



# Baltic Cities Bulletin

PUBLISHED BY THE UNION OF THE BALTIC CITIES

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*Education  
through  
Culture*





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*www.ubc.net*  
*ISSN 1506-6266*

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# Baltic Cities Bulletin

Dear UBC Friends,

Culture and education are intertwined. Culture shows the way how to behave, how to be a full member of the society, how to solve the problems we are all facing. Not only is culture a learning tool in a more restricted meaning, as music, arts, literature. In that sense, it demonstrates how we can utilize artistic expressions and cultural resources and practices. But also culture is a learning process itself - the process of personal development and self-awareness that helps to find our place in the social context.



Education through culture not only strengthens such skills as innovative and creative thinking, critical reflection, communicational and inter-personal skills, but also enhances the social adaptability, dialogue-based relations, tolerance and acceptance. Social cohesion, cultural diversity and sustainable development are only few benefits of introducing the cultural practices into education policies.

Multicultural society is a fact today and the capacity to accept differences is enhanced through education and culture. The cultural perspective in the learning processes, intercultural exchange contribute to understanding the importance of cultural diversity and seems to be the heart of the social cohesion.

This issue of the Bulletin presents the cities' activities combining the culture/art and education. The stories bring a plethora of experiences with involving cultural and artistic institutions in schools, including art lessons into curricula, pro-active city initiatives, and – last, but not least – enhancing the intercultural dialogue with immigrants.

We are now approaching XII UBC General Conference in Mariehamn dedicated to the young generation and its problems. Many of our members have already recognized that the youth is not a burden. The children since the very beginning are familiarized with culture and the more innovative way of learning which make them open-minded, flexible and creative. Thus, our societies are to gain a valuable resource of young people that consider any difficulty not as a barrier but as a challenge.

Meanwhile, I wish you interesting reading and I do hope to meet you in Mariehamn!

With the Baltic Sea greetings,

Per Bødker Andersen  
President of UBC

Kolding, June 2013



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*In the Finnish curriculum of basic education one of the core contents in the visual arts is introduction to the design process.*



*The XII UBC General Conference will be held in Mariehamn, Åland, on 1 - 4 October 2013*

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by Lone Leth Larsen, city of Kolding  
Chairperson of the UBC Commission on Culture

Europe has a proud cultural history and identity, and recently an important tendency to respect the other cultures has been predominant. This makes Europe and the Baltic Sea area strong partners as the cultural identities can flourish and enrich each other. In the process of building a strong Baltic identity with interesting diversity, and thus building a strong driver for economic and social growth, culture and education can play a crucial role.

This is one of the reasons why culture is such an important factor for the Baltic Sea Region, and why i.e. the Nordic Council is emphasizing culture as being the most important driver for economic growth. Schools, arts and cultural institutions are the key players in this process. Culture has a momentum and a possibility of taking a lead in the development as it shows how to be innovative and creative, as it marks the new ways of networking and production.

When culture is used as a tool to meet various objectives, it has to be free. It should be able to develop freely to enable the inherent creativity to be totally expanded and unfolded. Otherwise, culture will be instrumentalized and limited, that unavoidably will lead to the meager results.

### Education and Culture

The biggest and the greatest cultural institution we all have is school! This is the place for young people to be formed according to the visions and ideologies of the societies, though both in the positive and negative sense. The sheer being at school forms the kids, gives them rules of good behavior, socializes them, and forms their identity fitting into the identity of the local, regional and national reality.

School is also the place, where the youngsters at a very early age have the best chance to meet with the canon of culture, both in literature, music, fine arts, theatre and film. Even though they do not have any lessons totally dedicated to culture, they still meet culture, especially literature. Literature is used both to teach mother tongue, but also to teach other languages. It is also school where youngster's cultural identity is formed matching the culture of the country. Here they have the possibility of becoming *cultured* (in German *Bildung*).

However, there is more to be done! The school systems tend to prefer mathematical and scientific approaches. Also, the teaching methods should be changed. Instead of learning by heart, pupils should get knowledge by exploration. Rote learning may narrow down children's horizons and capability. Incorporating culture in the school curricula will enhance the creativity and learning possibilities. It will challenge and develop the didactics and thus make schools more progressive places to be both for kids and teachers. This will also pave the way for a more experimental school didactics to meet the global challenges in the future.

### Culture offers....

The cultural field has many things to offer to schools. Only three most important areas will be mentioned where the cooperation between school and culture can be beneficial for both of them.

Using the arts and culture – both in the classroom but preferably in the cultural institutions widens the horizons of the youngsters. The arts can help them reflect on their lives, enrich them, and can offer existential,

# CULTURE

## *can show the way!*

concrete solutions to complex problems. This is part of creating their own cultural identity, that is necessary to face the challenges of life and the world.

The artists often have innovative and fascinating ways of finding solutions to the problems that can be transferred on the school level. The artists and teachers can learn very much from each other and enhance their competences by exploiting the specific methodology they work with.

The third area is the esthetic learning processes, where culture can be used actively as a way of learning. For example, a class is going to a theatre play and watches it. Afterwards, they use their experience in many different ways: literature and language learning are, maybe, the most obvious. History, mathematics, geography, science are other disciplines that can find their way. For instance, measuring the building or discussing the place where the play took its starting point, taking the plot and deducing the historical setting to examine the history in the context of the said theatre play.

### Danish example

In Denmark, the present government is working to reform the school system. In recent years many of the cultural subjects have been taken out in order to emphasize scientific subjects. Moreover, days have been fragmented for kids having a short school day of between 2- 6 lessons, giving them the possibility to follow sports, music or arts in their spare time.

Two ministers, Marianne Jelved, Minister of Culture and Christine Antorini, Minister of Education both feel the need for a school reform. They jointly work on a new model, where culture will play a more important role than at present and before.

In Denmark the responsibility for the school and also for the pedagogical methods applied is decentralized. The administrative responsibility for the school belongs to the municipality, who both pays the schools, and thus sets the frame and agenda. Every school has freedom of pedagogical methodology. The end-terms, however, are national. That means all they have to meet the national standards at the end, though many schools may be experimental.

There are many examples of innovative cooperation between schools and cultural institutions. They are offering kids an added cultural value. The Herlev Municipality has developed an idea of 'a cultural rucksack', where the kids pack different cultural experiences at different ages.



*In Kolding culture and education are interlinked.*

Kolding is working now to take culture seriously. A design thinking and processes are used as an educational tools. This means the kids are confronted with a problem they have to solve. To solve it, they have to find out everything about the problem, they have to investigate the needs, and analyse how others solved the problem. Finally, they will use their creativity to find brand new solutions. They have to examine their results and select the best ones. The result can be a mathematic problem, a service solution or a tangible product. This will make the schoolchildren creative, critical, asking questions and encouraged to learn about other things, because they can use their knowledge in practice at once. The learning process takes its starting point in the real world.

What is really needed, is that all these good examples are used and become part of a new school agenda.

Many countries, also around the Baltic Sea, can benefit from the fruitful discussions on how culture can influence school systems. Hopefully, they will discover new ways of teaching and learning that will help to face the challenges of the future, when the creativity is needed more than ever. And culture can show the way!

MORE

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# Involving Children in Umeå

by Beatrice Hammar

**K**ulturverket is the municipal activity that aims to encourage children and young people to be creative, involving school pupils of different ages in arts and culture projects.

At Kulturverket professional artists are employed representing various fields: filmmakers, musicians and composers, librarians, artists within animation, photography and technology. Also, symphony orchestras, hip hop artists, dancers, actors take part in the projects.

Since 2006 two methods have been developed, financially supported by the National Heritage Fund:

**Kids tell the pros what to do** – the children's ideas, thoughts and creative work are developed together with older pupils, students and the professionals. The children are creators and take part in professional exhibitions, shows and concerts, but it is the grown-ups with their experience, knowledge and resources that make it happen. The children tell the pros what to do!

**Where's the art in Research?** – brings researchers, artists and school children together in the classroom, where the research is



Illustration: Frida Hammar

turned into art! Kulturverket invites scientists or researchers to give lectures to children of different ages. The pupils turn their new knowledge into art, together with the artists from Kulturverket.

This work has been successful, involving many children in Umeå and in other parts of Sweden and abroad! One of the success factors is how cultural institutions and the university

are brought into the projects and schools.

Umeå is European Capital of Culture in 2014. This year the children and young people fantasize about what their hometown would look like in 50 years. Hopefully, this will generate a lot of ideas on what is important for the kids when they think about their future.

MORE

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# Bergen's Focus on Conveying Art to Children

by Øyvør Johnson

**F**or the last twenty years, Bergen has emphasized giving children access to high quality art and culture. These efforts have been an important part of the city's art and cultural policies since 1991, the year Barnas Hus (The Children's House) was founded.

## Competence, Creativity, Cultural Understanding

Globalization, rapid change, and increasing cultural diversity, all engender the need for a proactive cultural policy that can help develop engaged, creative and well-reflected young citizens with cultural competence, insight and understanding. Being able to accommodate a child or young person's need to create his or her own cultural expressions and to provide access to high quality art and culture and are extremely important for that person's identity formation and ability to actively participate in the civil society.

## Bergen - a City of Culture

Children's early acquaintance with different kinds of art and cultural expressions can trigger interest in and enthusiasm for creating their own artistic and cultural expressions. A range of methods and models for including children in the production and exploration of these phenomena will enable them to gain understanding and insight into artistic processes and expressions. Cultural competence in the

early stages of life will significantly help those who decide to commit themselves to an artistic career or creative / innovative work later.



For this reason, all children must be given the opportunity to experience art and culture, and to develop skills within a range of aesthetic expressions. High-quality initiatives should take place in kindergartens, schools, in cultural school and during leisure hours. Trying one's hand at different art forms, especially in collaboration with professional artists, is a precondition. Further, the policies and programmes for art and cultural life should include children as a natural target group. Artists and art institutions should safeguard but also challenge children's creative abilities.

The goal of gaining new audiences for the city's art and cultural experiences is closely related to these new audiences' interest for and competence in different artistic genres. A person's insight into art – also his or her feeling of comfort within different arenas for art – will increase desire to participate in art. Bergen City Council wants even more city's inhabitants to participate in the rich smorgasbord of art and culture on offer, but also to become critical and competent art public.

MORE

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# A Student City Kolding

by Line Hansen

**K**olding is a city for students. A traditional educational system is complemented with an extraordinary educational offers. This includes music and design kindergarten, an international primary school, public schools focusing on elite sports athletes, five higher educational and international institutions including famous Kolding Design School. Kolding prioritizes education highly but educating young people is not only about teaching theories and the basics. It is also about learning to socialize with other people and get a grasp of the cultural life here.

Kolding has its own student house for all on a higher education level. The student house is based on volunteers to plan, organize, market and execute various events, such as a weekly party, flea markets, social activities and the biggest annual event – The Income Party. The Income Party welcomes every new student in Kolding mid September with social gatherings, live music and the biggest party of the year. The last couple of years this event has taken place in collaboration with different cultural attractions in Kolding so as new students can get an idea of what the city offers. By having the student house driven by a group of volunteers, students themselves get a unique opportunity to create a cultural environment



thus using all of the different tools, perspectives, theories, as well as creative management, and organizational skills they are taught at the different schools prior to applying for their first job.

MORE

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# Cultural Education in Mariehamn

by Elspeth Randelin & Sofia Enros

**C**ulture and education in Mariehamn meet and overlap in many different areas. As the population is relatively small and the resources understandably limited, cooperation and interaction is extremely important.

The schools in Mariehamn have libraries open during duty hours. The school librarians are also responsible for cultural activities for all students e.g. planning and organizing theatre, music and literary activities. The librarians not only have the support of the rest of the school staff but also of a culture communicator. This person is able to oversee what is being organized and where and make the best use of resources. The culture communicator is the most important link in all culture-education activity.

There are some examples of the activities in Mariehamn schools:

- A project entitled "Reading for Life" that comes under the local "Home and school association" and works to inspire all children, particularly boys, to read.
- Regular art exhibitions - local artists are invited to hang their work in and around the library and then hold lessons with 2 or 3 classes where the artist is able to answer questions regarding style and motives.



*A reader's dog listens to the children when they read, as a part of the Reading for Life-project.*

Photo: Strax Kommunikation

- "Culture in school" funded by Svenska Kulturfonden - local artists introduce a special technique or art style.

- Cooperation with Åland's Music Institute. ÅMI organizes concerts with students and for students. There is also a rock music concert in school for children from grades 4-6 and school tour of the woodwind section of the local Youth Orchestra.

- Meetings with the authors. One of schools has established a publishing house and holds regular release parties where children's

books are published. There is a Literature Festival in Mariehamn. Children in each grade are able to meet and talk with the authors of books they read.

- The couple dance, where the children develop their non-verbal communication skills and patience. Through these practices, dancing contributes to respectful body contact and relationship built on trust.

MORE

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# Concrete Culture in Curriculum



by Susanna Koponen

In Finland culture is part of the national curriculum of the elementary education. It is implemented in cross-curricular themes of the curriculum and incorporated in various subjects such as music, visual arts, history and mother tongue and literature. The cultural perspective of different subjects was the starting point of the Cultural Programme in Elementary Education in Lahti in 2009.

The principal aim of the programme is to introduce to the pupils different forms of art and culture and the cultural services of their home town. The programme manifests the cultural contents of the curriculum. For example pupils visit the Historical Museum in the 5<sup>th</sup> grade when they start to study history. The programme includes 1 – 2 visits every school year. During nine years of elementary education pupils visit libraries, theatres, concerts and four units of Lahti City Museum (Historical Museum, Ski Museum, Art Museum and Radio and TV Museum). Some institutions are visited more than once. This results in about 10 000 pupils visiting cultural institutions every year as part of their school day.

In 2012 Lahti was the World Design Capital together with Helsinki, Espoo, Vantaa and Kauniainen. It was combined with the Cultural Programme in Basic Education and started “My desk” design workshops to the pupils in the 5<sup>th</sup> grade. About 1000 pupils participated in the workshops instructed by a teacher of School of Art and Design TAIKA which is an art school for children and youth and part of Lahti Polytechnic Institute of Design.



*The pupils design a better desk for themselves in a design workshop.*

During the workshops pupils designed themselves a better desk. For some, “a better desk” meant a bigger desk, for others it included extra compartments or a colourful wastepaper basket. In the national curriculum of basic education one of the core contents in the visual arts is introduction to the design process. Pupils have to think of the basic elements of designing: material, shape, size, practicality and appearance. Moreover, they have to use their knowledge of at least maths, visual arts and social skills to get best results. The Cultural Programme begins its fifth term next autumn. It connects the pupils with culture around them for enduring benefits.

MORE

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## Multicultural Malmö

by Malena Sandgren

Malmö is Sweden's third largest city with 300 000 residents of about 170 different nationalities. It is a young city, where half of the population is under 35. This creates opportunities for stimulating cross-boundary exchanges, leading to a broad and diverse range of cultural activities. In brief, Malmö has an extraordinarily vibrant and multi-faceted cultural life, with a large and varied cultural offer for children and young people. However, the municipal districts have very different social-economic prerequisites and one of the overall aims for the Culture Department is to provide all children with access to culture regardless of multicultural background.

The Municipality of Malmö has a long-term cooperation between the departments of education and culture. There is an ambitious programme offering each child in the municipality a unique cultural experience every year. This structure has been working successfully for a number of years now and it annually reaches about 70 000 children. Offering cultural experiences gives schools the possibilities of incorporating culture in the learning process. During the school years the programme makes it possible for each pupil to encounter all forms of culture: music, theatre, dance, movies, art, literature and circus.

The preschool and school get free tickets to the cultural institutions and also receive various visits from different cultural groups in school. There is also free transportation offered for those who need it. This is

important to make it possible for the schools from outer districts to take part in the programme. There is a digital booking system where the schools get different offers over time. The system allocates the different forms of culture fairly over the whole city.

The teachers are offered literature and other preparative materials supporting them in bringing culture into the learning process. Thus they can prepare themselves before the cultural activity and are given tools to deepen children's experiences. There are also frequent creative workshops in which both teachers and pupils can participate. The value of a cultural perspective in the learning process is an important goal for the programme.

In addition to the programme offered by the Cultural Department there is also a possibility for each school to apply for additional government money from the Swedish Arts Council, aiming to further strengthen the cooperation between culture and education, if they have a project idea of their own in collaboration with a cultural producer. There are schools from each city district taking part in this government venture called “Creative school”.

MORE

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# Many Cultures – One City

by Krzysztof Murawski & Anna Urbańczyk

**G**dańsk occupies a unique place on the cultural map of Poland. As probably no other city, it owes its development to varied external influences. Its advantageous location at the mouth of the Vistula, at the intersection of strategically important commercial and communication routes made it possible for the town situated on the Motława to attain the position of a significant European economic and cultural centre.

For these reasons, Gdańsk has been linked to commerce from the very beginning of its existence. Local traders maintained contacts with nearly all regions of Europe. Traders from all parts of the Baltic and the North Sea coast had their offices in Gdańsk. They marked their presence in the form of architectural solutions of tenement houses, gates and streets. The friendly atmosphere of the city at-



tracted many visitors who wanted to escape persecution or, when forced to change location, they were searching for better living conditions. They included Poles, Protestants from the Netherlands, Germans, Scandinavians, Jews, Karaites, Ormians, Ukrainians and representatives of other nations and cultures. For centuries, new inhabitants shaped the multicultural image of the city.

Religions, beliefs and world views clashed with each other, creating the unique atmosphere of this place.

There are numerous traces of life of the former inhabitants of the city on the Motława to this day. Young people of the Pomeranian Region can get to know all these cultures, their relations with Gdańsk and curiosities. What is more, they can gain some knowledge helpful in the undermining of stereotypes in an interesting way. In the academic year 2010/2011, the City Culture Institute invited everybody to participate in an educational city game titled "Gdańsk Miniatures". It consisted of seven routes with the following traces: Netherlandish, Scandinavian, German, Ormian and Tatar, Eastern Slavic, Roman and Jewish.

The Gdańsk Miniatures is an educational project continued since 2009, a contest and a game for schoolchildren, who discover unique places in Gdańsk and in Pomerania. It is based on walking along the specified routes related to history, culture or personages and solving riddles. Participants in the game look for characteristic objects and architectural details. In particular, the project is addressed to schools, even though all people who are interested in learning about the history of Gdańsk can take part in it.

For four years, the game has had various forms, that is from a game in individual districts of Gdańsk to subject cycles (multicultural Gdańsk, Gdańsk legends, Great women of Pomerania), to the frequenting of routes suggested by children and young people themselves.

Thanks to the cooperation with the tourist blog iBedeker, monthly excursions with a licensed guide (Ewa Czerwińska) have also been organized as a part of the project.

Taking advantage of the form of a LARP, the Gdańsk Miniatures make it possible to learn about the cultural heritage of the city. Prizes are also important. Tickets enabling the access to institutions of culture promote an intensified participation of children and young people in culture.

Routes of multicultural Gdańsk can be found at [www.ikm.gda.pl/title,Archiwum\\_tras,pid,296.html](http://www.ikm.gda.pl/title,Archiwum_tras,pid,296.html) and one can walk them independently.



*Malmö offers children and young people numerous opportunities to explore culture and get experiences that can help them grow up.*

**MORE**

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## Artist in School – a New Way of Learning



by Jaana Simula

For a year and half pupils and teachers in the schools of Pori have had an opportunity of experiencing something new. The project Artist in School was launched and eight young artists under 30 were employed to widen up and support the art education in schools.

Artists held art workshops in co-operation with the teachers. The result of the workshops was a multitude of public artworks to the schools. One of the ideas was to enhance the school environment by hand of schoolchildren themselves. The objective was to make art an everyday element in school days. The workshops combined the needs of children to experience art and need to improve the school and its surroundings. The school was to have an "art footprint" of this co-operation between the artists, pupils and teachers.

During the project 30 workshops were arranged with 10787 pupils from age 7-15 taking part in them. The result of the workshops was 50 art works, varying from videos and photos, to fire art works and wall paintings, installations and small bronze sculptures forming large installation.

The artists learned how to work with children and got inspiration for their own art. The pupils



*Pupils from the Itä-Pori School working in the premises of the regional newspaper Satakunnan Kansan on the theme Friendship for the exhibition on Children's Rights.*

experienced superb artistic moments, joy of succeeding in collective works where the only limitation was imagination. And in the case of children – there are no limitations! The pupils and teachers also got familiar with the ways how artists work. The workshops gave teachers the possibility to observe the pupils from a different angle. Passive pupils turned into active and their team work improved while working with the collective art work. The school staff and parents also shared interest in the art works and they saw the value of artists working in schools.

The project lasting for 16 months was financed by the Ministry of Education and City of Pori and carried out by Pori Centre for Children Culture. The co-operation with Pori Centre for Children Culture and the schools in Pori is continuing and thus giving the children cultural and human capital to become active members of the society.

Pori Centre for Children Culture celebrates its 10<sup>th</sup> anniversary this year.

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## Art Education in Gdynia

by Anna Michalec

Gdynia recognises importance of culture and education as essential pillars of the school system and a cohesive society, therefore supports projects which engage these two spheres.

The 'Stage-Sphere' is one of the projects carried out by the Witold Gombrowicz Municipal Theatre in Gdynia, and is aimed at school-children. The project grew out of the need to create a place for the youth in which they could express themselves through theatre activities, recognize and expand their creative skills, develop personality through art and creatively spend their free time. Participants are to create a performance - a music concert, but without the use of instruments. The theatre-musical workshops include issues such as music in theatre or an actor as a musical instrument.

The Municipal Theatre is also involved in a unique project in the field of theatre pedagogy, entitled 'Theatre+School=Theatrical Fasten'. The project is based on the interaction of 10 theatres from all over Poland and teachers from local schools. The main idea is to establish cooperation between theatres and schools, as well as to support a dialogue between teachers, students and theatre artists, and fasten these two environments in the context of theatrical actions. During the workshops held by actors and educators from the Theatre Educators Association, the teachers become familiar with the new theatrical tools for working with the youth.

Scene 138 Theatrical Group is an educational project established by the Gdynia Cultural Centre in cooperation with the Society of Gdynia Enthusiasts and the Municipal Theatre. Classes are designed for

*All projects improve the young people's access to quality arts learning experiences and help to strengthen empathy, imagination and persistence. Arts education influences children's aesthetic sensitivity and shapes future potential audience members.*



the youth and students who wish to begin their adventure with theatre, both professional and amateur. Performances (like: Going to... the story of the Little Prince, Antoine de Saint-Exupéry and the Snow Queen) presented on the theatre stage at Cultural Centre are the culmination of the project.

Cultural Centre and Gdynia's Cabaret Scene organise Cabaret Workshops. Classes are addressed to the youth from Gdynia secondary schools. During the workshops the youth learn how to create a funny sketch, and how to spend their free time creatively. The workshop participants will present results of their work during the 'GimKab Review of Youth Cabaret Groups 2013' in June.

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# Education and Culture go Hand-in-Hand in Vilnius



by Dovydas Bukauskas

Education through culture has long been an important goal for schools in Vilnius. As the capital of Lithuania, Vilnius has some of the greatest opportunities for cultural access in the nation, which is something that schools in Vilnius take full advantage of.



The city government hung up Vilnius pupils' drawings along Gediminas Avenue on 11 March 2013 to commemorate the regaining of Lithuanian Independence in 1990.

From primary to high school, almost every educational institution in Vilnius has to enrich its students through culture. The Lithuanian Association of Artists' AKIM initiative aims to reduce the gap between education and culture through artist-led classes and workshops, political engagement activities, and non-traditional forms

of education. Many schools in Vilnius are participants of this programme. Other schools have formed unique partnerships with museums, theatres and concert halls in Vilnius.

These cultural partnerships do not just focus on the traditional arts. The Fluxus Ministry, an open-access artistic and cultural center originally located in Vilnius, played a pivotal role in getting Vilnius youth to be culturally active. As a studio, exhibition and concert space, the Ministry is open free of charge to anyone, young or old, looking to make or enjoy art. Its popularity and accessibility made it a focal point for culturally interested youth.

Many Vilnius schools also look abroad when trying to culturally engage their pupils. The European Commission's Youth in Action program has attracted a number of participants from among Vilnius' schools. Other EU-funded programs, like "Learning Through Film," are also popular. Some Vilnius schools have also reached out abroad on their own initiative to form cultural exchange partnerships, which exchange anything from art and cultural performances to pupils.

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## Education Through Film

by Goda Šosnovskienė

Skalvija Cinema Center, Vilnius art-house cinema, though small in premises (1 screen with 88 seats), it is quite important player in the Lithuanian culture. The Centre organizes Vilnius Documentary Film Festival ([www.vdff.lt](http://www.vdff.lt)), presents exquisite film programmes and retrospectives (Europa Cinemas Award 2010 - Best Programming) regularly, and distributes European films. From the beginning of 2006 Skalvija has become very active in film education and has developed several long-term film education projects dedicated to all age groups. Families with small children, schoolchildren with teachers, as well as youngsters and adults find their place in film – either watching films and learning animation at workshops, or attending evening film courses.

Karlsono kinas, called after a beloved character Karlsson-on-the-Roof by Astrid Lindgren, is a family film programme running throughout the year and inviting families with children aged from 5 to 12 to watch films together. The film programme, which normally consists of the best European productions for children, is followed up by animation workshops that take place once or twice a month.

With the establishment of the film school for youngsters Skalvija Film Academy ([www.skalvijoskinoakademija.lt](http://www.skalvijoskinoakademija.lt)) in 2007, 14-18 year-olds started their film making classes. Students can choose from three different study programmes: feature film, documentary film, film analysis and critics. Young filmmakers are guided and consulted

by film professionals, and their results are screened publicly in the cinema twice a year.

Another initiative of Learning from Film ([www.mokausiiskino.lt](http://www.mokausiiskino.lt)) by Skalvija is a national film education project aimed at schoolchildren of all ages and teachers. The film programme is made up of 30 European films including several national titles and is primarily designed to help children and adolescent audience develop taste for cinema and critical film thinking. Film professionals or media educators are invited to discuss films with groups of children.



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# A School of Changes in Kaunas



by Dalia Šandrikienė

**K**aunas Motiejus Valancius primary school participates in the project "Creative Partnerships" for the second year. This is to develop the creativity in the Lithuanian general education institutions adapting and implementing the model of creative partnerships that is performed on the national level by the Ministry of Education and Science of the Republic of Lithuania and is partially supported by the European Social Fund. The program "Creative Partnerships" is implemented by the Education Development Center. The aim of the project is to implement creative learning in schools involving creators – agents and people who are not apathetic to education and who try to solve the problems creatively together with the school community. During the first year of the project the team guided by the chief teacher Rolanda Girskienė, the creative agent Urte Karaliute and the creative practice journalist Domas Burkauskas implemented the small-scale creative learning model and pursued for the changes in one class. The aim of the creative school learning project was to find out the appropriate methods for learning



*It is expected that creative education methods will be implemented more often and more professionally, and creative learning will not be limited by separate events but will become an integral part of school.*

adoption. It was decided to create children's television "Children's Mars". The format of the television allowed to integrate all the school subjects and to educate linguistic expression and comprehension successfully. During the project pupils were given an opportunity to visit the Lithuanian Radio and Television where they got acquainted with television work. The project ended with the festive presentation of TV show for the school community, family members and guests. Three creative learning projects are implemented: "Labyrinth", "Basket of Words" and "Land of Friendship". The creative agent Jurgita Zvinklyte helps to coordinate the projects. The aim of creating the real size labyrinth is to understand how to use the available spaces creatively. It also helps to develop the skills of comprehension and linguistic expression.

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*The "Creative Partnerships" program reaches 10% of primary and secondary schools in Lithuania. Schools from major cities as well as those located in remote, rural areas are taking part.*

*Its aim is to expand and enrich the ordinary teaching process, to develop pupils' and teachers' creativity and to raise their aspirations, achievements and skills.*



## Creative Partnerships in Klaipėda

by Milda Laužikaitė

**O**ver two years, 11 schools in Klaipėda have joined the "Creative Partnerships" programme. One example is Vite School who undertook a project with a photographer. By creating an interactive map together, pupils have learnt mathematics and natural sciences. The participants explored the school and its nearest environment, applying the knowledge practically and developing their imagination.

The goal of Vydunas' School was a better grounding in chemistry. They invited an architect and a scientist to work alongside teachers and with the pupils they conceived a complicated world of molecules and reactions. They also worked to integrate art and physics by analyzing routine phenomena of the world. It became obvious that the composition and optical effects of paintings were simply different aspects of the same object. Last year Vydunas' School worked together with a film director to create featurettes. Students themselves created film ideas, scenarios, wrote the texts, acted and shot the scenes. One of their short films was bestowed with the Lithuanian Amateur Cinema Union Award 2012.

Teachers confess that initially they were rather cautious about the novelty of having actors, film directors, architects, designers, musicians, photographers and scientists in school. But later, during the creative planning stages and when the artists were active working in classrooms with pupils, tiny as well as more significant changes

were observed.

Another unexpected shift in the teaching approaches unfolded at Klaipėda Business School of Sewing and Services, which has been participating in "Creative Partnerships" for two years. Teachers started to cooperate closely with each other to improve their professional skills and to share how to apply creative and innovative methods in teaching across both general and professional subjects.

The involvement of school communities in creative quests and discoveries has promoted a change in contemporary understanding of education. In "Creative Partnerships" young people recognize the world more vividly and they are able to see how their knowledge and skills can be applied in practice.



**MORE**

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# Art in Education

by Johanna Rossi

For some, learning is assured by seeing a picture, for others, only movement or physical interaction leaves a permanent memory trace. A fine alternative is trying out the methods of art as support for learning.

Physics can be studied while dancing, mathematics with the help of rhythm, and history through drama. For someone who learns best through movement, the laws of physics, such as centre of mass, balance and bearing surface, are effectively illustrated through dance. When an event in history is brought to life by being re-enacted, it will not be easily forgotten. The methods of art make use of multiple senses through which we can perceive even abstract things more efficiently.

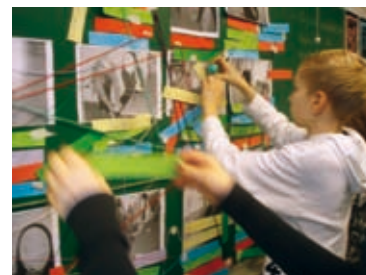
In Finland, art is used to facilitate education by, among others, Taikalamppu – Aladdin's Lamp, a network of regional art centres for children and young people. The network provides children and young people an opportunity to express their ideas using versatile arts educational methods. Eleven art centres throughout Finland develop cultural activities for children and young people. Each centre has its own development tasks from the children's cultural field.

Even though the contents are often produced by adults the network also supports art and cultural activities produced by

children and young people. Through artistic actions children and young people learn to express themselves, find creative solutions and discover their own way of being.

The Aladdin's Lamp network is established by the Ministry of Education. The network is on its third term in Finland (2009-2013). Collaboration with

government, municipalities and the third sector is important for the network. Multiprofessional networking gives an opportunity to create new ways to operate. Through cooperation art and culture becomes a natural part of operations and services aiming for the wellbeing of children and young people.



*The class learning mother tongue Finnish by using pictures, slips and yarns with which pupils are combining various meanings.*

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# Tallinn School of Lifelong Learning

by Aini Härm

The provision of new knowledge and skills is the mission of the Tallinn School of Lifelong Learning that operates under the administration of the Tallinn Culture and Heritage Department. The School sets as its objectives the advancement of people's creative abilities, the facilitation of ways to spend leisure time meaningfully, the creation of opportunities to communicate and meet new people.

Since the late 1950s, the number of courses available has grown and subjects of studies have broadened. Openness and focus on the individual are the principles of the Tallinn School of Lifelong Learning.

In 2012 nearly 200 courses were held, embracing lectures and practical lessons in health, psychology, art, literature, music, photography, culture of foreign countries and people, handicraft, etc.

Everyone is able to find something interesting in the midst of the School's versatile course selection. The School caters for guitar lessons, the acquisition of knowledge related to new trends in child rearing and self-discovery, introduction of the life and culture of the sibling nations – the Finno-Ugrians, national cuisine tutorials, an immersion into the bottomless garner of Estonian folk art, etc.



*Handicraft course participants.*

The provision of new knowledge and skills makes up a very significant, yet not the only facet of the School's activity. Course participants include people of a varied age and educational level from a variety of social groups that, as an outcome of mutual intercommunication, results in greater social cohesion. This contributes to a better understanding of the society, to comprehend, among other things, the peculiarity of different cultures and the importance of cultural diversity in the development of a well-balanced and sustainable society.

55 years of consistent activity are a demonstration of the Tallinn School of Lifelong Learning's aptness in maintaining quality. The courses are supervised by true masters in their field that, next to extensive knowledge, possess outstanding pedagogical skills and are well-equipped with modern teaching methods. Consistency, openness, equality and professionalism – these are the four values that the Tallinn School of Lifelong Learning persists and blossoms out.

MORE

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# CreatLearn in Kalmar



by Björn Samuelsson

**C**reatLearn is the EU South Baltic project on using culture for better learning in schools. Kalmar is a lead partner and Rostock, Klaipėda and Guldborgsund are international partners. The common theme is the civil courage.

In Kalmar two schools have been working for a year in the languages of film, theatre/drama and art. One idea is to see if this continuous working on a theme will lead to more profound understanding. The Kalmar part of the project is followed by a researcher from the Linnaeus University. All participants, students, actors, teachers, etc. are writing a continuous "log book" on the project which will be used for the final evaluation report.

In a shocking opening of the project a relationship consultant appeared in the classroom declaring that blue eyed people are more intelligent than brown eyed, and therefore should have special privileges. An interactive theatre piece took place that led to vivid discussions. The conclusion was that you understand more about discrimination when you yourself are a subject of it.

A main subproject within CreatLearn at the Södermöre School in Kalmar has been the production of artistic cubes on the theme civil courage. Rebars have been welded to cube-shapes with the side size of one meter. The students had the chance to give their understanding of civil courage an artistic interpretation working on these cubes. 16 items were produced. All cubes were compiled with a special lighting to make them glow expressively in the dark. The students at the Lars Kagg upper secondary school in Kalmar, studying to be electricians, were asked to contribute with their artistic lighting ideas and to produce the technical acquisitions.

*The students were given an access to the public space for display. The illuminated cubes were shown in the Kalmar City Park, hanging from the trees, giving quite a magic contribution to the wintery park at night.*



Photo: Jan Magnusson

Four head teachers in the cube project who are members of the Södermöre School CreatLearn group were awarded the Södermöre part of Kalmar Municipality prize for the best contribution by employee 2012 for their excellent work in the project.

Also, the CreatLearn project is connected to a regional project in Kalmar County, with the aim to produce a common regional strategy for using culture in school. A regional conference on these matters for teachers will be held this autumn in Kalmar.

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# Acquiring Latvian Traditional Culture

by Laura Afanasjeva & Lasma Sklarska

**S**ince 1992 Jēkabpils Centre of Children and Youth has been a second home to Latvian folk group "Raksti" ("Patterns"). Currently, there are 16 children and youngsters aged 9 to 25 acting in this group.

A leader of the group Vita Talla shares:

*Acting in this group gives its participants a chance to acquire all shades of Latvian traditional culture – a play of folk music instruments, creating and playing music together, to participate at story telling movement, to enjoy the Selonian supersonic polyphony and a joy of traditional Dance Nights. There is no grounding needed to learn traditional culture – everything can be acquired by acting together.*

"Raksti" gathers active youngsters of various ages, who truly love singing, dancing and playing music. As different as they are, so are the music instruments – violins, lutes, pipes, bagpipes, mandolins, harmonicas, etc.

The quality of the folk group performances has already earned a high appraisal. On a regular basis they play at Dance Nights, participate in



the seasonal events, camps, folk festivals, as well as in the international folk competitions, projects, records and events in Latvia and abroad with one main goal – to introduce listeners and viewers with Latvian and Selonian traditional folklore.

"Raksti" has established a tight friendship with other folk groups in Lithuania and Estonia. They are also participants and laureates of XXV Latvian Song and XV Dance Festival that this year will take place on 30 June - 7 July. This is the major event for Latvian traditional culture that

gathers best singers and dancers of Latvia.

*By being together at folk events, camps and festivals, the exchange of cultures is inevitable. Thus, we get to know and understand features of other cultures and in the meantime show and strengthen ours - adds Vita Talla.*

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# Sculpture by the Sea

## – Watch, Play and Learn

by Lars Petersen

More than ½ million people are expected to stop by when the art exhibition Sculpture by the Sea visits the beaches of Aarhus again this year. The enthusiasm among many visiting children in particular is always great. This is why exciting and creative activities that combine art and learning are put on specifically for children and young people.

It has become a recurring event in Aarhus that every two years, the city proudly presents one of the most spectacular art events from Australia: Sculpture by the Sea. Originally, this was the idea presented by Their Royal Highnesses Crown Prince Frederik and Crown Princess Mary, who suggested that the exhibition should be relocated to Aarhus after they had experienced it during their romantic strolls along Bondi Beach in Sydney.

In 2013 it is the third time that a three kilometre stretch of the coastline by Aarhus is transformed into a unique sculpture park in stunning scenic surroundings, featuring more than 60 sculptures by artists from across the world, which will give rise to a surge of visitors along the city's beaches.

Young visitors in particular show great interest in the event and thoroughly enjoy experiencing the exhibition. The immediate accessibility to the sculptures, the way in which art has stepped out from its traditional settings and been placed in beautiful harmony with

nature, appeals directly to children and childish souls alike – and it is even permitted to touch and play with several of the sculptures.

Also, a whole string of exciting and creative activities are put on for children and young people, such as workshops with artists, special guided tours for children and young people, and teaching material. The starting point is the sculptures, but in a wider perspective, the activities also focus on the values that are related to art and culture, such as openness, tolerance and creativity.

In the words of the Mayor of Aarhus, Jacob Bundsgaard:

*Sculpture by the Sea is a beautiful example of how art can be both a huge magnet for the crowds and a genuine public festival. A unique opportunity to get in contact with a wider audience, who would only rarely visit a museum. Therefore, it is also important to us as a city to give our children and young people the experience of some of the things that art can do: surprise and change us – and give us new perspectives. It can make us think openly, differently and better today than we did yesterday.*

In 2013, Sculpture by the Sea takes place on 1 - 30 June.

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Photo: Anders Hede



# Cultural Narva

by Aleksandra Munts-Avajõe

Narva has a rich history as a melting pot of different nations. As many as 65 different ethnicities are represented among the population of the city. Being the gate between the European Union and Russia, Narva offers richness and unique diversity of culture. The preservation of this heritage stems from the local people committed to and engaged in cultural activities.

For taking a glance at the variety of cultural education in Narva it is necessary to keep in mind that in addition to studying in comprehensive schools, the majority of pupils take part in several classes carried out by municipal hobby-schools. These include two music schools, a choir school, an art school, Children's Art House and renowned cultural center Rugodiv. Also, there are eight hobby-schools operating on private basis, in addition to Narva Youth Centre and Narva Youth Parliament. On the whole, it means almost every child in Narva takes up at least one extracurricular activity.

The vast spectrum of different classes in hobby-schools allows kids to get acquainted with such branches of cultural education as art, music, dancing, theatre, handicraft, etc. Pupils do not only acquire theoretical knowledge but also use them in practice. Pupils regularly take part in cultural events organized by the Department of Culture for showing their adroitness and proficiency.



Pupils participating in masterclasses during Days of Narva. This year the event will take place on 5-9 June 2013

Participation in the International Chopin Competition, Mravinski International Festival and International Chess Tournament „Young Stars of Baltic Sea“ strengthens not only children's interpersonal skills and subject techniques, but also open-mindedness, creativity, social adaptability and acceptance of cross-cultural communication. Consequently, pupils take part in communication and experience sharing, which constitute the great process of learning foreign culture and language. Furthermore, participation in the Days of Narva and festival of schooltheatres „Goldfish“ enhances the awareness of cross-cultural studies, as the topics of the events are closely interconnected with art, theatre and literature.

In order to achieve something valuable, it is necessary to put a good effort into it. The strength of culture education in Narva lies in the strong traditions of the schools and the usage of contemporary forms of youth activities. Moreover, good

cooperation between the Narva City Government and educational organisations helps to achieve the main goal – to preserve cultural heritage and richness within society.

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# A Bath of Colours in Vaasa



by Selma Green

Kuntsi Museum of Modern Art offers a unique way of spending time together. The method of colour baths for babies was developed by the Pori Art Museum, Children Cultural Centre of Pori and the Satakunta Network for Children Culture. The method focuses on children, the workshop involves the whole family. The colourbath emphasizes experience and the use of senses.

Small kids have an astonishing ability in sensing colours. Even the babies can already distinguish bright colours and even form emotional preferences to different colours. Here colour is introduced on a baby's terms in a physical manner: by touching, feeling, smelling, tasting and sometimes literally bathing in colour.

The workshops proceed from sensing and inspecting the colours to more participating activities. Charcoal black, forest green, the ocean like dark blues and the burning yellows and reds become familiar through both artwork and by feeling and seeing different materials of varying colours. When the colour sense has been activated it is time for more hands-on exercises. Creating something together and in a safe presence are the most important elements of colourbathing. The colourbath workshop concentrates on experience rather than on traditional goal oriented teaching. The core principle of this method is to encounter and experience colour through the senses, working interactively, being in the moment and focusing on an individual.

*Since the museums domain and operating field is largely situated in the past the museum workers steer their gaze far into the future. As time passes the museums wait patiently for their colourbath customers to grow into active visitors to take part in the museums services.*



Photo: Satu Aaltonen

In addition to early art education, the goals for museum pedagogics are also to create a forum for interaction and supporting families in spending time together. At the same time, visits to the museum become a hobby shared by the whole family. It is also very important that the museums image gets formed among future visitors. The colourbath at Kuntsi Museum of Modern Art is fully bilingual. The activity is also well suited for immigrant families because the focus is on experience. The colourbaths are also a place where families can get to know each other.

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# A New Exhibition Spot on the Map of Poland

by Dr Andrzej Wojciech Feliński

The exhibition space in the Museum of Technology and Transport in Szczecin presents technological achievements and automotive exhibits in a manner that can rarely be seen in this field. The arrangement of exhibits has been intended to make them as tangible as possible. The visitor gets an unprecedented feeling of being able to interact with displayed objects. As a result, mechanical vehicles on display have been transformed from mere machines into genuine works of art.

Exhibitions held at the Museum touch upon a whole variety of issues relating to, amongst other things, the history of public transportation in Szczecin.

Another theme refers to Szczecin's automotive industry, epitomized by such vehicles as one-track Albas of the pre-war period, Stoewer cars, post-war Junaks or Smyks manufactured at the POLMO factory in Szczecin. Fans of one-track vehicles can see Polish classics such as Osas, Zak and Rys motorbikes, and WSK SHL, Komar and Sokol motorcycles all exhibited at the museum. As far as cars are concerned, the list of exhibited vehicles includes the Syrena, Fiat 125 and 126p (including prototypes), Warszawa, Żuk, Nysa and Star 25, i.e., the most popular cars that have cruised along Polish



*The exhibition space in the museum has been used to present technological achievements and automotive exhibits in an innovative way.*

roads for the past 60 years.

All physical barriers that separate exhibits from the visitors have been removed. This way all museum exhibits are available to the visitors who are now able to take a much closer look at the structures of exhibited vehicles and all their details. Many exhibited vehicles have been opened (e.g., buses and trams).

The unique methods of presentation provide the motorcycle fans with an unrestricted access to mu-

seum exhibits. This solution enables to combine two seemingly contradictory features within a single exhibition: a unique and dynamic exposition and full access to exhibits. Hanging freely on steel cables anchored in the ceiling, the one-track vehicles reveal all their intriguing structural details to the visitors.

Exhibitions held at the museum are interactive. The visitors can listen to the noise of running engines. Unique interactive part of the exhibitions is the tram driving simulator, the only one of its kind in Poland. The simulator is located in a complete 105N tram driver's compartment.

MORE

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# Słupsk Centre of Culture

by Maciej Swornowski

In Słupsk Centre of Culture, which has been a centre of educational activeness in the town and its region for the last sixty years, the growth of knowledge connected with the theoretical principles of work in culture brings varied changes. However, constant emphasis on the dominant role of pedagogical factors in cultural animation is not only a strong trend but a kind of natural process of evolution. It is of course not to be understood as a change in quantity, but a constant increase in the number of didactic classes is a fact. Characteristic transformations of quality have the key meaning here, where the stress is transferred from the end result onto the very process of creation. The result itself becomes equivalent to the work and sometimes even the participation in the process of creation becomes the only result.

Additionally, new audiences are sought whose participation in the animation process were often unnoticed or not appreciated in a manner it is presently. In practice all the groups in Słupsk Centre of Culture offer integrative classes including classes for the disabled. Simultaneously, together with Słupsk institutions working for people stricken with severe cases of disability, the Centre of Culture runs special classes within the scope of the therapy supporting independence and the development of life competence.

Adults and seniors alike, who participate in classes, superbly display the exceptional role of cultural education at every stage of life.

The specificity of work with adults, who often possess unique skills and qualifications, allows to employ the peculiar role of self-education built fundamentally on a group of interests supported by the institution. Such classes maintain large autonomy and the group itself remarkably identifies its own needs and capabilities introducing a unique work and cooperation pattern. Furthermore, Słupsk Centre of Culture, on the basis of the rich experience of its instructors, has developed unusually effective methods of work with groups at risk from marginalization and exclusion. Theatre, circus and juggling arts, artistic craft and dance can all have a tremendous significance in the development of personality, overcoming emotional problems and community restrictions.



Performance *Wór* by Słupsk Centre of Culture theatre group.

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# Rich Cultural Offer of Jūrmala

by Pāvels Dunajs

Jūrmala offers a lot of cultural activities for people of every age. For children aged 5-12 there are classes in the Jūrmala City Museum ([www.jurmalasmuzejs.lv](http://www.jurmalasmuzejs.lv)), e.g. „Fairytale workshop”, „Sand games workshop”, „Creative workshop”.

Every year Jūrmala invites artists from the twin towns to „Art unites nations” event. This is an annual event which during the last years has gathered artists representing different genres of art not only from Latvia, but also from Estonia, Finland, France, Italy, Lithuania,

Russia, Sweden and Tatarstan. This event helps artists gain a new experiences in art field and make good international culture dialogue.

Also, Jūrmala City Council organizes a lot of competitions in a culture field including educational aspect. One of them is “The creative month in schools of Jūrmala” encouraging the younger inhabitants of Jūrmala to self-expression and creating a sense of belonging to their city.

Jūrmala City Council actively takes part in numerous educational projects. One of them – “Eat smart, work harder and be healthy” already comes to an end. This was EU’s Comenius project, where Jūrmala Alternative School together with partners from Romania (Scoala Generala Nr.1 Novaci), Spain (C.E.I.P.Lapachar School), Turkey (Biga Dumlupinar İlkogretim Okulu) and France (Etablissement Regional d’Enseignement Adapte) promote students’ awareness of good eating habits and culture, and a physically active lifestyle. The project was implemented from 1 August 2011 to 31 July 2013.

Jūrmala has rich permanent museums expositions which are the only link between the past and recent history of the city. Memorial summer cottages – museums tell not only about lives and works of famous persons of Latvia but also about the history of resort city Jūrmala. The exhibition halls and art galleries offer artworks made in different techniques.



MORE

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# Panevėžys

## Lithuanian Capital of Culture 2014



by Loreta Krasauskienė

**P**anevėžys, the Capital of Culture of Lithuania promises to fascinate the inhabitants and the guests by high level events in 2014. All year round the city will be inviting its guests to take part in various events, festivals, concerts, exhibitions and art projects.

In 2012 the survey on culture, provided services and the perspectives of culture development was implemented. It turned out



that the majority of residents (87,2%) visit culture institutions and have a rather good opinion about them. However, there is a wish to have more diverse cultural events (41,2%) and even 75,3% of people propose the interest in different cultures.

*Taking into consideration the proposals from people, we decided to analyse the topic of cultural crossroads in 2014. We would like to bring the culture of different nations as a value, communication between people which would encourage learning, cherishing and respect to different cultures. It would open wider horizons of observing, thinking, and it would involve into active learning process. At the same time it would help to provide the image of creating, friendly, tolerant, open and European city, states Loreta Krasauskienė, Head of Culture and Art Department.*

A three-part programme lasting the whole year is planned. Over 14 different countries such as China, Japan, Ireland, the United King-

dom, Denmark, Norway, Italy, Spain, Estonia, Latvia, Germany, Austria, the Netherlands, France, Portugal, the countries of Latin America are going to be presented to the public. Each month one or several neighbouring countries will be presented. Their culture will occupy all culture and art institutions and public spaces in Panevėžys. Music of a certain country will be performed, meetings, discussions, education with independent artists will take place. Pieces of art will be exhibited, literature will be read, performances will be played, films, social campaigns and surprises will be organised. In this way the culture of one country will change the other one proposing to travel through colourful world full of surprises. The logo of the programme is 'All are different and all are interesting'.

*The city can be proud about becoming the Capital of Culture of Lithuania. At the same time it is also a great responsibility- we will have to organise events and projects which deserve this honourable and ambitious title. For this purpose, we shall employ not only the efforts of local authority. Culture, art, education, business institutions and NGOs will bring their contribution as well, says the Mayor of Panevėžys Vitalijus Satkevičius.*

The Capital of Culture of Lithuania is a national project which has been implemented since 2008. Each year a city is chosen where cultural events of national importance are being organised. Cultural activeness of the inhabitants in cities and towns is promoted.

MORE

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## Music Lessons in Rakvere

by Keio Soomelt

**F**or the past three years Rakvere Culture Centre together with Rakvere Kaurikool, has carried out an interesting project called „Music Lessons with Otsa Music School“. In essence, it is a series of chamber music concerts which aim to introduce the future musical educational possibilities to current pupils in the children music school and give the young musicians from Otsa Music School the possibility to perform live. Up to this time, the stage has seen many different concerts offering a wide range of experiences - from classical to experimental music. Some of the performers are now very well known in the Estonian music sphere.

Rakvere Music School and other music institutions in Rakvere offer a very good basic musical education, but higher musical education can be acquired in Tallinn and Tartu. There are many gifted children who could go on with their musical education but do not have the information what the possibilities are. The central idea is to introduce different schools and academies to give an idea what is possible in the future. These are not regular boring information days, but the concerts show what music is all about and what the possibilities to study music further are. As these concerts are open to

the public and not aimed at a certain public, children and people who are not yet involved in music, can be inspired by the young musicians and find their way to music, even only as listeners! So on one hand these

are just regular concerts but on the other, they offer an important educational side both to listeners and performers.

The concerts take place regularly twice a month and are free of charge.



MORE

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# Spatial Forms and Education

by Marta Karas

Between 1965 – 1973 the Gallery EL in Elbląg, with the assistance of Mechanical Works of Zamech organized 5 events named Biennale of Spatial Forms.

The events bore the fruit of the set of metal sculptures situated within the space of the city. It was the biggest instance combining the art and industry in Poland, if not in Europe. It was also unprecedented experience, whose important aspect was the inclusion of industrially manufactured sculptures into the urban space.

The most fruitful was I Biennale of Spatial Forms in 1965. More than fifty well-known Polish avant-garde artists took part: Marian Bogusz, Kajetan Sosnowski, Zbigniew Gostomski, Henryk Stażewski, Magdalena Abakanowicz.

Being a constant inspiration for artists and culture creators in Elbląg through the years, spatial forms have very important place in Elbląg's history and public awareness.

During last few years the Gallery EL prepared complex educational programme dedicated to children and teenagers from local schools and kindergartens. Every interested group can take part in



a meeting (a walk) in the city space. During such walk children are informed about the history of Biennale. Together with the art historian from the Gallery EL they discuss the colours, shapes and materials of each form.

In 2012 the Gallery EL created a set of colouring cards with chosen forms that every child visiting the institution can take home.

Also in 2012 the Gallery EL organized workshops „City\_Word\_Sound” dedicated to spatial forms. During the workshop one group registered sounds around chosen spatial forms and created their own sound-performance. The second group created the spoken-word performance based on their own poetry inspired by the Biennale's history.

Every year the Gallery EL tries to enrich its educational program with more interesting and inspiring lessons and meetings around the theme of spatial forms and history of Biennale.

MORE

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# Everyday Integration in Kemi

by Oili Huusko-Tuohino, Anna Alatalo,  
Joanna Seppänen & Timothy Howel

The objective of immigrant education is to provide people moving to Finland with the opportunity to function as equal members of the Finnish society and to guarantee immigrants the same educational opportunities as to the Finnish citizens. The aim of immigrant education for both adults and children include equality, functional bilingualism and multiculturalism. The objective is to ensure that adult immigrants receive education needed for working life in Finland and that they maintain their existing vocational skills, foreign qualifications, studies and work experiences to continue to follow their chosen work paths in their new surroundings.

Kemin lyseon lukio is a school that gives general upper secondary education. It also arranges integration training (as part of the immigrant education) for adult immigrants who are subject to the Integration Act. The training consists of many courses on different levels of Finnish language skills. The integration training in Kemin lyseon lukio is mainly arranged as part of labour policy education. It includes the instruction in the Finnish language and guidance to everyday Finnish society, cultural skills, vocations and working life. Students' capability to study is developed and an individual study plan and employment plan are designed during the training.

During the last two years the students have written articles about food from their own cultures for the local Helmi-magazine, as well

*The groups on the courses are usually ten to fourteen students, often of between five and ten different nationalities, aged between 17-64.*

*Presently, there are 140 students from over twenty countries including Myanmar, Russia, Somalia, Afghanistan, Great Britain, Germany, Estonia and Poland.*



as a series of interviews with local actors. The “open house” at school was organized and the students made exhibitions of their own cultures, both at school and at the cultural centre in Kemi.

Kemin lyseon lukio cooperates with Lappia, the vocational institute in the area and Kemi-Tornio vocational highschool.

Periods of practical training in different kinds of workplaces are also included. The teachers visit and teach Finnish as the second language at these workplaces every week.

MORE

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# UBC today

## UBC Executive Board met in Umeå

*XII UBC General Conference, EU Strategy for the BSR and its updated Action Plan, Union's further development and implementation of the UBC Strategy were on agenda of the 66<sup>th</sup> Executive Board meeting held in Umeå, on 7-9 March 2013. Moreover, the 2<sup>nd</sup> Report on Women and Men was introduced. Also, the Commissions' activity reports and financial matters were discussed.*

Mikko Lohikoski, Strategy Coordinator, presented the recent update of the EUSBSR Action Plan. There are three main subjects in the Action Plan: Save the Sea, Connect the Region, Increase Prosperity. The Plan covers seventeen priority areas in different fields, e.g. crime, culture, education, energy, health, safe, tourism, transport, and contains five horizontal actions. The horizontal action Involve is especially important as it involves also Norway and Russia in the implementation. There are no new financial instruments, but the existing ones, like e.g. European Social Fund, European Cohesion Fund, Life Program, are obliged to take into account the priorities of the new funding period 2014-2020. UBC should get prepared for this especially in 2013.

For the UBC Strategy, it was noted that the main strategy-related work during the last period had been carried out in the framework of the Task Force on UBC development. The TF Report was presented to the Executive Board for debate. The Board decided to send out the TF Report to the member cities and Commissions for comments to be returned by 31 May 2013.

The Board held a discussion concerning the General Conference which



is to be organized in Mariehamn on 1-4 October 2013 under the theme: "Investing in Young Generation". It was stressed the programme must be lively and more interactive. Mayors should be more involved. Young people should be considered as full participants, and not as listeners.

Also, UBC Commissions on Culture, Education and Sport presented annual activity reports for 2012 and their plans for 2013.

Secretary General Paweł Żaboklicki presented the financial report for 2012 and proposed the budget 2013. The Board authorised the Presidium to decide on the final budget, including the Commissions' funding for 2013.

Last but not least, the preface to the Report on Gender Equality in UBC was signed by Per Bødker Andersen, President of UBC and Marie-Louise Rönmark, 1<sup>st</sup> Vice-President of UBC, Mayor of Umeå. The report will highlight the way the local authorities can promote gender equality by integrating a gender perspective into the development of services and infrastructure. The report is produced by the UBC Commission on Gender Equality, and financed by the UBC, the City of Umeå and the Swedish Agency for Economic and Regional Growth.

The next Board meeting will be held in Kiel on 19-23 June 2013.

## Let's meet in Mariehamn!

The Capital of Åland Islands will host the XII UBC General Conference on 1-4 October 2013. The meeting is an excellent opportunity for the mayors, councilors, experts and other city representatives to discuss recent developments and to plan for the future.

A special theme for the open Urban Forum on 2 October is **"Investing in the Young Generation"**.

Marginalization and drop-out of youngsters is a serious problem in all societies aggravated by hard economic times. Meanwhile, the young are crucially important resource for local and regional development. They are not a burdensome responsibility but a part of social potential. The young people have to be properly equipped to take advantage of opportunities, such as civic and political participation, volunteering, creativity, entrepreneurship, sport and global engagement.

The City Mayors, representatives of regional and European organizations, trade unions and employers' organizations, companies and – most important – youth participants will discuss concrete measures how to ensure the employment of young people as a necessary start for our common future.

The youth perspective will be also present when discussing other themes in Mariehamn - Green Growth, economic and social development and implementation of the EU Strategy for the Baltic Sea Region.

The General Conference, on 3 October, will provide the opportunity to chart our way into the future, so that the UBC will continue to serve its member Cities and their citizens as effectively as possible.

Register at <http://www.mariehamn.ax/ubc/registration.html>





## The youth is not a problem

On 2 April the Commission on Youth Issues (CoYI) held its first open meeting in 2013 in Gävle, Sweden. Below Micaela Nordin from the Youth Council of Gävle shares her thoughts and ideas about the meeting.

34 people from 12 different cities and 7 different countries gathered in a small basement in Gävle that usually serves as the meeting room for the Youth Council of Gävle. There were many people of different ages, genders and nationalities. But everyone was there for the same reasons: to start work with the youth action plan on youth unemployment and also to plan the youth conference in Mariehamn, Åland later this year.

Involving youth in the Commission meeting was a really good idea. Youngsters got an opportunity to influence the work with the action plan and tell the adults about their experiences of being young and unemployed. Also, they could share their vision of what topics should be discussed at the workshops in Mariehamn.

The participants had an opportunity to make new friends, exchange a lot of experiences and simply have fun. The youngsters had partly a different schedule than the adults. Instead of sitting in a long meeting there were some videos about the youth unemployment.

A long workshop was held to collect input for the youth action plan on youth unemployment. It turned out that one of the biggest ex-



pectation from the youth point of view would be that schools should change the ways of working and thinking. They should leave more room for creativity, ideas, discussions, etc. A career counseling and advice from adults were also discussed. It was concluded that the youth was neither lazy, nor the problematic and that is how the youth should be seen in the cities.

MORE

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## Promoting crime prevention



The Commission on Local Safety takes part in the initiatives promoting the crime prevention.

European Crime Prevention Network (EUCPN) is an institution founded in May 2001 by the EU Council to promote crime prevention activity and share valuable experience in preventing crime among the European states. One of the EUCPN's main tasks is to or-

ganize an annual conference to promote ideas that increase safety and security in EU member states. Best Practice Conference (BPC) is always held in connection with the European Crime Prevention Award (ECPA) contest. The theme for the ECPA and BPC in 2013 is "Prevention of Domestic Violence". Both events will take place on 11-12 December 2013 in Vilnius, Lithuania.

The European Crime Prevention Award (ECPA) is a contest which aims to reward the best European crime prevention project. Participation in ECPA is open to any initiative meeting the requirements. Domestic violence is a common and complex problem. Victimization may occur in all types of relationship regardless of social status. 2013 edition of ECPA and BPC is going to be divided between two board meetings. First board meeting will take place on 12-13 September in Vilnius. Participants of the meeting will visit law enforcement and victim protection institutions. There are three substantial themes that need to be focused during this session: tactics



## The Commission on Local Safety to meet in Jelgava

Most European cities are increasingly confronted with the street violence generated by urban youths groups. This increases especially during the summer time when a lot of tourists visit cities.

In response to this form of street violence, a number of cities have begun implementation of the prevention programmes. The 7<sup>th</sup> Local Safety Commission meeting is to be devoted to this important topic. The participants are to exchange practical information on effective prevention programmes that reduced these phenomena.

The participants are also to be introduced with the specific structure of safety management in the city of Jelgava. The 7<sup>th</sup> UBC Commission on Local Safety meeting is to take place on 13 - 14 June 2013.

and obligatory actions of primary reaction against DV, social support mechanism for victims of violence and mediation in DV. The award ceremony and second board meeting with discussions will take place on 11-13 December in Vilnius. The first day will bring an award ceremony with project presentations and key-note speeches. The second day will be devoted to sub-themes related to violent behaviour modification programmes, risk assessment and procedures of victim protection.

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# A new vision of UBC cultural cooperation

The Commission on Culture has developed a new vision of the cultural area for the UBC cities. The vision aims to ensure that all UBC members generate an added value. This goal is to be achieved by creating and developing tools and enhancing a network based cooperation. Hopefully, this will make the Commission work as a forum where the members can exchange knowledge and experiences. The vision consists of following four key elements:

## 1. A network based cultural cooperation

The Commission on Culture wants to strengthen cooperation between the UBC cities in the cultural sector in order to create a useful network, to create a better understanding of each others' culture and different conditions we are working in. The Commission wants the cities to initiate programmes and projects, and thus stimulate a user driven and bottom-up approach to cultural cooperation.

## 2. Professionalization of the cultural field

The CoC wants to promote and develop tools for the cultural field to enhance professionalism. Some of them could be: sharing the experiences at conferences, newsletters and other communication tools. Also, the exchange programmes should be widespread, where a direct learning process by discussing the professional issues of major interest takes place.

## 3. Strategic partnerships

The Commission wants to work strategically with the national and international bodies dealing with policy making in the cultural field. And it wants to be voice for culture on local level in order to have the cultural issues of the local level heard and taken into account in policies on the regional, national and international levels.

## 4. Research

The Commission wants to stimulate third parties to provide research on cultural issues that are important for the local level, i.e. the role of culture in social inclusion, the role of culture as an economic driver.

## How does the CoC want to achieve these goals?

### 1. Network based cultural cooperation:

- ▶ To develop the exchange programme to stimulate professionalization, to create and develop the UBC cultural network, and to stimulate project making between the UBC cities,
- ▶ To promote a more intensive cooperation between the UBC cities on cultural level, both by a small fund and by the cultural prize, which takes as criteria the cooperation aspect,
- ▶ To encourage the cities to invite cultural project from the other UBC cities for local events.

### 2. Professionalization of the cultural field:

- ▶ The exchange programme,
- ▶ Sharing experiences at meetings and conferences,
- ▶ Sharing new knowledge in newsletters, Facebook, etc.

### 3. Strategic partnerships:

- ▶ Nordic Council,
- ▶ European Union,
- ▶ Ars Baltica and others.

### 4. Research:

The research bodies will be contacted to make research e.g. whether culture can help social inclusion or if it can be a driver of the economic growth. The Commission is inspired by the Swedish research on culture and health that showed the correlation between the use of culture and having better health. The Commission would like to develop these programmes together with:

- ▶ Nordic Council,
- ▶ National or regional universities,
- ▶ City authorities,
- ▶ Professional research institutes.

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Science Park Berlin Adlershof

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## Commission on Business Cooperation meets in Berlin

The UBC Commission on Business Cooperation has just held its meeting in Berlin. On 21-22 May the politicians, experts and entrepreneurs had an opportunity to discover the Science Park Berlin Adlershof. It is the Germany's leading science and technology park and the capital's no. 1 location for business and media. Eleven non-university research facilities, six institutes of Humboldt University, over 900 companies in a modern technology and entrepreneurial centre. The meeting focused on science parks, creative industries and city branding.





A Joint Commissions meeting in Tallinn

## Sustainable transport solutions

Three UBC Commissions on Transportation, Environment and Energy arranged a joint conference called "Saving energy and the environment through sustainable transport solutions". The meeting took place on 10-12 April in Tallinn, back-to-back with the Project Policy Forum for SNOOP (Shipping-induced NO<sub>x</sub> and SO<sub>x</sub> emissions – Operational monitoring network) with over 80 participants in total. The location of Tallinn was chosen due to the city's current campaign on Free Public Transport (FPT) for the Tallinners.

### Free Public Transport

For several years Tallinn has been working on extending the bus network, partly free public transport and building new bicycle roads. As this work grew bigger, it was decided to try out Free Public Transport for the citizens of Tallinn. The system was launched on 1 January 2013. The project is still in its early stages but there are good results so far. Socio-economic and environmental impacts were presented and a long Q&A session was held. Questions were raised about the air quality results, challenges, political views and investing into the future.



*Tallinn is the frontrunner with free public transport in Europe and is therefore also one of the founding cities of European Network of Free Public Transport.*

### Sustainable urban mobility & transport

Halmstad presented their work with bicycle projects. They have just had a group of 70, so called "winter-bikers" who got winter tires for their bikes, etc in order to be able to go to work by bicycle during the winter. Aalborg presented their work with Sustainable Urban Transport Planning. What can you as citizen expect when it comes to private and public transport? For example, they have a clear focus on how children can go to school on foot, by bicycle or by bus in order to reduce private transport.

These meetings aimed to give the participants information, inspiration and sometimes even to provoke. Presentations and discussions were full of ideas.

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Commission on Health & Social Affairs

## Creating community care on the banks of the Baltic Sea

Tartu is organizing the meeting of the UBC Commission on Health and Social Affairs on 30 - 31 May 2013. The idea of meeting is to find different ways to reach vulnerable groups, create new ideas about community care, share knowledge and help to find common ground.

In the meeting community care is in focus: how it works, how to reach vulnerable groups, how to build up services which do not

exist in papers. Also, co-operation between institutional and community care and knowledge from best practices.

International human rights and principles are clearly favoured care in the community. Freedom to make one's own choices are well-recognised right, which should not be denied to anyone on the basis of disability, age or mental health status.

The main aim of community care policy has always been to maintain

individuals in their own homes wherever possible, rather than provide care in a long-term institution or residential establishment.

The persistence of the institutional care model in Europe is one of major challenges for the social welfare systems. On banks of the Baltic Sea the process of deinstitutionalisation started years ago, but the situation varies in all UBC member cities, and also the economic and demographic situation determines the changes.

A city is a living organism which is constantly changing. Every point of the life also contains challenges and choices. How to react, which road to take, how to be sustainable and balanced? Wise choices help the city cope with changes and move on – to do right things in the right order at the right time.

The city of Tartu is the second largest city of Estonia with about 100 000 inhabitants. With almost one thousand year history, it is also home to the Estonian oldest university. This has created peculiar mix of both scholar and practical experience in the field of social welfare.

The organizers of the meeting strongly believe that the transition to community care can only be successful if it is based on a clearly shared vision. The wealth of knowledge of the UBC friends may significantly influence the quality and effectiveness of professionals in Tartu.

MORE

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*Photo: Meelis Laik*



## Updating the report: “Women and men in the Union of the Baltic Cities”

The second report ‘Women and men in the Union of the Baltic Cities’ is being produced by the Commission on Gender Equality and financed by the UBC, the Swedish Agency for Economic and Regional Growth and the city of Umeå. The first report was ready for the General Conference in Kristiansand and the updated report will be ready and presented at the General Conference in Mariehamn in October 2013.

The report highlights the importance of a continuous work to promote gender equality and also the need for further action to improve the status of women around the Baltic Sea. It highlights how local authorities can promote gender equality by integrating a gender perspective into the development of services and infrastructure.

For the Commission it is important to highlight the need to have an on-going discussion on gender equality, both the progress that is being made, but also the challenges faced. In some areas a lot has been done, that others hopefully can also learn from. In some areas, improvements are needed. Gender inequalities are still dominant. For example, globally, women have lower incomes. The term of ‘women poverty’ is relevant in several spheres: economic, political, professional and social. Unequal access to basic human rights, such as social services, natural resources, infrastructures and employment is still an important subject. Since 2007, the Commission has focused on addressing the issues on the labour market, intensifying the work towards the improve-

*Per Bødker Andersen, UBC President and Marie-Louise Rönmark, 1st Vice-President of UBC, Mayor of Umeå, signed the preface to the Report on Gender Equality in UBC.*



ment of social and urban planning in order to create an integrated society and combating prostitution and human trafficking. This work will continue with a focus on working with the method of gender budgeting and a clearer focus on men’s violence to women as an issue of gender inequality.

The Commission wishes to evolve in both its approach and knowledge. The coming years, the Commission aims to develop methods of gender budgeting.

**MORE**

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*A Joint meeting of the Commission on Urban Planning & Gender Equality*

## UBC is building bridges in Umeå

On 26-29 May Umeå hosts a joint city planning seminar called ‘Building the Inclusive City’ with a focus on gender equality and children’s perspective. The architects and city planners will work together with the Gender Equality Commission and try out new methods and practice of integrated planning. The foundation is the appreciated and unique practical work method that is a hallmark for the Commission of Urban Planning. The method is broadened to include more per-

spectives using the Social Impact Analysis method (SIA) and Child Impact Analysis method (CIA).

The municipality of Umeå has a long tradition of involving gender issues in

the physical and social planning. The University of Umeå has a Centre for gender studies which is appointed as one of three “Centres of Gender Excellence” in Sweden. One challenge Umeå has, probably shared by all cities that are trying to densify the city centres, is how to plan good environment for children to grow up in.

*Umeå is one of the fastest and most steady growing municipalities in Sweden and the biggest city in Northern Sweden. The city has about 120 000 inhabitants. 67% of the inhabitants today are immigrants, born outside the city. In 2008 the municipality decided a new target for population growth aiming at 200 000 citizens by 2050. Umeå is working ambitiously with several master plans for different areas to plan for the expansion.*

The seminar therefore involves practical work, discussions and presentations illustrating good examples.

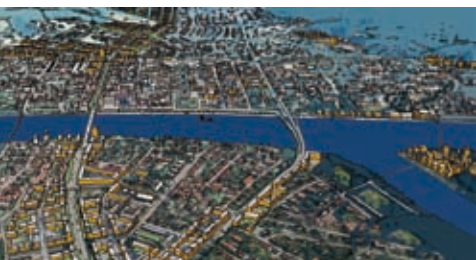
The first part of the seminar contains academic inputs and presentations illustrating good examples and methods to work with social sustainability in urban planning. There is also a guided bus tour of the “gendered landscape” and incorporating children’s perspective. The second part involves discussions and workshops.

The aim of the workshops is to come up with new ideas and development proposals for the designated sites that also include social dimensions, making Umeå an inclusive and attractive city for all to live in. The purpose is to add social

perspectives and important findings in this matter into the group discussions and solutions.

**MORE**

[www.umea.se/ubc\\_planning\\_gender](http://www.umea.se/ubc_planning_gender)



*The vision of Umeå in 2050*





# NEWS

## from Member Cities

### Culture and education meet in Aarhus

Aarhus has been selected to be European Capital of Culture in 2017. The project is supported by the Central Denmark Region and all 19 municipalities in the region. The Capital of Culture is anchored in strong regional collaboration, stretching from coast to coast across Central Denmark.

The theme for Aarhus 2017 is RETHINK, and was created on the basis of input from more than 8,000 local residents. A comprehensive mapping shows a large number of creative clusters in Aarhus and the region. The Capital of Culture project is to contribute to making this creativity useful in all imaginable aspects.

The project is also to become an oasis for experimenting and rethinking the way in which Aarhus lives. RETHINK means that Aarhus continues to build on the existing, but considers whether things can be done differently. RETHINK signals that Aarhus 2017 will launch a cultural laboratory throughout the region, in which innovative thinking and alternative solutions can develop and take root. The results are to be shared with the rest of Europe.

A number of partnerships have been set up with the leading educational institutions in Aarhus and the region, e.g. Aarhus University and



The citizens of Aarhus lit 2017 candles spelling RETHINK next to the cathedral.

VIA University Centre. Aarhus 2017 will also involve many other educational programmes. Aarhus School of Architecture, the Animation Workshop in Viborg and the Danish School of Media and Journalism are some of other programmes with a high degree of international orientation.

The Danish School of Media and Journalism will collaborate with the Capital of Culture to provide the framework for a communication labora-

tory to get citizens and cultural players involved in communication through by the end of 2017. As part of the international effort, the School will invite 10 participants from the rest of Europe to take part in the project each semester with the objective of creating a European Best Practice.

**MORE**

[www.rethink2017.eu](http://www.rethink2017.eu)

### Vilnius and Warsaw Mayors sign Town Twinning Declaration

The Mayor of Vilnius Artūras Zuokas and Hanna Gronkiewicz-Waltz, Mayor of Warsaw, met in Vilnius Town Hall on 11 April to sign the document declaring their intent to form a town twinning agreement between Lithuanian and Polish capitals. The week marked the 15-year anniversary of cooperation between Vilnius and Warsaw.

*I believe that our friendship will outweigh political conflicts that sometimes arise between us. We have hundreds of years of common history, and now we will turn new pages of that history together. Our agreement is a sign that our two nations are ready for a closer relationship,* said the Mayor of Vilnius Artūras Zuokas.

*Today, 18 percent of Vilnius' residents speak Polish, and there are 16 schools that teach Polish. We also have cultural centers and art collectives. The Polish community in Vilnius is able to preserve its cultural and ethnic identity, all that while helping build a multi-cultural Vilnius,* added Mayor of Vilnius.

Hanna Gronkiewicz-Waltz, Mayor of Warsaw, also celebrated the two cities' enduring cooperation.

*Our two cities have achieved much over the last 15 years, she said. We've*

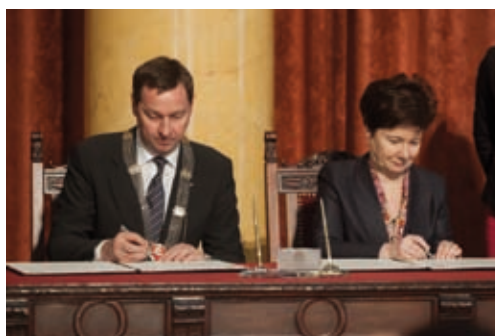


Photo: Vilnius City Municipality

*both become proper European capitals. New investments have modernized and renewed our cities. They are attractive to their residents. The freedom of movement and new communication opportunities have allowed residents of both cities to work together, exchange ideas, help develop the arts and sciences, and become citizens of a unified Europe. More important than contact between institutions, however, is contact between people – between residents of Vilnius and Warsaw.*

The event underscored the importance of economic cooperation, energy projects and the exchange of municipal experience. The cities have an excellent record of cooperation in cultural, educational, social, medical, athletic, tourism, environmental, public order, transportation, and city management affairs. They regularly exchange positive experiences, and prepare projects. They also hold forums, anniversaries, and cultural events.

The first cooperative agreement between Vilnius and Warsaw was signed on 1 April 1998 in Warsaw.

**MORE**

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## Energy in School

### More than 2200 winter fun lovers in Mežaparks



*This year in January Jēkabpils snow hill "Mežaparks" was officially opened. During nine weeks it received more than 2200 visitors.*

*The hill has been artificially created from the soil and construction waste of the major street renovation in the city. As Jēkabpils is situated in the flat area, there were no opportunity for such winter activities before.*

*This season the hill had reached an acceptable*

*amount for activating the winter lift, creating two super fun tubing tracks, a slope for skiing and sledges. The length of track this season reached 120 - 150 metres.*

*Pupils had a lot of fun using snow hill for free during their sports lessons.*

*According to the Development Strategy of Jēkabpils Municipality 2012 – 2018 one of the courses of action is to create more sports, leisure, active life style options throughout the year for the citizens, especially the younger ones.*

*The creation of snow hill is one step closer to create more active, healthy and involved society.*

**MORE**

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The curriculum is changing. The municipality has the vision "Oskarshamn - an international energy centre, a growth municipality with high quality of life". The educational administration set a goal to increase children's and youths' interest in and knowledge of energy, science and technology. The project "Energy in School" is an important part of the efforts to reach the goal, but also a strategically important issue in order to secure future competence for commercial and industrial life, both locally and regionally.

During the academic year 2011/2012 child-welfare workers in a pilot area got on-the-job training. Parallel to this, a user's guide was developed to help the pedagogues in their planning of the activities.

During the academic year 2012/2013 the remaining child-welfare workers in the municipality got on-the-job training.

*The training consists of four themes: introduction, air, water and construction. The pedagogues include energy, science and technology in their general activities. For example, they can talk about yeast, if they bake.*



Photo: Eva Hjalmered

The Mayor of Oskarshamn, Peter Wretlund, says *I am very happy to see the results of the project. The pedagogues and children are exploring the world in a new and positive way.*

The on-the-job training and the activities for the children are both created for them to use their senses: to smell rotten eggs, to feel the sand through their fingers, to hear, to see, etc. It is important to inspire both the pedagogues and children in their exploration.

**MORE**

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## Gdynia in motion

'Gdynia in motion' project has just begun! With the help of the local celebrities, professional trainers and sport medicine doctors, Gdynia invites its inhabitants to see for themselves how much happiness, joy and zest for life may physical activity offer. The first social campaign of this kind in Poland started on 2 April 2013.

Any physical activity is beneficial, yet the campaign focuses on three of its most easily accessible forms: running, cycling and Nordic Walking. They are appropriate virtually for everybody, regardless of age and previous preparation. To encourage more people, all the year round particular districts will be visited by professional running, cycling and Nordic Walking instructors, who will advise people what to start with and how to distribute effort. According to the schedule, workouts in districts will take place every two weeks. Once a month, in the Gdynia Sport Centre venues, special lectures featuring not only trainers but also sport medicine doctors and professional coaches will be organized.



Photo: Paulina Filipowicz

*Lack of activity is unnatural state for a human body – our ancestors had to keep fit to strive for food and living space. The nature has equipped our organisms with mechanisms awarding us for making a physical effort with good self-feeling, says Anna Gilbert, a physiotherapist from the Sports Medicine Centre. Numerous scientific research from last 30 years has indicated a positive influence of physical activity on both our mood and mental health.*

Gdynia residents who are well known, either from TV or cinema, such as Anna Przybylska – an actress, Joachim Lamża – an actor, Michał Adamczyk – a journalist and TV presenter, as well as the famous Gdynia cheerleaders heartily invite all Gdynia inhabitants to join the project and take part in the trainings.

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## Kuressaare celebrates its 450<sup>th</sup> anniversary



*Almost 200 youngsters with flashlights gathered in the Kuressaare Castle Yard in the evening of 17 January and formed a human chain in the shape of the logo created for the 450<sup>th</sup> anniversary of Kuressaare.*

*Photo: Valmar Voolaid*

2013 is a very special year for Kuressaare celebrating its 450<sup>th</sup> anniversary. Kuressaare, then known as Arensburg, was granted city rights on 8 May 1563 by Duke Magnus of Denmark.

The most significant celebrations took place from 6 to 12 May, but the whole year in Kuressaare is dedicated to this important anniversary. A great variety of exciting events and activities are offered to both local community and

guests. On 8 May a market day took place in the centre of the city to remind the old times which was followed by an outdoor concert and a show in the evening. The representatives of Kuressaare's twin cities also joined the celebrations.

Several exhibitions were organised to present both art and photos of the city, as well as a conference on history of Kuressaare, a song festival, numerous concerts and sports events.

On 11 - 14 July an international philately exhibition will take place

and on 22 - 23 July the Tall Ships Races, a regatta of offshore sail boats, will have its Cruise-in-Company stop in Kuressaare.

In addition to anniversary celebrations, traditional events, already well known for their quality, will also take place in Kuressaare: Castle Night (5 July), Saaremaa Opera Days (21 - 28 July), Kuressaare Chamber Music Days (30 July - 3 August), Kuressaare Maritime Days (3 - 4 August), and various folk culture evenings and concerts.

On 29 - 30 June the city will host the Grand Prix of Supermoto World Championship.

Tiina Talvi, Deputy Mayor on Education and Culture, Chair of the Organising Committee of the Anniversary Year:

*By celebrating the 450<sup>th</sup> anniversary of Kuressaare we want to value the history of the city, its beautiful environment as well as our people and community. Local residents and our guests are welcome to attend the international Baltic Sea History Conference, concerts and many other events during the whole year. Several books dedicated to Kuressaare will be published and a number of interesting exhibitions will be organised. On 19 October the renovated Sauer organ will be consecrated in the St. Lawrence church and a musical piece composed especially for the event will be performed.*

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## Tampere hosts the 2013 International Metropolis Conference

The City of Tampere, Finland, has an excellent reputation, both nationally and internationally, in hosting and organising high-level congresses and conferences. On 9 - 13 September, Tampere will host the 2013 International Metropolis Conference. Tampere joins an impressive list of former conference locations, including Bonn, Geneva, Melbourne, Vancouver and Washington DC. The International Metropolis Conference is the largest annual gathering of experts consisting of researchers, policy makers and community groups involved in identifying, understanding, and responding to development in global migration and diversity.

Tampere Conference consists of a comprehensive study tour programme and of around 100 workshops and plenary sessions attended by some of the world's leading experts. The 2013 Conference will put into context international migration within a framework that simultaneously looks at managing economic and population growth, security, and social justice. In Tampere, Metropolis Conference aims to explore the current global mobility from the broader context of how modern societies should incorporate migration in their economic planning, as well as in the planning of their social justice and security systems.

In Tampere, the history of migration dates back to the beginnings of textile industry in the 19<sup>th</sup> century. With help of migrant expertise,



the rapids that flow through the city centre were harnessed for obtaining hydropower. Tampere received capital investments from Russia, necessary skills for operating the new factories from Europe and the labour needed to run the mills from the rural areas of Finland. Today, Tampere is the third largest city in Finland and an international and growing centre of culture, education and business. Furthermore, Tampere was the first city in Finland to be chosen as a Fairtrade City, so it was only natural that also the organisers both in the venue Tampere Hall and within the city opted to organise the 2013 International Metropolis Conference in a way that minimises the ecological footprint. The city has committed itself to promoting fair trade in its acquisitions and to encouraging its citizens,

personnel, organisations and businesses to more ethical and environmentally friendly choices.

The 2013 International Metropolis Conference will be organised by Tampere, together with the Centre for Economic Development, Transport and the Environment, National Ministries, and the University of Tampere.

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# The art of collaboration



The city dwellers were allowed to explore the art exhibition.

Photo: Pirkko Pehkonen

Kemi has been implementing in 2010-2013 the Silmu-partnership project, where immigrants, refugees or students have been integrated by making art.

The project has been initiated by a few art classes courses in summer 2010. The common language was Finnish. The pictures speak it all.

Eleven immigrants developed understanding of life, working under a teachers' guidance. This was an introduction to learn the Finnish language. The art also allowed the immigrants to better understand the world and its problems.

The participants of art camps were able to visualize their problems and ideas with pictures. Moreover, it was helpful to tackle the difficulties the refugees face. They could learn to understand a foreign environment and culture.

Integrating culture and art is a two-way process. Immigrants from different cultures learn from others and also the Finns benefit from this intercultural exchange. *Often the pictures tell more than a thousand words* is a Finnish proverb, and it describes the project well.

MORE

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# Safe School – Safe Child

Recently, much attention is paid to the issues of security at schools. General opinion prevails that the problems children and youth face have become more and more complicated in Lithuania. Since 2009 Kaunas has been implementing the project "Safe School – Safe Child". The project aims to develop a complex of means which ensure the security of children, teachers and other workers in a school and outdoors.

There are various risk factors that make influence on children's security: violence and injuries, drugs, mobility and transport, aggressive relationships, bullying, unauthorized persons, unfavourable social conditions, etc. According to the project reports of two years, the aim has been partly achieved by using a complex of security means. As a result the number of criminal activities performed by youth is reduced. More schools are equipped with video cameras; personal identity cards that allow to fix pupils' attendance are introduced in some city schools. Parents are informed about pupils' absence with the help of short messages and electronic diary. Some school community members have a general liability insurance. Children are involved into certain programmes which aim to reduce aggression, violence and bullying.

Currently, Kaunas Algis Žitkevičius Safe Child's School has started implementing a new stage of the project – the quantitative survey of the participants of education process (pupils, their parents, teachers and principals). The survey will provide an opportunity to create an original security monitoring methodology that enables to perform multiple repeated measurements and to monitor the security of schools regularly. The project will be carried out in cooperation with academic researchers. This survey will involve 20 city schools and will diagnose the relations among the school community members, internal and external sources of danger, strengths and weaknesses of the safe school, what has to be changed in the relations of community members and environment and the expectations of school community members. The results will provide an opportunity to take concrete actions to solve problems, to improve



Physical activities decrease the violence at school.

the activities of school prevention working groups, to introduce innovations in the unsafe places and to strengthen the relations among pupils, teachers, psychologists, principals and parents in order to ensure the security of school community. A great attention will be paid to the abilities of principals and teachers to cope with stress. Physical and psychological health conditions and school microclimate depend on how principals and teachers are able to cope with stress at work and in their personal life.

Children are involved in all the stages of the programme "Safe School – Safe Child". The activities of the programme will develop personal responsibilities of children and encourage formal and informal cooperation among all the institutions concerned, which allows to shape safe and cultural school environment.

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# Involvement of parents in preventing early school leaving

The City of Tallinn takes part in the new international network “Involvement of parents in preventing early school leaving – PREVENT” of ten European cities that chose to gather around the question of early school leaving.

The project enables to exchange good practices between countries in order to learn from them at a local level, to build, at the level of each city partner, a local plan of action thanks to the work of a support group gathering professionals, associations, parents and other stakeholders, to communicate and share the information with a larger audience.

The Deputy Mayor of Tallinn Mihhail Kõlvart:

*It has to be admitted that school problems of students begin quite often at home. A student with his or her problems ought to be helped and the child is looking for the primary support from home. Parents also themselves may need support and knowledge how to help their child. It is needful to involve the parents into the child's everyday activities.*

The chairman of Estonian Union of Parents Enn Kirsman says that if the child has already serious problems the school tends to blame the family, and parents, in the opposite way, the school.

*I do hope that during this project we will get acquainted with many different good practices how to notice the child's problem as early as possible and the school and home can work together as partners to find the solutions,* said Kirsman.

The reasons why young people leave the education system prematurely are numerous and linked with the individual background.

The policies aimed at reducing this drop-out have to address the root causes. Among the solutions to struggle against this phenomenon, some researchers are pointing out the importance of the role of parents in the prevention of early school leaving. In accordance with this principle, PREVENT proposes an innovative approach where parents are considered as a key element to reduce early school drop-out.

There is a working group set up in Tallinn where belong the representatives of Liivalaia Gymnasium, Mustamäe Humanitarian Gymnasium, Merivälja School, Tallinn Kuristiku Gymnasium, Kalamaja Basic School, Estonian Union of Parents, Tallinn Education Department, Tallinn City Office and Estonian Ministry of Interior. The project advances the role of local authorities as facilitator of synergies and collaboration between stakeholders. PREVENT's challenge is to conciliate a theoretical thought of quality with the implementation of concrete recommendations useful to each partner city.



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## Cultural events in Malmö

In 2013 Malmö hosts the Eurovision Song Contest. During the ESC a variety of cultural activities for children and young people will take place.

One of them is “Krokiga bäckar och djupa dalar” with 10-year-old children in grade four. Pupils from two different parts of Malmö, where the socioeconomic differences are large, create films and art together. The project aims at making a room for the meetings. The theme is Europe of the Future based on the children's reality and fantasy.

Another film project gives fifth-graders the opportunity to make their own animated movies, with colorful boxes in the lead roles. During the Eurovision week the movies will be shown in a square in the city centre, where the public will have the opportunity to test filmmaking at the same time. In this way, we want to show the visitors from all over Europe what the movie educators of Malmö have to offer.

2013 is also the starting year of El Sistema in Malmö, an international model for choir and orchestra as a tool for social and human development. It is the collaboration between the School of Arts and the Symphony Orchestra. This project will be conducted in schools in underprivileged areas and during the Eurovision week there will be several concerts where children can perform



*During the Eurovision Song Contest a variety of cultural activities for children and young people will take place in the city.*

with professional musicians.

Each year thousands of tickets to the different cultural scenes are distributed without any costs. One of many current performances is Chickaboom for 4-5 year olds. Children are invited to three different occasions where they sing, dance, play, listen, feel and explore music with the whole body. Another successful production was last year's Dance Alarm which reached 20 schools in different parts of Malmö. All participating classes got a surprise visit in their school by dancers who presented various dance styles, and the day ended with

a schoolyard performance.

There is also a library of the senses for teachers, where they can borrow educational materials that in various ways can help children in developing their language. This resource gives good access to the materials, and to the experience and expertise of the staff. It's popular to borrow the so-called language-bags. The bags contain materials that illustrate a certain story or a song, but also materials that encourage individual creativity and exploration.

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## GYDUNAS FOR MODERN BODY AND SOUL

Vilhelm Storosta Vydūnas was a famous 19<sup>th</sup>-20<sup>th</sup> century philosopher, scholar and healthy life-styles propagator of Lithuania Minor (Klaipėda Region). Every year Klaipėda University Vydūnas' Club organizes conferences "To a Healthy Lifestyle and the Beauty of Existence along Vydūnas' Road". In March 2013, to commemorate Vydūnas' 145<sup>th</sup> birthday, the Club together with Klaipėda Municipality arranged 15<sup>th</sup> international scientific-practical conference. This time it was dedicated to sensitive issues of modern life: psycho-emotional health and stress management. The venue in Švyturys Arena provided an opportunity to attract a record number of participants – around 5000!

A wide range of speakers from Lithuania, USA, India, Russia, Ukraine, Austria, the Netherlands, Australia, presented reports and discussed in several workshops. In "Readings of Vydūnas: creation and activity context" genealogical origins of Vydūnas, his links with the German culture, aspects of emotional health, stress and life faith reflected in his creation were discussed. Interfaces of modern concepts with Vydūnas' approaches could be traced from B. Clement's (USA) presentation on the latest scientific research - New Biology, where man is treated in unity with the universe, and how vegetarianism influences psycho-emotional and physical health. A guest from India Arjun Chakraborty introduced, on the contrary, an ancient teaching and practice: he enlarged on Vedic Astrology

in relation to emotional health, stating that Vedic Astrology plays a crucial role in determining one's psychological nature and balance. Quite often not pills, but an astrological consultation proves to be sufficient to pull a person out of mental problems.

Klaipėda is the only Lithuanian city - member of the World Health Organization European Healthy Cities Network. In the workshop

"Klaipėda – a healthy city", apart from experts' presentations on the concept and achievements, the speakers' rostrum was also confided to students, who shared their observations about harmful habits and their pervasion among young people. Interesting reports in this section came from our twin-cities Kaliningrad, Cherepovetz, and the Ukrainian partners, who presented projects implemented together



*The Arena was also a venue for a large fair of various health services including art therapy, healthy nutrition, herbal, ayurvedic products, and eco-friendly needlework.*

with Klaipėda organizations.

The Conference debates made the international participants agree with the essential conclusion of Vydūnas' teaching: more than any outward, environmental factors, negative impacts on health are caused by one's inner world. Human life at all levels should be ruled by spirit. The loss of spirituality will lead to moral and mental degradation, and eventually results in diseases of a body and soul.

**MORE**

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## Spend the summer in Kolding!



The Wine Festival in Christiansfeld is an annual free-of-charge event taking place on 1-3 August. The German wine farmers present a broad selection of marvelous wines from the different stalls all over the historical city centre of Christiansfeld. You can get a taste of the different wines, as well as the typical German food specialities. Once done with the tasting there is ample opportunity to experience the history of the city founded by the German Moravian Brethren from Hernhuth and see for yourself why Christiansfeld is working on becoming Denmark's fourth member of UNESCO's list of the world's cultural heritage.

On 23 August Kolding Cultural Festival takes place. "Open Doors" initiative invites people to see and try out various activities in Kolding. During the Cultural Festival you will get a chance to experience dance, sports, arts and crafts, theatre, choirs, live music and much more, while enjoying the buzzing atmosphere in the cafés or in the streets.

On Sunday 25 August it is recommended to take a tour down to Skamlingsbanken and enjoy the Royal Danish Theatre while they perform opera and ballet. The concert is free of charge and starts at three o'clock p.m. but it is worthwhile to arrive a few hours earlier with a picnic basket and simply indulge in the cozy and relaxed atmosphere while enjoying the sight of the waters of Lillebælt. The concert is made up in collaboration with The Royal Chapel, the Royal Ballet, The Royal Opera Choir and lead singers from the Royal Opera thus consisting of more than 200 people, all focused on providing an extraordinary experience.

**MORE**

[www.visitkolding.dk](http://www.visitkolding.dk)



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66<sup>th</sup> Executive Board meeting, Umeå, 7 - 9 March 2013

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Union of the Baltic Cities (UBC) is a network of over 100 cities from all ten Baltic Sea countries, with an overriding goal of contributing to the democratic, economic, social, cultural and environmentally sustainable development of the Baltic Sea Region.

The Union has based its operational activities on thirteen working Commissions on: Business Cooperation, Culture, Education, Energy, Environment, Gender Equality, Health and Social Affairs, Local Safety, Sport, Tourism, Transportation, Urban Planning, Youth Issues. The Commissions coordinate and execute specific projects, activities and special events. Each city is capable to have its own creative and fully independent input to the Commissions' work.

The Union has an observer status with the Council of Europe's Congress of Local and Regional Authorities of Europe (CLRAE), the Committee of the Regions, the Parliamentary Conference on Cooperation in the Baltic Sea Area, the Helsinki Commission (HELCOM). The Union is also a Special Participant in the Council of the Baltic Sea States (CBSS). The UBC cooperates with numerous Baltic and European organisations.

The Union is open for new members. Any coastal city of the Baltic Sea or any other city interested in the development of the Baltic Sea Region may become a member of the Union by making a written declaration of its will to enter UBC.

Please contact the UBC Secretariat in Gdańsk for more information about the UBC work and the rules of entering the Union.