



SMILE

***PR1
SWEDISH
NATIONAL REPORT
OF NEED ANALYSIS***

SMILE:

Share the Music for Inclusive Education

Project No.: 2021-1-EL-KA220-SCH-000032762



Co-funded by the
Erasmus+ Programme
of the European Union



Università
di Catania

TABLE OF CONTENT

Information About Project Result 1	4
Project Result Title:	4
Project Result Coordinator:	4
Project Information	4
Theoretical framework	5
Sample 1 – the teachers and their background	6
How old are you?	6
What is your academic major?	6
What is your pedagogic background?	7
For how long have you worked as a teacher?	7
What grades do you teach?	7
Sample 2 – the students and their background	8
How many students have immigrant background?	8
What are the Teachers Experience about using Music in Education	8
Do you use Music in your teaching practice for educational purposes? If so, can you provide some examples?	8
24 responses	8
Please indicate whether you agree with the statement below:	9
Can you explain your previous answers based on your experiences?	9
Please indicate your agreement to the following statement:	10
Should all teachers provide Music activities in class too improve inclusion?	10
Can teachers working in multicultural schools/classrooms involve Music in their classes for inclusion purposes?	11
Do you try to develop a sense of multicultural music among students by adding music from different ethnic groups?	11
Do you consider the cultural/ethnic heritage of the students in your classes when planning your teaching?	12
Have you ever used music from other cultures in your teaching? If so, please provide some examples of your own. If not, write NO	12
Do you feel prepared to use music as a tool for inclusive purposes in your classroom?	13
Do you know where to find music to enhance your inclusive approach to teaching (Internet resources, educational apps, social media, etc.)?	14

Are there sufficient resources in your school (literature, tutorials, videos and recordings) to support multicultural activities through music? 14

Does your school support the use of music as an inclusive tool in the classroom? 15

Does your school/district/educational authority offer educational programs and/or workshops that deal with cultural awareness/education? 15

Does your school/district/education authority provide educational programs, ministry directions, and/or curriculum recommendations that use intercultural music as a teaching and didactic tool? 16

Have you ever participated in professional development opportunities that support music for inclusion? 16

If you answered YES, what types of professional development opportunities have you participated in? (Indicate whether it is a training, an online session, a workshop, self-development course, conference, seminar or something else.) 17

Have you participated in any initiatives, projects or activities that promote music as an educational tool? 17

If you have participated in any initiatives, projects or activities that promote music as an educational tool, can you describe your involvement? If possible, share link! 18



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Information About Project Result 1

Project Result Title:

NEED ANALYSIS REPORT OF THE RESEARCH OF PREPRIMARY AND PRIMARY TEACHERS' RELATIONSHIP WITH MUSIC, THEIR ATTITUDE TOWARDS THE USE OF MUSIC AS A TOOL IN INTERCULTURAL AND INCLUSIVE EDUCATION, AS WELL AS THE TECHNIQUES THEY ALREADY USE IN THEIR CLASSROOMS

4

Project Result Coordinator:

UNICT – UNIVERSITY OF CATANIA, ITALY

Project Information

PROJECT TITLE: SMILE- SHARE THE MUSIC FOR INCLUSIVE EDUCATION

PROJECT NO.: 2021-1-EL-KA220-SCH-000032762

PROJECT COORDINATOR: EM-TH RDE, REGIONAL DIRECTORATE OF PRIMARY AND SECONDARY EDUCATION OF EASTERN MACEDONIA- THRACE, GREECE

The research of preprimary and primary teachers' relationship with music, their attitude towards the use of music as a tool in intercultural and inclusive education, as well as the techniques they already use in their classrooms.

According to the statistics, the sample cannot be considered representative and therefore the survey is a case study and its results cannot be generalized in any case.



Theoretical framework

Music education in Sweden starts from preprimary school and continues at the higher levels of education. In primary education Music is taught as an individual subject (1h/week) by the class teacher (who might have some music knowledge). In preprimary school music is often used as a tool by the teacher to teach different topics.

The Swedish curriculum says that the purpose of Music teaching is to

- give the students the conditions to develop a musical sensitivity that makes the possibility to create, process and perform in one's own music making and in collaboration with others music in various forms. The teaching should give students both the opportunity to develop a belief in their ability to sing and play and an interest in developing their musical creativity.
- give students the opportunity to develop the ability to experience and reflect on music from different contexts. - - - The teaching must contribute to students developing an understanding of different musical cultures, both their own and those of others

Teaching in the subject of music aims to give students conditions to develop

- ability to sing and play in different musical forms and genres,
- ability to create music and express and communicate thoughts and ideas in musical form, and
- ability to experience and reflect on the content, function and meaning of music in different social, cultural and historical contexts.

Sample 1 – the teachers and their background

The sample consisted of 24 teachers whereof 20 with a pedagogical education. The educational focus of the teachers’ training varies; Science, Social science, Mathematics, Arts and Humanities. 12 teachers have more than 16 years of teaching experience. All ages are represented. 20 are teaching in primary school and 4 in preschool.

How old are you?

Ålder

24 responses

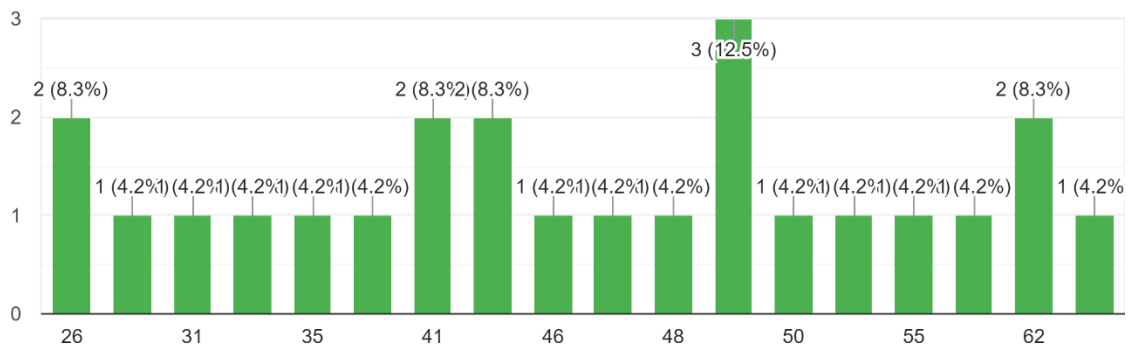


Figure 1 Age of teachers

What is your academic major?

Vilken är din utbildning/akademiska bakgrund*

24 responses

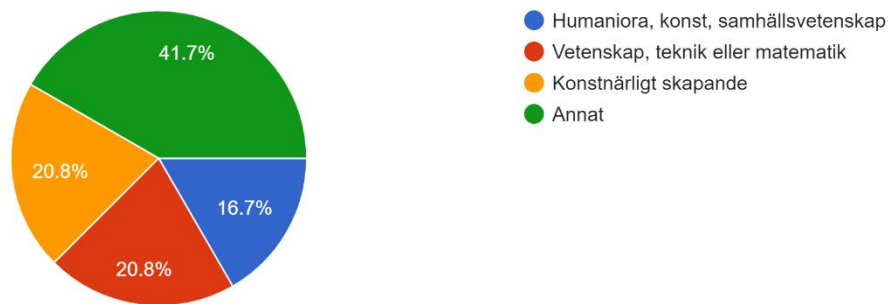


Figure 2. Teachers' educational focus

Humanities, Social science, Science, Mathematics, Arts, and others.

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What is your pedagogic background?

Läraryrighet
24 responses

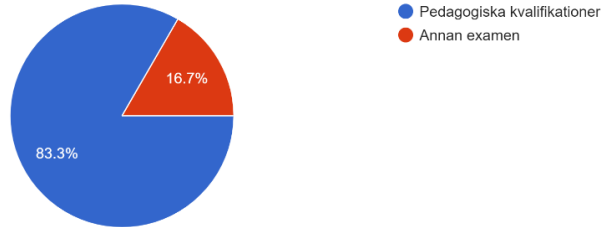


Figure 3. Proportion of trained teachers - Pedagogics, others

For how long have you worked as a teacher?

Undervisningserfarenhet, antal år
24 responses

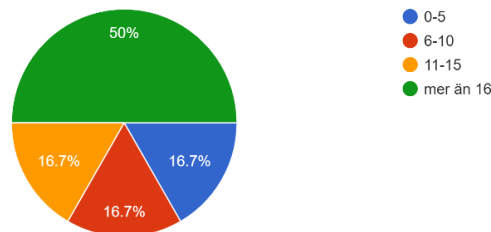


Figure 3. Teachers' teaching experience

What grades do you teach?

Vilken årskurs undervisar du?
24 responses

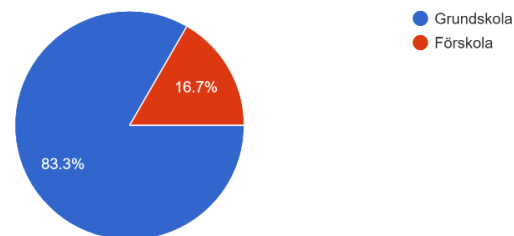


Figure 4. Teachers' teaching levels - primary school, preschool

Sample 2 – the students and their background

Some teachers have no immigrant children in their class (37,5%) while others teach many immigrant students in various classes.

How many students have immigrant background?

Hur många elever med invandrarbakgrund har du i dina klasser? Vänligen svara med ett nummer.
Skriv 0 om ingen.

24 responses

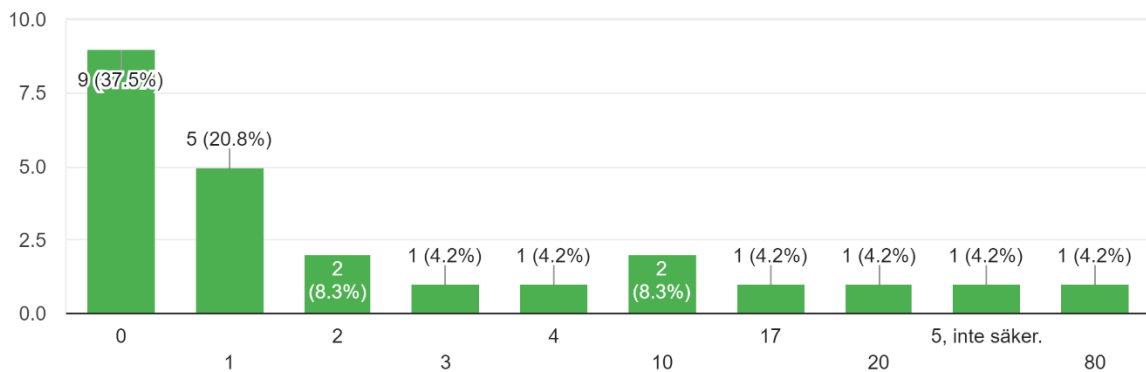


Figure 5. Number of students with migrant backgrounds

What are the Teachers Experience about using Music in Education

Do you use Music in your teaching practice for educational purposes?
If so, can you provide some examples?

24 responses

- No
- I do not teach the subject of Music. But I use, for example, songs in the subject of English.
- Singing, rhymes, nursery rhymes
- When dancing, when we listen attentively, we also sing as a unifying factor
- Mainly rhymes
- I sing every day, we dance and play with rhythm instruments
- Yes. For teaching Mathematics, in connection with Dance.
- Yes. Body music to learn Math
- Multiplication songs

Please indicate whether you agree with the statement below:

— **In my teaching experience, Music can be used as a tool for inclusion.**

Vänligen ange om du samtycker till påståendena nedan. Musik kan enligt min undervisningserfarenhet användas som ett verktyg för inkludering.

24 responses

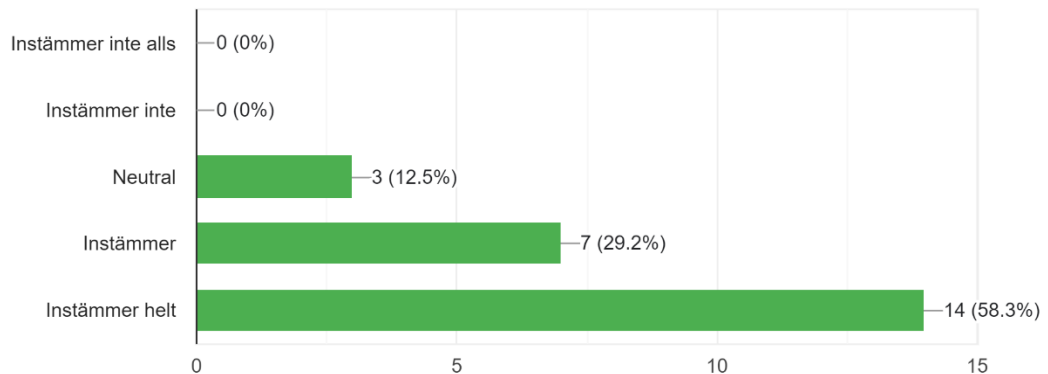


Figure 6. In my teaching experience, music can be used as a tool for inclusion

Explanation of table: **Instämmer** means *Agree*. **Instämmer helt** means *Totally Agree*

Can you explain your previous answers based on your experiences?

- Yes, to activate the whole body in learning. Don't just sit and think. We can clap numbers and make descriptive sounds (i.e. rain)
- Yes, as an aid, both for dance teaching, concentration and social bridging.
- Always in dance lessons
- language development, rhythm, motor skills
- Rhymes
- I teach a small group of students who study towards the subject areas of the Elementary Special School. We have Music lessons 1-2 times per week. In addition, we sing a closing song at the end of each school day, we sing spontaneously when, for example, we want to cheer up the mood, and the students sometimes listen to music when they have their recovery time.
- For movement, break gym, relaxation, singing and Music. Sometimes for study breaks.
- Singing and Music includes the whole curriculum in different ways! You can sing about anything.
- We sing months and use lyrics to teach words.
- In addition to the "Music subject", I use it in English teaching to teach words, phrases and pronunciation. In Mathematics to learn, for example, tables.

- I have experience of strengthening the Swedish language by singing with the children, in addition to that I train students aged 6-16 in the subject of Music with all that it entails and I can see that it strengthens their ability in other subjects as well. It gives them the tools to take on other subjects in a better way.

Please indicate your agreement to the following statement:

- **Music is multicultural and can introduce students of all cultural backgrounds to cultural diversity.**

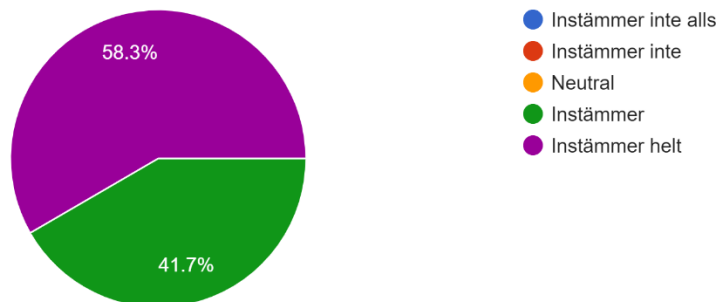


Figure 7. Music is multicultural and can introduce students of all cultural backgrounds to cultural diversity. Green= Agree Purple= Totally Agree

Should all teachers provide Music activities in class too improve inclusion?

Alla lärare bör tillhandahålla musikaktiviteter i sina klasser med syfte att inkludera
24 responses

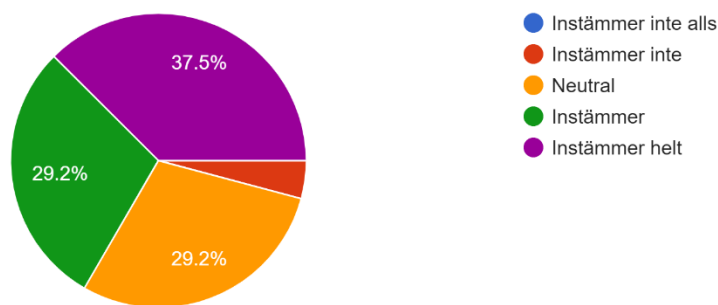


Figure 8. All teachers should provide Music activities in class too improve inclusion. Orange= Neutral Red= I don't agree Green= Agree Purple= Totally Agree

Can teachers working in multicultural schools/classrooms involve Music in their classes for inclusion purposes?

Lärare som arbetar i mångkulturella skolor/klassrum kan involvera musik i sina klasser i inkluderingssyfte.

24 responses

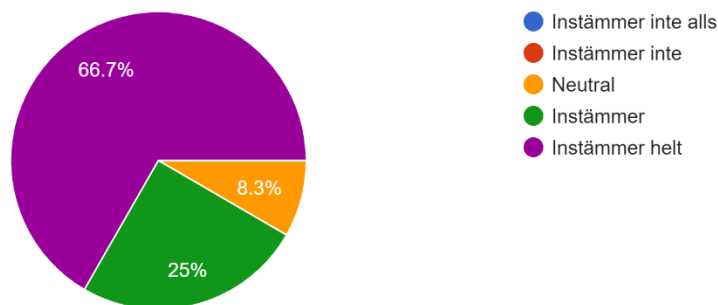


Figure 9. Teachers working in multicultural schools/classrooms can involve Music in their classes for inclusion purposes.

Orange= Neutral Green= Agree Purple= Totally Agree

Do you try to develop a sense of multicultural music among students by adding music from different ethnic groups?

I min klass utvecklar jag sinne för mångkulturell musik bland elever genom att tillföra musik från olika etniska grupper.

24 responses

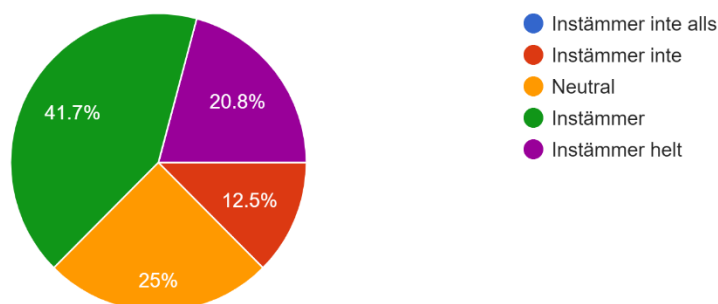


Figure 10. In my class, I develop a sense of multicultural music among students by adding Music from different ethnic groups.

Orange= Neutral Green= Agree Purple= Totally Agree Red= I don't agree



Do you consider the cultural/ethnic heritage of the students in your classes when planning your teaching?

Jag tar hänsyn till det kulturella/etniska arvet hos eleverna i mina klasser när jag planerar min undervisning

24 responses

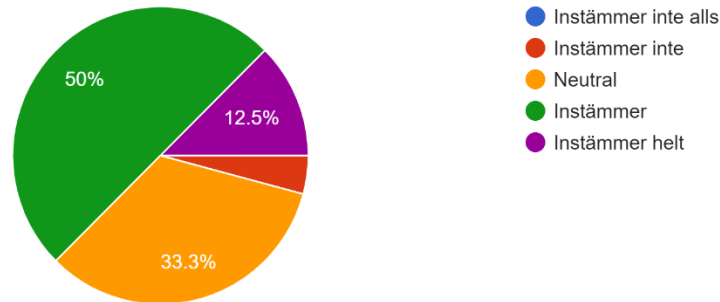


Figure 11. I consider the cultural/ethnic heritage of the students in my classes when planning my teaching
 Orange= Neutral Green= Agree Purple= Totally Agree Red= I don't agree

Have you ever used music from other cultures in your teaching? If so, please provide some examples of your own. If not, write NO

- Yes, but several years ago. Due to the fact that I haven't had students from a different culture for a few years.
- Yes, I have used music from the students' culture,
- Yes, music is mainly chosen based on what we are going to do.
- I have used instruments that are better known in other cultures and created music based on that
- Yes, Ukrainian music. And from Syria, and many other cultures.
- Sami jojk
- Yes. But not always consciously.
- Cumbia, Greek folk dance and music, Indian dance and music
- No, I don't use much music, but a lot of literature from different cultures
- Yes, South African, Asian, American
- Yes, from Brazil, Spain, China, India
- Oriental, African, Chinese, Sami, South American, Arabic.
- Songs and genres from different cultures
- I know that the music teacher at my school does.
- No. I have used music from different genres, genres that occur in Sweden only.
- Yes, but not from refugee countries. Mostly Anglo-Saxon.
- We use songs with sign language. And: If the child loves "Twinkle little star" in his language, I can use it for recognition, security and inclusion.

- On music, we have listened to music from different cultures that existed in the class.
- I usually teach all my students a call and response song from South Africa. We talk about and listen to music from as many other countries as we can. And that we learn to play and sing different kinds of music from all over the world.

Six teachers claimed that they do not use music from other cultures.

Do you feel prepared to use music as a tool for inclusive purposes in your classroom?

Jag känner mig beredd att använda musik som ett verktyg för inkluderande syften i mina klassrum.*
24 responses

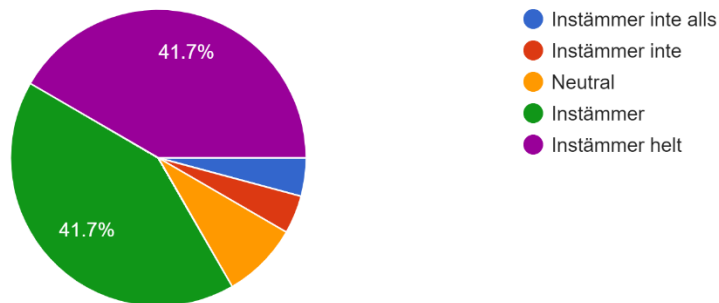


Figure 12. I feel prepared to use music as a tool for inclusive purposes in my classrooms.

Orange=Neutral Green=Agree Purple=Totally Agree Blue=I certainly don't agree Red=I don't agree

Do you know where to find music to enhance your inclusive approach to teaching (Internet resources, educational apps, social media, etc.)?

Jag vet var jag kan hitta musik för att förbättra mitt inkluderande tillvägagångssätt i undervisningen (internetresurser, utbildningsappar, sociala medier, etc.)*

24 responses

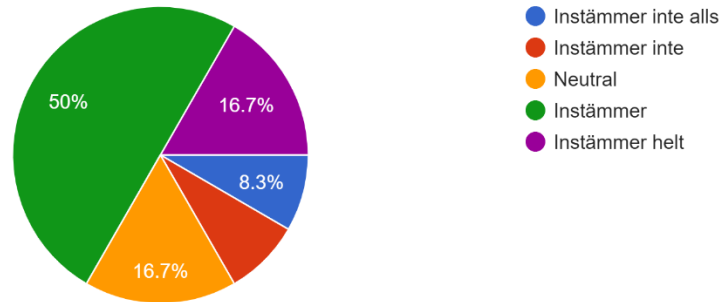


Figure 13. I know where to find music to enhance my inclusive approach to teaching (Internet resources, educational apps, social media, etc.).

Orange= Neutral Green= Agree Blue=I certainly don't agree Purple=Totally Agree Red=I don't agree

Are there sufficient resources in your school (literature, tutorials, videos and recordings) to support multicultural activities through music?

I min skola finns tillräckligt antal resurser (litteratur, handledningar, videor och inspelningar) för att stödja mångkulturella aktiviteter genom musik.

24 responses

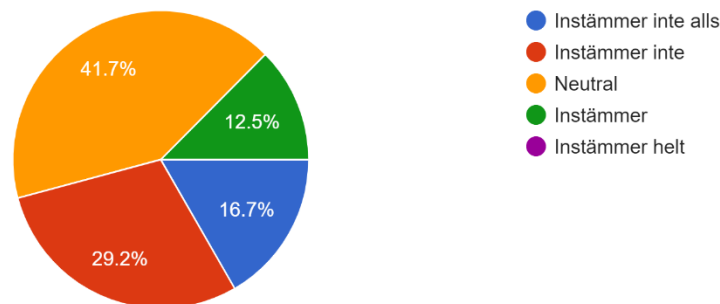


Figure 14. In my school there are sufficient resources (literature, tutorials, videos and recordings) to support multicultural activities through music.

Orange= Neutral Green= Agree Blue=I certainly don't agree Red= I don't agree

Does your school support the use of music as an inclusive tool in the classroom?

Min skola stödjer användningen av musik som ett inkluderande verktyg i klassrummet

24 responses

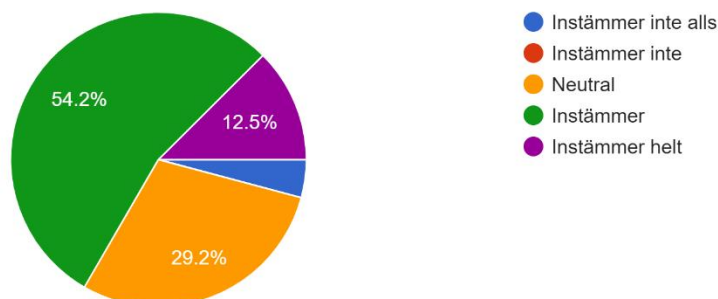


Figure 15. My school supports the use of music as an inclusive tool in the classroom

Orange= Neutral Green= Agree Purple= Totally Agree Blue= I certainly don't agree

Does your school/district/educational authority offer educational programs and/or workshops that deal with cultural awareness/education?

Min skola/distrikt/utbildningsmyndighet erbjuder utbildningsprogram och/eller workshops som handlar om kulturell medvetenhet/utbildning

24 responses

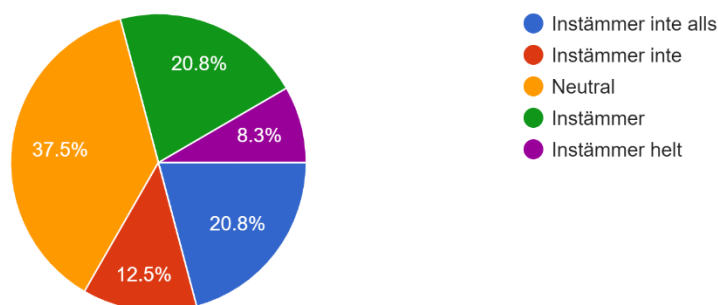


Figure 16. My school/district/educational authority offers educational programs and/or workshops that deal with cultural awareness/education

Orange= Neutral Green= Agree Purple= Totally Agree Blue= I certainly don't agree Red= I don't agree

Does your school/district/education authority provide educational programs, ministry directions, and/or curriculum recommendations that use intercultural music as a teaching and didactic tool?

Min skola/distrikt/utbildningsmyndighet tillhandahåller utbildningsprogram, anvisningar från ministerier och/eller läroplansrekommendationer so...ik som ett undervisnings- och didaktiskt verktyg
24 responses

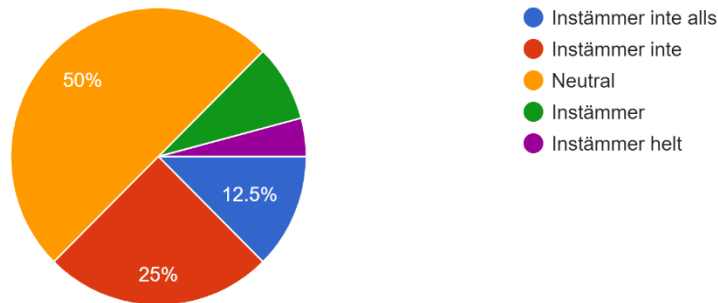


Figure 17. My school/district/education authority provides educational programs, ministry directions, and/or curriculum recommendations that use intercultural music as a teaching and didactic tool.
Orange= Neutral Green= Agree Purple= Totally Agree Blue= I certainly don't agree Red= I don't agree

Have you ever participated in professional development opportunities that support music for inclusion?

Har du någonsin deltagit i professionella utvecklingsmöjligheter som stödjer musik för inkludering?
24 responses

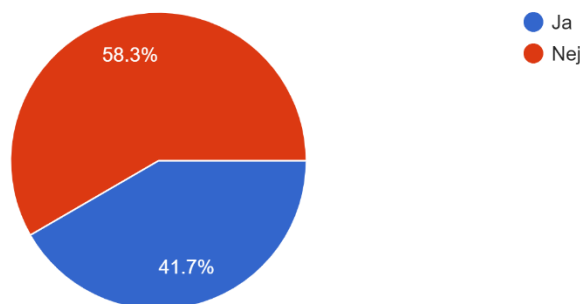


Figure 18. Have you ever participated in professional development opportunities that support music for inclusion?

Blue=Yes Red=No



If you answered YES, what types of professional development opportunities have you participated in? (Indicate whether it is a training, an online session, a workshop, self-development course, conference, seminar or something else.)

- Workshop, conference and seminar.
- Continuous education, workshop
- Workshops, conference and seminar
- Workshops
- Seminar and conference
- [EU project](#)
- Erasmus collaboration with [M2-CM](#) in Greece.
- [ARTinED](#), STADY
- I answered no
- [Musilib](#), [rythm4inclusion](#); EU projects
- [Artineducation](#), [artinlan](#)
- Erasmus project
- [ERASMUS +](#)

Five respondents answered NO to this question.

Have you participated in any initiatives, projects or activities that promote music as an educational tool?

Har du deltagit i några initiativ, projekt eller aktiviteter som främjar musik som ett pedagogiskt verktyg?*

24 responses

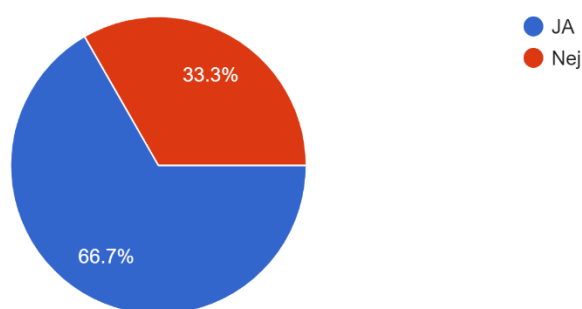
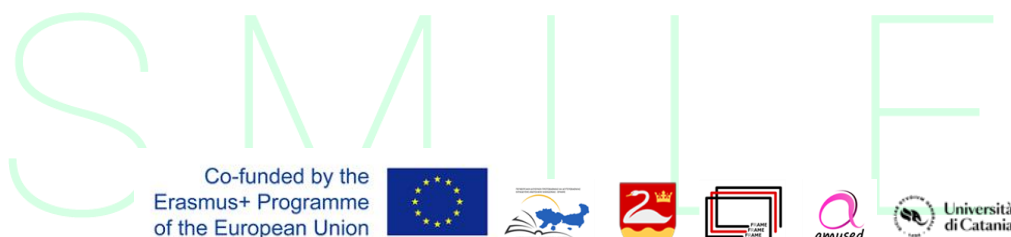


Figure 19. Have you participated in any initiatives, projects or activities that promote music as an educational tool? Blue=Yes Red=No



If you have participated in any initiatives, projects or activities that promote music as an educational tool, can you describe your involvement? If possible, share link!

- Participated as a teacher at a school participating in ERASMUS projects
- As an educator and inspirer at the national special education conference
- As a teacher for various Erasmus projects
- With collaboration with various projects.
- [Musilib](#) project.eu
- Erasmus collaboration with [MC2-CM](#) in Greece. <https://artinedviksjofors.se/m2-cm/>
- Participated in [ARTinED](#) then held courses at several schools where I taught curriculum through music and dance.
- I answered no
- [Musilib](#), rythm4inclusion, Folkungar, Cultural summer holiday in Bollnäs municipality
- Continuing education and lectures
- [Erasmus project](#)
- Project participant, Erasmus +
- Wrote thesis on the importance of music for the youngest in preschool.
- [MusiLib](#)
- We got some ukulele lessons
- I, the art teacher, the English teacher as well as the curator and leisure educators were involved in the project *Stories for a better day* which aimed at the inclusion of ALL (everyone's stories)

Five respondents answered *no* and two others did not answer this question.