

## Nordplus Horizontal 2020 - List of application

Project number	Project title	Project theme	Coordinating institution	Partner institutions	Duration	Grant applied	Grant proposed	Application summary
NPHZ-2020/10010	Nordic unequal childhood	Inclusion	NTNU Department of Teacher Education (NO)	City of Tampere, Basic Education Services (FI), Norrköpings kommun (SE), Trondheim Kommune, Oppvekst og Utdanning (NO)	3 years project	49 670	<b>30 000</b>	Projektet handler om att, genom tre större konferenser, sprida resultaten från det pågående nordiska forskningsprojektet "Unequal Childhood" där forskare vid Universitetet i Trondheim har studerat hur skola och välfärd organiseras i tre medelstora kommuner i Finland Sverige och Norge. Forskningsprojektet handlar om social ojämlikhet och risk för marginalisering hos barn och unga. I forskningsprojektet studeras hur praxis och implementering av skyddsnet sker på skol- och kommunnivå. Studien baserar sig på ett omfattande intervjumaterial med olika aktörer, däribland administrativ personal, lärare, elever och elevhälsopersonal samt statistiska data. Projektet "Nordic Unequal Childhood" säkerställer att forskningsresultaten, som är omfattande och komplexa, kan komma kommuner i Sverige, Norge och Finland till största möjliga nytta och syftar till erfarenhetsutbyte, samverkan, dialog och nätverksbyggande mellan samhällsaktörer och akademi i tre nordiska länder. Ytterst handlar projektet om att motverka marginaliseringen av barn och unga genom att tidigt identifiera risker och stärka utbildnings- och välfärdstjänster i Norden.
NPHZ-2020/10017	Tværfaglige samarbejdskompetencer til værdiskabelse og bæredygtighed	Green growth, climate change and sustainable development	Technical univeristy of Denmark (DK)	Business Academy Aarhus (DK), Norwegian University of Science and Technology (NO), University of Bergen (NO), University of Southern Denmark (DK), Uppsala University (SE), Western Norway University of Applied Sciences (NO), Western Norway University of Applied Sciences (NO)	3 years project	87 280	<b>85 000</b>	I 2014 samledes en række skandinaviske højere uddannelsesinstitutioner i et Nordplus Higher Education netværk med det formål at videreudvikle og udbrede Experts in Teamwork (EIT) metodologien i sine uddannelser, der efterhånden var vokset frem på flere institutioner med udgangspunkt i EIT-traditionen fra Norges Tekniske-Naturvitenskapelige Universitet (NTNU). Siden starten af EIT-netværket har det været aktivt med 2-3 møder om året samt en årlig konference med bl.a. træning af facilitatorer og udveksling af best-practice inden for tværfagligt samarbejde og innovation. Derudover er der udviklet et fælles website. Experts in Teamwork er en metode til at udvikle tværfaglige samarbejdskompetencer. Rundt omkring er metoden dog efterhånden blevet rettet mod værdiskabelse (value creation) og innovation, der ligger ud over forbedrede samarbejdskompetencer. Typisk trækkes der på det kreative rum, der følger med det tværfaglige, til at forstå værdiskabelse i kontekster som innovation og entreprenørskab (I&E), hvor begreberne ikke kun relaterer sig til forretningsverdenen, men helt generelt til alle typer af menneskelig interaktion herunder den offentlige sektor og non-profit organisationer. Senest er også FN's verdensmål blevet inddraget som objekt for EIT metoden hos flere af partnerne. Med denne ansøgning ønsker vi at kunne fortsætte vores etablerede netværk med det formål at udvide EIT metodologien til naturligt at operere med værdiskabelse i forhold til innovation og verdensmålene.
NPHZ-2020/10030	Text performers	Inclusion	University of Stavanger (NO)	Competence center for reading (DK), Competence center for reading in Thisted (DK), Jättesten school (NO), Kyrkjevollen school (NO), Linnæus University (SE), Madlamark school (NO), Municipality of Falkenberg (SE), Municipality of Strand (NO), Presse school (SE), Svenljunga municipality (SE), VIA Learning & Teaching, Centre for research & development, VIA University College (DK)	2 years project	58 740	<b>55 000</b>	This project highlights the implementation and use of assistive technology (AT) for pupils with dyslexia in elementary school.  The quality of AT has developed tremendously over the past two decades, and it might be a promising alternative for students with severe reading and writing disabilities, not at least from a participation perspective. But even if AT seems to be a promising aid for text production and text comprehension, research (e.g. Arnbak & Petersen, 2017) shows that students with dyslexia use AT less than expected.  We seek to establish a Nordic network within the area of digital competence for students with dyslexia, more specifically on the use of AT (e.g. speech-to-text) for students struggling with writing. The purpose of the network is to develop teaching forms and to contribute to the exchange of knowledge, experiences and proven practice between teachers, Special Educational Needs (SEN) Teachers and researchers in Denmark, Sweden and Norway.
NPHZ-2020/10035	Nordic Approaches to Archaeological Education	Education and Work Life	University of Turku (FI)	Association of Cultural Heritage Education in Finland (FI), Foundation Bohusläns Museum (SE), Helsingin kuvataidelukio (FI), Viken County Council (NO)	1 year project	20 596	<b>7 500</b>	Archaeological education has risen in popularity in the Nordic countries in recent years. Therefore, sharing experiences and ideas about best practices is more important now than ever before. Archaeological education is currently practiced in classrooms, museums, outdoor events, learning games, and public excavations. All of which make use of the concept of active learning. These experiences are, in and of themselves, valuable for individuals, communities, and archaeological institutions.  Archaeology already has that "certain something" that inspires people of all ages. Yet archaeologists should also dig deeper to critically reflect on and assess the results of archaeological education projects. This is best achieved by sharing experiences between archaeological educators to create new ways to assess educational outcomes, define clearer goals for educational projects, and promote new strategies to implement archaeological curricula. Further, it is equally important for archaeological educators to reflect on future challenges and opportunities to develop their methodologies in relation to schools, future technologies, and pedagogical theories.

NPHZ-2020/10036	Teaching and Learning in Multicultural Classroom	Educational methods and pedagogical tools	Estonian Entrepreneurship University of Applied Sciences (EE)	Arcada University of Applied Sciences (FI), International School of Tallinn (EE), Jönköping University (SE), Malmö AS (EE), RISEBA University of Applied Sciences (LV), UCL University College (DK), University of Bergen (NO), Vilniaus kolegija / University of Applied Sciences (LT)	3 years project	101 341	80 000	National cultural differences have an impact on teaching in multicultural classroom. Learners from foreign countries have different religions, practices, traditions, values and attitudes. Due to the background of international students a teaching in multicultural classroom is becoming more complicated. The teaching and learning in techniques can't be the same as working with culturally homogeneous group. The project is aimed to raise the quality of international studies and to support lecturers and students in the study process through sharing best practices of teaching in multicultural classroom. The project involves different levels of education and institutions: universities and IB school and additionally the representative of enterprises. The partners are from Baltics and Scandinavia and chosen according to the similar general educational approach and students profile. The network will be established to examine how multiculturalism and immigration influence teaching and learning in multicultural classroom. The project is for increasing awareness of global issues and developing the guidelines for creating safe, accepting and supportive learning environment.
NPHZ-2020/10039	Embedding SEL in formal and non formal education	Educational methods and pedagogical tools	Institute of Social and emotional learning (LT)	Educational center of Klaipeda district (LT), Kaunas Gediminas Sports and Health Promotion gymnasium (LT), Kedainiai Aušros progymnasium of Lithuanian Sports University (LT), Liikuttavaa Ltd. (FI), Monkey and Banana osk (FI), Public Institution "Lions Quest Lithuania" (LT), Public Institution Football School Ataka (LT), Skadberg skole (NO), Sola FK (NO), Teachers' Education and Culture Center of Klaipeda city (LT), The University of Eastern Finland (FI),	3 years project	110 786	80 000	There is a large body of empirical evidence about the importance of social and emotional skills. Research shows that student's engagement in Social emotional learning (SEL) programmes increases their well-being, decreases the risk of antisocial and deviant behaviors, school dropout/non-attendance. Recent studies on various interventions confirm that SEL is central to development in terms of physical and mental health, moral judgement, citizenship, academics and achievement motivation. Over the last years, social and emotional skills have been rising on the education policy agenda. However, more times than not, it remains dependent on whether it is a priority, the method of implementation chosen and levels of educator knowledge skill to teach SEL. Furthermore, a gap between how SEL is developed in formal and non-formal education is obvious. Therefore this project aims to develop a comprehensive and relevant model of social and emotional competences development in formal and nonformal education. We focus on the adults role as teachers, coaches and officials in relation to creating better experiences for students during and after school.
NPHZ-2020/10045	Grammatikkdidaktikk i morsmålsfaget - GRADIMO	Teacher education and teacher competences	OsloMet – Oslo Metropolitan University (NO)	Allergot ungdomskole (NO), Ambjørnrod school (NO), Anna Whitlocks Gymnasium (SE), Ellemarkskolen (DK), Flogtaskolan (SE), Gjøvik skole (NO), Grav skole (NO), Göteborg university (SE), Hanken School of Economics (FI), Høgskolen i Østfold (NO), Inland Norway University of Applied Sciences (NO), Jämtlands Gymnasium! Wargentin (SE), Lund University (SE), Mittuniversitetet (SE), NTNU- Norwegian University of Science and Technology (NO), OsloMet – Oslo Metropolitan University (NO), Rommen skole (NO), Södertörn University (SE), The National Centre for Reading (DK), Trongårdskolen (DK), University College Copenhagen (DK), University of Helsinki (FI), University of South-Eastern Norway (NO), University of the Faroe Islands (FO), Verket skole (NO), Via University College (DK), Zacharias Topeliuskolan (FI), Åbo Akademi University (FI), Aarhus University (DK)	3 years project	85 924	80 000	Denne søknaden bygger på en erkjennelse vi som lærerutdannere og lærere har av at god grammatikkompetanse er et viktig verktøy for lærere i morsmålsfaget, og at lærerutdanningen i liten grad lykkes i å gi framtidige lærerne god nok forståelse av hvordan språket er bygd opp. Gjennom dette nordiske prosjektet ønsker vi å bidra til å endre på dette. De nordiske landene har et språklig fellesskap som gjør at vi møter mange av de samme utfordringene i morsmålsfaget, men vi er også forskjellige, og har ulike erfaringer som vi vil ha nytte av å dele med hverandre.  Nettverket GRADIMO - grammatikkdidaktikk i morsmålsfaget - samler ledende forskere innen grammatikkfeltet, lærerutdannere som har arbeidet med grammatikkdidaktikk og lærere til møter på tvers av de nordiske landene, og på tvers av forskningsfeltet og praksisfeltet. Ved hjelp av regelmessige nettverksmøter med faglige foredrag diskusjon og erfaringsdeling, etablerer GRADIMO dialog mellom forskningsfeltet og praksisfeltet. Medlemmene i nettverket skal bidra til bedre kunnskap om hvordan grammatikken formidles til elever og studenter, og om hvordan dette kan gjøres på best mulig måte. Nettverket skal også føre til mer kommunikasjon mellom forskningsfeltet og praksisfeltet, til forskningssamarbeid, og til videre arbeid med å styrke kunnskap om språk og grammatikk.
NPHZ-2020/10047	Sustainable Ecosystems of Mentoring for Newly Qualified Teachers	Education and Work Life	University of South-Eastern Norway (NO)	Danmarks Lærerforening (DK), Estonian Educational Personnel Union (EE), LÄRARFORBUNDET (SE), Tallinn University (EE), The Icelandic Teacher Union (IS), The Trade Union of Education Finland OAJ (FI), University of Akureyri (IS), University of Jyväskylä (FI), Utdanningsforbundet (NO), VIA Learning & Teaching, Centre for research & development, VIA University College (DK)	3 years project	123 900	80 000	The goal for our previous project (NPHZ-2017/10042) was to establish a Nordic cross-sectoral network to develop systems for induction and mentoring for newly qualified teachers in the Nordic countries. The project organised a successful summit in 2019, supported by The Nordic Council of Ministers and Nordisk Lærer Samråd.  The summit indicated that shortage of teachers, teacher retention and (lack of) support for new teachers are challenges faced by all Nordic countries. The previous project provided promising results, but it showed that there is still much to do. We now wish to disseminate the results, widen the focus and include new partners. In the previous project, there were two universities and four trade unions of teachers. In the new one, there will be five universities and six teacher unions. The coordinator will be University of South-Eastern Norway. Participating partners are universities from Finland, Iceland, Denmark and Estonia, and teacher unions from Norway, Finland, Iceland, Denmark, Sweden and Estonia.

NPHZ-2020/10065	FAME (Film and Media for Education) Network Development	Teacher education and teacher competences	Tallinn University (EE)	Estonian Film Institute (EE), Estonian History Museum Foundation (EE), Latvian Academy of Culture (LV), School Cinema: Koulukino – Skolbio (FI), The Animation Workshop VIA University College (DK), Vytautas Magnus University (LT)	1 year project	56 420	<b>45 000</b>	The Baltic Film, Media, Art and Communication School (BFM) of Tallinn University with its partners from Denmark, Finland, Latvia and Lithuania develop together the network with the aim to share knowledge and best practices of film and media literacy to improve the expertise in this field. We started with the FAME (film and media for the education) network in 2018 and adhere to the understanding of the media literacy concept as stipulated by the European Commission (COM 2007/833, REC 2009/625/EC, Council Conclusions 2016, MLEG) stressing that media literacy is a wide concept with a set of skills that involve: - ability to think critically, understand and evaluate different aspects of media message, facts and media content (cognitive competencies). By default, all media are complex transmedia texts (image, sound, language), hence they require an advanced conceptual approach; - ability to access traditional and new media environments (technical, digital competencies); - the ability to express creatively and produce User Generated Content (UGC) on multiple media platforms and in communication environments (social, communicative skills).
NPHZ-2020/10068	Sportpreneurship: sustainable & smart sport business	Entrepreneurship	Lithuanian Sports University (LT)	JAMK University of Applied Sciences (FI), Latvian Academy of Sport Education (LV) (LV), Malmö Idrottsakademi (SE), Malmö University (SE), Molde University College - Specialized University in Logistics (NO), National Athletes Association (LT), Skåne Sport Federation (SE), Sport management association (LT)	3 years project	56 840	<b>55 000</b>	The main purpose of the project is to create a Sportpreneurship network between HE institutions (HEI) and Sport organization (SO) in Nordic and Baltic countries, which will provide teaching for students during Sportpreneurship workshops using smart technologies and innovative educational platform. Project activities will strengthen and develop Nordic and Baltic cooperation on education; reap the benefits of and promote innovative processes in education through the systematic exchange of experiences and good practices; develop the co-operation between education (HEI) and labour market (SO) to fulfill the needs and gaps in the field of sport management. The project is carried out by 9 partners: 5 HE institutions from Lithuania, Finland, Sweden, Norway and Latvia that provide education focusing on sport management and entrepreneurship and 4 Sport organisations with an expertise on a field of the project. This project will create new cooperation between these institutions, give the students a possibility to participate in multinational project and enhance their skills in the field of international sport management. The participating institutions will benefit by gaining new teaching materials, international experience and new innovative pedagogical methods. As a result this cooperation will enhance the knowledge of each participant, develop a pilot Sportpreneurship HUB in one of the HEI's to further develop entrepreneurship amongst sport management, and expand the exchange between the institutions.
NPHZ-2020/10073	Teens Without Screens: Developing Tools For Social Interaction Through Arts	Educational methods and pedagogical tools	Latvian Christian Academy (LV)	Diakonia College of Finland (FI), Kaunas College (LT), Latvian Ballet and Dance Guild (LV), Majoru vidusskola (LV)	2 years project	24 100	<b>24 100</b>	Taking in notice World Health Organisation data (2019) on public health of teenagers and behavioural addiction to electronic devices, and PEW Research Centre data (2019) that 97% of teen boys and 83% of girls play games on some kind of device, the main purpose of the project is to develop innovative guidance (Toolkit) for teachers and educators working with teenagers in order to reveal to young people alternative ways of creative initiatives and communication at school's daily activities. We consider use of IT in teaching and learning process as positive. Our concern is about overspending time in internet as it may leave negative impression on immature psyche of teenager.  We propose integration of several forms of arts – visual art, drama, ballet – as a way of captivating and fascinating young people for involvement in social (non-virtual) interaction. Teachers can guide young people in alternative ways for socializing according to the needs of healthy psychological, mental and spiritual growth of personality. The guidance will be developed by interdisciplinary and cross-sectoral team: university teachers, professional artists, secondary school teachers, art therapists, youth educators, specialists of psychology, anthropology and theology working on the common idea.
NPHZ-2020/10078	Network of Baltic-Nordic Architecture Students	Educational methods and pedagogical tools	Estonian Young Architects Union (EE)	Atelpa Young Architects Club (LV), Estonian Academy of Arts (EE), Riga Technical University (LV), The Guild of Architecture of Aalto University (FI), Valga Town Government (EE), Valka Municipality Council (LV)	1 year project	42 050	<b>26 000</b>	The project is a student led collaboration, that aims for non-academic research in the field of architecture. Organizing three events in the next year, it aims to create a regional network for the exchange of experimental ideas in the field of architecture. The project is divided into three phases: 1. European Architecture Student Assembly (EASA) is a summer school held in Valga/Valka, Estonia (border town between Estonia and Latvia) in 2020. It is a decentralized student led educational structure, that is meant for the exchange of ideas in the field of architecture. Focusing on a specific region and issues relevant to architecture students, the summer school will research a topic for two weeks at the end of July. In 2020 the research will be on the shrinking of small towns in the region and architectural conservation in the context of Valga/Valka, a town with very innovative planning strategies. 2. Intermediate National Contact Meeting (INCM) is an autumn gathering of European architecture students, that will be held in Valga/Valka, Latvia in 2020. The gathering will evaluate the research done during EASA 2020 . 3. Helsinki Winter School will be held in the winter of 2021 in Aalto University. The Helsinki Winter School structure will be based on the research and evaluation made during the INCM and EASA on the topic of shrinking of small towns and architectural conservation. The Winter School will have workshops on the research done and is open to all Nordic-Baltic architecture students.
NPHZ-2020/10085	Nordic/Baltic GeoGebra Network Conference 2020	ICT and digitalization in education	Helsingin yhteislyseo (Finnish GeoGebra Network) (FI)	Allebergsgymnasiet Falkoping (SE), Jelgava State Gymnasium (LV), Miiina Härma Gymnasium (EE), NTNU-Norwegian University of Science and Technology (NO), University College Lillebælt, Center for Educational resources (DK), University of Iceland - School of Education (IS), Vilnius Balsiu progymnasium (LT)	1 year project	39 113	<b>39 113</b>	The project is the organization of the 11th Nordic and Baltic GeoGebra Conference which will be held in Finland, September 18th – 20th 2020, and a meeting in Denmark in the spring of 2021. The conference is organized by the Nordic GeoGebra Network in a similar manner as our previous Nordic GeoGebra conferences held during the years 2010 – 2019 in Iceland, Lithuania, Estonia, Denmark, Finland, Sweden and Norway. See <a href="http://nordic.geogebra.no/">http://nordic.geogebra.no/</a> .  At the last conference in 2019 a new working group was formed with theme “Teachers of today empowering problem solvers of digital society”. The results will be presented at the 2020 conference.  In the coming conference at 2020 a new working group will be formed for the topic “Digital competences and computational thinking preparing pupils, students and teachers for a digitalized society”. It will be open to anyone interested and it will collaborate for one year.

NPHZ-2020/10090	Pre-Service Teacher Career Perspectives to Facilitate Sustainable Inclusive Education Reforms (PreTeCap)	Teacher education and teacher competences	The University of Latvia (LV)	IS-University of Iceland (IS), Kedainiai Vocational Educational Training Centre (LT), Liepaja University (LV), NO-Nord University (NO), Riga State Gymnasium No 3 (LV), Tampere University (FI)	3 years project	97 360	70 000	The project proposal relates with a novel approach to preparation, deployment and practice of Teacher Assistants (TA) promoting practice- and experience-based teacher education. Based on the research conducted during the project proposal development, the conclusion can be drawn that none of the HEIs in Latvia and Lithuania provide comprehensive preparatory programmes aimed at prospective teacher assistants despite the education reforms aimed at supporting inclusive education taking place. FAT the same time, the project partner countries have already invested resources into research and practice within this scope. Still, the mutual benefit for the Consortium lies in the necessity to elaborate practices based on the project aim. Therefore, the topicality of the project is substantiated by the urgent necessity to develop the programme which would address the needs and provide the opportunity to gain knowledge, skills and practical experience necessary to start a teacher assistant career already within pre-service teacher education programmes.
NPHZ-2020/10094	Jewish Heritage Summer School	Other	Riga Jewish Community (LV)	Daugavpils University (LV), International Centre for Litvak Photography (LT), Paideia - The European Institute for Jewish Studies in Sweden (SE), The University of Latvia (LV)	1 year project	20 670	20 000	The aim of the project is to continue the development the cross-sectoral educational network in the field of the Jewish heritage study between Latvia, Lithuania and Sweden, and through this network implement the second interdisciplinary traveling summer school in Jewish Heritage in the region of Baltic Sea. The project promotes the importance of cross-cultural relations and raising awareness of cultural diversity. The Travelling Summer School on Jewish Heritage in the region of Baltic Sea will be the continuation of the first pilot Summer School that took place in 2019 with the support of Nordplus Horizontal and was the success. The project is aimed at giving participants the opportunity of seeing how Jewish history has influenced local culture of Latvia, Lithuania and Sweden and vice versa, and to explore Jewish life and culture today and to immerse themselves in Jewish heritage and history. It will provide the participants - students, young professionals, leaders of communities, teachers, influencers, policy and opinion makers - a new approach in tackling the value of integrated and multi-cultural society, providing them with theoretical and practical tools for their work settings. The project is based on a cross-sectoral approach and comprises collaboration between formal and informal education, providing a framework for organizations in different sectors (NGO, foundation that runs also a Folk High School, museum, universities) with different experiences and strategies. The proposed network is aimed at addressing Jewish heritage study comprehensively and innovatively and thus promoting multi-sectoral action in the educational system at different level.
NPHZ-2020/10096	Assessing CT in Nordic Maker Education	ICT and digitalization in education	University of Oulu (FI)	Kiiminkijoen school (FI), Klaipeda Gedminu progymnasium (LT), Linnaeus University (SE), LT- Kretingos Marijono Daujoto Progymnasium (LT), LT- Ukmerges Šilo Progymnasium (LT), Oulujoen school (FI), Oulunlahti school (FI), Tallinn University (EE), UEF/University of Eastern Finland (FI), Vilnius Gediminas Technical University Engineering Lyceum (LT), Vilnius University (LT), Yli-i school (FI), Ylikiimingin school (FI)	2 years project	97 940	80 000	This two-year project is a starting point of long term interdisciplinary and intercultural collaboration towards developing Nordic approach to integrate computational thinking (CT) in K-12 education. In this project, our aim is to build common understanding about CT among the collaborators and widen our thinking about how to include future technologies (e.g., AI, autonomous transportation, cyber security) into CT through perspectives from different fields, such as educational sciences and computer science. The project involves schools and universities as participating institutions. Through this project we are enhancing professional development of teachers who are interested in applying CT and maker education into their classrooms, and building networks among participating institutions. As outcome of the project we develop a versatile assessment tool which can be used in various cases beyond different conditions (e.g., curriculum, activity, pupils' grade level and interests). In this way we tackle the challenges of current effort to integrate CT into school curriculum.  Our main activities are divided into two different types of workshops: 1) In core workshops, researchers from participating universities and selected members from schools (ambassador teachers), share perspectives and practices towards CT, maker education and assessment. In addition, participants discuss how those concepts appear in each country's school curriculum. 2) In the local workshops, participants from partner universities and schools, as well as participants from outside of the partner institutions (with their own cost) are actively involved in the processes of designing and evaluating the outcomes of core group workshops considering local specific conditions. Outcomes of both workshops are used to develop the assessment tool for CT in K-12 education.
NPHZ-2020/10112	Nordic Children's Literature & UN Development Goals 2020-2023	Educational methods and pedagogical tools	Kópavogur Municipality (IS)	Muumimuseo/Moomin Museum (FI), Odense City Museums (DK)	3 years project	78 200	50 000	NORDIC CHILDREN'S LITERATURE & UN DEVELOPMENT GOALS is a joint project between the the municipality Kópavogur (IS), its cultural institutions and educational organizations, the Moomin Museum in Tampere (FI), and the H.C. Andersen Museum in Odense (DK). It consists of a 3-year culture program connecting Nordic children's literature and UN Development Goals and invites children from the three countries to become an active part of its curation and implementation. From the Moomins to Pippi Longstockings, Nordic children's literature has had an immeasurable impact in shaping the values of countless young generations. Many of the stories impart timeless lessons about friendship, forgiveness and equality that directly connect to lessons of the formal education system, as well as the United Nations Development Goals.  The project brings together the skills and resources of the partner's cultural institutions, schools and museums to implement the following activities: 1. Three exhibitions in Kópavogur focusing on Tove Jansson, Astrid Lindgren and H.C. Anderson (not included in this project) 2. A series of curatorial workshops involving children aged 8-15 in the development of the exhibition (included in this project) 3. A public program around the workshops and exhibitions (not included in this project) 4. The production of educational material (print and online) for children, educators and institutions. (included in this project)

NPHZ-2020/10115	Nordic Noise	Other	University of Agder (NO)	Kristiansand Kunsthall (NO), Nordic House Faroe Islands (FO), Sørlandet's Museum of Art (NO), The Nordic House in Reykjavik (IS), The Royal Academy of Music (DK)	3 years project	52 632	45 000	<p>Nordic Noise bygger vi sammen med våre samarbeidspartnere et ungt kunstnerisk kuratorteam på tvers av Norden og kunstuttrykk. På grunnlag av en Open Call hvor søkerne selv gjennom egne ambisjoner får være med å definere prosjektets kunstneriske resultater, plukker vi ut en gruppe unge kuratorer/kunstnere som i to år lærer om kuratorvirksomhet og programmering parallelt med at de forsker på det nordiske i kunsten.</p> <p>Nordic Noise - Leven fra Norden:  Nordic Noise er et rammeverk. Kanskje først og fremst rokker tittelen med en forestilling av et «Nordic Cool». Prosjektet utfordrer ideen om Norden som en kjølig og kontrollert Bolia-katalog: dempede, lyse farger, ordning &amp; reda, med et snev av melankoli og distanse. Med en tid preget av levekårsutfordringer, klimakrise og migrasjon trenger vi et opprør, et rykk inn i fremtiden. Nordic Noise utfordrer kunsten til å sprengre den silkematte finishen: hva rører seg på vår nordlige kant – og hvordan er vi koblet til verden?</p>
NPHZ-2020/10126	NORDIC-BALTIC DRIVERS AND CONSTRUCTION WORKERS HEALTH CHALLENGES	Education and Work Life	Lithuania Trade Union(Alliance) (LT)	Latvian Building sector trade union (LV), Lithuania Trade Union(Alliance) (LT), Lithuanian Occupational Health Association (LT), Norwegian Labour Inspection Authority (NO)	2 years project	32 620	26 000	<p>The challenges on truck drivers mental and physical health often goes unrecognised. Their overall health, and especially their mental health, is very often worse than the general population as a consequence of long driving shifts, disrupted sleep patterns, chronic fatigue, social isolation, compelling service duties, delivery urgency, job strain, low rewards, and unsystematic medical control. Indeed drivers, especially those who drive long-haul routes, face a multitude of mental health-related risks attributed to the transportation environment such as, in addition to those indicated above: spending many consecutive days away from home and family, constant time pressure due to demands of "just in time" delivery requirements (high demand and low control), stimulants, alcohol and drug use. All these factors result into multiple musculoskeletal and psychosocial issues.</p>

**Proposed for rejection:**

NPHZ-2020/10005	Nordic and Baltic exchange of experiences in career guidance	Guidance	City of Gothenburg, Career Guidance Centre (SE)	Latvian Career Development Support Association (LV), Riga Technical University (LV), Rogaland County Council (NO), Tallinn University of Technology (EE)	2 years project	32 219	0	<p>The main aim in The project Nordic and Baltic Exchange of Experiences in Career Guidance is to systematically exchange experiences, knowledge and best practice, identify specific development areas and networking in between the partners. Also to identify joint development areas for cooperation continuing after the project and maybe apply for a project within the next Erasmus Programme.</p> <p>To make this happen we plan four transnational meetings, one in each partner city and also several online meetings between partners. The partners have agreed to focus on the following areas: guidance counselling in general, counselling methods with migrants and NEET:s (Not in Employment, Education or Training), distance guidance services/E-guidance/ICT, guidance systems, career guidance associations, methodological work and development and also cooperation between Universities and the labour market, upper secondary school and unemployment funds.</p> <p>The Career Guidance Centre in Gothenburg will be the project coordinator and will also be responsible for administration, economy and to take minutes at the meetings. One representative from each of the four partners will form the steering group. All partners will have a joint responsibility for the project content, result, evaluation, dissemination and will host one transnational meeting each.</p> <p>The meetings programmes will consist of seminars for exchanging experiences, workshops and study visits.</p> <p>Each transnational meeting will be evaluated during and at the end of the project. The feedback from the participants regarding program, content, seminars, workshops and study visits is important in order to make necessary amendments if needed.</p>
NPHZ-2020/10028	Promoting Healthy Sustaining Schools for Modern Society	Educational methods and pedagogical tools	Lithuanian Sports University (LT)	Basic school of Tartu Kivilinna (EE), Halsila School (FI), Hamraskoli in Reykjavik (IS), Kaunas Jonas and Petras Vileisai school (LT), Latvian Academy of Sport Education (LV) (LV), Lihuanian Association of Physical Education Teachers (LT), Lithuanian Physical Activity and Health Association (LT), Public Health Office of Prienai Municipality (LT), Rigas Hanzas Secondary School (LV), Saetre School (NO), Silute Basic School Pamarys (LT), The University of South-Eastern Norway (NO), University of Iceland - School of Education (IS), University of Jyväskylä (FI), University of Tartu (EE)	3 years project	103 860	0	<p>A comprehensive quantity of international research showed a decline in physical activity (PA) across childhood and adolescence. The drop in weekly PA time occurs most remarkably between primary and secondary school-aged children. IT technologies, urban growth, prevailing sedentary life and physical inactivity challenges the development of sustainable and healthy society, and forces educators to look at this problem from many points - indoor and outdoor environment, cultural habits, teachers' consciousness. Nordic-Baltic partners through two successful projects obtained a lot of experience and knowledge about the usage of environment at schoolyards, neighborhood, and community centers and this experience suggests us to change the teaching and learning approach for PA and include many more actors (parents, all subject educators, school community) to develop healthy and sustainable young society as well as try to reach environmental sustainability, social inclusion, the usage of different cultural aspects. Thus the project aims at better outcomes for children, better working conditions for teachers, and innovative solutions to the decline of school PA. This calls for a transnational collective action project based on new research frameworks, stressing the fundamental importance of health-enhancing, life-enriching active participation for all children and young people. The intention of the Network is to explore methods for active screen time and learning in lessons. The approach to promote "Healthy Sustaining Schools for Modern Society" is to apply achieved knowledge from initiated school projects (Estonia, Finland Norway) including the NBLEMA project: promoting environmental affordances of schoolyards together with exploring the challenge of active screen time. This will challenge all involved scientists, teachers and students in the project to develop a novel approach to learning in modern society.</p>

NPHZ-2020/10037	Who needs sacred art today? Educational institutions between tangible cultural heritage and modern society	Educational methods and pedagogical tools	Tallinn university, School of Humanities (EE)	Art Museum of Estonia Niguliste (EE), Hälsingland Museum (SE), The National Museum of Denmark (DK), University of Copenhagen, Faculty of Theology (DK), Uppsala University, Department of Art History (SE)	2 years project	56 180	0	<p>What happens when a large part of the cultural heritage remains alien and even unknown to general public? There are 6000 churches in Denmark and Sweden, most of them from the Middle Ages, and about 350 in Estonia. The ecclesiastical art forms a significant part of the collections of the national museums. However, living in a globalized and secularized world, the next generation is more focused on technology, environment and social media than on the legacy of the past. The community itself has also changed, which means that the educational institutions have to deal with multiculturalism and intercultural dialogues. Consequently, one might ask whose mission it is to bridge the gap between past and present in a rapidly changing world while looking for strategies to re-introduce the religious narratives into the secularized idea of cultural heritage. What needs to be changed in teaching in order to maintain contact with a large and important part of the cultural heritage?</p> <p>The Nordplus Horizontal project, in cooperation with three universities, two governmental and one regional museum, allows to launch an active debate about religious art both locally and across regions involving all relevant institutions. The aim of the project is to open up a discussion how we best can create a common field of knowledge and learning using the benefits of digitalization and new techniques; to implement new teachings methods in the area of cultural history and to develop a new concept of storytelling about sacred heritage through digital media.</p>
NPHZ-2020/10038	Green Through Environmental Awareness and Movement / The Green T.E.A.M. Network	Green growth, climate change and sustainable development	Turku University of Applied Sciences (FI)	City of Raseborg Finland (FI), Estonian Dance Agency (EE), Greenland's Community Dance Center (GL), Listaskoli Rognvaldar Olafssonar (IS), Qiajuk Studios (GL), Town of Ísafjörður, Iceland (IS), Western Uusimaa Dance Institute Hurja Piruetti (FI)	1 year project	53 815	0	<p>The overall framework of the Green, Through Environmental Awareness and Movement / The Green T.E.A.M. is twofold: First, to have opportunities for Nordic-Baltic young dancers to "exchange expertise" regarding how they approach bringing the science of the climate crises into a forum of creative movement and dance. This creative approach relates to their own perception of ways they can make a positive impact upon their local/regional/national and international peers and communities' environmental awareness. We will also work with the United Nations SDG goals to guide and be used as a reference throughout the two years of the project.</p> <p><a href="https://www.un.org/sustainabledevelopment/sustainable-development-goals/">https://www.un.org/sustainabledevelopment/sustainable-development-goals/</a></p> <p>The second focus will be to guide the youth participants towards having a voice in local, national, and international environmental awareness actions in a democratic and responsible manner. These activities will be led by the municipal/governmental persons from Finland and Iceland who are partners in The Green T.E.A.M.</p>
NPHZ-2020/10040	Ghetto Out	Integration of refugees and immigrants	Island Panorama Center (IS)	B-Creative Associatio (SE), Centre for Education and Innovation Research, Riga, Latvia (LV), Learnmera Oy (FI), Mano Europa (LT), Prienai "Revuonos" basic school (LT)	1 year project	61 500	0	<p>Ghetto Out project aims at engaging immigrants with refugee background in meaningful activities and interaction with the local community through providing them with systematic guidance in practical activities like building and farming, opportunities to cultural interaction and practicing language skills. This helps to prevent the negative effects of polarization and marginalisation. It is also to help youths of foreign background who are school dropouts to get back to school again. They will be assisted to participate in the project to share their personal challenges and success stories via regular video blog, and thus also enable the local community to better understand their individual journeys. Interaction between the groups will provide them peer support and strengthen their sense of dignity and belonging. The project organizes study visits as well as develops joint recommendations on cost efficient methods for improving job creation skills of immigrants and integrating them into the society. The recommendations will be disseminated to local public sector and NGOs working with immigrants by local workshops and a joint seminar. The project as a whole is firstly intended for the youths in our societies, meaning their welfare and understanding of the issues already discussed is of primary importance to us. We believe that a misinformed or miseducated youth is a social problem that needs to be rectified. We are also of the opinion that ethnic origin is still a ground of discrimination in our Nordic societies despite efforts from different areas. Youths from minorities cultures are still very much neglected and excluded, less educated, school drop-outs and financially poor.</p>
NPHZ-2020/10050	NSU Winter Symposia 2021	Other	Nordic Summer University (DK)	Latvian Centre for Performance Art (LV), Tallinn University (EE), Turku Institute for Advanced Studies (FI), University of Copenhagen (DK), University of Helsinki (FI), University of the Arts Helsinki (FI), Aalborg University (DK)	1 year project	65 850	0	<p>The Nordic Summer University (NSU) and its partners will organise nine symposia in February-March 2021 to support the development of emerging research initiatives and communities by fostering scholarly networks engaged in multidisciplinary enquiries, and to provide a space for conversations and exchange of ideas between diverse members of the Nordic-Baltic region.</p> <p>Each of these nine symposia provides a forum offering open access to scholarly activities and conversations outside of institutional hierarchies, strengthening topics that have not yet received sufficient attention in the Nordic-Baltic region, and facilitating research experience for persons from different parts of society, including university scholars and students, artists, independent researchers, and other professionals.</p>
NPHZ-2020/10052	SustEnt-NB: Sustainable Entrepreneurship in the Nordic-Baltic Area	Entrepreneurship	Aarhus University (DK)	Eskestuna Municipality (SE), Green Liberty (LV), ISM University of Management and Economics (LT), LAB University of Applied Sciences (FI), Mälardalen University (SE), NGO Union of Setomaa (EE), Resursai tvariai pletrai, VšĮ (LT), Reykjavik University (IS), Stockholm School of Economics in Riga (LV), Tallinn University of Technology (EE), University of South-Eastern Norway (NO)	3 years project	346 910	0	<p>Sustainable Entrepreneurship refers to the the discovery, creation, and exploitation of entrepreneurial opportunities that contribute to sustainability by generating social and environmental gains for others in society. SustEnt-NB aims at promoting the concepts behind sustainable enterprises, as well as collaboration amongst partners by organising a combination of a 60-minute seminar introducing the year's topic and a 1.5-day workshop between students, NGOs, Higher Education Institutions, scholars and the local and regional industry.</p> <p>This project will offer the participants an opportunity to become acquainted with the needs of the region while addressing situations/problems specific to the hosting country. Students and participating staff will work in interdisciplinary and international groups to develop a hands-on strategy proposing solutions/ suggestions to selected problems (cases) identified by the network.</p>

NPHZ-2020/10053	Business of Culture	Education and Work Life	Aalto University Executive Education (FI)	BI - Norwegian Business School (NO), Nationalmuseum (SE)	2 years project	93 857	0 The Business of Culture-program is for dynamic experts in Nordic and Baltic who are eager to grow as leaders and are enthusiastic in embracing and living the business of culture.  Ever-changing social, economic, and technological trends impact how audiences engage with culture and the arts, and how the industry produces and presents creative work. The need for cooperation with networks and stakeholders and for setting joint targets will increase.  The Business of Culture program offers opportunities for the development of the arts and culture sector, as well as the challenges it faces. The arts and culture sector plays a major role in developing innovative and novel business activity in the creative industries. The creative industries promote social cohesion and financial growth. Practices in these industries are also now playing a greater than ever role in other sectors. In order to create genuine cooperation between and benefits for the business world and the creative industries, growth of mutual knowledge and a common language are required. The arts and culture sector needs new tools and expertise amidst conditions where no individual sector or organization can rest on its laurels any longer. This new era calls for new business skills and a change in leadership mindsets. Cultural organizations are crafted to make a difference; and with skillful leadership they truly can.
NPHZ-2020/10072	Nordisk nettverk for børns ret til involvering i socialt og pædagogisk arbejde	Active citizenship and democratic participation	NTNU, Department of Social Work (NO)	Change factory (NO), Condition of the placed children (DK), Copenhagen University College (DK), University of Lund (SE)	3 years project	52 450	0 Å fremme deltagelse og kunnskap fra barn og unge på alle oppvekstområder og særlig innen sosialt og pedagogisk arbeid (barnevern, skole, psykisk behandling etc). Å dele erfaringer og modeller for barn og unges deltagelse i utdanning av sosialarbeidere som er utviklet i samarbeid med Forandringsfabrikken og De anbragtes Vilkår med utdanningsinstitusjoner og barn og unge i de andre Nordiske land <ul style="list-style-type: none"> <li>• At fremme forskning og utvikling af praksis med særligt fokus på området ved aktiv involvering af børn og unge</li> <li>• At styrke og øge kontakten mellem nordiske og internationale utdanningsinstitusjoner, praksisfeltet og forskere</li> <li>• At agere platform for samarbejde med andre forskningsnettverk indenfor sammen interessefelt</li> <li>• At skabe ny viden om børn og unges deltagelse på det sociale og pædagogiske område til gavn for praksisfeltet</li> <li>• At skabe rammer om forsknings formidling i form af Paper, artikler, antologier, undervisningsmaterialer, mv. på tværs af de nordiske lande</li> <li>• At skabe en platform for kundskabsløft, hvor forskere, praktikere, studerende, børn og andre interessenter mødes, videndeler og igangsetter projekter med det formål, at øge børns involverings muligheder i beslutningsprosesser vedrørende alle aspekter af børns hverdagsliv</li> <li>• At samarbejde om, arrangere og afholde konferencer og seminarer</li> </ul> Med afsæt i børnekonventionen og national lovgivning samt policy ift børns ret til involvering i beslutningsprosesser, vil prosjektet arbeide for at styrke innhenting av kunnskap fra barn og styrke forskning, for at dette skal bidra i undervisning på utdanningene, til utvikling af viden indenfor børn og unges deltagelse og involvering i forsknings- og utviklingsprosesser samt beslutningsprosesser i social og pædagogisk arbejde.
NPHZ-2020/10076	Renew in nature and create with nature	Educational methods and pedagogical tools	Saldus Art School (LV)	Bivrost Film & TV AS (NO), Bjørg Oseid Kleivi (NO), Children Art School of Tartu, Estonia (EE), Saldus Municipality Education Board (LV), Silutes Art school (LT)	3 years project	72 291	0 Creative workers burnout. The project partners would like to learn how to renew themselves, how nature can help and they would also like to promote the development of quality, creativity and innovation in art education. The aim of this project is to provide teachers many different ways of dealing with burnout using nature as a resource to help teachers renew their energy and motivate them, to help teachers relax and use the knowledge and energy they have gained through nature, to lead productive courses in wich they educate children and adults in art and to give children and adults a chance to gain new knowledge and skills while relieving their stress in a creative and artistic way. The project also seeks to create and organize many different creative activities such as workshops, lectures, excursions and masterclasses for both adults and children. These activities will provide the opportunity to gain new knowledge, learn new skills and chances for self-improvement and healing. In this project Saldus Art school will be cooperating with already existing partners, with which Saldus Art School has had a positive relationship, and with new partners. We hope to achieve a long lasting relationship with these project partners and to make connections.
NPHZ-2020/10080	CLOMP 2020, Cooperative Learning Outdoors using Mobile Phones	Educational methods and pedagogical tools	Samfundets skole Egersund (NO)	Department of Development for Primary and Secondary schools in Malmö (SE), Elementary School in Hella (IS), Lasnamäe Gümnaasium (EE), RISEBA University of Business, Arts and Technology (LV), VICTORIA Vocational Secondary School (LV)	1 year project	77 650	0 Elever må ut og bevege seg, for da har det greit sammen, og da tenker de best. Aktiv læring! Vi vil hjelpe skoleverket til å bruke appen TeachOUT. Da kan lærerne sende elever og studenter ut, parvis med en mobiltelefon, for å løse oppdrag/oppgaver. Elevene har bevegelsesfrihet mens lærerne har kontroll med hvor de er og hva de gjør. Lærer (eller elever) lager løypene ferdig på forhånd på sin PC. Elevene laster ned til sin mobil på skolen. De går ut, følger kart/satellittfoto på mobilen, og når GPS-en slår inn, kommer oppgavene på skjermen. Lærere (og medelever) kan følge hverandre på kartet på PC/mobil. Etterpå kan svar/notater/bilder brukes til videre arbeid. Kahoot er populært. Men elevene sitter stille og svarer raskt. I TeachOUT går elevene sammen ute og tenker og drøfter oppgavene. De orienterer som i Pokemon Go og Geocaching. De kan finne fram til kulturminner og biotoper uten å måtte høre på lærernes foredrag, men blir interessert i fakta for å kunne svare riktig.

NPHZ-2020/10082	Nordic Biochar Network	Green growth, climate change and sustainable development	Technical University of Denmark (DK)	AquaGreen (DK), Finnish Biochar Association (FI), KTH (Kungliga Tekniska Högskola) - Royal Institute of Technology in Stockholm (SE), Mære landbruksskole (NO), Norwegian University of Science and Technology (NO), Roskilde University (DK), SINTEF Energy Research (NO), Skjetlein vidergående skole (NO), University of Agder (NO)	2 years project	42 320	0 The Nordic Biochar Network is a newly formed association with the goal to promote awareness and understanding around the topic of biochar across disciplines and sectors in the Nordic countries. The network is currently mainly formed by researchers, but it is open to everyone with an interest in learning about the production and use of biochar. Biochar has been known for thousands of years, as charcoal. It is produced by heating biomass or biowaste with a very limited oxygen availability. Among the numerous applications of biochar the most promising is in agriculture: biochar can effectively increase the soil structure and, as fertilizer carrier, it can significantly increase the crop yield and promote plant growth. Moreover, biochar can decrease greenhouse gases emissions and store carbon in the soil for many hundred years, making it an efficient carbon capture and storage option. Moreover, thanks to its porous structure, it has adsorbent properties that can be beneficial for the remediation of contaminated soils. Biochar is a very promising tool for environmental management and climate change mitigation, yet it is still mostly unknown to the public. In addition, several research questions are still open about its optimal production and use, requiring transdisciplinary research collaborations as well as interaction between academia and other stakeholders (producers, users and policy makers). The aim of the Nordic Biochar Network is to actively promote research and education about biochar, to facilitate collaboration between researchers and promote communication and cooperation across different sectors.
NPHZ-2020/10083	Art Department Workshops	Education and Work Life	PI "APRICOT FILMS" (LT)	Engelbrecht Construction A/S? (DK), Ginnir (IS), Latvian Filmmakers Union (LV), Tallinn University, Baltic Film, Media, Arts and Communication School (EE)	1 year project	59 950	0 Art Department Workshops is a training programme for aspiring production designers and art directors from Nordic and Baltic countries. Globally acknowledged experts will help our participants to develop practical skills in the field, as well as strengthen their theoretical knowledge. Working in art department requires an extensive knowledge, specific to several different industries: architecture, design, digital technologies and legal industry. The concept of Art Department Workshops is built on cross-sectoral cooperation and our target audience covers two educational sectors - higher education and adult learning. Art Department Workshops consists of two intense training sessions that offer wide span of different activities - seminars, case studies, Q&A sessions, practical individual and group work. The first session focuses solely on improving the essential practical skills, such as technical drawing, model making and script breakdown. The second session explores the digital shift and focuses on art department's work in digital postproduction. In previous editions of Art Department Workshops and Art Department Masterclass (our "sister" project), our participants were inspired by such art department heroes as Eggert Ketilsson (Iceland; "Interstellar", "Dunkirk" - dir. Ch. Nolan), Jette Lehmann (Denmark; "Melancholia" - dir. L. v. Trier), Anders Engelbrecht (Denmark; "Smilla's Sense of Snow" - dir. B. August) and many others. Since 2015, we have organised 10 training session that attracted 174 participants and 24 experts. We believe that our initiatives are well reflected in the short documentaries we do about each of our training sessions. All the short films can be found on our websites ( <a href="http://www.artdepartmentworkshops.com">www.artdepartmentworkshops.com</a> and <a href="http://www.artdepartmentmasterclass.com">www.artdepartmentmasterclass.com</a> ) or on our vimeo channel - <a href="https://vimeo.com/user47097128">https://vimeo.com/user47097128</a>
NPHZ-2020/10091	Strengthening Teacher Professional Identity - Reducing Student Drop-Out Range (ReSTud)	Drop-out	The University of Latvia (LV)	IS-University of Iceland (IS), Kedainiai Vocational Educational Training Centre (LT), Liepaja University (LV), Riga Daugavgriva Secondary School (LV), Riga Secondary School No. 96 (LV), Riga State Gymnasium No 3 (LV), Tampere University (FI), University of Helsinki (FI)	2 years project	110 920	0 It is widely documented that certain countries (including the project Consortium countries) are facing a shortage of qualified teachers. In addition, in the majority of European countries, the teaching profession fails to attract the best candidates. Furthermore, those candidates, who still choose the teaching profession and get enrolled in the teacher education programmes, frequently drop-out already after the first study year or even if they complete the programme objectives, they do not start their career paths at school. The studies show that these candidates admit that they have made the wrong choice and they do not "fit in the school environment". One of the explanations for this situation is that university entrance examinations held in many higher education institutions worldwide are generally standardized achievement and aptitude tests used to predict high-school graduates' potential for academic success within the chosen higher education programme and to either accept or deny their entry. In the majority of cases, students' scores are the main determinant of university admissions, which substantiates the necessity to raise its predictive validity. Teaching as a professional field adds to the challenges associated with entrance examination design due to being a multidisciplinary area. In addition to advanced proficiency in specific subject fields, future teachers should be well-equipped with numerous transferable skills: leadership skills; communication skills; organization skills, etc.
NPHZ-2020/10107	Nordic Seminar 2020 - Making effective connections with Nordic colleagues and the sign language community	Education and Work Life	Language Specialists (FI)	Hart - félag háskólamenntaðra táknaáskóla (IS), HUMAK University of Applied Sciences (FI), Tolkene i Akademikerforbundet (NO)	1 year project	12 645	0 Nordic Seminar 2020 is a conference for Nordic sign language interpreters held in Turku, Finland on 15th - 17th May 2020.  The conference promotes interaction between sign language interpreters (SLIs) and builds a Nordic community of SLIs. The purpose is to share and disseminate the latest research within the field of study of sign languages and interpretation as well as to gather the best practises of a young and small trade in all Nordic countries. The conference links education, research and work life and will give the opportunity for the universities, companies, professionals of interpretation, students as well as trade unions and national associations of SLIs to meet. The conference will host participants from Finland, Sweden, Denmark, Norway and Iceland but is also open for SLI's around the world. The seminar is also aiming to enhance the cooperation of deaf sign language interpreters and those interpreters that can hear.  While signed language interpreting is a world wide profession, the ways of training and provision vary from non-existent to university level, from a non-paid charity work to highly prestiged professional status. The Nordic Seminar 2020 provides the Nordic SLIs a forum to meet and share information and experience between countries sharing a similar background in providing (quality) SLI training and interpreting services.



NPHZ-2020/10113	SCHOOL BUS ACADEMY	Educational methods and pedagogical tools	Art Academy of Latvia (LV)	Estonian Academy of Arts (EE), Riga International Biennial (LV), Vilnius Academy of Arts (LT)	1 year project	30 950	0	<p>This project will provide an opportunity for students and faculty members from the Art Academies of Latvia, Lithuania and Estonia to connect and learn together in joint workshops and lectures in Riga during the region's largest international contemporary art biennial, experiencing vital exposure to its public program of world-class thinkers and in-depth exhibition engagement as well as considering artistic practice at large from various academic fields.</p> <p>The project involves 1.) single-day roundtrip busses from Vilnius and Tallinn to Riga for 10 out of 21 RIBOCA public program lectures, 2.) The busses (headed by respective academics) would provide academic material, incl. video footage of previous lectures, associated reading material, 3.) as part of the learning experience, visiting students would get a 3.1.) tour of the biennial, 3.2.) a workshop (with all 3 Academy student groups) thematically linked to the keynote lecture, led by each partner (on rotation). This would ensure deeper engagement of the themes, foster collaboration among Baltic art students and faculty, as experiential learning for future cultural workers/thinkers/creators, using a world-class project as classroom material.</p> <p>The project offers the chance for Baltic art students and adults to have a unique professional development experience, the Art Academies a chance to build a network through regular, intellectual engagement, and the possibility of incorporating Biennial themes into the respective curricula.</p>
NPHZ-2020/10118	Future of Languages 2020	Educational methods and pedagogical tools	Association of Foreign Language Teachers in Iceland (IS)	Association of Foreign Language Teachers in Iceland (IS), Estonian Association of Foreign Language Teachers (EE), Language Teachers' Association of Lithuania (LT), Nordic-Baltic region (NBR) of FIPLV (IS)	1 year project	8 776	0	<p>The conference Future of Languages, organized by STÍL (Association of Language Teachers in Iceland), on behalf of the Nordic-Baltic Region of FIPLV (International Federation of Language Teacher Associations) will take place at the University of Iceland in Reykjavík in June of 2020. The venue is "Veröld – House of Vigdís" named after Iceland's former president, Madame Vigdís Finnbogadóttir, the first and only UNESCO Goodwill Ambassador for Languages. The conference program will consist of theoretical and practical presentations as we join forces to learn from each other's experiences and practices, while simultaneously gaining knowledge about future perspectives and challenges. Presentations will be in different languages, but English will be the main conference language.</p> <p>The conference will give teachers of languages and others interested in its theme an opportunity to evaluate the past, re-evaluate the present and consider the future of languages, language learning and teaching, as well as policy making – specifically in the Baltic and Nordic regions.</p>
NPHZ-2020/10120	Att leva på fotografi i Norden	Education and Work Life	Novia University of Applied Sciences (FI)	Bertills&Jung Kommunikationsbyrå (FI), Folkuniversitetet Kursverksamheten vid Stockholms universitetet (SE), Media College Denmark (DK)	3 years project	43 682	0	<p>De kvarvarande utbildningarna i professionell fotografi i Norden är förhållandevis få. Personalen på respektive institution är förhållandevis liten. Vikten av att dessa lärare träffas, samarbetar sinsemellan och med branschen samt ingår i ett gemensamt Nordiskt fotoutbildningskollegium är stor. Förutsättningarna för att arbeta som visuell kommunikator och fotograf ändras oavbrutet i en spännande föränderlig värld. Detta faktum gör att även fotografutbildningarna behöver vara dynamiska, genomföras i nära samarbete med marknaden och vara i ständig utveckling. Utbildningarnas ansvar är att utbilda professionella fotografer som har verktygen, kontaktnäten, den tekniska kompetensen och det personliga ledarskapet för att kunna leva på fotografi. Detta projekt vill stärka det nordiska fotolärarkollegiet och utbildningarnas ändamålsenlighet i förhållande till arbetsmarknaden. Detta görs genom att undervisningspersonalen från projektparterna gör studieresor runt om i Norden och kartlägger bland annat branschutveckling (teknisk såväl som kommunikativ), förutsättningarna för en förbättrad undervisning inom interkulturell visuell kommunikation och framtidsbranscher som kommer att vara av intresse för visuella kommunikatörer och deras sysselsättningsformer. Detta görs i dialog med företag, branschorganisationer, övriga fotografutbildningar (som inte är projektparters), olika typer av potentiella kundgrupper, alumnier och övriga intressenter inom visuell kommunikation och fotografi. Resultaten blir kursinnehåll (i viss mån på sikt även virtuellt material), rapporter/analyser och ett spridningsseminarium våren 2023.</p>
NPHZ-2020/10125	Techwise learning	ICT and digitalization in education	Ai2Ai Oy (FI)	Itäkulman koulu (FI), Norgårdensskolan (SE), Saulkrasti secondary school (LV)	1 year project	34 500	0	<p>The project "Techwise learning" facilitates knowledge exchanges between teachers and pedagogical staff in three Nordic/Baltic countries regarding effective uses of technology in secondary schools. The aim is to organize three seminars and two workshops where current practices are assessed and reflected upon to develop each participating institution's preparedness to implement theory and practice for optimal ICT use for student learning. Workshops, seminars and a study gauging the institutional uses of technology will be conducted and an evidence-based model will be applied to measure the impact of technology-embedded classroom activities on learning in the participating schools. Results of the study will be disseminated during meetings and at the end of the project for the benefit of participating and other external institutions.</p>