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# CHIMES

Competence, Citizenships and Inclusion Through Music & Movement Solutions

## Partner's roles within the Project

### **GENTIS - Fundació Privada Gentis (Coordinator, Spain)**

Gentis is responsible for leading the implementation of O1- Local Festival of Creativity. The local creativity festivals will result from a series of creative and performance art activities that the young, disadvantaged people have participated in over a period of months since the start of the project. These activities will be based on the activities that each partner organisation has engaged in (creative dance, mime, forum theatre, music interpretation, singing) and in themselves will result from partnerships and collaborations with businesses, groups and individuals from the public and private sector of the creative arts industries.

Gentis Foundation has wide experience in the use of creative and cultural activities, particularly music, as a vehicle to engage the disengaged. Gentis will contribute to this output with advice and guidance, sharing their experience working with the target group and their experience in organising the events. Project partners with direct access to the target group will host the creativity festivals, meaning that 6 one- day festivals will be held.

### **ARIADNE - Ariadne Cultural Foundation (Partner, Hungary)**

The Ariadne Cultural Foundation is in contact with a number of cultural and youth organisations and plays an initiating and coordinating role in the programme element in Hungary. We have sought out cultural and social community spaces that are open to cooperation.

We have started working with a youth centre in Budapest, where young people aged 12 to 20, including disadvantaged students, go to spend their free time after school. In line with the Chimes project, the responses to our questionnaires from the young people involved in the programme, cultural agents and youth workers working with young people, and joint discussions with them, led us to identify art workshops that focus on strengthening all the competences (managing emotions, self-awareness and self-confidence, communication skills, especially assertive communication, developing social and interpersonal skills), which ultimately aims at developing the whole personality and giving young people the opportunity to show their emerging strengths and talents.





Our programme also serves as a model for sharing Chimes' methods with the youth workers who work with us. We hope to implement the methods used in the programme in youth cultural and social community spaces.

The most important of the Ariadne Cultural Foundation's methods is the different tools of art therapy (especially drama and theatre techniques, music, film), which we have found to be very effective in our target age group, especially among disadvantaged and early school leavers. At the end of the summer holidays, workshops will start at the youth centre.

### **AE20 - ASSOCIACAO PARA A EDUCACAO DE SEGUNDA OPORTUNIDADE (Partner, Portugal)**

Matosinhos Second Chance School, has worked for 11 years now in an alternative way, offering young drop out a new experience, based on individual training plans, recognition, validation and certification of competences acquired in the training activities and also in life. Our team is very motivated to explore and test new methodologies and creative methods to promote non formal education for young people at risk. Our teachers and staff are interested to add new tools to their educational practices to have better chances to succeed in our challenging training context. For several years AE20 has been organising and participating in means international projects (youth exchanges and events, seminars, training course, networking activities) offering young people, staff and other adults opportunities for personal, professional and social development. Since 2004, we have been developing youth mobility projects with many partners in Europe, testing the potential of arts, creativity and sporting activities in social, educational inclusion work to activate young people in their personal and social development processes.

We have identified the importance to stand for the democratic values to stand against radicalisation and we have very good experience in using arts, including music and dance to promote these values in education. We have many previous experiences in this area and we will be glad to share. Also we have staff members, teachers and artists that work with us who are ready to be involved in this project.

### **CESIE (Partner, Italy)**

CESIE is responsible for the implementation of part of the IO1- Local Festival of Creativity, specifically the audio/video journal, i.e. a visual diary developed by the young adults which will be used to record their involvement in the CHIMES project right from the beginning.

The journal will include group and individual activities, interviews, voice- overs, reflections by the beneficiaries and the professionals that they work with. It will be varied in style and content, led by CESIE, but also influenced by the creative industry professionals with





whom they work. The finalised Audio/video journal will be a synopsis of all the journals (6 in total) created by 6 partners, with subtitles in partner languages.

CESIE is highly experienced in fostering the inclusion of migrants, refugees and asylum seekers by implementing different educational and recreational activities. CESIE promotes the use of art and intercultural exchange as a means to foster the social inclusion of disadvantaged groups. Non-formal methodologies are used in the majority of activities, as these turn out to be the most appropriate to meet the needs of the project's target group.

### **EPPSi - European Partnerships Promoting Social Inclusion (Partner, Ireland)**

Our highly experienced team has over 20 years experience of working collaboratively at European level and over 40 years of educational practice. EPPSi has expertise in creative and performing arts, curriculum development, project management and implementation, quality assurance, competence based learning, language learning, informal education as a learning tool.

Barbara Brodigan is a former teacher, vocational trainer and educational manager with over 40 years experience in primary education, vocational education, alternative education and second chance education. Barbara was formerly Head of Leeds Second Chance School, working to improve basic skills in literacy and numeracy with disadvantaged adults, using creative and performing arts as a vehicle to skill development. Barbara has over 30 years experience in working in grassroots musical and performing arts groups, working to provide a community service and build self confidence and a sense of self worth among residents of all ages in rural communities.

As Director of international Development at Doncaster College UK she gained extensive experience of partnership building, project management, capacity building, curriculum and educational resource development and quality standards in teaching and learning.

Bert Pelzer is a former I.T. and Mathematics teacher and Head of Cologne Second Chance School, Germany, working with disadvantaged young adults to improve their competence in mathematics, informatics and financial literacy. Bert is a native German speaker and speaks excellent English. Bert has 20 years' experience of European project cooperation and administration and has extensive links with second chance schools across Europe through the European Association of Second Chance Schools, for which he is the Secretariat. Bert is experienced in curriculum, resource development, project administration.

Suzanne Brodigan is a qualified English as a foreign language teacher (EFL) teaching in Switzerland, France and Spain. She is a native English speaker and is fluent in French and Spanish. Suzanne has experience of working with disadvantaged groups, particularly young people at risk of social exclusion, to support their development in literacy and life skills.





Suzanne has wide experience of European project management, curriculum development, collaborative development of education resources and learner assessment. Suzanne has worked on a voluntary basis in community groups to encourage cross generational activities in musical and performing arts.

### **Kleinon SRL (Partner, Romania)**

Our role as partners in CHIMES project includes collaborative contributions in most of the project activities: creativity festival and A/V journals, Methodology Guide, Community exhibitions and Impact Analysis Report.

Following the KoM, we have started to contact art industry professionals as well as second chance schools and youth workers. Due to Covid 19 restrictions and the consequent closure of schools and all non-essential activities, all processes were delayed, but we are hopefully looking towards a relaxation which will allow us to carry out the re-scheduled activities.

As of beginning of June 2021, we have completed our target group description, we translated into Romanian and distributed the competences questionnaire to a number of art professionals and youth workers and we are just receiving the completed ones back, so we are hoping to get an idea about the competences to be developed through artistic activities for our young beneficiaries very soon. We are also starting to distribute the relevant section of the questionnaire to the young potential beneficiaries, in order to be able to select the desired artistic activities. The workshops are expected to start after the summer holidays.

We are trusting that the project activities will provide adequate means for young people to bring to light treasures of talent and abilities in various fields and will empower them to step further in life with confidence. The second chance schools we have been in contact with expressed their hopes to use the approaches based on artistic activities beyond the project completion date.

### **PSE - PHOENIX SOCIAL ENTERPRISE Ltd (Partner, UK)**

- Research and supply information about Phoenix target groups.
- Upload information about Chimes project onto PSE website, social media and other publications for dissemination as widely as possible.
- Supply information about PSE for use on social media and project website.
- Work with learners to identify the competences they need to develop.
- Stimulate interest in ten learners about the creative arts.
- Work with three/four creative arts professionals to develop the competences identified by the young people to be developed through the creative arts identified.





- Analyse the information gathered from young people and the creative arts professionals and make a proposal for delivering planned workshops on the identified competences.
- Deliver workshops with learners.

