



 **IN STAGE**
MUSIC SCHOOLS FOR SOCIAL CHANGE

 **URBACT**
Driving change for
better cities



Best practice

We zoom in on each step
of the project period
and our seach for **best practice**
of Music for social change

Spring 2018
The first drafts of the
project
Music for social change
was made...



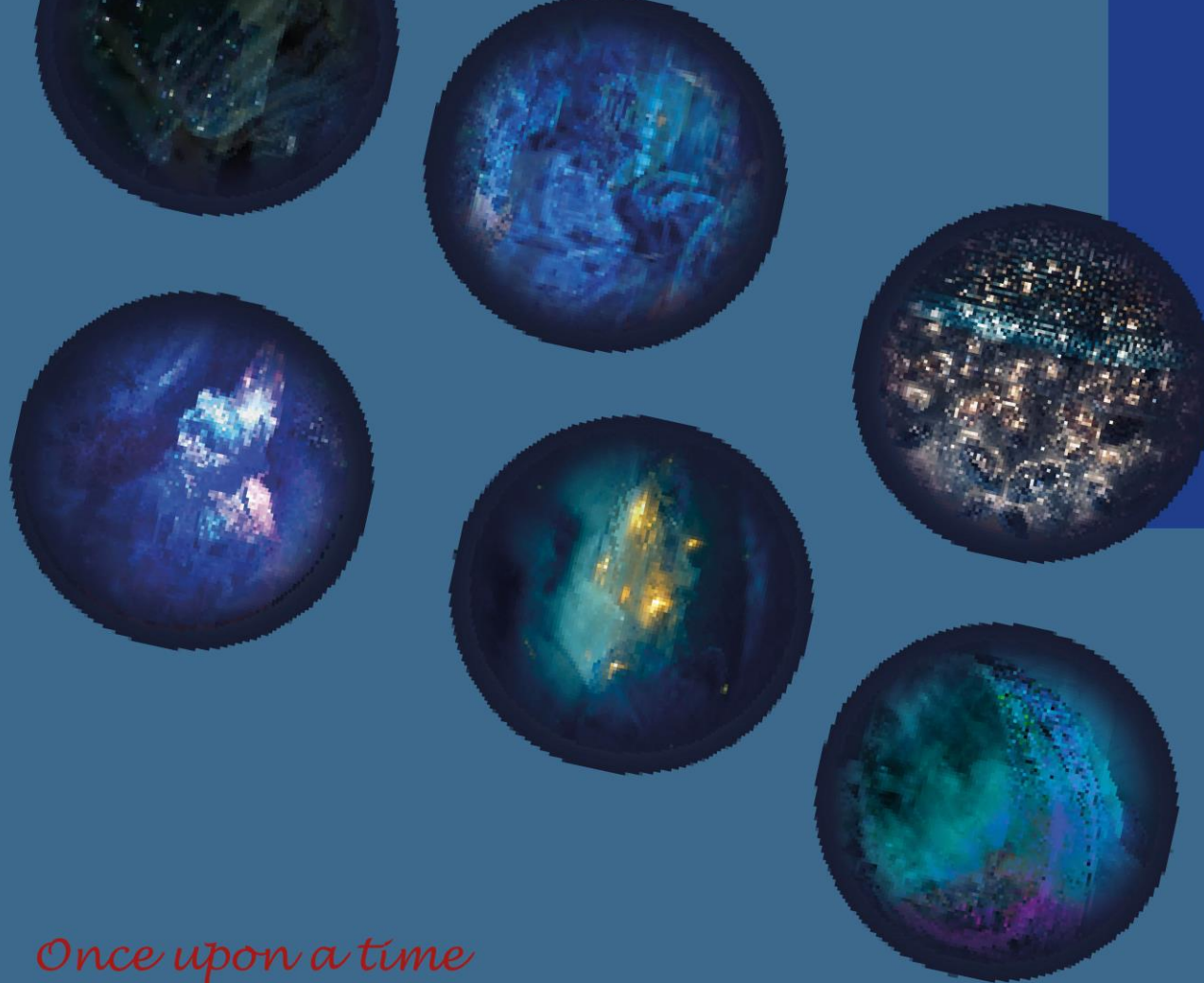
European Union
European Regional Development Fund



 **N STAGE**
MUSIC SCHOOLS FOR SOCIAL CHANGE



**LEAVE
NO ONE
BEHIND**



We were
happy to
accept the
invitation from the
bigger realm
we are part of.
The realm circled
by the golden
stars.



*Once upon a time
there was a little Queendom.*

A former Cultural Capital, and in this city is a Music School.

With a long and proud tradition for using the power of music on creating coherence and empower children to share and care for each other and the world. It was told that new knowledge and knowhow was to be found out there.

And we new that we would have to travel out to find the secrets behind the succes, But we would not travel like like Columbus, not like the wikings, BUT as curios explorers with the wish of sharing for the better of us all - common care for children and the sustainabel future they are to create.

Visit Aarhus Music School

www.aarhusmusikskole.dk

Visit Aarhus

www.youtube.com/v

www.youtube.com/v



The circle of stars

A circle symbolizes connection and eternity, and it appears globally in endless visualizations connected to the circle of life in mythologies and rituals, so the circle is a main symbol for this reflection journey, where we reach for the stars searching for best practice.

The project is born in the circle of stars. In the middle of the circle, we created a meeting space for exploring the power of music, as a tool for coherence and growth for all children and youth within this realm. The project protected by this circle, develop in interacting sub-circles where from the best practice will spread like circles in water.



<https://urbact.eu/>

<https://www.youtube.com/watch?v=poeMVmO9K-A>

We circulate a wish for coherence, connecting different areas and promote a circular thinking of reusing and remaking through circulating knowledge in a dialog between experiences of the past and potentials of the future.



The five-pointed star on the EU-flag represents

Aspiration and Education.

The golden color that of the sun, symbolise

Glory and Enlightenment
just like the



leading star



ESCOLA MUNICIPAL
EMMCA
DE MÚSICA
CENTRE DE LES ARTS

A star that shines by
rethinking Urban
development with
focus on art as a tool
for creating
coherence and
social change.

A star already shining
strongly and proud,
because they have
found a way to
support the many
and make a
significant difference
on their livability.

**What
will
OUR
LOCAL
STAR
look like?**



**How can we
transfer
The best practice
to our
setting?**



FACTS

Research

WHY?

STRATEGY

Define

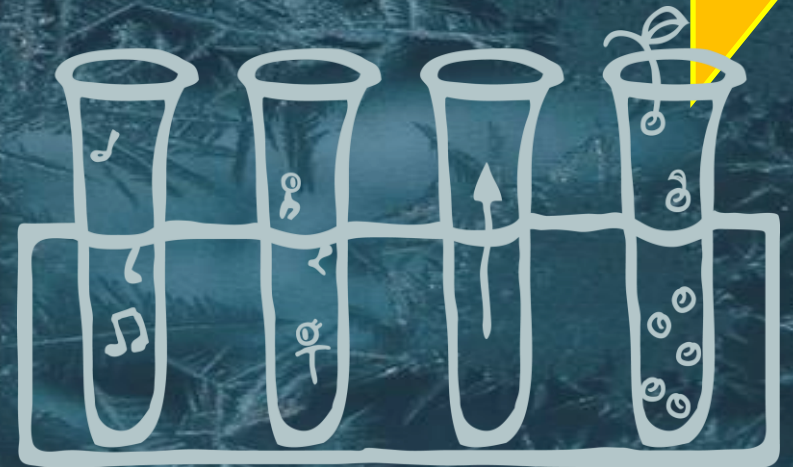
HOW?

WHO?

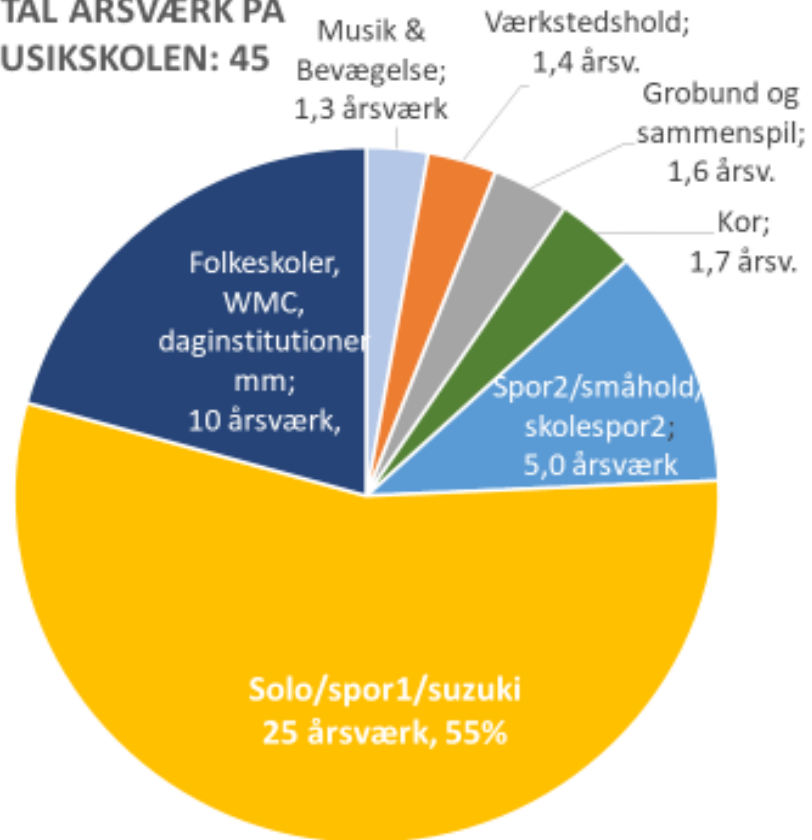
FRAME

Transfer

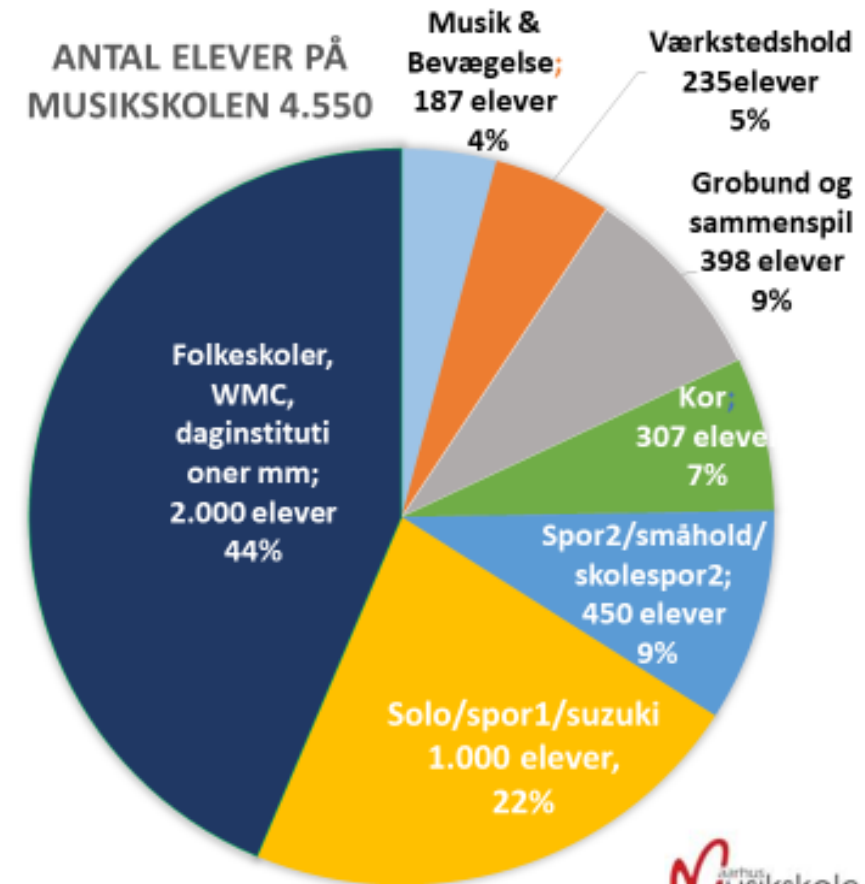
WHAT?



**ANTAL ÅRSVÆRK PÅ
MUSIKSKOLEN: 45**



**ANTAL ELEVER PÅ
MUSIKSKOLEN 4.550**



1. task

Understanding demands and possibilities

RESULT Local group

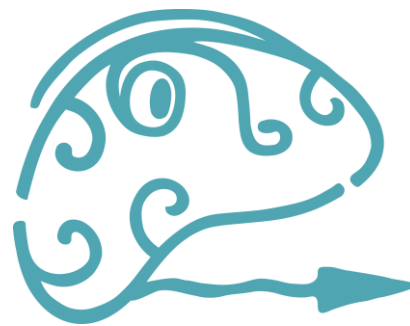
Transfer plan

Travelmap



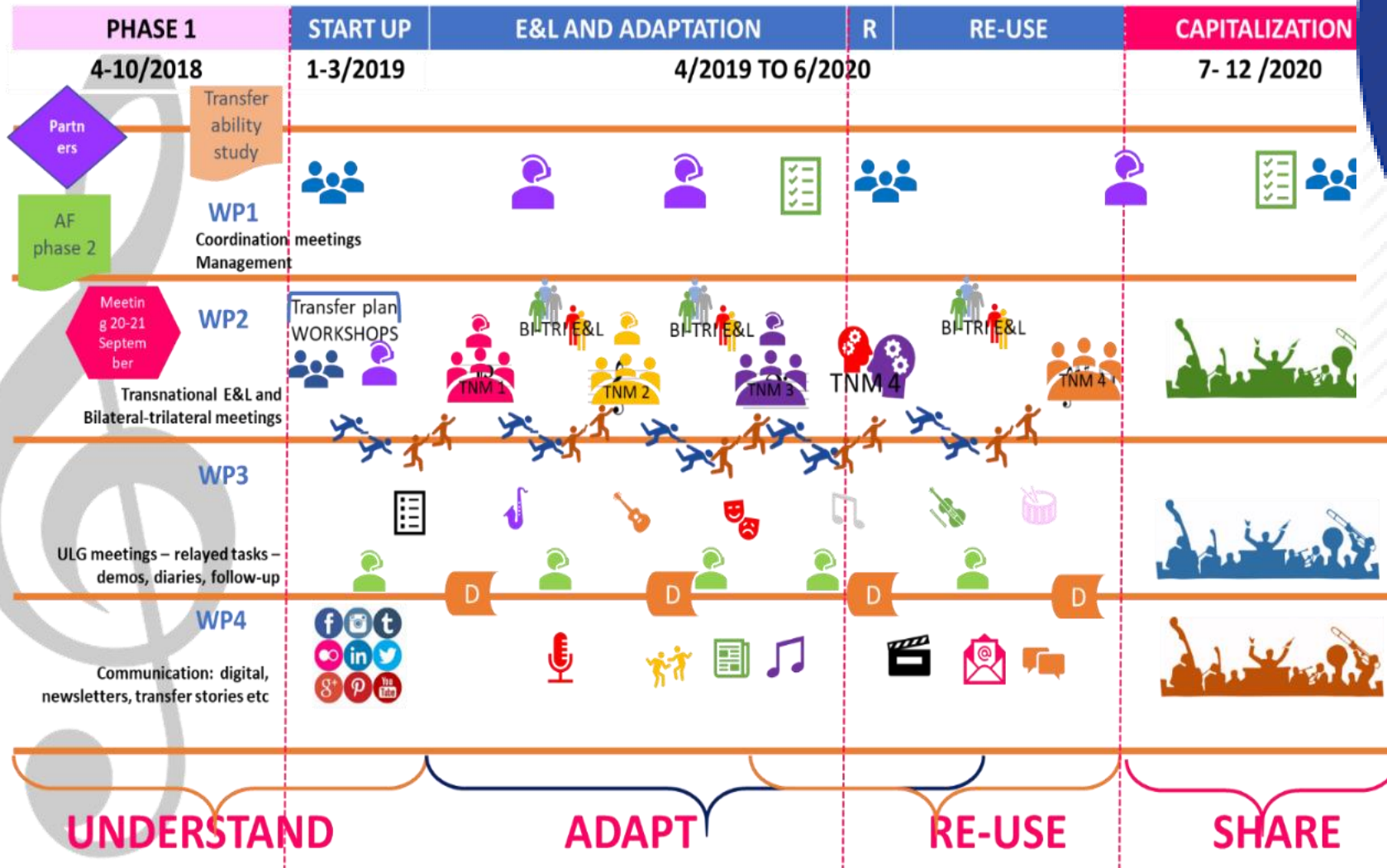
We build the ship and find and create the fellowship
of Music for Social Change between:

Culture Department and Children and Youth Department



To reach for a common best practise

The On Stage travel plan



Our local travelplan



CITY OF
AARHUS



Those who have been on a journey have something to tell...

SEEK

FACTS

Research why?
Defin
Seek knowledge
Analyse
Geet inspired

STRATEGY

Define how?
Describe starting point
Plan proces
Frame what?
Step by step plan

2019 First year: Rehearsals

TASK: Preparing for the Journey:

Build a boat for a safe trip:

An organization within the organization - An organization to collect inspiration to take home and to bring out the best we have.

An organization for spotting new possibilities and rethink by other ways. A container for intercultural thinking.

Invite the right people on board Collect the local first-movers and explorers

Our group is small, but selected between the most competent and relevant and they will have the test to bring on more people as we sail along. This small group starts out trying to understand what kind of journey we were to take. What we expected to experience and learn. Creating our imaginary latent navigation map: The transfer plan.

Is the purpose of the travel clear for all travelers?

Who is captain and what are everyone else's roles?

What should we bring back and forth?

Together we established guidelines for the journey: Why, How, What and When.

We know what we must do, and we have an idea of which way to go.

We need helpers - to help seek and guide.

The exact destination is a latent vision. We can 't plan everything in detail, but we have made a map of places we will visit to bring in capacities and elements to use for the development of a best practice STAR





This was our first step...



We explored Our House of Memories.



We are here to
Root

We thought we had stars with some of the same shine -
though much smaller scale than EMMCA.

We could see the possibilities for empowering these, but at a closer look, zooming in
– the difference grew, probably to a bigger difference than for some of the other countries.

The leading star

- *has a folk-cultural inspired approach. It shines through everything they do..*
- *are developed with the focus on Music for social change!*
- *is now placed in the innovation department of the municipality
(not in the arts department, nor in the children and youth department)*
- *It's social innovation! It's a cross sectoral approach to make a proven
difference in a deprived neighborhood.*

We imagine the possible change. Look at own local stars:

Turn and try to define the difference– and realize that it might not be on the surface
that we differ.

The strong glow of the leading star comes from a different core substance.

The why and how differs from ours according to Values, Attitude, Reasons.

Maybe differences course immunity for change?

“If you are irritated by every rub, how will you be polished? Rumi.



We explored
what to bring
along...

And what
to leave behind.



ROOT

Remind
What?
The best to bring on?

Adapt
How?
How will we use it?

Status
How?
Next step?
How will we use it?

Together our Urbact Group revisit

Favorite recipies

The values from the Nest project
presented by the Children- and Youth department

+

The approaches of the Music School.

=

A common Demo-action focusing on:
The Group as center of attention, based on common
values and principles.

2019 First year: Rehearsals

*We rediscovered our own roots before we go on the journey:
We revisited all our experience and knowledge, taken home from former journeys and local actions.
To understanding and to find inspiration from the capabilities we have gathered from previous travels and experiences, both positive and negative, to find how we can navigate best possibly together, collecting the inspiration we will gather from abroad.*

Method

Curiosity + MusT-thinking

Remind

Consider good praxis we have

Adapt

Rediscover Rethink

Show

We host a meeting,
presenting our best pt. practice.





We collect
knowledge
and
best practise



Local Try-out: World goals made accessible by music

We are ready for the travel



What were we to bring home?

Treasures to act at 3 levels:

★ **1 Policy level:** Input to
cultural policy 2020

★ **2 Organisational level:**
Declaration
+ Methods/materials

★ **3 Interaction level:**
Demo-action: testet
prototype +
dissemination plan



First stop: The Spherical Planet of Dreams.



*We were here to
Dream*

DREAM

Rediscover
How?
New dream potential?

Reuse
What?
Make concept

Adapt
Design-thinking tools

DIARY Gunnild de Ridder

Can we create the same shine as the leading star?

I guess we became absolutely star-struck and started to wish upon for exactly this kind of star.

For us to reach the exact same shine...A dream vision took form...

A dream of the same playful and kind approach to the children. A warm way of meeting families, with understanding and concern, hand in hand with social workers and primary school teachers, where we are a part of the caring circle around the kids. Teams carrying together, sharing materials and methods. All carried by our common caring.

I turn to our local approach: World Music Center, because they represent some of the same ways: I got curious how they define Why? , How? and What? behind their doing, so I started interviewing each musician. They stated clearly that their most valuable gift to the school was their ability to create coherence in the classroom - with the music as a common third, and to give especially children in risk of being excluded in the classroom, a new position in the group.

Could this be a local inspiration and foundation for our next step?

2019 First year: Rehearsals



We rediscovered our own roots before we go on the journey:

We revisited all our experience and knowledge, taken home from former journeys and local actions.

To understanding and to find inspiration from the capabilities we have gathered from previous travels and experiences, both positive and negative, to find how we can navigate best possibly together, collecting the inspiration we will gather from abroad.

Best practice collection from World Music Center:
Message to the future

WOXPOP https://www.youtube.com/watch?v=Jj8iZCx3TiQ&feature=emb_logo

WOXPOP https://www.youtube.com/watch?v=N8yrbnCQ3fM&feature=emb_logo

*Gathering inspiration from our new friends
Creating new dreams based on the inspiration*



Mobility visit in Aarhus: Sharing and reflecting

<https://vimeo.com/439903324>

We create a dream vision



Method

Discover and visualize

Remake

Morph all we know and find valuable into a dream of a didactic concept:
Strong, accessible and qualified.
Demo-action design-thinking:
Description + User journey

Talk the dream

We test if the dream is also visible for others.

Our Dream-vision took it's form based on alle we brought home from visiting our new friends:

- Teachers are to continuously visit each others teaching
- to become aware of your own challenges and opportunities.
- The common mission for all teachers in municipal schools must be: Music for social change!
- All teachers teach in teams. One leader and a crew on each school.
- The teams has the thriving of the group of children at center of attention.
They teach the same material, based on a common methodology,
within well-described aligned models.
- There are clear coherence between initiatives in Day Care, School and at the Music School.



*We create a common dream
of qualities and values*

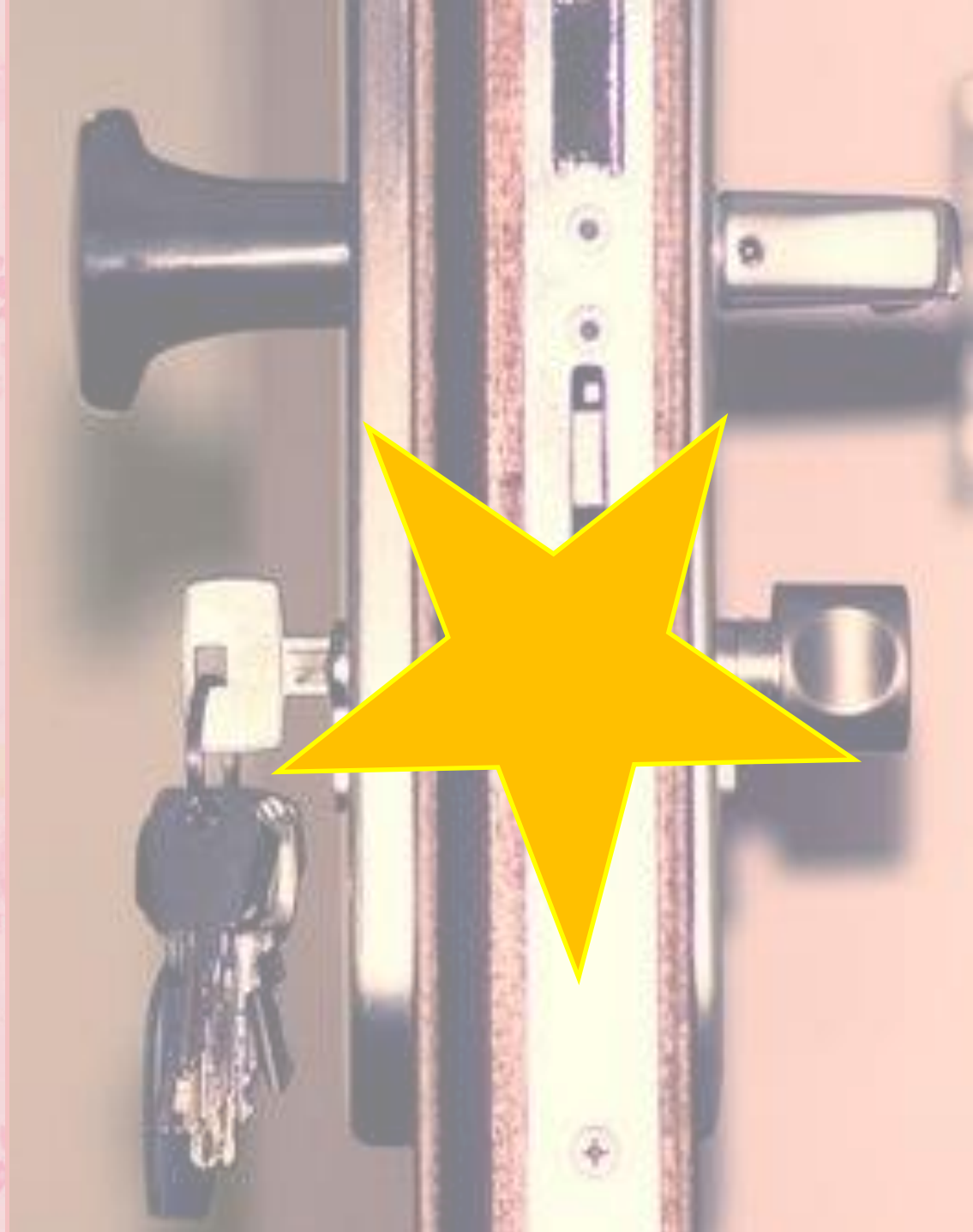
**We join forces to open for the music as a tool for
creating coherence in the classroom**





Music + Nest
=
Must

*We create
the first key
principles for opening
music for all children*





What is inside the classrooms we open?

We explore
how
we would like
it to look



4 KVALITETS-
UDDANNELSE



3 SUNDHED
OG TRIVSEL



10 MINDRE
ULIGHED



16 FRED, RETFÆRDIGHED OG
STÆRKE INSTITUTIONER



17 PARTNERSKABER
FOR HANDLING



11 BÆREDYGTIGE BYER
OG LOKALSAMFUND



13 KLIMA-
INDSATS



10 MINDRE
ULIGHED

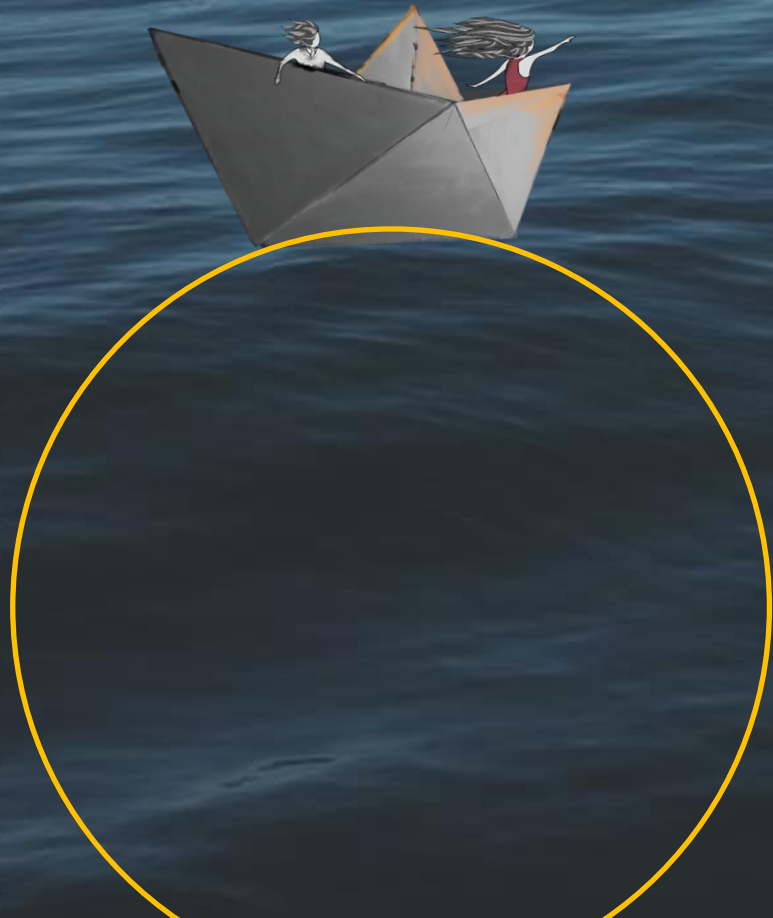


CHILDREN

- are more alike than different.
- are musical and creative.
- must have the opportunity to express themselves with voice and body

WE PROFESSIONAL ADULTS must safeguard the community through continuous framing of the community's core values and actions.

We sail on towards new knowledge



We headed straight for the Isle of Fear



DARE

Try-out

How?

Find the right methods

Dare

Test

Truth-finding

Get feedback

We will create methods
closer to the child's everyday life:
The music they hear, the games they play,
the culture they grow up in.

Concepts that are multi sensoric, intercultural
aesthetic/visually storytelling/ age-relevant
framed music activities,

Bravely we hit straight for the House of Fear.

*We are brave explorers in the unknown territory and at the same time protective,
alert and prepared guards for the once we bring with us.*

We encourage everyone to be curious explorers. We will test our dreams potential



The place for
Dare and Truth

We are here to try-out our ideas



We are here to try-out our ideas

**We will create not only access,
but immediate relevance to all the children.**

**Product DEMO-action:1. prototype testing
based on MusT-values.**



Background story

In general, the creating music and singing has had less and less space in the daily life of our children in Denmark. There has been less time for it and the teacher's education has had a lot less focus on providing the students with musical skills and methods for music-teaching.

For many years the music school has tried to help out the situation by taking over the music teaching in daycare and schools in shorter or longer periods of time ex once a week. This has increased a thinking that the actual caretakers and teachers has felt that they where not capable of singing, dancing and playing music with the children, as this obviously demanded skills that they did not have as they music lessons has had more focus on skill-building activities than on creating a music hood where we express our self together through the music.

As the resources are decreasing the demand for music-lessons with a professional music-teacher in the children's daily life has been less over the last years.

Therefore Aarhus Music School has tried a new focus on how to provide the caretakers and teachers with skills to continue the musical activities when they are not there – integrating singing, dancing, rhythm, rime and playing into daily activities, so that as much of the music activities as possible will stay after the professional music-teacher has left.

This approach will now be added a new aspect. The daycares and the schools in Aarhus has a strong focus on building strong learning communities. It is well known that well-being and the feeling of being safe in the group is an important common ground for the ability to learn. So we will combine the music-teaching with social skill building. This combination will create an increased possibility for the aesthetic didactic (songs, activities and methods) to be used and rooted in the daily routines of the school. It will also be easier to argue that ALL children continuously or at least at transition points in the children's life where they are to join a new group and re-create the feeling of coherence, can benefit from aesthetic communicated music praxis as a method for making a strong and safe community.

A plan for our DEMO-action: Music for social change.

Our common focus will be gathered under the title: Must - a combination of the inclusive method from Children and Youth department: NEST and Music

Focus group: The school-starters: The first meeting with the music that the children encounter when starting in school and how this meeting supports the most important social skills and which coherence- creating-methods we have available.

Our common focus is to create a strong learning community by creating a frame for where all children feels seen, safe and contributing.

The innovative aspect: To combine storytelling, role-playing and the music-activities with reflection and other artistic sense-based reflection processes, individual as well as group-based.

DEMO-action testing *Message to the future*

Thesis

Participation in aesthetic/sensorics visually structured/communicated and hereby clearly framed music activities with your classmates can have significant impact on the experience of coherence between the pupils.



The DEMO-action

Who? The school-starters

Why? A unsafe start in school creates a wave of difficulties for the group

What? A multi sensoric intercultural approach to music teaching

How? We want to create a strong learning community by introducing a didactic method in which all children are seen, safe and contributing.
We will do so, by making a common story for talking about how to deal with difficult issues in life and the emotions that these difficulties can awake.

The innovative aspect:

To combine storytelling on how to support each other with using musicbased coherence- creating-methods.



Conclusions 1. DEMOaction

The children's immediate interaction with the concept



The story, the songs, the movements are represented in the children's talks, playing and are they wish curious to do know more, asking questions, looking forward to next step.

Feed back from the teachers were, that they were positive about the children's ability to:

- concentrate
- recall the whole story songs after just one interaction.

We presume that this is based on the strong sensoric approach, the common mission and the emotional empathic and compassionate connection to the main characters. The use of destination might also improve the memorising:

https://theconversation.com/the-memory-code-how-oral-cultures-memorise-so-much-information-65649?utm_source=fb_messenger&utm_medium=bylinefb_messenger_button&fbclid=IwAR2dtii6Q6w1gq2D5YNPTY9qJtNLduzLpzCZcf3rOJlBqtgggLCv4ew5xzU



11 BÆREDYGTIGE BYER OG LOKALSAMFUND

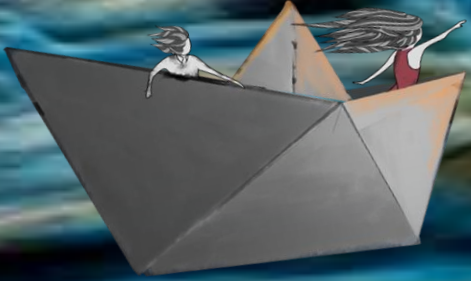


Together in Music!

Sammen om
MUSIKKEN



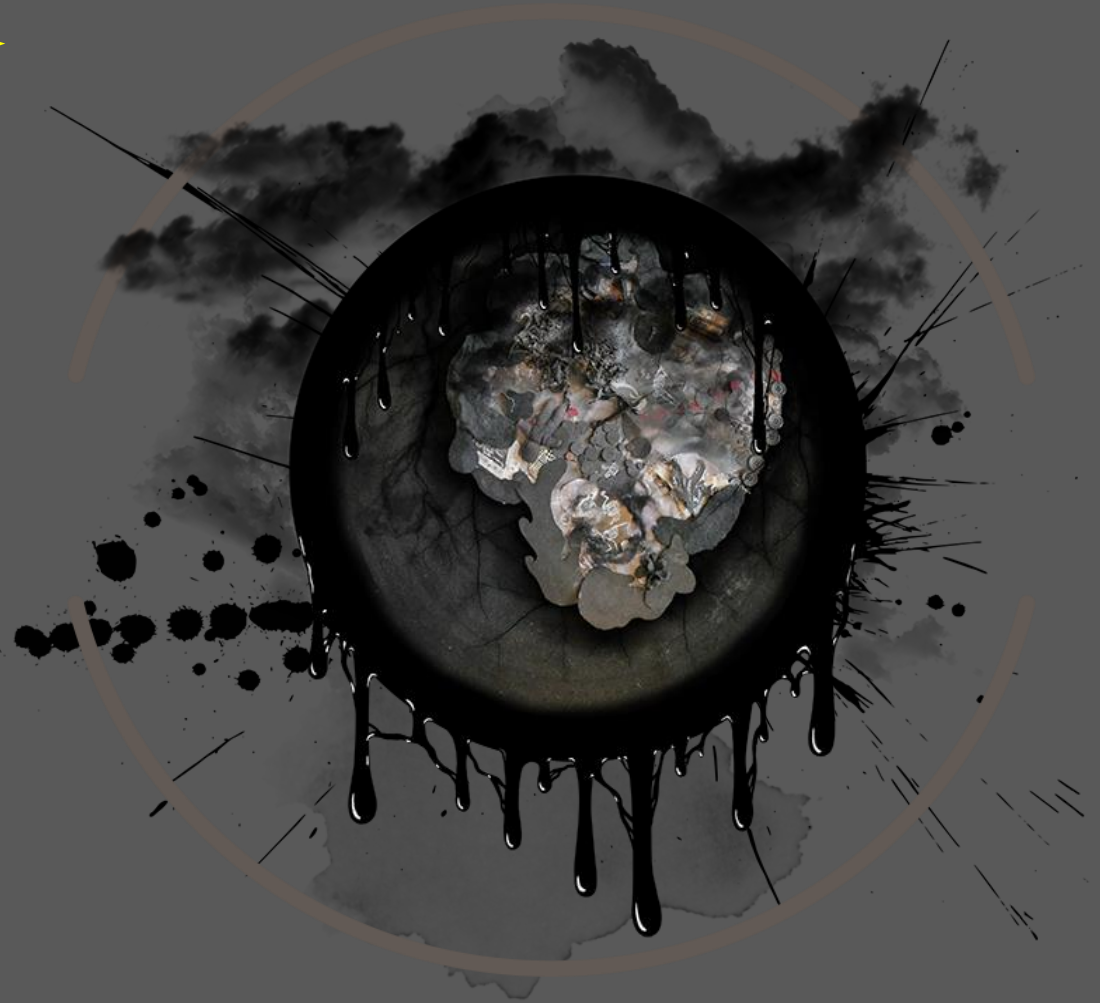
We sail on towards reflection



17 PARTNERSKABER FOR HANDLING



*Here we are to
look, listen and learn
from what was done and what was said.*



RETHINK

Reflect
What now?
Select

Rethink
How now?
Find new way

Remake
Refresh

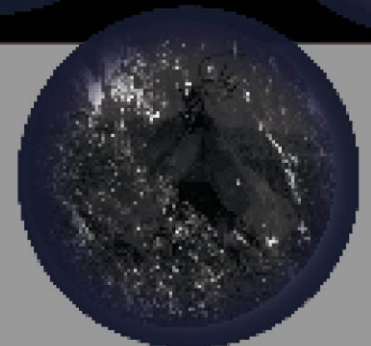
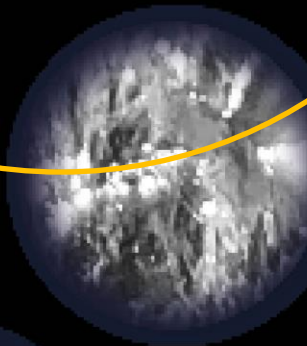
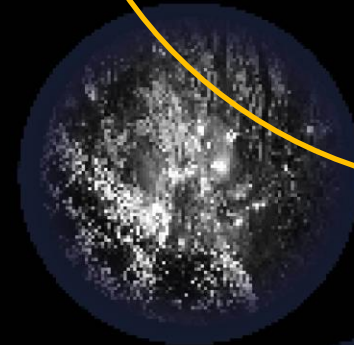
We are here to

Rethink

2020 Second year: Premiers

We are here to reflect and rethin.

To kill darlings and say goodbye to things we would love to bring with us, but that we have no longer space for. We are to support each other and find new ways, even with out loss. We are to see the light, even where there is only darkness.



TASK

Explore the barriers

Method

Reflect

Kill darlings

Rethink

Say goodbye to irrelevant

What's next step?

How can we improve?



The disease corona takes the stage and challenges stability and direction

In a kingdom far far away it rose. Spreading in all circles. Searching for prey in everyone, but crowning the weakest as main victims. The realm asked for help, but the respond was a deliverance of shame and guilt.

The BIG realm took leadership. The red color symbolizing the WE in it's most outspoken form. A unity, unified by a power regime grown out of a history so violent, that we can't comprehend, it even when knowing. But this story has connected a huge realm under a parole of the common good. A less to die strategy. Walking in the same direction, singing the same song: All to sacrifice. All to follow. Few to lead. The individual freedom as a dream for the future. Why did we not help? Where does our social responsibility end?

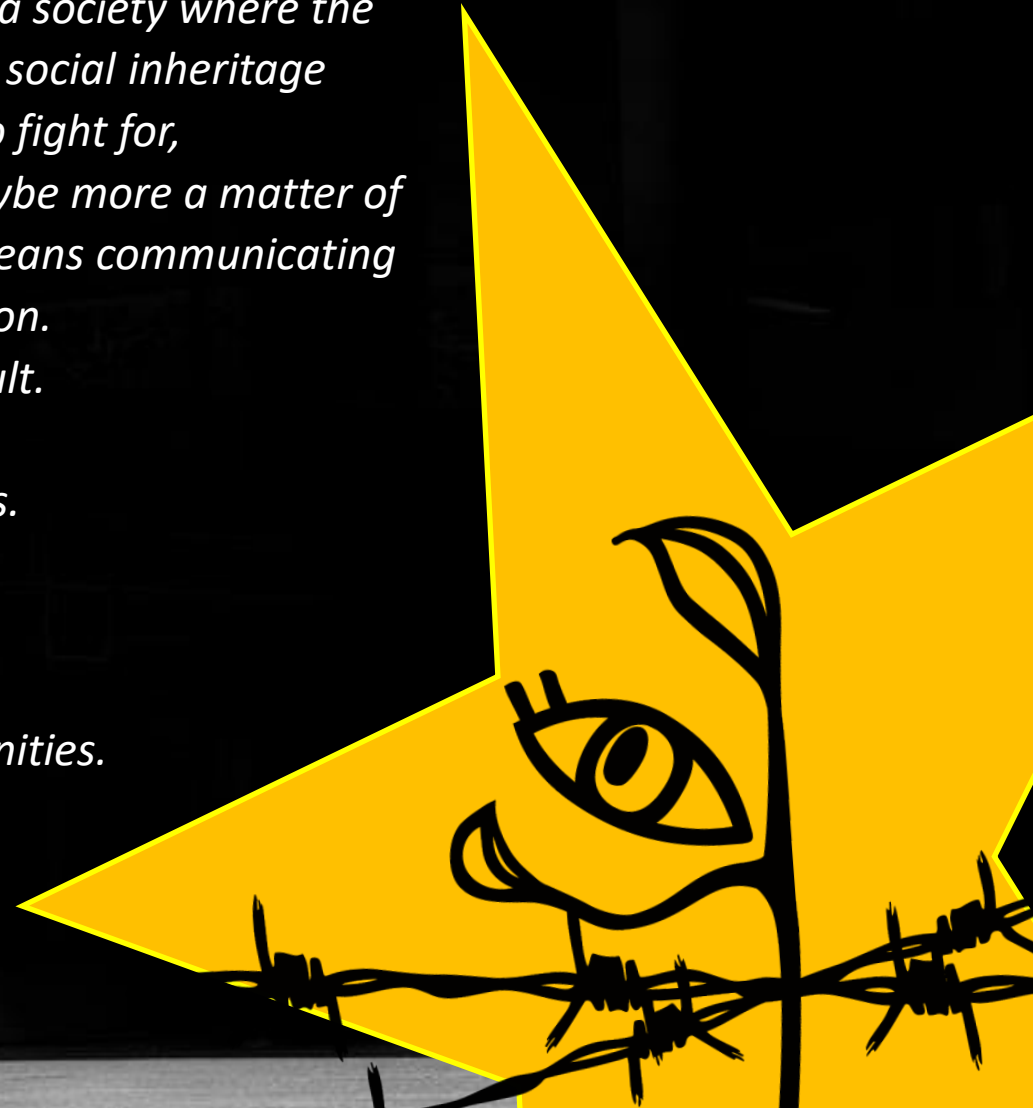
<https://time.com/5820613/dalai-lama-coronavirus-compassion/?fbclid=IwAR2bLwaC9pCNx7y5efJgj5TxOxDa2hcMY-T1PqKAAY1ziaJi2MuvVdp41Ik>



Reflection time on Barriers and immunity for change

The local stars we ´ve been flashing is based on the classical El Sistema thinking developed in Venezuela. It represents how an elite created an access for the poor, in a society where the differences between rich and poor are huge, and the possibilities break social inheritance is very small. A ticket to become a star is lifechanging and something to fight for, as not making it, is fatal. BUT, in Denmark, the social exclusion are maybe more a matter of identity and belonging, than economic survival? The El Sistema way means communicating and giving access to blessings of the Western Cultural Orchestra tradition. But to transfer from their setting, to the Danish context might be difficult. The classical orchestra tradition is challenged by old power structures. It ´s monocultural, defined by selection, perfection and clear hierarchies.

*We on the other hand, to create not only access, but relevance.
We are not to include "them" into THE arts,
- but to support taking back the cultural expressions within the communities.*



Then came the day when the first country
in our own circle were infected.
They also asked for help.
But the unity of stars
suddenly looked more like
a night of shooting stars,
than a united circle.

**The stability and eternity,
that the stars represent
was clearly challenged**

*We think about
The children there. And our new friends.
And how to still unite towards our common goals*





It's a time where, the little boy in H.C Andersen's story:
THE EMPEROR'S NEW CLOTHES
is talking into the world situation

The cat is out of the bag

We are in this together. But the same challenge clearly differ.

Some are in more risk than others.

Some has more on stake. What we share, is the chaos of the new, the uncertainty,
redefining of the rules, roles and habits.

Structures and balances changed. Everything are to be redefined.

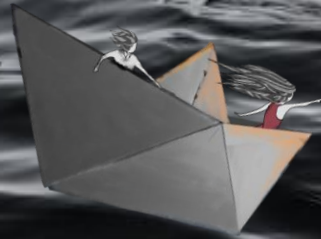


»Hjemfalden« (1991)

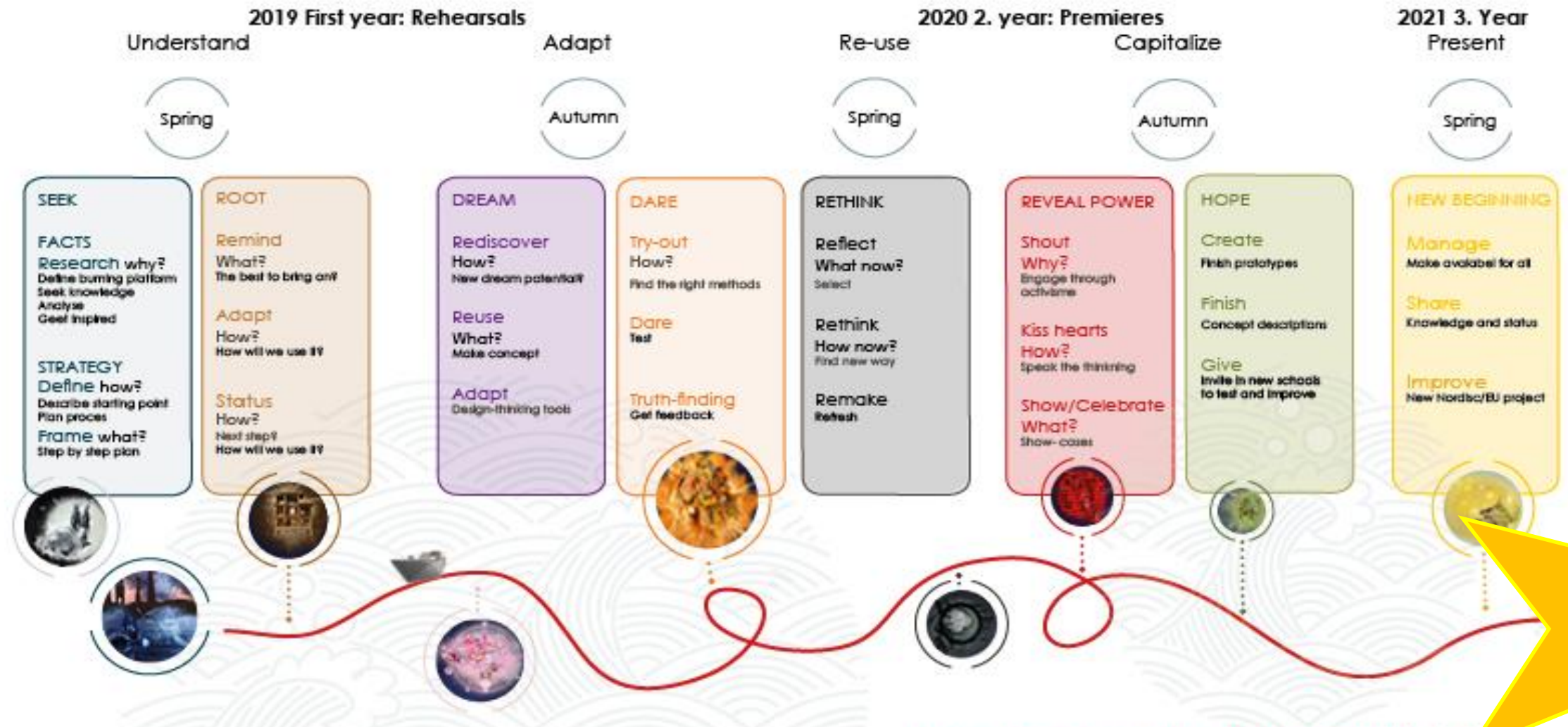
*I kurvestolen, i vintersolen drømte jeg, at intet var forgæves.
Jeg drømte, at de store valse kun gik itu
for at vi skulle hinke rundt med hinanden
på en langt mere gribende måde.*

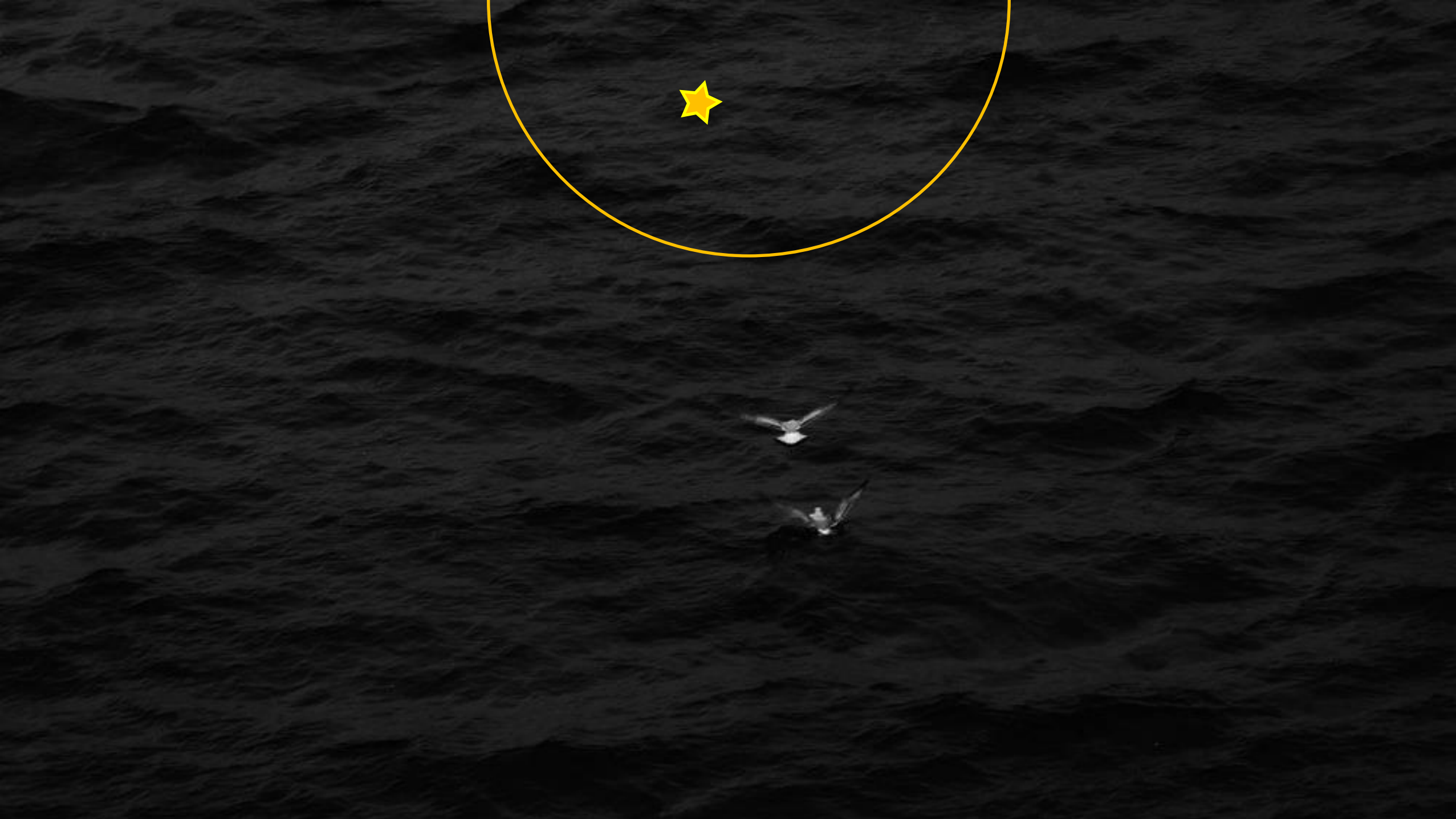
Søren Ulrik Thomsen

We travel on towards change...



With a new travel plan to follow...





**THIS IS THE TIME WHERE WE ARRIVED AT OUR BURNING PLATFORM.
ENTERING THE CORE OF OUR REASON TO GO ON THIS JOURNEY**



YES, THIS IS WHEN WE ARE TO

REVEAL 

POWER

ENGAGE - EMPOWER - ACTIVATE





**Ground-breaking work
with the agenda to put social challenges
at heart of thinking and action of working
with children and music.**

Tackling social cohesion dealing with poverty,
marginalization, loss of identity and disparities.

RE-DESIGN

RE-MAKE

RE-EXSPOSE

Product New DEMO-action

Method Walk the talk!

Change Overcome barriers



REVEAL POWER

Shout !
Why?
Engage through
activisme

Kiss hearts
How?
Speak the thinking

Show/Celebrate
What?
Show- cases

Challenge

To climb down from the ivory tower and focus on music as a social cultural activity. Music is a common language that we all share.



This is the place where we revealed the built-in capacities and its potentials.

It's the place for rebellion and breaking boundaries, challenging injustice, unfairness, the unspoken barriers.

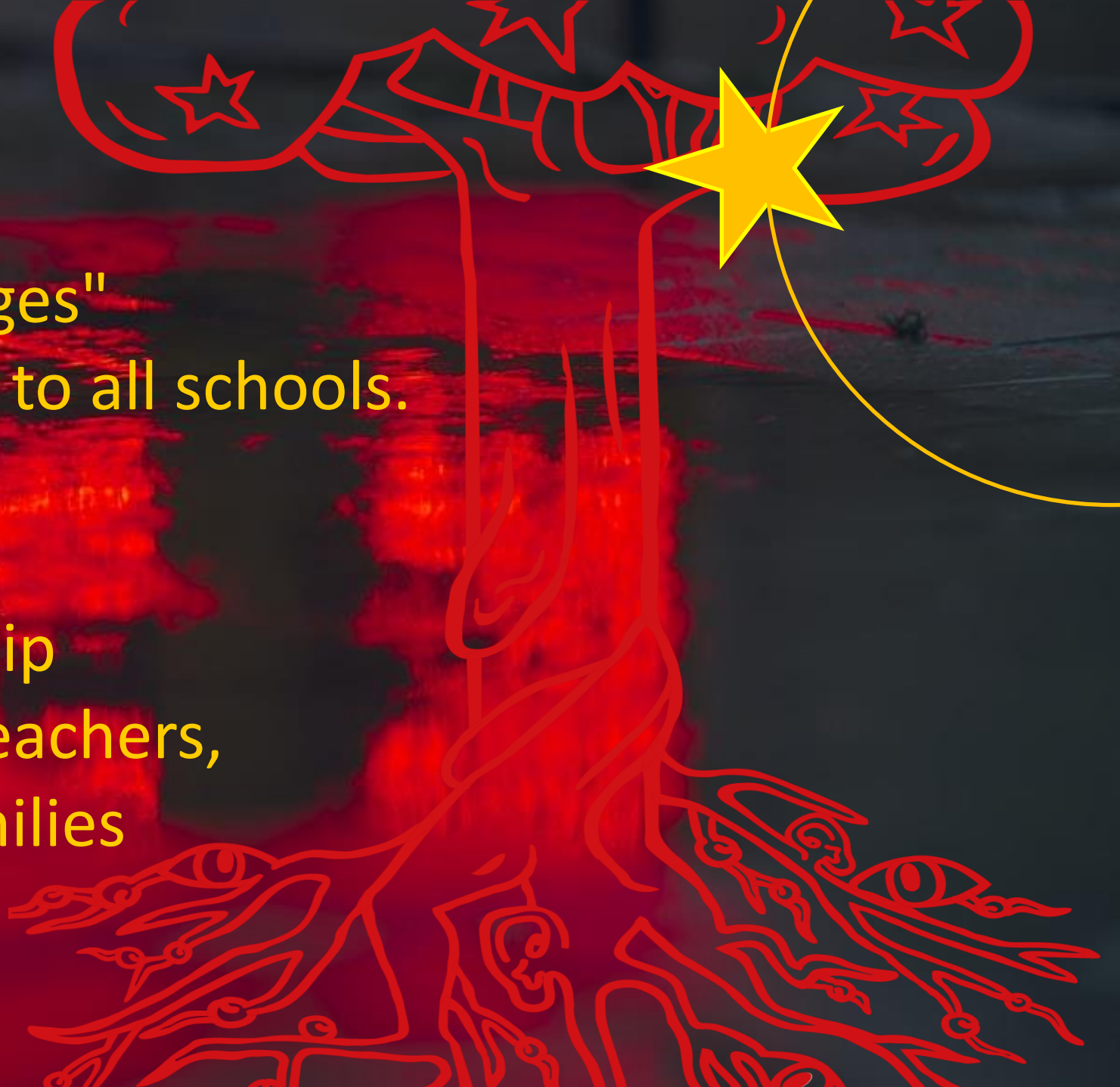
This is where we take the step to not only say what is right. Not only do the talking, but walk the talk!

We are here to shout out what is really happening and point towards change.

But we are also here, to point towards our next destination. Willpower will take us there.

HOW?

- The same "packages" are to be offered to all schools.
- Creating ownership by the school's teachers, students and families





ALREADY HERE!

All the children are all already here!
We as professionals are here to free
and support their voice and expressions.
We are to empower, not only teach!

We are to offer, has to be meaningful and useful
for the children in their life's now and here!

Carrying together, caring together,
containing together.

LOOK, LISTEN AND LEARN

TRANSFER STORY: Lars-Ole Vestergaard, Principal Aarhus Musikskole

https://www.youtube.com/watch?v=tNV_uBd1ZEI&feature=youtu.be

4 KVALITETS- UDDANNELSE



at lære
at være



DEMO-ACTION 2. PROTOTYPE

WOXPOP: Best practise reflection

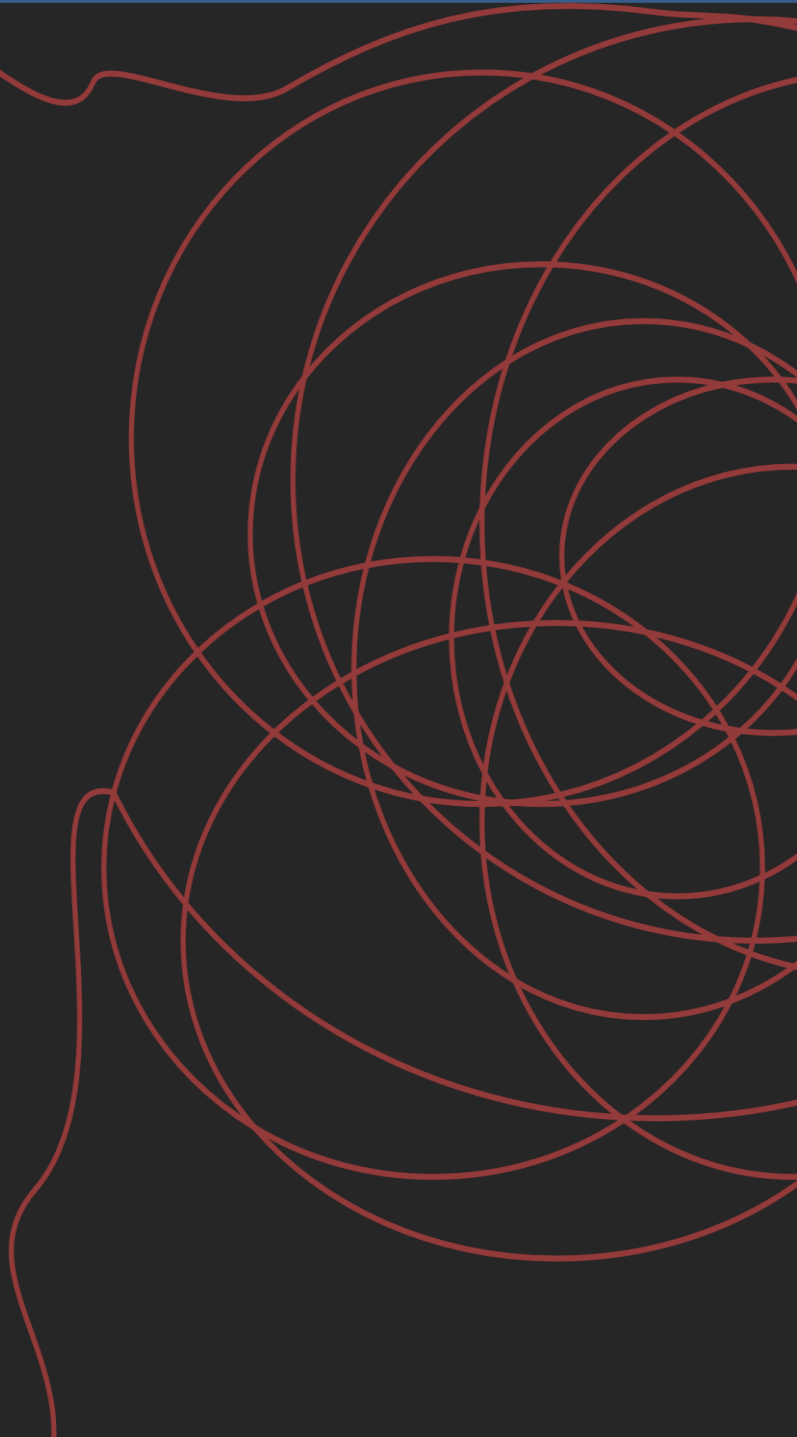
Reflections on best practice from ULG and DEMO-action developers

- <https://www.youtube.com/watch?v=wivlKgiuUug>

WOXPOP: DEMO-action: The workshop for school-starters.

- In process

at lære
at være



16 FRED, RETFÆRDIGHED OG STÆRKE INSTITUTIONER



It is micro-power to have access to own voice and body,
so that we can express ourselves about what matters to us.
It also creates access to peaceful sharing and dialogue.

We arrive at the garden of growth



We visit

HOPE

with space for

DOUBT

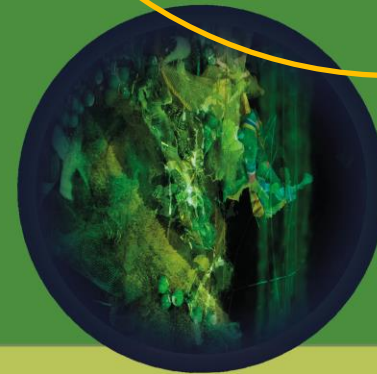
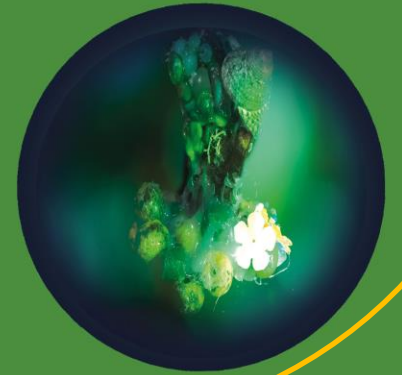
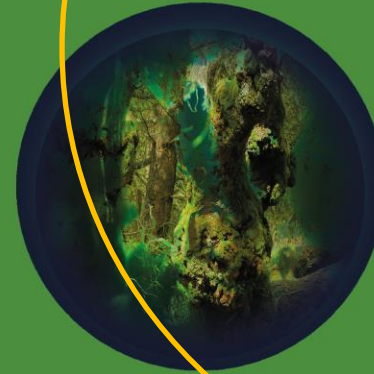
HOPE

Create
Finish prototypes

Finish
Concept descriptions

Give
Invite in new schools
to test and improve

Creating
economically
realistic models
and concept
for the
schools



*Next stop is at the The Garden of Change. We will now use our newly acquired capabilities to cultivate the gems we have generated.
We will remake this garden with what we have brought with us of new abilities and knowledge.
We will look for the signs of a growing change.
We will enter the dance between hope and doubt, as well as point to the good sprouts of Hope.*

Our new Culture Policy 2021-2024

” With Culture in the heart and our eyes on the w



Liveability as foundation for sustainability. .



A close-up photograph of a hand holding a small green seedling with two leaves. A yellow star is placed on the stem of the seedling, and a yellow magnifying glass is positioned over it. To the right of the seedling, there is a stylized green line drawing of a plant branch with several leaves and an arrow pointing towards the seedling.

What do we bring home?

A SOLUTION

Intergrated concepts based on horizontal, vertical and territorial connected policy for culture and education approaching music and arts, as a mean for social change. We join forces and co-operate with the common goal:

To empower children's lives for a better future for us all.

We are now to plant the solution in own garden!

Prepare to share

The transfer story The learning log The Prototype

Method

Gift-giving

Easy to take into use
and relevant, so it will be used.

Create	Make something special
Finish	Wrap nicely
Give	Bring out - Serve



What can we bring on?



We are heading for the new world



Hosting
sharing



NEW BEGINNING

Manage

Make available for all

Share

Knowledge and status

Improve

New Nordisc/EU project

Solution

Cooperation with Children and Youth department to ensure a clear focus on children social change!

Tomorrow's Horizon. The new beginning. We plan to help more children in their travel towards the light.

Now, as a group of helpers standing side by side, and knowing when, how and why we help as we do.

But will aware that the world is changing rapidly, constantly requiring new capabilities and thus, we can never stop practicing and rethink. We are therefore ready to travel towards new knowledge and capacity/dimensions.

We apply for funding and try to find ways to make sure we can continue working on developing the new method.

TASK

Sustainable growth

PRODUCTS

MusT-keys opening for coherence
DEMO-action prototype

METHODS

Implementation
Dissemination
Next step

Multiply the gift
Empower more givers
Make ready for new travels



Reflection on barriers



The cross sectorial approach has its difficulties. Circles of power become more visible.

People protecting own positions, own privileges, own circles rather than putting the children as the center of attention. The rings of power also refer to power positions between schools and art-organization, within own organization, within the local community and also refers to the URBACT space itself, to the stars in the circle, in a global context.

Rules and ways of how we keep up walls, doors closed, protecting privileges, keeping up non spoken, but outlived norms and ways, covered by complex languages, that keep invisible shields in place.

Let's make the inner circles visible for what they are.

Circles of borders. Made to keep others out.

Because all that are visible, can be fought.

And so it can be changed.

Creating new traces.

New patterns. New possibilities.



Making everyone shine their best



*Keys for opening
for coherence in
the music activities
with children*





Look up. We share the same sky. The same stars.

We circle around the same sun.

Take a helicopter perspective and spot the connected circles.

One circle inside another, circulating around one another, around same cores.

We can make borders for diseases and circles for protection of own privileges, but not for the pain. The disease will not reach my circle, but the pain it causes will. We can break circles of trauma, by stepping out of circulating judgement disgrace and help each other containing the difficulties, the hurts, the pain.

Let's curiously visit each other's circles. Not as tourist surfing on material surfaces and not necessarily physical travelling but let's visit the thinking and the expressions of humanity to understand how we are connected.

The core is the same: The need to feel coherence, to feel cared for, to belong.

The world is porous, fluid, vulnerable and we have to think of our self as a part or a member of it all and explore our contribution. Each thing we do, each second is valuable for humanity.

RESULTS TO PRESENT

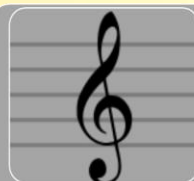


Based on the diaries, the ULG meeting and the DEMO-action



Theme: structural/policy framework

- Policy making: plan urban cultural and performing arts policy for social change
- Structuring impact assessment



Theme: operational skills

- Organizational skills and capabilities
- Pedagogical, educational skills



Theme: social innovation and engagement

- Community engagement (outreach strategies)
- Governance of community assets (coordination and mobilization)

New Culture Policy 2021-2024

Folder: MusT principals for developing
Folder: describing our new liveability approach

Folder for primary school teachers
on our new developed liveability approach
DEMO-action homepage: [Flaskeposttilfremtiden.dk](https://flaskeposttilfremtiden.dk)



The two most important messages we learned

- 1) Playful way, Children's life, Children's voices Relevance
- 2) The creation of the team-spirit
lifted by a common third – the mission we share!

Flaskepost til fremtiden 2.0/Message to the future

- Sharing
- Showing

