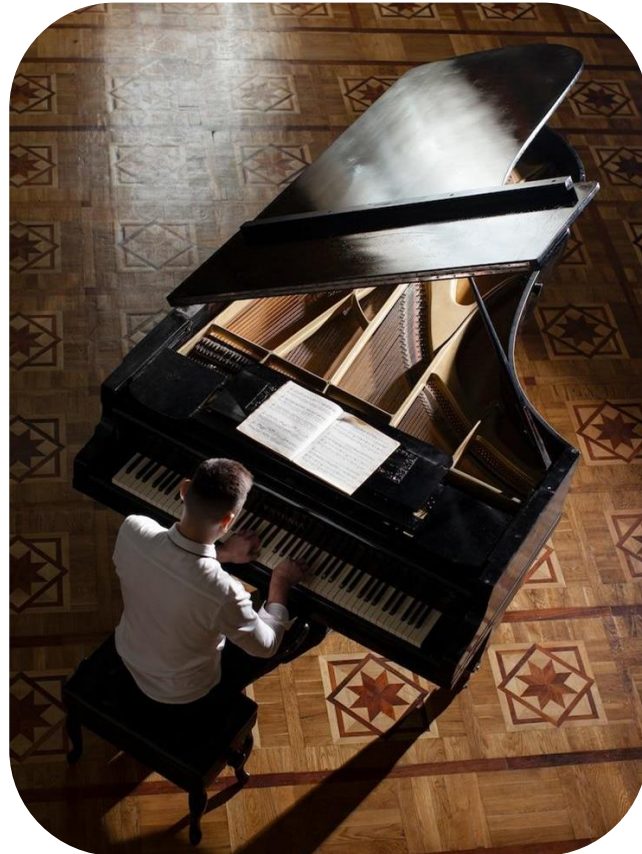


## POLICY BRIEF RECOMMENDATION FOR STAKEHOLDERS





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## 1. Introduction

### 1.1. About the project

Main idea of the project “The Music Balkan Train for peace” is to raise awareness and emphasize the importance of peace and grow the sense of prosperity on school kids, on their teachers, and in general, in school environments. In addition, the project through its results, seeks to deal with radicalization and racism phenomena.

This project aims to achieve its goals through the methods of exchanging good practices, transnational events in the participating project countries, training courses, short term joint events, the development of a useful toolkit for the needs of the project, and the combined creation of a song from each school along with a dance show.

The Music Balkan Train for Peace project aim to achieve a significant and radical impact on the project participants, NGOs staff members, target groups such as teachers, school staff, students, as well as local, regional, and national stakeholders, and the project countries. More specifically the “Music Balkan Train for Peace” project through school students’ training and education promotes peace methods to young generations and strengthens their consciousness of becoming peace ambassadors.

More specifically, the project aims to improve teaching practices by bringing teachers from various regions together, to allow them to collaborate and discuss the impact they have on their students, by implementing new strategies and educational methodologies. The project is also in alignment with the supporting teachers, school leaders and other teaching professions and development of key competences. Moreover, supporting teachers, school leaders, and other teaching professions have always been a priority for the EU. Teachers, educators, and further school communities will be aware of the benefits of music for cultural heritage, and they will take the opportunity to upgrade their skills, developing knowledge and competencies upon music benefits by also supporting students’ ideas for consideration, contributing to oriented tasks with the overall aim of development of peaceful feelings in students.

The "The Music Balkan Train for Peace" considers ways in which music can contribute to the development of social synchrony in situations of social uncertainty generated by global conflict and widespread population movements. Music can be seen to form a dialogic space in which shared meanings can be co-created and through which multiple and sometimes conflictual viewpoints can be expressed in order to facilitate peacebuilding. At the same time, the dialogic spaces entailed in musical interactions can promote empathy, by individuals in naturally occurring social settings or on a larger scale by institutions committed to developing social inclusion or promoting conciliation.



## 1.2. About the Intellectual output – PR2

Project Result 2 (PR2) “Policy brief recommendations for stakeholders” is a good sample for the new approach towards establishing of strategic partnership in transnational cooperation among different socio-economical organizations (local bodies, educational institutions, civil sector representatives and SMEs) with the aim to ensure implementation of innovative and good practices related to importance of peace, promote empathy, decry racism and radicalization.

With the development of the Action plan contained hereafter a variety of innovative education methods as well as good practices are taken into consideration as a possibility for improvement of educational processes in project partners’ schools but at the same time, the foreseen activities are based on project ideas suitable for implementation by other schools at local, regional and national level, public administrations, research organizations and NGOs. The document is available for free online downloading from project website and Erasmus+ Programme website by any interested stakeholders and will be presented at each of the Final National Dissemination events in the three participating countries.

## 2. Main characteristics of educational systems in Pazardzhik, Larissa, and Kochani.

### 2.1. Pazardzhik, Bulgaria

The Pre-school and School Education Act (effective from 1.08.2016) provides the legal foundation for the overall education system in the country and establishes the right of citizens to continuously enhance their education and qualifications. The Act recognizes the right for education for all children; guarantees equal treatment regardless of their ethnic or social background and residential locality; ensures conditions and provides opportunities for further development and accomplishment of a high level of knowledge in the system of education.

Bulgarian education system has traditionally been organized within the public sector. However, a number of private schools exist at different levels of schooling. The education in Bulgaria is mainly supported by the state through the Ministry of Education and Science (MES). Financial autonomy is given to schools by financial decentralization and the so-called “delegated budgets”. The financial decentralization transfers rights and obligations that are related to the constitution and execution of a budget (delegated budgets). Schools have more operational rights in relation to budget constitution and expenditures, and execute their own independent policies.

Education and training of children starts in kindergartens. They may be public, municipal or private, depending on the type of their budget. Kindergartens are for children at the age between 3 and 6 (when they begin first grade). Pre-primary groups for children aged 5 and 6 are compulsory and may take place either in a kindergarten or in a primary school. School readiness is assessed at the end of pre-school education stage by comparing acquired learning



outcomes with the learning outcomes described in the state standards. Personal portfolio CD is issued for every child.

School education is free at pre-primary, primary and secondary level in the public sector. It is compulsory for children between the ages of 5 and 16 (0-8 grades). The levels of schooling in Bulgaria are:

- primary education (grades 1- 4 inclusive);
- pre-secondary education (grades 5 – 7 inclusive)
- lower secondary education (grades 8 – 10 inclusive);
- upper secondary education (grades 10 – 12 inclusive).

Schools in Bulgaria are state, municipal, private or spiritual and as according to the type of training and teaching they provide – non-specialized and specialized. According to the stage or degree of education, non-specialized schools are:

- primary (I - IV grade inclusive);
- elementary (I - VII grade inclusive);
- secondary (VIII - XII grade inclusive);
- unified (I - X grade inclusive);
- high school (I – XII inclusive).

According to the content of the training, the secondary schools can be

- profiled or
- vocational

Special profiled-schools shall include in-depth competences in a specific profile in accordance with the state education standard for the special profile education.

Special profiles are the following:

- foreign languages;
- humanities;
- social sciences;
- economic development;
- software and hardware science;
- entrepreneurship;
- mathematics;
- natural sciences;
- visual arts;
- music;
- physical education and sports

Vocational training shall include competences needed for the acquisition of vocational qualifications, as well as for the meeting of the eligibility requirements of the occupation or profession, if any, including regulated professions and occupations. Vocational high schools shall aim at attaining the state education standard for the acquisition of vocational qualifications during the two gymnasium stages of the secondary education degree course.



There can be also innovative schools, which are declared such upon an ordinance of the Council of Ministers and those schools should constantly achieve improvement of education quality by:

1. Developing and introducing innovative elements regarding the organization and / or content of the training;
2. Organizing in a new or improved way the management, the training and the learning environment;
3. Using new teaching methods;
4. Developing innovative training content, school curricula, and school plans.

Specialized schools train experts in specific fields like sport, arts, culture and the needs of religions. Specialized schools are:

- Sport schools (V to XII inclusive)
- culture schools (grades I to XII, V to XII, or VIII to XII inclusive);
- arts schools (grades I to XII, V to XII, or VIII to XII inclusive);
- spiritual schools (grades VIII to XII inclusive).

The primary education starts normally when a child turns seven, but it is not uncommon for parents to consider their children able to start the 1st grade at the age of six. After finishing the fourth grade, students get a certificate for elementary education. To get a basic education diploma, students can go to a lower-secondary school or choose to attend a general secondary school.

In most schools, the school year begins on 15th of September and continues till 15th or 30th of June. Each school year has two terms. In most of the secondary schools, competitive exams for admission are required. Pupils can choose from a number of various types of schools, each offering a different focus (such as mathematics and sciences or foreign languages).

All Exams and External National Examinations are as follows:

### **1. Primary education – 4th grade (10/11 years of age)**

National External Assessment in the following subjects: Bulgarian Language and Literature, Math, Man and Nature, Man and Society

### **2. Lower Secondary Education – 7th grade (13/14 years of age)**

National External Assessment in the following subjects: Bulgarian language and Literature and Math. Optionally, students may sit a third exam in Foreign Language.

### **3. First Stage of Secondary Education – 10th grade (16/17 years of age)**

National External Assessment in the following subjects: Bulgarian language and Literature, Maths, the exams are in test format. Optionally, students may choose to sit an exam in foreign language and IT.



#### 4. Second stage Secondary Education – 11th – 12th grade (18/19 years of age)

National External Assessment in the following subjects: Bulgarian language and Literature, Maths. The exams are in test format. Optionally, students may choose to sit an exam in foreign language.

Pazardzhik municipality is located in the Eastern part of Pazardzhik region. It occupies an area of 636,722 km<sup>2</sup> that is 14.21% from the region's territory. The municipality takes the proud second place among 12 municipalities within the region. Pazardzhik municipality consists of 32 settlements – administrative center town of Pazardzhik and 31 villages.

According to data of the National Statistical Institute for the year of 2022, Pazardzhik Municipality has a population of 90 309 inhabitants, out of which live 55 220 within the city of Pazardzhik and 35 089 within the surrounding villages. It ranks the ninth position over the rest municipalities according to number of inhabitants.

The Educational system of Pazardzhik Municipality consists of 32 municipal kindergartens and 46 schools – 40 municipal and 6 state.

| Type of institution from the system of preschool and school education | Financing | Number    |
|---|-----------|-----------|
| Kindergartens   | Municipal | 32        |
| Primary I-IV grade  | Municipal | 6         |
| Elementary I-VII grade  | Municipal | 25        |
| Unified I-XII grade   | Municipal | 4         |
| Selective/Profiled high schools                                       | Municipal | 3         |
| Vocational high schools   | State     | 6         |
|   | Municipal | 1         |
| Sport high schools  | Municipal | 1         |
| Centers for Special Educational Support/                              | State     | 1         |
|   | Municipal | 2         |
| Schools dormitories/housing   | Municipal | 1         |
| <b>Total:</b>   |           | <b>82</b> |

According to data of the National Statistical Institute for Pazardzhik Municipality in 2023/2024

- number of children enrolled in kindergartens is – 3 153
- number of students within the schools is – 11 423

**Table: School sector in Pazardzhik Municipality**

|                          |                                    |
|--------------------------|------------------------------------|
| Educational Institutions | Number of Educational Institutions |
| Municipal kindergartens  | 32                                 |



|  |           |
|--|-----------|
| Municipal specialized and non-specialized high schools | 39        |
| State and municipal vocational schools                 | 7         |
| <b>Total:</b>  | <b>78</b> |

Below you can find a list of all profiles that can be selected by secondary students within the Municipality after graduation of VII-th grade.

| <b>HIGH SCHOOL NAME</b>   | <b>Profile</b>        |
|---|-----------------------|
| High School „Georgi Bregov”   | Music                 |
|   | Visual arts           |
| High School of Mathematics and Natural Science „Konstantin Velichkov” | Mathematics           |
|   | Software and hardware |
|   | Natural Sciences      |
| Profiled High School „Ivan Sergeevich Aksakov”                        | Humanities            |
|   | Natural Science       |
| Language High School „Bertolt Breht”                                  | Foreign Languages     |
| High School „Doctor Petar Beron”                                      | Entrepreneurship      |
| High School „Dimitar Gachev”  | Music                 |

Below you can find a list of all professions and vocational trainings in local high schools:

| <b>High school</b>   | <b>Profession/vocational training</b> | <b>Profile</b>                         | <b>Level of professional qualification</b> |
|--|---------------------------------------|--|--|
| Sports High school   | Assistant coach                       | Sports                                 | III  |
| Vocational High School of Construction, Architecture and Geodesy       | Construction Engineer                 | Building Construction and Architecture | III  |
|  | Construction worker – installer       | Window frames installation and glazing | II   |
|  | Construction worker – installer       | RC (reinforced concrete) constructions | II   |
|  | Builder                               | Masonry/Bricklaying                    | II   |
|  | Builder                               | Climbing shuttering                    | II   |
| Vocational High School of Economics and Management                     | Economist – Informatics               | Economical Informatics                 | III  |
|  | Assistant in SMEs                     | SMEs                                   | II   |
|  | Tax and customs agent                 | Customs and tax administration         | III  |
| High School of Mathematics and Natural Sciences „Konstantin Velichkov” | Software developer                    | Software developer                     | III  |
|  | Operating system Software developer   | Operating system Software development  | III  |
| Vocational High  | Cook                                  | Production of culinary                 | II   |





|   |  |  |     |
|---|--|--|-----|
| School of Hairdressing and Culinary                     |  | products and beverages   |     |
|   | Hairdresser  | Hairdressing   | II  |
| Vocational High School in Industrial Technologies       | Automation technician                              | Automation in continuous production  | III |
|   | Technician of energy equipment and installations   | Thermotechnics – heat, air conditioning, ventilation and refrigeration equipment | III |
|   | Machine operator                                   | Metal cutting machines   | II  |
|   | Machine operator                                   | Welding Machines and Equipment   | II  |
| Vocational High School of Mechanical Engineering        | Technician of computer systems                     | Computer equipment and engineering   | III |
|   | Technician of computer systems                     | Computer networks  | III |
|   | Systems software developer                         | System software development  | III |
|   | Operating systems developer                        | Operating systems development  | III |
|   | Graphic designer                                   | Graphic design   | III |
|   | Electro technician                                 | Electro equipment of transport technics  | III |
|   | Technician of transport technics                   | Auto transport technics  | III |
|   | Technician of power equipment and installations    | Thermotechnics – heat, air conditioning, ventilation and refrigeration equipment | III |
| Vocational High School in Chemistry and Food technology | Chemist technician                                 | Technology of pharmaceutical, perfumery and cosmetic products                    | III |
|   | Chemist – technician                               | Technology of cellulose, paper and packaging                                     | III |
|   | Food and beverages quality technician              | Food and beverage quality control and safety                                     | III |
|   | Touristic activities organisator, agent activities | Tourism and leisure activities   | III |
|   | Bread and pastry cook                              | Bread and bread-like products  | II  |
| Vocational High School in Agriculture „Tsaritsa Yoanna” | Technician of agricultural equipment               | Agricultural equipment   | III |
|   | Viticulture technician                             | Viticulture and wine production  | III |
|   | Technician in the food industry                    | Production of meat, meat products and fish                                       | III |



|  |                |                              |    |
|--|----------------|------------------------------|----|
|  | Plant Grower   | Tillage and grain production | II |
|  | Cattle breeder | Cattle breeding              | II |

## 2.2. Larissa, Greece

Municipality of Larisa is a big municipality with many schools in Primary, Secondary and Higher Education. The education system follows the national plan for Education as it is configured by Ministry of Education, Religious Affairs and Sports, following the European strategies. Municipality of Larisa includes educational institutions of Larisa and city sections (Giannouli, Falani and Koilada).

During the school year 2023-2024 in the municipality of Larisa will be functioning the following educational institutions:

Primary/Pre-secondary Education (13.300 students, 2.000 teachers, 132 schools)

- 60 kindergartens: among them 3 kindergartens for Special needs education
- 48 primary schools: among them 3 primary schools for Special needs education
- 24 private schools (4 primary schools and 20 kindergartens)

Secondary Education (13.000 students, 1.800 teachers, 52 schools)

- 21 Gymnasiums (1 evening school)
- 1 Experimental Gymnasium
- 16 Lyceums
- 1 Experimental Lyceum
- 6 Vocational Lyceum (EPAL) – 2 of them are evening schools
- 1 Vocational Gymnasium- Lyceum (Special needs education)
- 3 Vocational Training Schools (SEK)
- 1 Music school (Gymnasium-Lyceum)
- 5 private schools (Gymnasiums- Lyceums)
- 1 school (Special needs education)



## Higher Education

- University sector: Medical School (University of Thessaly)
- Biochemistry (University of Thessaly)
- Technology sector: Technological Educational Institutions (ATEI of Thessaly)
  - School of technological appliance
  - School of Management and Economics
  - School of Agricultural Technology and Food
  - School of Health Professions - Welfare

## General Education of adults

- 2 Second Chance Schools (SDE), 1 of them inside prison of Larisa.
- 1 Professional Apprenticeship School (EPAS) of Labor Force Employment Agency (OAED).
- 4 public Vocational Training Institutes (IEK).
- 8 private Vocational Training Institutes (IEK).
- Lifelong Learning Center (KDBM) of Municipality of Larisa
- 3 private Colleges

### 2.3. Kochani, North Macedonia

The educational system in the Republic of North Macedonia reflects the needs of the society for educational, scientific and permanent role of the education and science for the economic, social, technological and cultural development of the society as a whole. Consequently, the Ministry of Education and Science facilitates the continuous development of the system of education, moral education and science in the Republic of North Macedonia.

The Macedonian educational system is decentralized. The management of the primary and secondary schools is under responsibility of the municipalities, except for the secondary schools in the capital Skopje which are under responsibility of City of Skopje. The State provides financial resources for the education in the municipalities in a form of Block Grants. Those municipalities that are still in the first phase of the decentralization, receive block



grants for financing the maintenance of the infrastructure, whereas the salaries of the employees in the schools are still centrally distributed. The municipalities that are in the second phase of decentralization receive block grants for both, infrastructure and salaries of the school employees. The councils of the municipalities are fully responsible for the internal distribution of the financial resources from the block grants among the schools that fall under their responsibility. The management of all schools for pupils with special needs is under direct responsibility of the Ministry of Education and Science.

The teaching in Macedonian schools is conveyed in four languages. Apart of the Macedonian language as official language in the country, the pupils have option to select studying in Albanian, Turkish or Serbian. In some schools the students also have the option to select non-compulsory (elective) subjects for learning about the culture and language of Aromanians or Roma people.

The curricula for the subjects in the primary and general secondary education and for the general subjects in the vocational education are prepared by the Bureau for Development of Education and for the vocational subjects by the Centre for Vocational Education and Training. The quality assurance in the educational institutions is under supervision of the State Educational Inspectorate.

There are 21 higher education institutions in the country, out of which seven are public universities. In the recent years the number of students (regular and part-time) studying at Macedonian universities is steadily increasing.

Special priority of the Republic of North Macedonia is the adult education, an activity which is regulated with the Law on Adult Education and Law for Vocational Education. The system of adult education is promoted by the Centre for Adult Education, an institution established by the government in order to contribute through the adult education to the achievement of socio-economic needs of Macedonia, to meet the needs of the labor market and to assist individuals in their personal development.

The Republic of Macedonia is participating in the Erasmus+ programme as a Programme Country. The country completed the referencing of the National Qualifications Framework to the European Qualification Framework, a process which was implemented by the Ministry of Education and Science with support from the ETF.

### **Stages of the Education System**

Education is compulsory between the ages of six to 19 for general secondary education, or from six to 17, 18 or 19 for vocational education and training depending on the selected VET track.

The educational system in the Republic of North Macedonia consists of three sub-systems:

- Primary education (ISCED 1 and ISCED 2): in duration of nine years, free of charge and compulsory for all children aged 6 to 15, with no regards to the gender, religion and nationality. The primary education activities are defined and regulated by the Law on the

Primary Education and with the Concept for Nine-years Primary Education. The mission of this sub-system is to raise, educate and guide. In the first three grades the assessment of the pupils is descriptive, and for the rest of the grades is numeric (marks 1 to 5). Private primary education schools are not recognized in Macedonian education system. However, private primary schools exist and their pupils are mainly of foreign citizenship.

- Secondary education (ISCED 3): general secondary education (Gymnasium) in duration of four years and vocational education (Vocational Schools) in duration of two (vocational education of two years), three (vocational education for professions) or four years (vocational technical education). The secondary education is compulsory and comprises all children in the age cohort 15 to 19 years for the general secondary education, and for the age cohort 15 to 17, 18 or 19 in the VET depending on the selected track. The activities and responsibilities of the secondary education are defined and regulated with the Law on the Secondary Education and the Law for Vocational Education and Training. The secondary education is free of charge in the public secondary schools. The pupils also have the legal option to enroll into the private secondary schools which are officially recognized by the Macedonian educational system; there are 16 private secondary schools in the country. In several schools in the country there are bilingual classes in which the teaching of non-language subjects is performed in foreign language (French or English);

- Higher education (ISCED 5, 6 and 7): implements under-graduate, master and doctoral studies in the higher educational institutions and institutes which are autonomous and independent. There are seven state universities and 14 private universities in the Republic of North Macedonia. The activities are defined and regulated by the Law on the Higher Education. In accordance to the national policy for provision of equal access to the higher education, social cohesion and lifelong learning, the state introduced the Project 35/45, which promotes enrollment of the students from the age cohort 35 to 45 years.

The educational system comprises also the children with special needs and who are enrolled in the schools for special education or within the regular teaching process depending on the preferences of the students and their parents. There is separate curriculum for these schools.

### **General Information on the Educational system in Kochani municipality:**

In municipality of Kochani there are six primary schools, one of which is a musical school and there are two secondary schools.

The situation in the primary schools in the school year 2023/24 is as follows in the table below:

| <b>Primary school</b>  | <b>Number of students</b> | <b>Number of classes</b> | <b>Average number of students per class</b> |
|------------------------|---------------------------|--------------------------|---|
| PS “Krste P. Misirkov” | 197                       | 19                       | 10  |
| PS “St. Cyril and      | 954                       | 48                       | 20  |

*Funded by the European Union. Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union or the Human Resource Development Centre (HRDC). Neither the European Union nor HRDC can be held responsible for them.*



|                                      |             |            |           |
|--------------------------------------|-------------|------------|-----------|
| Methodius”                           |             |            |           |
| PS “Rade Kratovche”                  | 425         | 28         | 15        |
| PS “Malina Popivanova”               | 482         | 29         | 17        |
| PS “Nikola Karev”                    | 500         | 37         | 13        |
| Music school “Risto Jurukov” Kochani | 164         | 20         | 8         |
| <b>TOTAL</b>                         | <b>2722</b> | <b>181</b> | <b>15</b> |

As for the Secondary schools in Municipality of Kochani, the situation in the school year 2023/24 is as follows:

| Secondary school     | Number of students | Number of classes | Average number of students per class |
|----------------------|--------------------|-------------------|--------------------------------------|
| SS “Ljupcho Santov”  | 503                | 31                | 16                                   |
| SS “Gosho Vikentiev” | 559                | 34                | 16                                   |
| <b>TOTAL</b>         | <b>1062</b>        | <b>65</b>         | <b>16</b>                            |

From August 5th, 2019(National gazette 161 of Republic of North Macedonia), there are changes in the national Law for education that emphasize the inclusion of the children with special needs and working systematically with the gifted and talented children.

### 3. Identified good practices

- **Project “SYMPHONY OF DIVERSITY: Power of Music in Embracing Migrants”.** The project combines partners from The Czech Republic, Germany, Italy, North Macedonia, Portugal, Türkiye. Duration of the project was from 01.09.2022 to 30.11.2023. With participation of unites participants, partner organizations and participating communities for sustainable growth and ensuring equity, prosperity and social inclusion in Europe and beyond through musical performances. The project partnership holds the solidarity power of music values to empower youth workers in social inclusion of migrants by carrying out concerts and NFE activities to promote social inclusion, intercultural dialogue for more inclusive societies with European Youth Goal perspective. There were local workshops in participating countries based on NFE and musical competences. Local workshops embraced 25 young people with migrant and minority background, also interested people. There were 4 choir performances in participating countries. Each choir performance event gathered 100 people citizens, parents, young migrants, local authorities, music experts, youth workers, trainers and partner organizations to create intercultural dialogue for solidarity. The project formed up choirs and result with 6 concerts and 6 video clips. 24 trainers, 30 local stakeholders, 150 young people with migrant background, 600

attendees in events will involve project activities from each country. Concrete result of the project promoted tolerance and inclusive societies in EU. Direct participants were youth workers, music practitioners, young musicians and migrants who wants to expand their competences in the field of music for social change.

- **Project “STOP-RACISM: A JOURNEY TOWARDS INTERCULTURAL UNDERSTANDING”** was finished by the partners from Bulgaria, Cyprus, Denmark, Greece and Portugal. The main objective of the project STOP-RACISM for youths is to promote tolerance, respect for diversity, and non-discrimination among young people. The project is aiming to raise awareness among young people about the dangers of racism and prejudice and encourage them to stand up against discrimination and hatred. The project will also work to support young people from minority groups who have been/are victims of racism. The end date of the project is 31.05.2025. It will run for two years and will involve several different activities, including workshops, group work, and awareness-raising campaigns. Furthermore, the development of non-formal techniques and gaming technologies will help youth workers advance professionally and encourage the personal growth of kids, especially those with fewer chances.
- **Project “Integrated Learning for Peace”** - Global reports such as “The Global Strategy for the European Union’s Foreign and Security Policy” have clearly established links between education, conflict and peace. Higher education is not exempt. Indeed, education plays an imperative role in peace building; if a young person (learner) is educated he/she not only understands and possesses academic knowledge, but also acquires moral values, norms, etiquettes, proper code of conduct, decency and effective ways of communication; education will enable him/her to find out means to resolve the conflicts in an effective manner without being aggressive. Through an effective peace building education, young people become more effective communicators, more engaged citizens, and learn to think critically about the relationships between local and global issues. These skills are all vital to building peace in a world full of conflicts. Through ILP project, a mixed consortium of NGOs (non-formal education) and universities (formal education), come together to consider why the gap between the two types of learning providers persists and what can be done to support the learning outcomes of young people looking for high quality teaching and training in peacebuilding. ILP will aim to improve the provision of teaching, learning and training within the peacebuilding sector by bringing together providers from the formal and non-formal education sectors into a community of practice, and creating innovative tools for young people and educators. ILP will enable the creation of a set of tools for young people and educators, to help educators to adopt methodologies needed for providing the necessary competences to young people to become peacebuilders.
- **Project "Creativity and ART against Radicalization in Europe " (C. A. R. E. Youth)** - based on a common problem between the two shores of the Mediterranean: "Radicalization". Partners decided to set up a youth exchange which brought together 32 young people + 8 group leaders and 3 facilitators from 8 different countries: (1-Germany, 2-Italy, 3-Latvia, 4spain, 5-Bulgaria, 6-Turkey, 7-Tunusia and 8-Georgia) who tackled the theme of radicalization through artistic supports such as theater, cinema, painting, music, etc. This youth exchange is designed and dedicated to young people interested in the prevention of radicalization, in an artistic approach, by



offering them the opportunity to exchange ideas and points of view, to work together and to express themselves through art. For 07 working days, participants faced different challenges, met new people with different backgrounds, sharing and developing new skills. At the end of this learning process, these newly acquired skills were a basic building block for creating opportunities and exploring new opportunities on their way home. The project promoted the work of all those who engage in projects and activities to confront radicalization, fight against racism, xenophobia and discrimination and try to build a society based on multicultural integration and freedom, equality and fraternity. The impact can be observed at different levels. The first is formed by these 40 young people who came into direct contact with these new concepts and non-formal methods and tested the applicability. The opportunity to develop these skills lies with them, they can read more and interact with other's and the facilitators using these methods and they can even develop their methods, improve those already learned and become facilitators, trainers on Erasmus + projects. Participants will increase their soft skills and social networks and increase their level of representation, active engagement or potential for youth actions. The project will also boost participants' status and engage in the building of the civil society in which they live.

## 4. Challenges and opportunities in school education of the three participating regions

### 4.1. Challenges in primary school education

In this chapter challenges and opportunities in school education in the three target regions – Kochani, Larissa, and Pazardzhik are described.

Identified challenges are:

- Ensuring relevant support by all the key partners included in the strategy
- Limited financial resources, human resources and time
- Adaptation to distance learning
- Primary education has too much theoretical and bookish curricular, narrowly conceived and unpractical. It creates social misfits and does not fulfill the needs of life.
- Absence of life skills training
- *Ex katedra* lectures
- Lack of knowledge of professors when teaching radicalization and racism topics, and good practices in the area of awareness and emphasize the importance of peace
- Education is mainly related to frontal lectures, while experiential knowledge is missing
- The school curricula lacks of lessons dedicated to topics related to contemporary technologies, and education based on “learning-by-doing” approach





- Lack of adequately educated teachers to pass on their knowledge to the students in the aforementioned topics
- Need to increase capacity among school teachers on topics like: EU programmes and funding, potential opportunities for a professional collaboration with other similar institutions and schools at EU level, and establishment of a teachers' network for exchanging professional ideas and experience
- As a result of globalization and migration, population in rural regions has started to decline and it leads to shrinking numbers of students and pupils enrolled in schools

## 4.2. Opportunities in primary school education

The traditional structure of primary education as a parallel bridge between pre-primary education on one side, and the secondary education, is changing. Workforce in this millennium is less involved in industrial production and isolated professions, and increasingly involved in knowledge work, services, communication and innovation. Economies and societies are therefore looking for ways to have their education systems more concentrated in building meta-cognitive and creative capitals that both are necessary resources for both individuals and nations to succeed in competitive knowledge-based and innovation-intensive, and environmentally-friendly world.

The need to redesign education systems, including primary education, comes from the notion that changing economic, social and ecological circumstances have created the need for individuals who are flexible, able to adjust to changing situations, to learn effectively and creatively and to create ideas productively. Social and creative capitals are becoming increasingly important and sought-after characteristics of successful nations, just as basic knowledge and generic manual skills were the drivers of industrial countries.

A good example of the changing skills requirement is illustrated by research carried out by Levy and Murnane (2004). In that study they divided the tasks performed by workers into five categories (also in World Bank, 2005):

**Expert thinking:** solving problems for which there are no rule-based solutions;

**Complex communication:** interacting with others to acquire information, to explain it, or to persuade others of its implications for action;

**Routine cognitive tasks:** mental tasks that are well described by logical rules;

**Routine manual tasks:** physical tasks that can be well described using rules;

**Non-routine manual tasks:** physical tasks that cannot be well described as following set of “if-then-do” rules and that are difficult to computerize.

## 5. Action plan

In the Action plan all the main purposes are appointed according to the preliminary shown examples where in an identical way are presented in accordance with achieving a certain aim – a performer of the activity, time for implementation, expected results, other participants, which means human resources, as well as prerequisites for implementation of foreseen activities.

### Activity 1:

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| Description of the activity                   | <p><b><i>Series of workshops on the topic “Youth combating radicalisation”</i></b></p> <p>Europe and European societies have faced numerous and complex security challenges over the last few years, caused by diverse internal and external factors. Along with migratory flows, the threat of radicalism and terrorism is becoming more and more tangible. In addition, in Europe, more and more young people are involved in extremist movements in the search for identity and their place in society. Some of the attacks were committed by young people who grew up in Europe and attended European schools. Deep feelings of injustice and frustration, such as lack of belonging and sense of social exclusion, are among the main causes that contribute to the vulnerability of young people and increase their readiness to join extremist groups that offer a seemingly social purpose for them. Moreover, with the refugee crisis of the past few years, the number of extremist right-wing groups and nationalist parties has increased in Europe, leading to the creation of conditions for instability of European values - human rights, diversity, tolerance and solidarity. In this context, the danger of radicalism among young people is growing tremendously, and this topic is not covered enough in public.</p> <p>Our team believes in the potential of non-formal education and Erasmus + specifically through investing in human rights education, informing and empowering young people, and popularizing European values to reduce the risk of radicalization of young people.</p> <p>Participants in this activity will discuss topics such as stereotypes, prejudices, xenophobia, racism, discrimination, and how they can lead to social exclusion of young people and hence increase the risk of radicalization, the role of social media, and the language of hatred to fuel extremist behavior. These discussions will be organized in several consecutive workshops, each dedicated to a specific topic.</p> |
| Human resources and Performer of the activity | - Representatives from other schools, not involved   |

*Funded by the European Union. Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union or the Human Resource Development Centre (HRDC). Neither the European Union nor HRDC can be held responsible for them.*



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|                       | <p>in the project</p> <ul style="list-style-type: none"> <li>- NGOs, public authorities and companies that wish to implement or collaborate with these topics.</li> </ul>  |
| Expected results      | <p>Improvement of:</p> <ul style="list-style-type: none"> <li>- Raising awareness of the subject of extremism and radicalization of young people and awareness of the key causes and factors leading to them;</li> <li>- Awareness of the role of social media as a channel for the spread of hate speech extremist ideologies and encouraging media literacy among young people;</li> <li>- Promoting youth activism and awareness of the role of youth role in the prevention of radicalization;</li> <li>- Promoting the European values of democracy, respect for human rights, diversity, intercultural dialogue</li> </ul> |
| Period of performance | 2025 – 2026  |
| Budget:               | EUR 10,000   |
| Financial sources:    | Partners' own resources. Other potential EU programs from the current programming period 2021 – 2027   |

### Activity 2:

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| Description of the activity | <p><b><i>Exchange of experience and knowledge activities</i></b></p> <p>In the recent years in Europe, in the context of the refugee crisis, there has been a great increase in extremist right-wing movements and parties, political populism, violence, increased use of hate speech and increased levels of hate crime, media and political propaganda, fake news, increased cases of discrimination. All this directly affects European values and the future of Europe. Young people are too vulnerable in this environment and easily manipulated by political formations and any other extremist groups promoting violence, hatred and intolerance. In this climate of lack of solidarity and intolerance towards refugees and migrants, the chances of successful integration of refugees are reduced, which poses a threat to security in the EU.</p> <p>The young people with whom our organizations work are quite often having poor media literacy awareness and skills, are easily misled by propaganda, lack critical thinking, and are unaware of the implications of using hate speech.</p> <p>This activity aims at an exchange of experience and knowledge on these topics. Participants will be mainly students and their teachers from the three participating countries. During the exchanges activities, young people will have the opportunity to discuss key concepts such as freedom, justice, equality, human dignity, non-discrimination, democracy, tolerance, European values, rights,</p> |
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|   | <p>responsibilities, media and fake news, hate speech, hate crimes, extremism, violence, peace and solidarity.</p> <p>In addition, the project is needed for another very important reason - sometimes when young people are driven by the desire to fight hatred, they actually respond with hatred and so it becomes a closed circle. This is the reason why we believe that young people need to learn rather peaceful ways to resist hate than to create new ones.</p>  |
| Human resources and Performer of the activity | <ul style="list-style-type: none"> <li>- Teachers and students willing to participate in the exchange activities.</li> <li>- NGOs and representatives of public authorities which have expertise on the above mentioned topics, and could be lecturers.</li> </ul>  |
| Expected results                              | <p>Current activity will lead to the following results:</p> <ul style="list-style-type: none"> <li>- It will help young people understand the issue of hate speech and hate crimes, realizing the possible consequences for the communities and Europe in general;</li> <li>- Promoting positive attitudes and acceptance and understanding for refugees and migrants</li> <li>- To inform participants of ways to combat hate speech in a peaceful ways and to provide ways and channels for reporting hate speech online;</li> <li>- Promoting media literacy, analytical and critical thinking;</li> <li>- To become acquainted with the no-hate speech movement of Council of Europe</li> <li>- To present art and, in particular, graffiti and storytelling as an effective and peaceful ways to combat hate speech</li> <li>- Stimulate the active position and engagement of young people by encouraging them to be active in the field of human rights protection</li> <li>- Promote tolerance, mutual understanding and dialogue between young people of different nationalities.</li> </ul> |
| Period of performance                         | 2025-2028   |
| Budget:                                       | EUR 25,000  |
| Financial sources:                            | Partners' or participants' own budgets; Other potential EU programs from the current programming period 2021 – 2027   |

### Activity 3:

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| Description of the activity | <p><b><i>YouthCriticalThinking</i></b></p> <p>This Activity aims to develop competencies related to critical thinking, information analysis and civic dialogue among young people in relation to negative trends such as hate speech, bullying, and the promotion of negativism, hatred and</p> |
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|  | <p>intolerance. The Pazardzhik youth associations contacted the partner organizations and created the structure of the project idea, with experts working with them and upgrading the basis for analysis, as well as summarizing the needs of the target groups.</p> <p>The negative trend shows that nearly 40% of young people between the ages of 13 and 17 have been victims of online violence, and in 30% this is a recurring action. At the same time, only 1 in 10 children would share with a parent or relative that she/he is a victim of abuse, leading to feelings of loneliness and the unlocking of depression, with nearly 70% of youth self-harming or attempting to commit suicide in the past.</p> <p>The main objective of the project is to enhance critical thinking skills, information analysis and civic dialogue skills, in relation to hate speech in the field of youth and sport. The project activities will focus on the negative tendencies associated with the manifestation of aggression, as well as the direct and indirect effects on the youth environment (in and out of sport) of this. The main tool for achieving the project objective will be the intercultural dialogue between the youth groups from the participating countries.</p> |
| <p>Human resources and Performer of the activity</p> | <ul style="list-style-type: none"> <li>- Youth centres willing to participate</li> <li>- Teachers and students interested in the topics</li> <li>- NGOs and public administrations with expertise on the topics, and who can participate as trainers/lecturers.</li> </ul>  |
| <p>Expected results</p>                              | <p>Expected results are:</p> <ul style="list-style-type: none"> <li>- Developing critical thinking among young people towards reducing the negative impact of hate speech and aggression in sports and youth.</li> <li>- Increasing the capacity of several youth organizations with different profiles to develop key skills such as critical thinking, information analysis and citizenship from different European countries.</li> <li>- Strengthening youth empowerment and putting active youth in the focus of change.</li> <li>- Raising awareness of the problem, the risk of radicalization and ethnic intolerance, fundamentalism and more. and the need to encourage critical thinking among young people.</li> <li>- Improving the national context by promoting information analysis skills, structural dialogue and critical thinking among young people</li> </ul>   |
| <p>Period of performance</p>                         | <p>2025 – 2028</p>  |
| <p>Budget:</p>                                       | <p>EUR 30,000</p>   |
| <p>Financial sources:</p>                            | <p>Participants’ own budgets. Other potential EU programs from</p>  |



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|  | the current programming period 2021 – 2027 |
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**Activity 4:**

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| Description of the activity                   | <p><b>Activity In4Migration</b></p> <p>Along with the refugee wave in Europe, the increased terrorist attacks and media propaganda create fears on Europeans for newcomers and lead to intolerance, rejection and even hatred and violence towards refugees. Numerous reports by human rights agencies and institutions, in particular those tackling refugees rights and situation, indicate a worrying increase in the rejection of refugees by a large proportion of Europeans. Moreover, the no-hate speech movement in last few years warns of an increase of hate speech against refugees online, which also a lot of times escalated into violence. Failure to counter the problem will inevitably lead to increased tensions between different social, cultural and ethnic groups, and a corresponding increase in the risk of radicalization among young people.</p> <p>In the middle of such crisis and clashes the idea of In4Migration was born. Young people from several European countries shared common situation - there was widespread fear and hatred for refugees in their countries, which even escalated into violence. Focusing on promoting a positive attitude towards migrants and refugees and at the same time reducing their hatred against them is among the expected achievements of the project. Moreover, not investing in human rights training and building tolerance risks increases the chances of radicalizing young people in Europe.</p> |
| Human resources and Performer of the activity | <ul style="list-style-type: none"> <li>- Teachers and students willing to participate in the project activities.</li> <li>- NGOs and representatives of public authorities which have expertise on the above mentioned topics, and could be lecturers.</li> </ul>  |
| Expected results                              | <p>The Activity will lead to:</p> <ul style="list-style-type: none"> <li>- Raising awareness of migration processes and highlighting of its benefits for Europe;</li> <li>- Promoting positive attitude and understanding of young people for refugees and migrants;</li> <li>- Raising awareness about hate speech as a serious issues and a violation of human rights, and awareness of the serious consequences and crimes that can be caused by it;</li> <li>- Providing channels for reporting and tackling hate speech, informing and encouraging young people to effectively combat hate speech towards refugees in a non-violent way;</li> <li>- Promoting tolerance, mutual understanding,</li> </ul>   |



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|                       | solidarity and intercultural dialogue.   |
| Period of performance | 2025 – 2030  |
| Budget:               | EUR 30,000   |
| Financial sources:    | Participants’ own budgets. Other potential EU programs from the current programming period 2021 – 2027 |

### Activity 5:

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| Description of the activity                   | <p><b>Dissemination and Awareness raising activities</b></p> <p>To disseminate project outputs and results to other educational institutions beyond the project end. Teachers and students who participated in the “The Music Balkan Train for Peace” project can visit other schools which did not participate in the project and present project activities to them.</p> <p>Apart of that, the following Awareness raising campaign can be performed:</p> <ul style="list-style-type: none"> <li>- In the frame of the established public events mobilizing the students (from pre-primary education, primary schools, and secondary schools) in the 3 participating regions,</li> <li>- Production of dissemination materials and development of appropriate local activities;</li> <li>- Bringing topics like radicalization, xenophobia, and hat speech into school classes through “learning-by-doing” activities;</li> <li>- Bringing the project experience into classrooms (implement the project model into other schools from the participating countries).</li> </ul> |
| Human resources and Performer of the activity | <ul style="list-style-type: none"> <li>- Schools from the three pilot locations (students, and teachers);</li> <li>- Public administrations as policymakers and main stakeholders;</li> <li>- NGOs as experts on the project topics.</li> </ul>   |
| Expected results                              | Raised awareness and improved habits on topics like radicalization, xenophobia, and hat speech, etc.  |
| Period of performance                         | 2026-2030   |
| Budget:                                       | EUR 20,000  |
| Financial sources:                            | Local resources: public and private sources; other potential EU programs from the current programming period 2021 – 2027  |

### Activity 6:

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| Description of the activity | <p><b>Using holograms in primary education</b></p> <p>We are all aware that technology changes and improves on almost daily basis.</p> <p>Many teenagers spend a lot of time using interactive games on</p> |
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|   | <p>computer and other high-tech devices. We can freely say that they are much more ahead with the technology knowledge than the teachers and schools in the three targeted regions.</p> <p>The idea of this project is to create educational material for the students aged 13-14 years by using holograms.</p> <p>The STEM subjects will be in the field of interest.</p> <p>The schools have a real need of trainings and education of the staff in the area of IT and also creation of modern, innovative lecturing approaches.</p> |
| Human resources and Performer of the activity | <ul style="list-style-type: none"> <li>- Schools from the three countries (students, and teachers);</li> <li>- NGOs as IT experts.</li> </ul>  |
| Expected results                              | <ul style="list-style-type: none"> <li>- Increased interest and higher grades in STEM subjects.</li> <li>- Created new, innovative, digital educational material by using holograms.</li> </ul> <p>Teachers from the schools get higher knowledge in using IT.</p>   |
| Period of performance                         | 2026-2030  |
| Budget:                                       | EUR 50,000   |
| Financial sources:                            | EU programs from the current programming period 2021 – 2027  |

### Activity 7

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| Description of the activity | <p><b>Application of IT tools in musical education</b></p> <p>The "Application of IT Tools in Musical Education" aims to revolutionize traditional musical education by integrating innovative Information Technology (IT) tools. This project will unfold through a series of carefully planned activities designed to harness the potential of digital advancements in the realm of music education.</p> <p>The "Application of IT Tools in Musical Education" Erasmus+ project aspires to redefine musical education by leveraging the power of technology, ultimately creating a more engaging, collaborative, and globally connected learning experience for students and educators alike.</p> <p><b>Needs Assessment and Research:</b></p> <ul style="list-style-type: none"> <li>• Conduct surveys and interviews to understand the current state of musical education and the IT tools already in use.</li> <li>• Research best practices in integrating technology into music education globally.</li> </ul> <p><b>Curriculum Development:</b></p> <ul style="list-style-type: none"> <li>• Collaborate with music educators, IT experts, and curriculum designers to develop a curriculum that seamlessly integrates IT tools.</li> <li>• Identify key learning objectives and milestones for incorporating technology into various aspects of musical education.</li> </ul> |
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|  | <p><b>Training Workshops:</b></p> <ul style="list-style-type: none"> <li>Organize training workshops for music teachers to familiarize them with the latest IT tools relevant to musical education.</li> <li>Cover topics such as music composition software, virtual instruments, interactive learning platforms, and music production tools.</li> </ul> <p><b>Pilot Implementation:</b></p> <ul style="list-style-type: none"> <li>Select a group of schools or music institutions to pilot the newly developed curriculum.</li> <li>Monitor the implementation of IT tools in actual classroom settings and gather feedback from teachers and students.</li> </ul> <p><b>Transnational Collaboration:</b></p> <ul style="list-style-type: none"> <li>Facilitate collaborative activities between participating institutions from different countries through online platforms.</li> <li>Encourage cultural exchange and collaborative music projects, fostering a global perspective in musical education.</li> </ul> <p><b>Online Resources and Platform Development:</b></p> <ul style="list-style-type: none"> <li>Create an online platform to serve as a repository of resources, lesson plans, and collaborative tools for music educators.</li> <li>Develop tutorials and guides for students to access and utilize IT tools for their musical development.</li> </ul> |
| <p>Human resources and Performer of the activity</p> | <ul style="list-style-type: none"> <li>Schools from the three countries (students, and teachers);</li> <li>NGOs as IT experts.</li> </ul>  |
| <p>Expected results</p>                              | <p><b>: Expected Results</b></p> <p><b>Enhanced Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>Music educators will acquire new skills and teaching methods, enhancing their ability to engage students through the integration of IT tools.</li> </ul> <p><b>Improved Student Engagement:</b></p> <ul style="list-style-type: none"> <li>Students will experience a more dynamic and interactive learning environment, leading to increased enthusiasm and motivation for musical education.</li> </ul> <p><b>Global Perspective:</b></p> <ul style="list-style-type: none"> <li>The project will foster a sense of global collaboration and cultural exchange, broadening students' perspectives on music and its diverse forms across borders.</li> </ul> <p><b>Innovation in Music Composition:</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate increased proficiency in music composition and production through the utilization of cutting-edge technology.</li> </ul> <p><b>Resource Sharing:</b></p> <ul style="list-style-type: none"> <li>The online platform will serve as a valuable resource hub, promoting continuous professional development for music educators and facilitating the exchange of ideas and resources.</li> </ul>   |



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|                       | <p><b>Measurable Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>The project will establish measurable learning outcomes, allowing for the assessment of the impact of IT tools on students' musical skills and knowledge.</li> </ul> |
| Period of performance | 2026-2030   |
| Budget:               | EUR 120,000   |
| Financial sources:    | EU programs from the current programming period 2021 – 2027   |

### Activity 8

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| Description of the activity | <p>Music as a post-covid anti-stress therapy</p> <p>The "Music as a Post-COVID Anti-Stress Therapy" is designed not only to address the well-being of students but also to create a sustainable framework for transnational integration through music. Teachers, in primary Music schools, play a crucial role as agents of change, implementing music-based anti-stress interventions and subsequently sharing their expertise through lectures for the wider population and creating a musical set for transnational integration.</p> <p><b>Teacher Training Workshops and Curriculum Integration:</b> Primary music school teachers participate in specialized training workshops to develop expertise in implementing music-based anti-stress interventions. The training focuses on both practical techniques and the theoretical underpinnings of using music for well-being. Teachers collaborate to integrate these interventions into their music curriculum, ensuring adaptability across different cultural contexts.</p> <p><b>Pilot Program Implementation and Evaluation:</b> Teachers implement the music-based anti-stress interventions in their classrooms, gathering data on the effectiveness of these activities. The evaluation includes both quantitative and qualitative measures, capturing the impact on students' well-being. Teachers collaborate on refining the interventions based on the feedback received during the pilot phase.</p> <p><b>Creation of Resource Materials and Musical Set:</b> Participating teachers collaborate to create comprehensive resource materials, including lesson plans, instructional guides, and a curated musical set designed for transnational integration. The musical set incorporates diverse genres, styles, and cultural elements to create a shared musical language that transcends borders.</p> <p><b>Transnational Exchange Workshops:</b> Teachers engage in transnational exchange workshops, where they share their experiences and insights with educators from different countries. These sessions promote cultural exchange, foster understanding of diverse educational contexts, and provide a platform for discussing the challenges and opportunities of implementing music-based anti-stress interventions.</p> <p><b>Lectures for Wider Population:</b> Teachers, equipped with their experiences and the refined interventions, conduct lectures for the wider population. These lectures are aimed at educators, parents, mental health professionals, and community leaders, highlighting the role of music in post-COVID stress relief and well-being. The</p> |
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|  | <p>lectures also emphasize the importance of cultural sensitivity in implementing these interventions.</p> <p><b>Online Platforms and Webinars:</b> Teachers leverage online platforms to reach a global audience. Webinars are organized to provide in-depth insights into the project, share success stories, and engage with a wider community interested in incorporating music-based strategies for stress relief.</p> <p><b>Creation of Online Learning Resources:</b> Teachers collaborate to create online learning resources, including video demonstrations, virtual workshops, and downloadable materials. These resources are made available to educators worldwide, ensuring that the impact of the project extends beyond the direct participants.</p>  |
| <p>Human resources and Performer of the activity</p> | <ul style="list-style-type: none"> <li>- Schools from the three countries (students, and teachers);</li> <li>- NGOs as IT experts, psychologist</li> </ul>  |
| <p>Expected results</p>                              | <p><b>Global Awareness and Understanding:</b> The lectures and transnational exchange activities contribute to a broader awareness of the therapeutic potential of music in addressing post-COVID stress. Educators and professionals worldwide gain insights into effective strategies for integrating music into their own contexts.</p> <p><b>Cultural Integration Through Music:</b> The musical set created by teachers becomes a tool for cultural integration, fostering connections and shared experiences across borders. Music serves as a universal language, promoting understanding and unity in diverse communities.</p> <p><b>Increased Implementation of Music-Based Interventions:</b> The project's lectures and resources inspire educators globally to incorporate music-based anti-stress interventions into their practices. This widespread adoption leads to a positive impact on the mental health and well-being of students and communities worldwide.</p> <p><b>Professional Development Opportunities:</b> Teachers involved in the project enhance their professional development by sharing their expertise and experiences with a wider audience. This exchange of knowledge contributes to a network of educators committed to using music as a therapeutic tool.</p> <p><b>Sustainable Transnational Partnerships:</b> The project fosters long-term partnerships and collaborations between primary music schools and educators across different countries. These connections create a sustainable framework for ongoing transnational integration initiatives centered around music.</p> <p><b>Enhanced Well-Being Across Communities:</b> The widespread adoption of music-based interventions contributes to improved well-being not only within educational settings but also within the broader community. Families, mental health professionals, and community leaders benefit from the shared knowledge and resources.</p> <p><b>Cultural Sensitivity and Inclusivity in Education:</b> The project promotes cultural sensitivity in the implementation of music-based interventions, fostering an inclusive educational environment. Teachers and communities learn to appreciate and celebrate diverse cultural expressions through music.</p> <p><b>Legacy of Music-Based Well-Being:</b> The project leaves a lasting</p> |



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|                       | legacy by establishing music as a recognized and effective tool for promoting well-being. The curated musical set and online resources continue to be valuable assets for educators and communities seeking sustainable approaches to post-COVID stress relief. |
| Period of performance | 2026-2030   |
| Budget:               | EUR 120,000   |
| Financial sources:    | EU programs from the current programming period 2021 – 2027   |

### Activity 9

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| Description of the activity | <p>Music and dance as therapy for people with special needs</p> <p>The "Music and Dance as Therapy for People with Special Needs" is a collaborative initiative between primary music school teachers and dance professionals. This project aims to explore the therapeutic potential of music and dance in supporting the well-being and development of children/individuals with special needs. Through a combination of training, collaborative activities, and resource development, the project seeks to empower educators and dance professionals to provide inclusive and enriching experiences for their students.</p> <p><b>Needs Assessment and Participant Identification:</b> The project begins with a thorough needs assessment to understand the specific challenges and needs of individuals with special needs. Teachers and dance professionals collaborate to identify participants and tailor interventions to address diverse abilities and requirements.</p> <p><b>Joint Training Workshops:</b> Primary music school teachers and dance professionals participate in joint training workshops facilitated by experts in special needs education, music therapy, and dance therapy. Workshops cover topics such as inclusive teaching practices, adapting curriculum for special needs, and understanding the therapeutic benefits of music and dance.</p> <p><b>Collaborative Curriculum Development:</b> Teachers and dance professionals collaborate to develop a curriculum that integrates music and dance therapy techniques. This curriculum is designed to be adaptable and inclusive, considering the diverse needs and abilities of participants with special needs.</p> <p><b>Inclusive Workshops and Sessions:</b> Teachers and dance professionals implement inclusive workshops and sessions in primary schools. These activities focus on fostering creativity, self-expression, and social interaction through music and dance. Individualized approaches are employed to cater to the unique needs of each participant.</p> <p><b>Cross-Training Sessions:</b> To enhance collaboration and mutual understanding, teachers attend dance sessions led by professionals, and dance professionals attend music sessions led by teachers. This cross-training approach promotes a holistic understanding of both disciplines and encourages a multidisciplinary approach to therapy.</p> <p><b>Development of Resource Materials:</b> Collaborators create a comprehensive set of resource materials, including lesson plans, instructional videos, and guidelines for inclusive music and dance activities. These resources aim to support educators and dance professionals beyond the project's duration.</p> |
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|  | <p><b>Joint Performances and Showcases:</b> Participants with special needs, along with teachers and dance professionals, collaborate on joint performances and showcases. These events not only provide a platform for self-expression but also help break down societal barriers by showcasing the abilities and talents of individuals with special needs.</p> <p><b>Documentation and Reflection Sessions:</b> Regular documentation of sessions and reflection sessions allow participants to assess the impact of music and dance therapy on individuals with special needs. These reflections inform ongoing adaptations and improvements to the intervention strategies.</p>   |
| <p>Human resources and Performer of the activity</p> | <ul style="list-style-type: none"> <li>- Schools from the three countries (students, and teachers);</li> <li>- NGOs, dance professionals.</li> </ul>   |
| <p>Expected results</p>                              | <p><b>Enhanced Inclusive Teaching Skills:</b> Teachers develop enhanced skills in inclusive teaching practices, adapting their approaches to accommodate the diverse needs of individuals with special needs. Dance professionals gain insights into how dance can be adapted for various abilities.</p> <p><b>Improved Therapeutic Impact:</b> Participants with special needs experience improved well-being, enhanced self-expression, and increased social interaction through the therapeutic interventions of music and dance. The multidisciplinary approach contributes to a more comprehensive therapeutic impact.</p> <p><b>Inclusive Curriculum Integration:</b> The collaborative curriculum developed by teachers and dance professionals becomes a model for inclusive education. The integration of music and dance therapy becomes a sustainable and integral part of primary school education for individuals with special needs.</p> <p><b>Resource Accessibility and Dissemination:</b> The developed resource materials become accessible to a wider audience, benefiting educators, dance professionals, and caregivers working with individuals with special needs. Workshops and training sessions based on these resources contribute to wider dissemination.</p> <p><b>Community Understanding and Acceptance:</b> Joint performances and showcases contribute to increased understanding and acceptance of individuals with special needs within the school and local community. This leads to a more inclusive and supportive environment for individuals with special needs.</p> <p><b>Professional Collaboration and Cross-Training Impact:</b> The cross-training sessions foster ongoing collaboration between teachers and dance professionals. This collaborative approach continues to influence both disciplines, leading to the development of more inclusive and diverse therapeutic practices.</p> <p><b>Increased Self-Efficacy of Participants:</b> Participants with special needs develop increased self-efficacy, confidence, and a sense of accomplishment through their participation in joint performances and showcases. This positive impact extends beyond the project duration.</p> <p><b>Long-Term Sustainable Practices:</b> The project establishes a foundation for the long-term integration of music and dance therapy</p> |



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|                       | into primary schools for individuals with special needs. Teachers and dance professionals continue to refine and adapt their approaches based on ongoing reflection and feedback. |
| Period of performance | 2026-2030   |
| Budget:               | EUR 120,000   |
| Financial sources:    | EU programs from the current programming period 2021 – 2027   |

## 6. Financing the activities

The activities described in this strategy will be financed with the budgets of the participating organizations, or interested parties or with funds ensured by different projects and programs.

## 7. References

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