The project results will be integrated into the regular work of the participating organisations. The results have a good possibility to make an impact on the participating organisations but more can be done to make a wider impact. The proposal does not explain the continuing impact after the EU grant has been used. The final conference for dissemination purpose is to be held in Sweden. Taking into consideration that two partners come from Greece and one from Cyprus it might have been better for dissemination purposes to have the conference in Greece.

## Vad händer nu?

Ert projekt startar den 2021-11-01

Boka in tid för vårt uppstartsmöte den **23 november 2021**. Mer information kommer inom kort.

## Kontrakt och utbetalning av medel

För att kunna göra en första utbetalning ber vi er att fylla i era bankuppgifter i följande länk senast den 03 november 2021:

<https://link.webropolsurveys.com/S/665FA6D0BBE30AEA>

Dessa uppgifter är helt nödvändiga för att UHR ska kunna utfärda ert kontrakt. Har ni redan skickat in era bankuppgifter kan ni bortse från den här informationen.

När ni skickat in bankuppgifterna kommer vi inom de närmaste veckorna att skicka er kontraktet för underskrift. Ni behöver skriva under och skicka tillbaka kontraktet i två exemplar till UHR så snart som möjligt.

Vi betalar ut 40 procent av beviljade medel inom 30 dagar när vi fått det underskrivna kontraktet. Tänk på att den sista utbetalningen kan komma att justeras utifrån de aktiviteter ni genomför och projektets kvalitet.

Om ni inte vill genomföra ert projekt var vänliga att meddela oss snarast.

## Begära omprövning

Om ni anser att UHR har bedömt ansökan på oriktiga grunder finns det möjlighet att begära att vi omprövar beslutet. I begäran kan ni inte ändra eller förtydliga innehållet och uppgifterna i den ursprungliga ansökan.

Vi kan ompröva brister i den administrativa hanteringen av ärendet. Bedömningen av projektets kvalitet kan vi däremot inte ompröva. Det är inte heller möjligt att överklaga till en annan rättslig instans.

### Så gör ni

Om ni vill att vi omprövar handläggningen av ert ärende ska ni inom **tre veckor** från detta brevets datum, skriftligen komma in med en begäran om omprövning. Begäran ska innehålla projektnummer och en beskrivning av vad ni vill få omprövat.

Begäran skickas till e-postadress [erasmusplus@uhr.se](mailto:erasmusplus@uhr.se) med ämnesraden "Begäran om omprövning". Vi behandlar ärendet inom 15 dagar från det att vi har tagit emot det.

### Om du har frågor, kontakta:

[erasmusplus@uhr.se](mailto:erasmusplus@uhr.se)

Vänligen använd ansökans projektnummer som referens när du kontaktar oss.

Med vänlig hälsning

Daniel Edquist  
Direktör för det nationella kontoret för Erasmus+ utbildning  
Universitets- och högskolerådet