2016

ERASMUS+

GRANTED

Examples of granted Erasmus+ 2016 initiatives created or co-created by Working with Europe

NAME

iYouth
Empowering Europe's Young Innovators – the desire to innovate

PROGRAM

 Erasmus+

SUMMARY

The Commission calls upon European initiatives to carry out considerable experimentation in the field of fostering innovation interest, engagement and capacity among students in early schooling – and to encourage schools to create such learning experience that helps build up new generations of young European innovators.

The Commission's invitation should be seen against the background of changing Europe and a Europe transforming from traditional industry to innovation economy in the widest sense of this term.
To play a competitive role in the globalized economy, Europe is increasingly depending on a population of innovators and entrepreneurs, in particular dependent on new generations of young people with innovation interest, skills and capacity.

The Commission calls for such experimentation across all educational sectors, and with a special focus on early education and supported by relevant European funding mechanisms, including in particular Erasmus+ and Horizon.

This is in the **iYouth** context called the *Empowering European's Young Innovators Agenda*.
The **iYouth** project forms part of this Agenda through its contributions to the exploration of how to, in practice, foster innovation interest, engagement and capacity in secondary school.

The project will create and openly share guidelines, documentation and knowledge produced through the project's intensive experimentation, and with a special focus on the substantial co-driving and co-creation from the involved student teams from five different European countries, supplemented by the virtual participation of a student team from a Chinese secondary school.

The project will produce its results through taking the student teams (mixed aged teams of between from 12 to 15 years old secondary students) through four progressive 6 months phases of innovation engagement, progressing from an opening trying out phase to more complex innovation engagement phases:

Go Innovate! 1 – LOCAL (Community driven)
Go Innovate! 2 – SHARING (Youther-driven)
Go Innovate! 3 – COLLABORATIVE (Community-driven+)
Go Innovate! MAX – CO-CREATIVE (Project-driven)

The innovation engagement will be addressing local societal challenges and include considerable open schooling collaboration with cross-sector community resources.

Each of the Go Innovate! phases will build on the project's innovation engagement methodology platform, taking the student teams through the full circle of innovation engagement from simple curiosity to co-creation capacity. The project's Innovation Engagement Circle consists of five progressive steps:
→ Innovation Curiosity
→ Innovation Interest
→ Innovation Engagement
→ Innovation Skills
→ Innovation Capacity

[The project's methodology is detailed and illustrated in the Attachment Pack]

All project activities will work through real-life and real-time local societal challenges and in close collaboration with and creating small eco-systems of community resources (the open schooling approach), and all project processes will involve the student teams as co-drivers and co-creators of planning, activities and results.
The post-project sustainability of those local eco-systems is a major priority in the project.

The participating student teams from each secondary school will be supported by 2 dedicated teachers, and the accumulated experience and knowledge on how to foster innovation engagement in early schooling will be shared with the entire teaching community in the participating schools and across the local community.

The project is expected to deliver significant contributions to the *Empowering European's Young Innovators Agenda* through its authentic and intensive experimentation, the documentation of this experimentation and the creation of valuable and useful outcomes for secondary schools across Europe as well as for European policy and research communities dedicated to develop innovation engagement in early schooling.

The key outcomes of the project will be:

The iYouth open virtual platform
The iYouth practical guidance collection
The iYouth 30 minutes video
The iYouth policy paper
The iYouth special: research recommendations for the Empowering European's Young Innovators Agenda

The project consortium includes 2 knowledge partners with considerable didactic and virtual capacities, 5 practice partners (secondary schools) from 5 different countries and a quality and exploitation partner with 15 years in European collaboration.

All practice partners are dedicated to engage fully in the project's experimentation, and the engagement across the curriculum is formally endorsed by the school managements and by the public authorities to which the school refers.

Among its activities the 5 days iYouth Encounter holds a special position.
The mobility event will bring together the participating student teams from the five European countries. The iYouth Encounter is expected to be extremely dynamic and productive. It is placed at the beginning of the last phase in the project to allow strong preparation and to allow considerable contributions to the project's final outcomes.
The mobility event will be co-designed and co-driven by the student teams.

Based on the project results the project intends to use its exploitation potentials to contribute significantly to the *Empowering European's Young Innovators Agenda*.

The iYouth project will share results and collaborate with similar projects funded through Erasmus+ and Horizon and make an effort to create synergy between these initiatives.

PARTNERSHIP

USV
Romania

EGInA
Italy

Collegium Balticum
Poland

Institute Vilafant
Spain

Gheorghe Titeica
Romania

Platon
Greece

Istituto Vasto
Italy

Tanext School
Hungary

Working with Europe
Spain

NAME
CHRIS Countering Human RADICALISATION In School

CHRIS
Countering Human RADICALISATION In School

CHRIS

PROGRAM
Erasmus+

SUMMARY

"Prevention is key: it is crucial to invest in interventions that are aimed at removing the breeding ground for radicalisation to prevent these processes or stop them as early as possible."
RAN Collection
Preventing Radicalisation to Terrorism and Violent Extremism
(European Commission, 2016)

"Critical thinking is a key element in harnessing individuals against extremist. As such, activities should promote dialogue and exchange – not closing down discussions to avoid addressing issues. Interventions should avoid telling young people what to think, avoid pressuring, preaching, moralising, judging or trying to convince. This can prove to be counter-productive and further entrench their views. There is strong neurological evidence that in a state of threat (whether perceived or real) all people think (and react) more simplistically and tend to move towards extremes in their views. This in turn again feeds support for the extremist mind-set. To influence these cognitive processes, interventions should not focus on the content of ideology or particular beliefs but on the structure of thinking and make this structure more complex. Increasing the complexity with which people think about the issues that other radicalizers exploit serves to reduce vulnerability to the messages of extremism as a broad-based form of primary prevention."
RAN Collection
Preventing Radicalisation to Terrorism and Violent Extremism
(European Commission, 2016)

State of the art knowledge and practical experience on radicalisation prevention in schools is excellently collated and summarized in the 2016 European Commission publication "Preventing Radicalisation to Terrorism and Violent Extremism", produced by the Commission's Radicalisation Awareness Network. The CHRIS project is guided and directed by this publication, which is demonstrated across the application.

The basic infrastructures of the CHRIS project are based on this fully up-to-date publication from the European Commission. The infrastructures are described in the Chris Mechanics included in the CHRIS Attachment Pack.

The CHRIS project is one of the first projects in Europe to take the Commission's Young People's Co-creation Agenda seriously and to implement this Agenda to create valuable contributions to radicalisation prevention in schools, based on

the full, authentic and uncompromised co-creation of young students from a diversity of European countries.

The CHRIS approach is guided by the fact that young people's co-creation is a SINE QUA NON for efficient and future-oriented radicalisation strategies in European schools.

The CHRIS project is embedded in a long-term European strategy:
The "CHRIS Schools" project will be followed and complemented by a "CHRIS Community" project submitted to the October 2016 Erasmus+ Youth Call and addressing radicalisation prevention in community contexts.
The wider perspective is a Knowledge Alliance application to be submitted in 2017 or 2018, bringing together powerful radicalisation prevention resources.

The CHRIS project will involve young students in basic schooling in the development of sustainable ways of countering radicalisation in schools, based on in-depths engagement in what produces radicalisation potential in relation to teenage identity formation and through real-life and real-time community collaboration – and with the aim to build capacity to co-create the project outcomes.

The CHRIS project will take radicalisation prevention in schools to a didactic level and mobilize young students' hidden and unfolded knowledge to do so.

Therefore the project will take the participating young student teams through 3 phases of capacity building and co-creation: Feeling Me Feeling School (identity), Open Schooling (reality and community) and Co-creation (design of radicalisation prevention in schools).

The project will build capacity among the young students to be co-creating the project results, including through virtual collaboration between the students from the pan-European partnership and climaxing the collaboration through a 5 days intensive mobility event, the CHRIS Co-creation Encounter.

The project will link to and forms part of the Commission's Anti-radicalisation Agenda and will create dialogues with the Commission's Radicalisation Awareness Network (RAN).

The project will move radicalisation prevention beyond delivery of content and beyond punctual and event-based interventions and towards a didactic level: countering the development of early radicalisation potential through offering young people solid life-wide narratives, (gender) identities and missions.

The CHRIS project is based on 2 important assumptions, resulting from state of the art research:

- Involvement in engaging, including and exciting learning activities, work forms and life-wide missions is a more powerful prevention measure than punctual delivery of anti-radicalisation content and eventing, as it links to the formation of identity along the teenage years

- Powerful radicalisation-countering in schools can only be created in close collaboration with the young students themselves, unlocking their hidden knowledge and unfolding their co-creative potential, also because most anti-radicalisation communicators are embedded in a culture and discourse very different from 21st century boys and girls

The CHRIS partnership is extremely pan-European, representing 9 very different countries and cultures from all major European regions, expected to add considerable quality and credibility to the project results.

The project will engage 2 teams of 5 young students from each of the 6 participating schools along the entire project. The young teams will be supported by 2 teachers from each participating schools.

The full participation of the young students has been formally endorsed by the school managements, as documented in the Letters of Endorsement attachment.

The project's knowledge partners will guide and inspire the project practice and will work with the young teams to produce the final outcomes.

The basic project approach can be described as follows:

Immersive didactics, work forms and learning approaches
⇓
Narratives, (gender) identities and life-wide missions
⇓
Robust, resilient and change-oriented personalities
⇓
Reduced need for creation of radicalisation potential

The project will produce the following key outcomes:

- CHRISresource - virtual radicalisation prevention in school resource center
- CHRISguide – guide pack on radicalisation prevention in school for primary and secondary schools across Europe
- CHRISvideo – 30 minutes video on radicalisation prevention in school, co-created and co-produced by the young students
- CHRISresearch – recommendations for further and focused research based on the project experience and knowledge creation
- CHRISpolicy – recommendations for radicalisation prevention policy for schools based on the project experience and knowledge creation

PARTNERSHIP

University College Zealand
Denmark

Collegium Balticum
Poland

University of Oradea
Romania

Elazig Anatolian High School
Turkey

Platon Schools
Greece

Istituto Comprensivo Ortona
Italy

Tanext schools
Hungary

Pasvalys Levens
Lithuania

Working with Europe
Spain

NAME

Third Europe
Fostering a new European profession – the Entrepreneurial Third Sector Leader

PROGRAM

Erasmus+

SUMMARY

BACKGROUND

The context of Third Sector organisations is changing fast. Most of the organisations are not very much adapted to the new reality. This situation begs for a change in the management culture and style. New competences are required and in service trainings in all over Europe should adapt. Competences such as Social Innovation, Advocacy, Entrepreneurial Skills, Social Innovation approach, Impact Evaluation, use of Social Media, Emotional Intelligence, etc. are a need and the figure of Third Sector Leader strikes.

"The question which remains is whether Third Sector leaders can overcome historic rivalries and the competition for scarce resources to forge a new strategic alliance and a strong strategic narrative vision to exploit that latent power, and provide leadership to empower the whole sector."

Third Sector leadership the power of narrative, The Third Sector Research Centre, Birmingham, 2012

THE PROJECT IN FEW WORDS

The project creates a strategic partnership among organisations dealing with Third Sector management and leadership in the European Countries. The project is missioned to transform current training in Third Sector management into a quality leap to Entrepreneurial Third Sector Leadership.

The project duration is 30 months and the partner countries involved are from: United Kingdom, Spain, Croatia, Austria and Belgium.

A VERY POWERFUL PARTNERSHIP

- Very relevant Third Sector organisations and national federations with access to hundreds of Third Sector managers and from all over Europe (including Croatia, the new former EU member)
- Involvement of a European Network which can disseminate the results all over Europe and its members/ contacts as well as access to European Commission contacts
- Involvement of a high level quality partner with direct dialogue with the European Commission and its mechanisms

OBJECTIVES

SHORT TERM objectives:
- To create capacity building to move from management to leadership in Third

Sector organisations in Europe and based on emerging challenges and opportunities for Third Sector organisations across Europe
- Create and consolidate a strategic partnership among few core organisations in the Entrepreneurial Third Sector Leadership in Europe
- Create high quality, publicly accessible and useful materials for Third Sector training institutions, research professionals and policy makers

LONG TERM objectives:
- Be a spearhead for a deep transformation of the Third Sector Leadership
- Consolidate and enlarge the core partnership by incorporating new relevant organisations and new expertise
- Develop European projects with the partnership in order to face the main Entrepreneurial Third Sector Leadership challenges in organisations from all across Europe

ACTIVITIES under the project:
- Design of a European Framework of Competences for Entrepreneurial Third Sector Leadership in Europe
- Focused research on the situation of the Third Sector in all 28 EU countries, its challenges and its opportunities
- Knowledge paper on the State of the Art on Third Sector Leadership and management in Europe
- Design, creation and use of a powerful and user friendly online platform with public resources
- Create high quality, publicly accessible and useful materials for Third Sector training institutions, research professionals and policy makers (knowledge paper, policy paper, testimonies, lessons learned, etc.)
- Create didactics based on the identified training competences and develop two pilots (blended and e-learning in service training). Evaluation and lessons learned of the piloting also included
- Gather testimonies of Third Sector managers
- Policy paper to lobby on Third Sector transformation
- Consultancy with relevant European Stakeholders and Third Sector managers from all across Europe

BENEFICIARIES:
- Third Sector training institutions and C-VET providers
- Third Sector organisations and managers
- Research professionals and organisations
- European policy makers

DISSEMINATION and EXPLOITATION
Main dissemination activities:
- Transnational Consultancy Groups will take place at the same time as partner meetings are developed.
- Powerful and user friendly online platform of public access with all materials created along the project.
- Electronic and physical dissemination through network organisations, contacts, EU projects, close organisations, etc.
- Multiplier event with the participation of at least 80 people.

SUSTAINABILITY
The project is designed in a long term perspective:
- Materials in the VIRTUAL PLATFORM will be publicly accessible
- Knowledge and didactics will be transferred at least to project partners
- Knowledge exchange and results for the Commission's European Entrepreneurial Competence Framework and other relevant European Stakeholders
- Strong lobby with policy makers about the use of the results
- Future Skills Alliance initiative

PARTNERSHIP

EUCLID NETWORK
UK

The Pere Tarres Foundation
Spain

DIESIS COOP
Belgium

Udruga za razvoj civilnog drustva SMART
Croatia

THE OPEN UNIVERSITY
UK

Working with Europe
Spain

WIRTSCHAFTSUNIVERSITAT WIEN
Austria

NAME

Senior Social Entrepreneuring
Building capacity among seniors to serve as social change brokers in communities

PROGRAM

Erasmus+

SUMMARY

"Social innovations do not happen by themselves. Throughout their life cycle, they need to be supported and nurtured if they are to make an impact on society and the economy."
Empowering people, driving change – social innovation in the European Union, European Commission, 2011

CHALLENGE

The context for the project and at the same time the key messages from Commission policy can be split into two sets of emergence:

EMERGING SOCIAL NEEDS
These include such needs generated by globalised economy, the restraint of public spending and services and the well-known demographic changes in the European population.
Such needs are:
- the need to re-engage seniors of all ages and backgrounds in the production of economic and social value
- the need to find new solutions to existing and emerging social challenges not addressed by the open market and not sufficiently addressable by public services
- the need to engage users, clients and citizens in creating such solutions
- the need to create dynamic social change mechanisms to respond flexibly to the fast changing global and local economies, social infrastructures and labour markets

EMERGING CHANGE OPPORTUNITIES
These include such opportunities generated by increasing consensus among policy-makers, researchers and professionals on what kind of innovation is needed, possible and attractive, and what innovation means – including recent re-thinking of the terms innovation, social innovation and social economy.
These opportunities for change recognise :
- recognising that social innovation is a driver of and contributor to economic growth
- recognising that social entrepreneurship goes far beyond establishing a private company and embraces all sorts of initiative-taking, whether for profit or not
- recognising that authentic social innovation cannot happen to but with people, and that social innovation needs top-down as well as bottom-up initiative-taking to be successful
- recognising that social innovation includes a wide range of societal challenges

PROJECT MISSION

The project objective is to mobilise teams of seniors in participating project communities and beyond to build capacity among them to serve as SOCIAL CHANGE BROKERS in these communities, spotting social change needs, bringing together relevant stakeholders and citizens and facilitate or drive the social change process, and to exploit the social change processes to sustain their activity through creating appropriate organisational frameworks, be it as volunteers, association members, employees, consultants or social service providers.

The project brings together 3 top priorities in Europe 2020 policy:
1. The need to retain or re-engage the increasing number of European seniors as active social and economic contributors
2. The need to bring about social innovation as an alternative to traditional public services
3. The need to promote entrepreneurial mind-sets and initiative-taking in the communities

The project brings together those policy needs in a strong, systematic and sustainable, yet practical and realistic way:
- it will mobilise groups of seniors in European communities to build capacity to act as SOCIAL CHANGE BROKERS in the communities, identifying social change needs and facilitating the change process by bringing together relevant stakeholders across relevant sectors, including activating citizens as co-drivers of social change.
A senior social entrepreneur can be a CATALYST of social change.

PARTNERSHIP

The consortium brings together 10 partners from 6 European countries: practice partners, knowledge partners, a special social innovation partner and an experienced quality partner-
The University of Chester from UK coordinates the project.

OUTCOMES

The project will along its 30 months duration produce the following key outcomes:

SENIORS AS SOCIAL INNOVATORS - www.SeniorsBringingAboutSocialChange.eu

I AM A SOCIAL CHANGE BROKER – WHAT R U?

PORTFOLIOS OF SOCIAL ENTREPRENEURING

POLICY PAPER – LESSONS LEARNED FROM SENIOR SOCIAL ENTREPRENEURING

POLICY PAPER – EUROPEAN FUNDING AND SOCIAL ENTREPRENEURING

FIRST EUROPEAN NETWORK OF SOCIAL CHANGE BROKERS

PERSPECTIVES

The project's European network, developed along the project, will serve as platform for further European initiatives, as social innovation driven by citizens (in this case seniors) will need time to fully unfold.

New initiatives can build on the lessons learned from the Senior Social Entrepreneuring project and from similar projects, and might address a variety of European funding measures.

In particular, the project aims to create a qualified EaSI initiative to be submitted in 2016 or 2017, taking the Senior Social Entrepreneuring and similar projects to a systemic and mainstreaming level.

PARTNERSHIP

City of Aarhus
Denmark

University of Chester
UK

Pistes-Solidaires
France

E-Seniors Paris
France

Association GENERATIONS
Bulgaria

The Chamber of Commerce of Sabadell
Spain

National Institute of Health and Science on Ageing
Italy

Working with Europe
Spain

NAME

I am a Sport Entrepreneur – what R U?

Developing basic 21st century skills and mentality among NEET youth based on engagement in small and large scale entrepreneurial sport projects

PROGRAM

Erasmus+

SUMMARY

To make entrepreneurship the growth engine of our economy EU needs a thorough, far-reaching cultural change.
Commission, Entrepreneurship 2020 Action plan

Whether or not they go on to found businesses or social enterprises, young people who benefit from entrepreneurial learning, develop business knowledge and essential skills and attitudes including creativity, initiative, tenacity, teamwork, understanding of risk and a sense of responsibility. This is the entrepreneurial mind-set that helps entrepreneurs transform ideas into action.
Commission, Entrepreneurship 2020 Action plan

The global conditions demand that the EU embraces innovation and creates an entrepreneurial eco-system, for young and old alike. The former in recognition of the changing dynamics of youth economic opportunities and the latter in response to the aging population. This innovation will increasingly need to be generated in specialized fields, using all its creativity and talents to explore new markets, new activities and interests.

Sport is a field of activity with considerable economic potential. As it bridges young people's interests, to health, to voluntary activities of millions of Europeans, and sporting activities offer a myriad of routes for enterprise and employability activities.

This is the social-economic context of the project, which aims to leverage the experience, knowledge and capabilities of partners to meet use sport as a tool for wider economic development.

Promoting entrepreneurship, entrepreneurial capacity and initiative-taking on the part of young people is now high on the EU agenda, complemented by EU Commission guidelines. To nurture a vibrant entrepreneurial eco-system across the EU.

The socioeconomic context across the EU is resulting in a number of outcomes within the labour market:

Inflexibility education system in the face of rapid change
Ineffective recording of employability and enterprise skills
Excessive jobs applicants

Lack of entry level opportunities and effective work experience
Need for enhance recruitment and employment market efficiencies

At the same time it is becoming more evident that the formal education system cannot adjust quickly enough to offer young people 21st century entrepreneurial capacity and competence; actually the disturbing fact is that the formal education system is falling behind.

The lack of capacity in the formal education system to catch up with the exponentially growth in new competence needs among young people leaves a big open vacuum.
This is why non-formal education and learning, in all sorts of settings, is becoming more important to young people's capacity to face 21st century challenges.

The project will aim to create sport entreprenruial capacity building for youth workers and young sport entrepreneurs in 7 very different countries and through a capacity building model inspired by 21st century didactics and powerful capacity building mechanisms in virtual gaming.

Partner countries are: UK, ES, TR, PT, SI, HU, CZ, IT and GR, being the East London University the coordinator.

The capacity building of young sport entrepreneurs will be achieved through real-life and real entrepreneurial activities, including several rounds of sporting events, and will take the youth through all the phases of successful sport entrepreneuring.

The project will contribute to the innovation of the YouthPass, deliver rich and authentic guidance material for open EU sharing and create the first EU portal for sport entrepreneurs.

It will also contribute through knowledge creation to the development of the evolving EU Entrepreneurial Competence Framework and interact directly with the development and implementation of future EU policy-making and funding programming in the fields of young people's entrepreneurial capacity.

Key outcomes:

- Young people on the move: creating 21st century entrepreneurial competences through sport eventing – introduction to the project. Study guide outcome
- I am a Sport Entrepreneur – what R U? – The EU model. Methodological guide
- Narrative based documentation of entrepreneurial capacity – EuroPass 2.0. CURRICULA
- First EU portal for young sport entrepreneurs (ENYSE)
- Policy paper: the increasing value of non-formal capacity building for creating entrepreneuring mentality among young people
- Gender analysis: young women and (sport) entrepreneuring – a special challenge

All resulting material will be available on www.fullspeed.eu

The project will climax with a young sport entrepreneurs event and final the launch of the portal in Barcelona (BETA versions will be published through the project phases), including interaction with powerful sport resources in the famous sport city i.e. Barcelona football club.

The climax will bring together young sport entrepreneurs from many countries to celebrate the launch of this portal, including interaction with powerful sport resources in the famous sport city.

PARTNERSHIP

University of East London
UK

Pere Tarres Foundation
Spain

ASP Youth and Sports Club
Turkey

IEBA
Portugal

European Cultural and Technological Centre Maribor
Slovenia

Crosskovacsi Sport and Environmental Association
Hungary

Beachklub Ládví
Czech Republic

P. Calamandrei Roma
Italy

University of Thessaly - Faculty of Sport
Greece

Working with Europe
Catalonia Spain

NAME

ScienceGirls
Teenage girls as co-creators of science learning engagement

PROGRAM

 Erasmus+

SUMMARY

Europe's future economy and social coherence is depending on young generations with interests, skills and capacity far beyond what is offered in the traditional educational system.
Europe needs young people deeply engaged in science, research and innovation – and based on positive and engaging experiences of what science, research and innovation is at a very early age and in early schooling.

Young people are increasingly disengaged from science learning in schools and this is causing great concern in the EU Commission and among other global players.
We call this the Commission's SCIENCE LEARNING INNOVATION AGENDA, described and documented across numerous Commission documents, research papers and guidelines.

"Our research points to the potential value of schools and science educators engaging in activities and approaches that enable teachers and students to deconstruct popular gender discourses and stereotypes."
"Balancing Acts": Elementary School Girls' Negotiations of Femininity, Achievement, and Science, 2012 (Archer et al)

The ScienceGirls project aims to contribute to the Science Learning Innovation Agenda through practical experimentation in secondary school, and guided by Commission recommendation and by guidelines from leading science learning research communities. The project aims impact on science learning in schools re-defining it's to appeal to the young generations.

Synthesizing leading research, it is clear that most girls do not feel comfortable with science education and the values and personal identities linked to science and science jobs. The problem is not a lack of intellectual capacity; the problem is at identity level.

The teenage years are precisely the most important time in life for creating identity and personality, including gender identity, and this is why resistance to science among most school girls might in fact lasts a lifetime: when resistance towards certain school interests is directly linked to the creation of one's identity and personality, the resistance is very difficult to overcome in later in life.

This is why ScienceGirls addresses teenage girls from 13 to 15 years old and their relations to science learning.

The project will engage the girls in 3 major challenges:

HOW WE FEEL SCIENCE
- create a more authentic understanding of science and gender in early schooling through engaging teenage girls as co-creators of this understanding, through telling the personal and collective and gender-sensitive stories about science education and about the image of science in society

SCIENCE IN REAL-LIFE
- engage the girls and their support teachers in real-life/time science and research experience in collaboration with the local community, including interacting with female role-models in science and research

VISIONS OF EARLY SCIENCE ENGAGEMENT
- invite the girls to co-create scenarios of new ways of science learning in school that will appear attractive and relevant to teenage girls and their emerging gender identities

Their teachers will learn about gender-sensitive science learning alongside the teams, and support the participation of the girls', but will not hold a privileged position in the project, as a united research community clearly states that "science teachers are a part of the problem", very often practicing forms of science teaching that disfavours girls and confirms many girls' "prejudices" against science and science jobs.

The project will focus on and work through 5 overall innovative thematics, based on comprehensive preparatory reviews of recent science learning research:

CO-CREATION
IDENTITY
REAL-LIFE EXPERIENCE – OPEN SCHOOLING
MIXED REALITY COLLABORATION
AUTHENTIC VISIONS FOR ATTRACTIVE GENDER-SENSITIVE SCIENCE ENGAGEMENT
The 5 overall innovative thematics are detailed across the application and in the Attachment Pack.

The project consortium is organized accordingly: 6 secondary schools as practice partners + 1 secondary school engaged through the Spanish knowledge partner, 2 academic institutions as knowledge partners and a quality assurance partner with 15 years of EU experience.

Leading gender-sensitive science researcher Professor Louise Archer from the King's College in London has signed an agreement to collaborate with the project.

A strong and most dynamic climax in the project will be the 5 days SCIENCEGIRLS SCIENCE VISION ENCOUNTER mobility, along which the participating girls will create visions for what science learning in school could be – with a strong focus on female identity.

Key outcomes:

THE SCIENCEGIRLS GUIDANCE TO GENDER-SENSITIVE SCIENCE LEARNING INNOVATION IN SECONDARY SCHOOL

THE SCIENCEGIRLS 30 MINUTES VIDEO

SCENARIOS OF INNOVATIVE SCIENCE LEARNING IN SECONDARY SCHOOL – produced by the girls- teams

Policy paper: INNOVATION IN SCIENCE LEARNING IN SCHOOLS IS IMMINENT – BUT WHO WILL DRIVE?

PARTNERSHIP

Furness Academy
UK

University Stefan cel Mare Suceava
Romania

Universitat Politecnica de Catalunya
Catalonia Spain

Platon Schools
Greece

Elazig MTAL
Turkey

Istituto Comprensivo Panicale Tavernelle
Italy

Solski Center Kranj
Slovenia

Pasvalio Levens
Lithuania

Working with Europe
Spain

NAME

empowerWOMENt
Successful Entrepreneurial Empowerment for Women in start-up business

PROGRAM

 Erasmus+

SUMMARY

"About 50% of new businesses fail during their first five years. If European entrepreneurs are to be able to deliver the growth we expect from them, we must devote greater resources to helping them to get through this period. Businesses often lack an appropriate ecosystem that will enable them to grow."
Commission, Entrepreneurship 2020 Action plan

"The visibility of bigger number of successful professional women will show other women that they have chances of success on the labor market."
Commission, Entrepreneurship 2020 Action plan

Financial crisis and global competition makes it difficult for women, less educated women in particular, to find good jobs.
Therefore many women wish to start their own small business or enterprise, forcing them to deal with all sorts of problems and challenges. The first years of business are very difficult for these women and they need strong and systematic support measures.

EmpowerWOMENt will create local ecosystems for women wishing to consolidate, sustain and expand their small businesses, including mentoring from experienced entrepreneurial women, professional support and community networking.

The focus in empowerWOMENt is on women in the start-up phases of running their own business (2-3 years) and meeting their training needs.

Secondary target groups are:
- experienced entrepreneurial women succeeding in having consolidated their business and working as mentors for the women in start-up situations
- community workers setting up and maintaining such ecosystems

Tertiary target groups are professionals supporting the target group and community networks, including the local authorities and labour market services.

Europe's economy is depending on small and medium size businesses, and will be even more so in the future. The large factory plants will be established elsewhere in the world.

Therefore the Commission calls for entrepreneurship among all groups of Europeans. Entrepreneurship and business is traditionally a men's domain, but there is a growing interest among women in most member states to learn how to

establish and run their own business, especially in times of severe unemployment and social difficulties.

Women in entrepreneurship is a great source for growth in Europe, however women need different approaches than men. Women might choose different business areas and work differently than men. Many women like to include social values in their work as well.

This is why we need entrepreneurial ecosystems for women, based on their own life experiences and value systems.

In this context ecosystem means communities of support structures, mutual help and networking resources put at the service of entrepreneurial women; an interactivity creating its own self-sustaining ecology.

The project aims to design and pilot such ecosystems in different partner countries, and to produce case based guidance to other European communities.

The core mission is to empower entrepreneurial women to create such eco-systems themselves in support of consolidating and expanding their business.

The primary target group will be directly involved in all project phases, as this can be considered an important element in their further entrepreneurial training.

The project will deliver real-life cases, guidance and authentic inspiration to help other communities support entrepreneurial women in start-up phases and a live service and support – the SharingWithU guidance and support service – produced and piloted in the last year of the project and available post-project, based on a fair and transparent business model.

At the same time this user-driven approach, and the learning generated, will qualify the involved groups of women from the partner communities to add 4 important extra dimensions to their business, compared to more traditional empowermental approaches:
1. The women will, through the user-driven documentation approach, enhance their skills to communicate their problems, needs and strategies
2. The women will, through the user-driven documentation approach, enhance their digital fluency
3. The women will, through the user-driven documentation approach, acquire skills, experience and motivation to mentor and guide entrepreneurial women in similar situations at local but also at European level
4. Through this user-driven approach women will be in the position to escape traditional role models and to strengthen their self-consciousness in doing business
The project partnership is composed by very qualified organisations with long-standing experience in women entrepreneurship and represents all major European regions - Spain, Austria, Italy, Turkey, Romania, Portugal and France.

PARTNERSHIP

AILE VE SOSYAL POLITIKALAR ANKARA IL MÜDÜRLÜGÜ
Turkey

GAZI UNIVERSITESI
Turkey

FH JOANNEUM GESELLSCHAFT M.B.H.
Austria

FONDAZIONE RISORSA DONNA
Italy

ASOCIATIA PENTRU PARTICIPARE CETATENEASCA
Romania

IEBA CENTRO DE INICIATIVAS EMPRESARIAIS E SOCIAIS
Portugal

M3 MCUBE ASSOCIATION
France

WORKING WITH EUROPE
Catalonia Spain