



Music4Rom

Report filled by the partners and based on the questionnaires

DLV 31

Project number: 543170-LLP-1-2013-1-BE KA1-KA1MPR



Piloting in schools and settlements

Report

Music4Rom

Project number: 543170-LLP-1-2013-1-BE KA1-KA1MPR

WP5 DLV 31 Educational Workshop Report



Introduction

The three days Music4Rom educational workshops took place in four European countries and were artistic/educational and multidisciplinary activities based on the Music4Rom methodology detailed in the Teacher's Handbook. Depending on local circumstances and needs the workshops were introduced by local awareness sessions with teachers, mothers, cultural and social operators. In countries like Italy and Slovakia the duration of the workshops was extended to meet the local specific needs.

The workshops were targeted to vulnerable children and teenagers promoting education through music activities and supporting the integration of Roma in the school system through their own values and talent. The workshops were supported by local artists or professional art teachers from local art schools and by local representatives of the young artists who took part to the Music4Rom Master Class in Paris. The Young artists have inspired and encouraged Roma children, teenagers and their families.

The outcomes of the educational workshops have been shown in local performances in the community cultural centers for the local public and at local schools and videoed to demonstrate that marginalized Roma children can be talented and can succeed at school.

Implementing Partners: Art Activ (RO), ETP Slovensko(SK), Mus-E Naples (IT), Union Romani (ES).

WORKSHOP IN SPAIN



General information	
Name of the organization, Name and Family name of the author of the report Email address	Unión Romani Pedro Casermeiro Pedro.casermeiro@gmail.com
Date and place of the workshops	Wednesdays from 14 th of January till 3 rd of June. The workshop took 2hours each Wednesday in school time. Thursdays from 5 th of March till 28 th of May. The workshop took 1 hour each Thursday in extra school time. Total 56 hours BARCELONA

Name of the school/settlement/community center	The workshop was developed in the secondary school "INS CRISTÒFOL COLOM" in Barcelona
Participants to the workshop Number of trainers from the partner organization, Number of teachers/cultural operators, Number of Roma children, teenagers Number of Roma mothers, Number of artists	<p>1 Trainer 2 School teachers 1 Artist</p> <p>15 young Romani students participated in the training activities Over 120 pupils, families and other stakeholders participated in the local event (Conference + concert)</p>
Title of the Music4Rom learning paths used during the workshops activity with a short description of the reason for the selection of the learning path, paths and the topics developed during the workshop activities	Along the workshop, we developed the Learning Paths No. 1, No. 4 and No. 5. As organization, we wanted to experience the most appropriated LPs provided by the project according to the age and circumstances of students. Moreover, taking into account the interests of students and teaching staff of the school (scientific knowledge), we pay more attention to LP n° 4 and LP n° 5.
Short description of the	The students of the carpentry workshop of the secondary school were the ones selected by the school staff

environment, human resources and the targets of the workshops	and Unión Romani to participate in the Music4Rom workshop. For this activity, we had the carpentry classroom, the carpentry teacher, a musician (drummer) and the Unión Romani trainer. As the group was not very big, we arranged adequate resources and spaces, students were highly motivated and with a willing mind during all workshop.
Short description of the aims, general and specific objectives of the workshops	<p>To improve students' knowledge about Romani culture and music, and its contribution to society.</p> <p>To improve self-esteem of Romani students based on their ethnicity.</p> <p>To promote the learning about acoustic characteristics of percussion instruments and its materials.</p> <p>To promote teamwork competences within the students.</p>
Summary description of the methodology and of the interdisciplinary aspects used during the activities	<p>During the workshop, we've been introducing the students into the different subjects in a very practical and intuitive way. Our intention has been that students discover a whole range of concepts for themselves, working in groups, with the guidance of trainers. We've also planned the training aiming to empower the students to gain prominence step-by-step, and it happened, even some of the more advanced students performed as trainer at certain moments of the workshop.</p> <p>We worked very various concepts, from the discrimination suffered by the Roma, to the acoustic qualities of the wood and the resonance boxes, going throw the contribution of Romaniculture to European societies or the necessary conditions to optimize teamwork.</p>

Summary description of the activities step by step	<p>We started the workshop listening Romani music from Hungary, something that students had listened before, and gradually we moved into the most significant Romani music in Europe and we analyzed the common elements of the Romani music.</p> <p>Then we entered inside the world of flamenco, its beginning, its influences and developments. To finalize the LP no1 we discussed with students the lack of recognition of Romani music in Europe and its possible causes.</p> <p>Next we began the LP nº4 studying the role of musical instruments in the Romani music, focusing on stringed instruments and percussions. We studied what are resonance boxes and why percussions and guitars resound. Then we studied the historical and geographical evolution from the Indian Lyra to the Spanish guitar.</p> <p>After understanding the acoustic characteristics of the instruments, we built our own instruments following these basic acoustic principles (LP No. 5). Finally we started playing those instruments built by students looking for different sounds and creating music pieces within flamenco rhythms.</p>
Impact	

<p><u>Indicators</u></p> <p>Percentage of frequencies</p> <p>Participation of parents and families</p> <p>Social participation -</p> <p>Stakeholders participation</p> <p>Social changes</p> <p>Collaboration's level obtained</p>	<p>The workshop was held for 5 months, and attendance was above 85%, with an average absenteeism of one participant per session</p> <p>The families of the workshop participants were aware from the start and showed interest in the workshop (informal conversations with trainers), and they attended the final event.</p> <p>The High school INS Cristòfol Colom was the main partner involved in the project. Students and teachers from the elementary school of the neighbourhood also attended the final event. Other stakeholders (Social Services, Community Plans and the Library) also came to the final event.</p> <p>During these months we have achieved many Romani children have been able to know and practice their music, and perform in public. We got a great involvement from the students. Several of the students participating in the workshop had a high rate of absenteeism, and we achieved these students to come more often the day the workshop, even the group reminded the absentee colleagues to come school on Wednesdays for the workshop. And probably this has been the biggest success of the workshop: the creation of a great team spirit.</p> <p>On the other hand, the relationship between school and UR has been very positive. At first, the school ceded us two hours every Wednesday for 3 months to develop the workshop, and after seeing that the activities were functioning, they proposed us to continue with the Music4Rom workshop until the end of the course.</p>
<p>Evaluation</p>	

<p>Partners' feedback based on the evaluation questionnaires</p> <p>Evaluation of the activities based on the questionnaires.</p> <p>Links to the questionnaires:</p> <p>Post questionnaire for students https://mosaicartsound.basecampHQ.com/projects/11850834-music-for-rom/files?creator_id=10238529</p> <p>Post questionnaire for trainers https://mosaicartsound.basecampHQ.com/projects/11850834-music-for-rom/files?creator_id=10238529</p>	<p>Our assessment was based on the post questionnaires participants and trainers, as pre questionnaires had not yet been prepared at the beginning of our activity.</p> <p>As discussed above, our greatest success has been the team spirit generated in the group. The students have had a good time, have been able to talk about their culture and practice their music during school hours with Romani trainers, something unusual in any school.</p> <p>As extracted from the questionnaires attached, most of the participants have answered with the highest score each item asked. The questionnaires were passed two days after the final event and the enthusiasm with which the students received the trainer with the questionnaire was great.</p>
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<p>Strong and weak points</p>	<p>As we have already indicated, the strongest point was the group cohesion achieved among participants. Students who attend school more frequently warned and reminded the other students they could not miss the workshop, as if someone was missing the group was not complete and could not develop properly, and students were well aware of it from the beginning.</p> <p>Another strong point of the workshop was to improve the relationship between the teachers involved in the workshop and students. Even a school teacher came to the workshop sessions outside school hours to learn music with her students and participated in the final event as one student more.</p> <p>The weak point was the participation of girls. The school ceded us the carpentry group of 2 hours per week to develop the Music4Rom workshop, that is, students in this group did not make carpentry but developed our workshop. And the negative point was that all people involved in carpentry were men. We only got two girls participation in extracurricular workshop sessions and did not participate in the final event because of the possible stigma caused by had been watched playing instruments in a group of boys.</p>
<p>One comment/feedback from the participants to the workshop</p>	<p>One of the participants, in an interview for a local educational publication said: « I love when arrives the day of the workshop because I have fun and I've learnt to play much better the guitar, and I feel very comfortable with my mates and the teachers ».</p>

Dissemination

Workshop Final event:

The final event took place on June 3 at the Civic Center of Bon Pastor (Barcelona). The event was attended by all students of INS Cristòfol Colom, but also came the students of 5th and 6th grade of the primary School Bernat de Boïl, families of students and other stakeholders in the neighborhood. Altogether participated over 120 people. The event began with a conference by Juan de Dios Ramirez Heredia on Romani music and culture and continued with an explanation of the project and the final concert of the students.

Poster (to be posted on BC)

Links to on-line and off line
publications

Photo gallery

Music4Rom *Concert*

3 de Junio

Centre Cívic del Bon Pastor
Pl. Robert Gerhard, 3-4

11h

Conferència "Las músicas (e)gitanas"
a càrrec de Juan de Dios Ramírez Heredia

11:45h

Concert flamenc dels alumnes
de l'Institut Cristòfol Colom

12:15h

Recompte pel curs 2014-2015

12:45h

Cloenda



Local educational publication: Barcelona, Escoles + Sostenibles

http://sostenibilitatbcn.cat/attachments/article/190/SINCristofol_RomaniVoltaMon.pdf

News at Unión Romani website:

<http://www.unionromani.org/notis/2015/noti2015-06-10.htm>





Piloting in schools and settlements

Report

Music4Rom

Project number: 543170-LLP-1-2013-1-BE KA1-KA1MPR
WP5 DLV 31 **Educational Workshop Report**

WORKSHOPS IN ITALY



General information	
Name of the organization,	MUS-E NAPOLI ONLUS
Name and Family name of the author of the report	Maria Rosaria Rinaldi
Email address	Mr.rinaldi@alice.it

Date and place of the workshops	Napoli Date from 03/03/20 15 to 09/06/2015
Name of the school/settlement/community center	School: IC 10° Alpi-Levi ; Community center: C.E.Lu.S Association
Participants to the workshop Number of trainers from the partner organization, Number of teachers/cultural operators, Number of Roma children, teenagers Number of Roma mothers, Number of artists	Trainers/artists n.° 6 Teachers n.° 5 Cultural operators n.°1 Children 87; Roma Children 50%

<p>Title of the Music4Rom learning paths used during the workshops activity with a short description of the reason for the selection of the learning path, paths and the topics developed during the workshop activities (max 60 words)</p>	<p>L.P. used:</p> <p>n.º1, "The richness of Romani Music"; n.º2 "The music of the Romani words"; n.º3, "The words of Romani Music", n.º4 "Distant sound"; n.º5 "The music of things"</p> <p>The L.P. were functional to the needs and curiosity of the target, they are also linked to the school curriculum, integrating into the daily activities of the school and the center.</p> <p>Its topics are related to the Romani history, culture, literature and music; the formation and origin of the sound; what matter is made of; how to build a musical instrument; such as musical instruments come from the Roma culture</p>
<p>Short description of the environment, human resources and the targets of the workshops (max 50 words) i.e.</p>	<p>The workshops are designed to Scampia, difficult outskirts of Naples, in which there are: unemployment, lawlessness, drugs, environmental issues (Land of fires), poor education, difficult to support the parental role.</p> <p>The four Romani settlements are barely tolerated by the people but accepts the presence of Romani children in the classes.</p> <p>The target represented this reality, with children, Italian and Roma, from 6 to 13 years old</p>

<p>Short description of the aims, general and specific objectives of the workshops (max 50 words) i.e.</p>	<p>To use Romani music and songs to enhance self- esteem in young Romani and to promote social inclusion</p> <p>Activate a group that stimulates curiosity for artistic experiences through knowledge of the Romani history and culture, developing Key Competences</p> <p>Develop language through knowledge of words, of poetry and songs Roma and verbalization oral and written activities related to the project.</p> <p>Listen, producing play simple Romani musical pieces.</p> <p>Build musical instruments from recycled material</p>
<p>Summary description of the methodology and of the interdisciplinary aspects used during the activities (max 80 words)</p>	<p><u>methodologies</u> Discussion and debate, research, brainstorming, cooperative learning, P4C sessions, learning by doing.</p> <p><u>interdisciplinarity</u> <u>language</u>: lexical knowledge, reading, features poetry, reflections and oral and written comments. <u>Geography</u>: observation of maps of the journey of the Roma people <u>History</u>: knowledge of some Roma traditions, notes on the history of this people, with particular reference to the war in former Yugoslavia. Knowledge the hisroey of Romani Music <u>Music</u>: Knowledge of the main musical instruments. Listening to different music genres. Production of simple melodies with different musical instruments <u>Art-Tech</u>: graphical representations, playing some instruments</p>

<p>Summary description of the activities step by step</p> <p>(max 250 words)</p>	<p>The starting point is the knowledge that each culture is characterized by its history and that a people who have always travelled is very rich, like Romani people.</p> <p>The trainers gave brief information on the history, traditions, music (research and listening to music) and literature: Romani preferred communication, because they express feelings, emotions, sensations ...</p> <p>The students, guided by trainers, have identified the tools and the means with which to work. They chose songs and poems.</p> <p>They formed small groups, led by artists, for learning a musical instrument: violin, guitar, flute and percussion also dance and choir.</p> <p>They have been identified and carried out specific musical pieces.</p> <p>Guided by teachers, students have read the Romani.</p> <p>And they have carried out cross-cultural and interdisciplinary connections.</p> <p>For example: A group of students chose the poem "Freedom" which allowed a more "intimate" of the Roma people and its key values (freedom, appreciation of simple things, love of nature, rejection of all forms of power ..) Each pupil wrote their thoughts that have been read and discussed in group.</p> <p>Manipulative-creative laboratory with their parents for the construction of the ancient musical instruments of the Roma culture and the Neapolitan</p>
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Impact	
<u>Indicators:</u> Percentage of frequencies Participation of parents and familie: Social participation Stakeholders partecipation Social changes Collaboration's levell in the schools settlement and with other institution	Percentage of frequencies 90% Percentage parents participation 70%, both Roma than Italian Percentage of social participation: 60%, especially from social and cultural associations, from volunteering Lack of local participation, significant participation at the city level Considerable local level The level of participation was very high in the school, either with other schools in the city, both in Roma settlement
Evaluation	
Partners' feedback based on the evaluation questionnaires Evaluation of the activities based on the questionnaires	The questionnaires indicate the difference between the skills and knowledge input and output. This shows the validity of the work done, the correct focus of issues and ways of working that have developed a high level of socialization and self-esteem in Romani and no-Romani students

<p>1° Pre questionnaire for students</p> <p>https://mosaicartsound.basecampHQ.com/projects/11850834/file/198476105/NEW%20PRE-QUESTIONNAIRE%20FOR%20STUDENTS%20(1).docx</p>	<p>Strong motivation for learning; interest and curiosity for laboratory activities; lack of knowledge of the topics; strong interest in working together.</p>
<p>2° Post questionnaire for students</p> <p>https://mosaicartsound.basecampHQ.com/projects/11850834/file/198476105/NEW%20PRE-QUESTIONNAIRE%20FOR%20STUDENTS%20(1).docx</p>	<p>The post questionnaire reads a significant student's involvement in workshops, adherence to input and cultural knowledge as to those related to socialization</p>
<p>3° Post questionnaire for trainers</p> <p>https://mosaicartsound.basecampHQ.com/projects/11850834/file/198476121/NEW-QUESTIONNAIRE%20FOR%20T</p>	<p>Average concern for the realization of the learning paths</p>

RAINERS.docx	<p>Achievement of cognitive and social objectives</p> <p>trainers' professional enrichment</p>
<p>Strong and weak points</p> <p>(max 100 words)</p>	<p>Strengths</p> <p>The work and activities have allowed a better understanding of the Roma people and its main values that approached and intrigued all pupils.</p> <p>This made proud Roma pupils, facilitating much self-esteem and integration.</p> <p>The musical activity has favored greater contact and commitment to produce with simple choreography and melodies, on time and roles.</p> <p>Points of weakness</p> <p>To carry out more deeply the project would be appropriate to increase the number of workshops</p>
<p>One comment/feedback from the participants to the workshop</p>	<p>Despite the tight timeframe, we are very pleased with our results in terms of teaching skills and social skills.</p> <p>Through music Rom has developed, in students, higher self-esteem and was favoured social inclusion at the local level</p>

Dissemination

Workshop Final events:

1

Date

22/05/2015 h16:30

Place

Napoli (Italy), Chiesa di Sant'Eligio Maggiore

Numbers of attendees

Audience: 400 (parents, city authorities)
poster posted on BC

Poster (to be posted on BC)

<http://www.istitutocomprensivocdm.it>

Links to on-line on publications

2

04/06/2015 h 16:30

Other local performances

organized or in pipeline (date & place)

Napoli (Italy) C.E.Lu.S Association (Romani settlement)

Audience: 60 people (parents, local stakeholder)

Poster on BC

3

09/06/2015 h10:30

Napoli (Italy), I.C. 10° Alpi-Levi

Audience: 150 people, (teachers, students. Parents, manager)

Poster on BC

Photo gallery

- 1) (max no. of photos 10 pictures posted on M4R website, sections activities and gallery)



2) Minimum one video realized
and posted on M4R You
tube and Music4Rom
website section gallery



<https://www.youtube.com/watch?v=7XFE9uSvAZQ>



Piloting report template for schools and settlements

Music4Rom

Project number: 543170-LLP-1-2013-1-BE KA1-KA1MPR
WP5 DLV 31 Educational Workshop Report

WORKSHOP IN ROMANIA



General information

Name of the organization,

ART- ACTIV Association

Name and Family name of the
author of the report

Mihaela ZATREANU

Email address

Mihaela.zatreanu@gmail.com

Date and place of the workshops	6-8 August 2015 Roma Culture MUSEUM, Bucharest
Name of the school/settlement/community centre	Giulesti/ Bucharest
Participants to the workshop	Roma and non Roma Children from Giulesti community
Number of trainers from the partner organization,	1 trainer
Number of teachers/cultural operators,	1 teacher
Number of Roma children, teenagers	25 children
Number of Roma mothers,	20 mothers
Number of artists	4 artists

<p>Title of the Music4Rom learning paths used during the workshops activity with a short description of the reason for the selection of the learning path, paths and the topics developed during the workshop activities (max 60 words)</p>	<p>During the workshop we developed learning path no 1, no. 4 and learning path no 5.</p> <p>The aim of the arts workshop was to use Romani music, songs, poems and theatrical sketches to enhance self-esteem in young Roma children for better integration in school and to promote social inclusion.</p> <p>Different sources for music, poetry and theatre were used during the workshop; namely, books about Romani music and Romani fairy tales, having as main characters Roma, poetry written by Roma poets.</p> <p>These served as inspiration in order to produce an artistic program containing: music, poetry, theatre which was presented by children on the stage.</p>
<p>Short description of the environment, human resources and the targets of the workshops (max 50 words) i.e.</p>	<p>Arts Workshop was conducted in the Roma Culture Museum in Bucharest, Romania, where there are provided different cultural, educational, social activities for Roma marginal communities. The Museum is located in the 6th district of Bucharest, the district has two areas, one considered rural (Giulesti-Sarbi) and one urban (Giulesti neighborhood). In this area we can notice a strong contrast between socio-economic statutes of the inhabitants, and these inequalities have attracted poor relations of cooperation, mutual disinterest and social exclusion, both within the neighbourhood, and the neighbourhood Giulesti-Sarbi by residents of other neighbourhoods. Also, their needs are poorly represented and the ability of self-organization is minimal.</p>

<p>Short description of the aims, general and specific objectives of the workshops (max 50 words) i.e.</p>	<p>The aim of the arts workshop was to use Romani music, songs, poems and theatrical sketches to enhance self-esteem in young Roma children for better integration in school and to promote social inclusion.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To know the origin of the Romani music and songs to be acquainted with its distinctive features • To understand that the Romani arts and Roma personalities • To practice different rhythms belonging to Romani music styles • To provide new information and knowledge about Romani habits and tradition to children and youth
<p>Summary description of the methodology and of the interdisciplinary aspects used during the activities (max 80 words)</p>	<p>During the workshop all children were supported and helped to identify their talents with the aim to strengthen their self-esteem and self-confidence – a very important base/ start for better results in educational process.</p> <p>Sessions were conducted in very flexible manner, children had the possibility to improvise and to be creative and every time appreciated for their efforts - this was an important component of the learning process.</p> <p>At the very beginning of piloting, there has been presented information about the origins of the Roma music and songs, there have been presented poems written by Roma poets, fairy tales etc. Roma important cultural personalities have been introduced to the group.</p> <p>Children have been invited to share own experiences with the others and present poems, songs and other Romane traditions which they learned in own families.</p> <p>Workshop combined theory with practice – while they heard about Roma music they had the possibility to attend a concert with Romani music and get to know the artists.</p>

<p>Summary description of the activities step by step</p> <p>(max 250 words)</p>	<p>During the 3 days, at the beginning of each lesson, children were asked to share with the others own experience and based on their examples and interests, the subject was developed by the rainer with more information about: Romani music, poetry, theatre, fine arts, Roma personalities . As a group, they recapitulated what had happened during the previous sessions and discussed a lesson plan for a day.</p> <p>Then lecturer asked children and youth what they liked the most, and which activity they preferred. Brainstorming was a common practice, as children and youth were always encouraged to express their opinions and comments.</p> <p>Every day the workshop was visited by different Roma personalities and in the evening hildren were invited to their events.</p> <p>Together with the children there has been developed an artistic moment, which included: music, poems, dialogues, traditional dresscode to be presented during the Festival that took place at the Roma Culture Museum, this has motivated the group to work hard and pay more attention to the activities.</p> <p>In addition, the children also learned to work in a team. Given assignment was approached in a very responsible way and every child cared about the final result. The attendees were very proud to successfully finished their work. Thirty minutes show was publicly performed on the stage of the Roma Culture Museum, on the 8th of August 2015 just before the program of the festival started. Their artistic program was attended by at least 150 children and parents from the local community.</p>
<p style="text-align: center;">Impact</p>	

<p><u>Indicators</u></p> <p>Percentage of frequencies</p> <p>Participation of parents and families</p> <p>Social participation -</p> <p>Stakeholders participation</p> <p>Social changes</p> <p>Collaboration's level obtained</p>	<p><u>Percentage of frequencies</u>, regular attendance of students at workshops: 95%</p> <p><u>Participation of parents and families</u></p> <p>Parents, especially mothers have been participating in a workshop in which were discussed the main interests and wished for children education and development, during the workshops, some parents contributed actively encouraging children and at the final performance, there have been present at least 200 parents and members of the community at the Roma Culture Museum in Giulesti.</p> <p><u>Social participation</u></p> <p>The Roma Culture Museum was hosting our activity and offered the possibility to children and parents to attend also other activities which were taking place in the same time in the Museum, attend different exhibitions, concerts, parents had the possibility to interact in debates on social problems of Roma.</p> <p><u>Stakeholders participation</u></p> <p>Local authorities - the Bucharest Municipality of Sector 6 has been a Partner of the event where the workshop took place - The Solidarity Festival Pakivalo - many other Roma and non Roma NGOs have been present organizing different activities in which children and parents from the local community have been involved. Roma public figures - Damian Draghici - Roma EMP who launched a monument dedicated to Roma victims of Holocaust, artists were present at the same event, 4 of them have visited the workshop and interacted with the students, inviting them to exhibitions, performances and concerts.</p> <p><u>Social changes</u></p> <p>Beside the fact that children had the opportunity to find out more about Romani music, poetry, theatre, fine arts, Roma personalities, they also have the possibility to meet some of them inside such a big event - Solidarity Festival Pakivalo. Children met artists from other countries, such as: Spain - KaloMe band, Delaine Le Bass - UK a Roma artist, Sead Kazanchiu - Roma painter from Albania. This experience was very motivating</p>
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	<p>for children and could be also convincing for them to apply to the school of arts and pursuit artistic career and be more motivated in attending school.</p> <p><u>Collaboration's level obtained</u></p> <p>Collaboration occurred on a number of levels, there has been created a better connection and exchange between parents and also between parents and children. Students have met other talented children from other locations during the public event, they have interacted with artists from the national level but also from the European level.</p> <p>Parents and children have interacted with different institutions and NGOs present at the event.</p>
<h2 style="text-align: center;">Evaluation</h2>	
<p>Partners' feedback based on the evaluation questionnaires</p> <p>Evaluation of the activities based on the questionnaires.</p> <p>Links to the questionnaires:</p>	<p>Pre and post questionnaires filled out by children attending workshops demonstrated a better interest in exploring even more Roma culture: music, history and poetry, theatre, knowledge Roma art. Generally, attendees enjoyed meeting Roma artists and personalities and were keen on participating in similar workshops also in the future.</p> <p>The coordinator of the activities has used different materials and practical activities in order to inform children; This activity was received very positive by students, as such activities are not organized in school. The presence of the different artists from national and European level has brought the models to follow and a better self esteem, and much more than this, the assumption of their identity and its connection to good</p>

<p>1° Pre questionnaire for students https://mosaicartsound.basecampHQ.com/projects/11850834/file/198476105/NEW%20PRE-QUESTIONNAIRE%20FOR%20STUDENTS%20(1).docx</p> <p>2° Post questionnaire for students https://mosaicartsound.basecampHQ.com/projects/11850834/file/198476105/NEW%20PRE-QUESTIONNAIRE%20FOR%20STUDENTS%20(1).docx</p> <p>3° Post questionnaire for trainers https://mosaicartsound.basecampHQ.com/projects/11850834/file/198476121/NEW-QUESTIONNAIRE%20FOR%20T</p>	<p>models to be followed.</p>
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Strong and weak points (max 100 words)	<p>Strong points</p> <ul style="list-style-type: none"> - positive impact of a new experience on children - positive impact on the community and parents - positive interaction between different type of participants at the performance and to different cultural activities taking place in the same time <p>Weak points</p> <ul style="list-style-type: none"> - such activities could be continued in the local schools, but unfortunately the school program doesn't allow it - teachers from schools are not prepared to organize such activities
One comment/feedback from the participants to the workshop	Participants to the workshops confessed that they wish to have such activities more often, at least as extra curricular from time to time.
Dissemination	

<p><u>Workshop Final event:</u></p> <p>Date 8 August 2015</p> <p>Place: Roma Culture Museum, Bucharest</p> <p>Numbers of attendees: 200 people</p> <p>Poster (posted on BC)</p> <p>Links to on-line and off line publications</p> <p><u>Photo gallery</u></p> <p>3) (max no. of photos 10 pictures posted on M4R website, sections activities and gallery)</p>	<p>https://www.facebook.com/media/set/?set=a.662524120513831.1073741837.649115461854697&type=3</p> <p>https://www.facebook.com/media/set/?set=a.662428553856721.1073741835.649115461854697&type=3</p> <p>https://www.facebook.com/media/set/?set=a.662524120513831.1073741837.649115461854697&type=3</p>







Piloting in settlements

Report

Music4Rom

Project number: 543170-LLP-1-2013-1-BE KA1-KA1MPR
WP5 DLV 31 Educational Workshop Report

WORKSHOPS IN SLOVAKIA



General information

Name of the organization,	ETP Slovakia - Centre for Sustainable Development
Name and Family name of the author of the report	Lenka Orságová
Email address	orsagova@ke.etp.sk
Date and place of the workshops	<p>(1) Music Workshop in Rankovce from February till May 2015</p> <p>(2) Music Workshop in Stará Ľubovňa from February till May 2015</p> <p>(3) Workshop on Building Musical Instruments from Recycling Material in Stará Ľubovňa from April till May 2015</p> <p>(4) Workshop on Building Musical Instruments from Recycling Material in Stará Ľubovňa in July 2015</p> <p>(5) Workshop on Building Musical Instruments from Recycling Material in Rankovce in July 2015</p>

	(6) Workshop on Building Musical Instruments from Recycling Material in Veľká Ida in July 2015
Name of the school/settlement/community center	Community Center Stará Ľubovňa Community Center Rankovce Community Center Veľká Ida
Participants to the workshop Number of trainers from the partner organization, Number of teachers/cultural operators, Number of Roma children, teenagers Number of Roma mothers, Number of artists	Participants to the workshop no.1: 10 Participants to the workshop no.2: 5 Participants to the workshop no.3: 5 Participants to the workshop no.4: 35 Participants to the workshop no.5: 25 Participants to the workshop no.6: 15 Total no. of professional artists: 17 Total no. of teachers/cultural operators: 11 (+35 college students volunteering in Romani settlements) Total no. of Romani children/teenagers: 100% No. of Romani parents: 23

<p>Title of the Music4Rom learning paths used during the workshops activity with a short description of the reason for the selection of the learning path, paths and the topics developed during the workshop activities (max 60 words)</p>	<p>Learning Paths used during the workshops: no.4 "Distant Sound" and no.5 "Music of Things"</p> <p>After short introduction to Romani music, students attending workshops on Building Musical Instruments from Recycling Materials were presented with different materials and their specific physical characteristics. Interactive activities incorporating four human senses - touch, smell, hearing and sight - were used to help students understand basic physical characteristics of different kinds of materials.</p>
<p>Short description of the environment, human resources and the targets of the workshops (max 50 words)</p>	<p>Marginalized Roma Communities (MRCs) are characterized by shacks or dilapidated housing with no running water, electricity or sanitation, equipped with only a few pieces of furniture lacking tables, chairs, and suitable beds. In each community where workshops were conducted, ETP runs a community center with three full time employees. Target groups are mainly children and youth who were born and live in shameful poverty of socially marginalized and segregated Roma ghettos.</p>
<p>Short description of the aims, general and specific objectives of the workshops (max 50 words)</p>	<p>The main aim of the workshops was to demonstrate to children and youth from MRCs how influential and powerful music can be. By highlighting the importance of Romani music in classical European music, children and youth became to understand how beautiful and enriching Romani culture and its features are.</p>
<p>Summary description of the methodology and of the interdisciplinary aspects used during the activities (max 80 words)</p>	<p>Students attending workshops on Building Musical Instruments from Recycling Materials were introduced to classical Romani instruments, their geographical origins and a couple of recordings were played to them to have a better understanding and a bit of history explaining diversity of Romani music. Via interactive activities, different academic subjects, including geography, history, technology, and music were tackled which helped students to broaden their general knowledge and perspective, as well as to become familiar with brain activating concepts of association-making and generalization.</p>

<p>Summary description of the activities step by step</p> <p>(max 250 words)</p>	<p>All workshops conducted in MRCs followed similar pattern. As the lecturers were new to the community, first few classes of the workshops consisted of warm-up, ice-breaking and introductory activities. Gradually, as members of newly created group began to trust each other and atmosphere became relaxed, everyone had an opportunity to participate in music activities, e.g. playing a guitar, a piano, a cajon, or sing into a microphone; in crafts activities, e.g. creating musical instruments from recycling material; educational activities, e.g. Romani Musical Instruments Quest, Discovering Romani History, Cultural Uprising.</p> <p>Once each child chose the instrument that fitted them the most, lecturers started to form bands and to select the right repertoire that would ignite passion in students but would not be too difficult to play. Afterwards, intensive practicing of selected Romani songs started. Rehearsal took a bit longer than expected, as young musicians were completely new to performing and nervousness was a big challenge to be overcome.</p> <p>Workshops helped participants to realize uniqueness of their Romani origin, to find a way of developing their distinctive talent and despite difficult life situation to benefit from, and be proud of, being born a Roma.</p>
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Impact	
<p><u>Indicators</u></p> <p>Percentage of frequencies</p> <p>Participation of parents and families</p> <p>Social participation -</p> <p>Stakeholders participation</p>	<p><u>Percentage of frequencies</u>, i.e. regular attendance of students at workshops: 90%</p> <p><u>Participation of parents and families</u></p> <p>Parents, families and/or guardians of the students participating at workshops became interested in activities their children were attending which was shown by a large presence (more than 100 people in each location) at the final concerts in both, Rankovce and Stará Ľubovňa.</p>

<p>Social changes</p> <p>Collaboration's level obtained</p>	<p>In Rankovce, some of the parents and other relatives are singing in a local church choir. ETP staff members, and more importantly their children were very pleased to see the choir performing at the final concert in Rankovce.</p> <p><u>Social participation</u></p> <p>The School of Arts at Exnárova, ETP's valuable partner in the project, provided artistic expertise and advice to ensure high quality of music workshops delivered in Rankovce and Stará Ľubovňa. Students of the school of Arts at Exnárova participated at the Master Class in Paris from where they brought new perspectives, techniques and ideas to marginalized Romani communities (MRCs). They became young ambassadors who inspired and motivated children and youth from MRCs.</p> <p>In Rankovce, ETP Community Center (CC) organized the final concert in cooperation with a local CC operated by Rankovce Local Government. Accordingly, the final concert brought together two communities - Rankovce and Stará Ľubovňa, as well as two entities operating within the same community.</p> <p><u>Stakeholders participation</u></p> <p>ETP has well working relationships with local stakeholders. Nevertheless, as the M4R project mainly focuses on music and art, there was not excessive participation of the stakeholders in the project.</p> <p><u>Social changes</u></p> <p>Young musicians at the beginning of their artistic career had an outstanding opportunity to learn about Romani culture from renowned musicians from various countries, and more importantly, to serve as role models to talented children and youth from MRCs.</p> <p>Some of the workshop participants were completely new to music education and had never publicly performed. Throughout the project they gained self-confidence and self-esteem because within three months they were capable to prepare 20-minute performance that was very well received. In future, this experience might</p>
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	<p>motivate them to apply to the school of arts and pursuit artistic career.</p> <p><u>Collaboration's level obtained</u></p> <p>Collaboration occurred on a number of levels. Firstly, at the international level thanks to artists and actors involved in the Dramatic Adventure Theatre who came to conduct workshop to three MRCs. Secondly, at the European level when eight partners from seven countries drawn upon their knowledge and experience to <i>support Romani cultural values leading to building of intercultural bridges, social inclusion and education of children through music. Thirdly, on regional level via M4R activities children and youth from two MRCs shared life stories, experience and also joy, and created beautiful friendships. In addition, well-known Romani artists and musicians guided and motivated children and youth from MRCs to pursue career of an artist or musician. Fourthly, on local level, actors from different sectors: Community Center - non-governmental sector, School of Arts - formal state institution, local CC in Rankovce - local self-government, Musicians/Artists - business sector, church (choir) joint their efforts to provide children and youth from MRCs with opportunity to learn and progress, to see what can be achieved if one works hard, and to be persistent in order to reach success.</i></p>
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Evaluation	
<p>Partners' feedback based on the evaluation questionnaires</p> <p>Evaluation of the activities based on the questionnaires.</p>	<p>Pre and post questionnaires filled out by children and youth attending workshops no. 1, 2 and 3 demonstrate improvement in knowledge of Romani culture, particularly, Romani music. Generally, attendees enjoyed piloting activities and were keen on participating in similar workshops.</p> <p>Artists and teachers leading the workshops assessed M4R learning materials as useful; though, some parts were too advanced, and therefore, not suitable for children and youth coming from MRCs. Nevertheless, they liked the piloting activities that helped them to reinforce relationships with children and youngsters, as well as to</p>

<p>Links to the questionnaires:</p>	<p>improve their professional and pedagogical skills. According to their words, more activities need to be targeting the parents of children and youngsters coming from MRCs in order to motivate them to spend time with their children in a valuable and constructive manner.</p> <p>Mainly English speaking attendees of the local training course gained a lot of information about Romani people and their life in Slovakia. Most of them were impressed by activities of the project Music4Rom that were implemented as complementary activities to complex services provided in CCs by ETP on long-term basis. In the evaluation questionnaires attendees expressed their gratitude for being able to take part in the training course.</p> <p>1° Pre questionnaire for students: https://mosaicartsound.basecampHQ.com/projects/11850834/file/198476105/NEW%20PRE-QUESTIONNAIRE%20FOR%20STUDENTS%20(1).docx</p> <p>2° Post questionnaire for students: https://mosaicartsound.basecampHQ.com/projects/11850834/file/198476105/NEW%20PRE-QUESTIONNAIRE%20FOR%20STUDENTS%20(1).docx</p> <p>All participants attending workshops no. 1, 2 and 3 filled out pre and post questionnaires provided by P7. Filled-out questionnaires were uploaded to the BaseCamp on May 28th and June 3rd, 2015.</p> <p>3° Post questionnaire for trainers: https://mosaicartsound.basecampHQ.com/projects/11850834/file/198476121/NEW-</p>
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	<p>QUESTIONNAIRE%20FOR%20TRAINERS.docx></p> <p>All artists and educators who participated in the workshops no. 1, 2 and 3 filled out questionnaire provided by P7. Filled-out questionnaires were uploaded to the BaseCamp on June 8th, 2015.</p>
<p>Strong and weak points</p> <p>(max 100 words)</p>	<p>Three strongest aspects of the project M4R were:</p> <ul style="list-style-type: none"> (1) the impact on young students from the School of Arts at Exnárová attending the Master Class (2) the impact of local public performances on children and youth from MRCs participating in the workshops (3) the impact of local public performances on parents <p>Obstacles encountered:</p> <ul style="list-style-type: none"> (1) some of the M4R learning material was very advanced for the work with children and youth from MRCs (2) teachers' handbook is more suitable for formal school environment; in informal education setting, a music tutor needs to be more flexible
<p>One comment/feedback from the participants to the workshop</p>	<p><i>"Through project activities children could have seen and work with older colleagues, students from the School of Arts, which can motivate them to try harder in their studies, so that they can finish 9th grade and study music at high school."</i> (Monika Beňová, Music Tutor at the Community Center in Rankovce)</p> <p><i>"Even after such a short period of time we can already see that thanks to workshop students started to perceive school environment differently. Also, teachers started to demand more from them including participation in programme preparation or in school performances, to name but a few. This is also a very important motivational element that helps students to grow personally."</i> (Peter Gomolák, Music Tutor at the Community Center in Stará Ľubovňa)</p> <p><i>"Each one of us, even after a number of years of work with Romani people have gained broader perspective and</i></p>

	<p><i>more importantly established a few wonderful friendships. We familiarized ourselves with something unknown what can be very beneficial in future integration process which is at the end the ultimate goal."</i> (Peter Gomolák, Music Tutor at the Community Center in Stará Ľubovňa)</p> <p><i>"Whenever is something happening in Romani communities, the word spreads pretty fast; especially, if it is something related to Romani culture. This project helped community to see a very important aspect - talented children who pave the way for desired integration."</i> (Lukáš Bužo, Tutor of Drama Club at the Community Center in Stará Ľubovňa)</p>
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Dissemination

<u>Workshop Final event:</u>	<u>Final Concert "Playing 2gether"</u>
Date	on May 4 th , 2015
Place	in Stará Ľubovňa
Numbers of attendees	No. of attendees: 100+
Poster (to be posted on BC)	Poster posted on BaseCamp on June 1st, 2015: https://mosaicartsound.basecamphq.com/projects/11850834/file/205287537/Poster%20M4R%20Stara%20Lubovna.pdf

<p><u>Photo gallery</u></p> <p>4) (max no. of photos 10 pictures posted on M4R website, sections activities and gallery)</p> <p>5) Minimum one video realized and posted on M4R YouTube and Music4Rom website section gallery</p>	<p>Link to online FB post:</p> <p><https://www.facebook.com/permalink.php?story_fbid=969834169706709&id=188441727845961></p> <p>National Television on DAT workshops: <http://www.rtvsk.sk/televizia/archiv/7600/71217></p> <p><u>Photo gallery</u></p> <p>Photos from final performances uploaded on BaseCamp on May 22nd, 2015</p> <p>Photos from workshops and field trips uploaded on FB:</p> <p><https://sk-sk.facebook.com/permalink.php?story_fbid=876614692361991&id=188441727845961></p> <p><https://www.facebook.com/media/set/?set=a.913355702029586.1073741862.274816445883518&type=3></p> <p><https://sk-sk.facebook.com/permalink.php?story_fbid=883065288383598&id=188441727845961></p> <p><https://sk-sk.facebook.com/permalink.php?story_fbid=883143295042464&id=188441727845961></p> <p><https://sk-sk.facebook.com/permalink.php?story_fbid=890044974352296&id=188441727845961></p> <p><https://www.facebook.com/permalink.php?story_fbid=969834169706709&id=188441727845961></p> <p>Video from workshops and final performances posted on BaseCamp on July 30th, 2015</p> <p>https://www.youtube.com/watch?v=s4OuTX_cbTk</p>
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