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REAL-LIFE CAPACITY

Developing guidelines for growth, entrepreneurial and innovation oriented capacity among higher education students based on a 21st century co-creation approach – in preparation of an Erasmus+ Knowledge Alliance on entrepreneurship innovation in higher education

"It requires nothing less than a sea change in the approach to education, emphasizing active learning and the provision of new experiences for students outside of the classroom.
For many education systems this represents a *fundamental* shift away from traditional approaches."
Commission, *Entrepreneurship Education, 2011*

Entrepreneurial innovation, mentality and behaviour in higher education is urgent and is at the very top of the Commission's 2020 Agenda.

Entrepreneurial oriented students across higher education disciplines are considered a major potential driver and engine of innovation and sustainable growth in future Europe, as they will serve as entrepreneurial researchers, professionals, teachers and innovators in society across the next many decades.

As repeatedly stated by the Commission, entrepreneurial capacity cannot be acquired in the classroom or in theory, but only through authentic practice and experience.
Consequently also *guidelines* for the integration of entrepreneurial practice in higher education cannot be constructed in theory, but only developed through authentic entrepreneurial practice.

Therefore practically useful guidelines for the integration of entrepreneurial practice are strongly needed in higher education.

The overall mission of the Real-Life Capacity project is to contribute to such guidelines, developed through authentic entrepreneurial experience and co-created by teams of entrepreneurial engaged higher education student teams.

As all genuine entrepreneurial activity by definition is based on cross-disciplinary collaboration, the student teams collaborating in the project will precisely be composed of dedicated students from various disciplines.

The project will take the student teams through the full circle of entrepreneurial innovation, based on real-life and real-time entrepreneuring and in open collaboration with eco-systems of local and regional stakeholders.

The student teams' entrepreneurial experience and learning will feed into the project's knowledge production and will be elaborated into the project's flagship outcome:
Guidelines for entrepreneurial innovation in higher education

The student teams will be deeply involved in all phases and at all levels of the project, as their co-creation is considered the most important quality criteria for the *usability*, *relevance* and *attractiveness* of the project's results.

Any entrepreneurial innovation needs a practice field in which the entrepreneurial experience can unfold.
Strongly encouraged by the Commission's focus on the future growth potentials of cultural heritage innovation, the project will offer the student teams rural cultural heritage as a field of entrepreneurial practice.

As an extremely promising growth field in Europe, rural cultural heritage innovation is a perfect practice field for entrepreneurial experience, as it is *scalable*, *transferable*, and *exemplary*, and readily links to a wide range of disciplines and topics – from natural science to art, social science and humanities.

As an emerging and almost virginal growth field, rural heritage innovation offers almost *unlimited entrepreneurial opportunities*, from which the student teams will grow considerable and authentic entrepreneurial experience and learning to feed into the project's final Guidelines.

The final key outcomes of the Real-Life Capacity project – the "Guidelines for Entrepreneurial Innovation in Higher Education" – will therefore build on authentic, real-life and real-time entrepreneuring and be co-created by cross-disciplinary student teams.
This is precisely the quality mark of the project's contribution, and the *entrepreneurial authenticity quality mark* is expected to ensure the attractivity of the guidelines to higher educations across Europe.

Entrepreneurial innovation in higher education is as complicated as it is urgent, and according to the Commission it will take no less than a sea change to accomplish this mission.

Therefore the Real-Life Capacity project is embedded in a long-term strategic approach, leading to an Erasmus+ Knowledge Alliance initiative on entrepreneurial innovation in higher education from 2019-2022.
Entrepreneurial innovation in higher education is considered sufficiently important to justify a Knowledge Alliance initiative.

The project will be implemented by 5 strong and dedicated universities from very different European countries and cultures and more than 50 university students will be deeply engaged in the project across its entire lifetime.
The project implementation will be supported by private and public stakeholders in all 5 countries with a clear interest in rural heritage entrepreneuring.

"Real world experience, through problem-based learning and enterprise links, should be embedded across all disciplines. Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences."
Commission, *Entrepreneurship Education: A Guide for Educators, 2013*

MANAGING DEMENTIA

Dementia is increasing across Europe at epidemic level.
Dementia is in its various forms a highly complex illness and
extremely difficult to understand and manage.
The project's target group is care takers and families challenged
with managing dement persons in everyday life.
The project foresees using creative narrative media tools to help
care takers and families to better understand the world of
dementia and to allow them to better manage dement persons.

Due to an aging population and various cultural factors more and more elderly
suffer from dementia and dementia related diseases.
In fact Europeans by the millions suffer from this disadvantage and the number is
increasing.
The disease can be eased, the process prolonged, but it cannot be cured.
At the same time it is European policy to allow elderly independent living and to
stay in their homes as long as possible, and only move to care centers when other
options are excluded.
This means that thousands of caretakers and millions of relatives have to deal
with people suffering from the various stages of dementia in their everyday life –
and often along considerable time periods.

It is very demanding and complicated for caretakers in homes and centers and for
family members to understand and react in meaningful ways to people suffering
from dementia, especially in the later stages of the disease. This makes it
difficult to allow people suffering from dementia to stay in their own homes.
The world of dementia is a mystery to most people, and even to professionals
and researchers.
The internet offers huge amounts of information about dementia, including
guidelines and similar resources; however most of this material does not help
short-term educated care takers - and families even less.
The project idea is to exploit visual media and technology to offer caretakers and
families a much better *understanding of the world of dementia*, on which visual
guidelines for how to cope with and assist dement persons can be based.
The simple but also complicated logic of the project is*: if you understand the
world of dementia you are able to build capacity to better manage the care of
dement persons, to help persons suffering from dementia to live in their own
homes and to protect yourself from burn-out*.

The core of the project is therefore to develop and test such visual and narrative
material in real-life situations and offer this guidance openly in a dedicated
virtual space and in key European languages.

As recommended by the European Commission such material should not be developed <u>for</u> but <u>with</u> end-users and clients. This means that the project will invite teams of caretakers, family members and even people in the early and medium stages of dementia to *co-create the visual material and to act as key resources in the visual materials themselves*.
This approach is totally innovative and will increase the quality and usability of the visual material tremendously, along with setting new standards for support for home and centre based care.

The visual guidance developed along the project will therefore be for ordinary people, co-created by ordinary people and meeting their needs.
To the best of our knowledge, this is the first attempt to create such material in Europe.

The project idea is to exploit the most effective visual and narrative technology to create the understanding of the world of dementia and to provide meaningful guidance to the millions of people constantly challenged with caring for dement people.
Narrative visual media includes video, animations and cartoon-style graphics, and the scenarios to be developed will be inspired by and learn from successful serious games and serious gamification approaches, to which the project has direct and unlimited access.
Obviously, this strategy calls for including a highly competent visual media partner in the consortium and accepting costs accordingly.

WE NEED ACCESS

Giving schools across Europe access to best practice to prevent early school leaving

Early school leaving is increasing across Europe – in many countries dramatically. The European Commission clearly states that this is unacceptable and a threat to the future of European societies.

Various re-engagement measures for NEETs are launched in many member states, including through Erasmus+ and similar initiatives.
However most re-engagement provisions are weak, extremely underfunded and with few lasting results.

Once again we need to conclude that PREVENTION is the most efficient way to counter and fight early school leaving and counter leaving young people in NEET situations.

Best ESL prevention practices exist in Europe and beyond, covering a variety of measures to fight early school leaving.
However, schools across Europe do not have **ACCESS** to those best practices.
And schools do not have the resources or capacity to create efficient ESL prevention themselves or to create such access.

This has produced a hugh and increasing gap between ESL resources available and access to those resources.
The *We Need Access* project is missioned to help close this gap.

There are several reasons for the lack of access for schools across Europe:
- Best ESL prevention practice is scattered across the internet, almost impossible for schools to identify
- Best ESL prevention practice is often delivered in the form of long and complicated academic reports, useless to schools
- Best ESL prevention practice is not delivered in a form that makes it directly usable and attractive to schools and teachers
- Best ESL prevention practice is not accompanied by simple guidance on how to use the best practice

This is what produces the increasing gap between existing and practically useful ESL best practice.

Instead of producing yet another inaccessible best ESL prevention practice, *We Need Access* will create user-friendly access to best ESL prevention practices, directly useful to schools, in a variety of media forms and accompanied by simple

and practical guidance to schools and teachers dedicated to help prevent early school leaving.

The project will do this along an intensive 24 months period, in which the project will <u>identify</u>, <u>analyse</u>, <u>present</u> and give schools <u>access</u> to best ESL prevention practices – based on the project's qualified methodologies and strong quality criteria.

The key mission is to deliver the best practices in such a form that schools and teachers find the resources attractive, easy to access and possible to implement due to the accompanying guidance.

Schools do not find 100 complicated best practices useful. They find 10 highly qualified and user-friendly prevention resources useful.

In line with the European Commission's recommendations, the project will not create those resources **FOR** the end-users, but **WITH** the end-users.
Process results as well as final outcomes will be intensively discussed with focus groups from all 3 key end-user audiences: schools, teachers and students, including along a <u>5 days collective evaluation mobility</u> with participation from all 3 user audiences.

Thus the project has been designed to ensure high quality, relevance, attractivity and user-friendliness across the entire project duration.

Early school leaving is known to primarily be produced in secondary school (students aged 12-16), as this is the period in which formal academic teaching coincides with the complicated teenage years.

Therefore the project addresses ESL prevention in <u>secondary school</u>.

U COUNT

Countering radicalisation among young migrants

U Count is a Strategic Partnership in the youth field, which builds on the concept of Transformative Learning and develops an innovative pedagogic tool to prevent radicalisation amongst young migrants.

U Count tackles the threat of radicalisation amongst young migrants and empowers them to manage the process of migration in a purposeful and positive way.

It will be an important tool for youth organisations that organise mobilities and serve refugees and other migrants. It will help society to deal with migration positively and benefit from the positive potential of migration and the freedom of establishment within the European Union.

There is a multitude of factors that contribute to the process of radicalisation, such as a sense of grievance, the availability of radical narratives and ideologies, a missing sense of achievement, self-efficacy and belonging. At the core of many of these factors lies an identity crisis, which is particularly harmful for young people, as youth is the period where the identity is beginning to stabilize. One of the main contributors to this crisis is migration, entailing a significant change in the societal environment.

The young people contributing to U Count, together with youth workers from the participating organisations, will observe and analyse the influence of migration on identity development and find ways to help migrants to manage this process in a purposeful, self-directed way.

Migration exists in the form of voluntary and involuntary migration. The latter is the widely discussed issue of flight or labour-migration, the former the popular Erasmus youth mobilities. We argue that the side-effects of mobility are structurally identical for both groups, but differ in the perception and the result of the process.

The participating organisations will bring together groups of migrants from different backgrounds and different types of migration. The young people themselves will discover similarities and differences in their mobility experience and discover and discuss ways to understand and manage the period of disorientation that is an essential element of the learning and acculturation process.

Based on these results, young People and youth workers will develop a set of pedagogic tools that will be tested and applied with various groups of migrants.

The theory behind U Count is the well-established concept of Transformative Learning (TL). This concept, which is mostly used in the work environment and change-management, can also be applied to any type of significant change. It has the particular strength to be based on the young person's own competences. It thereby helps to develop a sense of self-efficacy, which is in itself an important antagonist to radicalisation.

The project contains several innovative elements:
→ The application of TL in the field of migration has not been analysed systematically before.
→ Bringing together voluntary and involuntary migrants is a new approach, which has the added advantage of de-stigmatising refugees and other involuntary migrants.
→ The dependence on the migrant's inherent competences is also a novel element in the prevention of radicalisation.
→ This competence will be brought to life by the again innovative co-creational approach to problem description and solution.

OPEN SCIENCE SCHOOLING

Integrating student-oriented and student co-created open science schooling in secondary schools

The project's clear mission is to develop and share models on the integration of open science schooling in secondary schools.

Re-engaging young students as early as possible in science learning through open schooling approaches has become a very high priority in the Commission's innovation of education agenda.

[Key quotations from the Science 4 U material]

However, it is not yet clear and tested in practice HOW such community based science engagement can be integrated in secondary schools and thereby in formal education.
Open science schooling is until now mostly practiced as after-schools activities or activities running in parallel to the schools' curricula.

Evidently, this is unsustainable in the long run and does not ensure the full and dynamic integration of open science schooling approaches in science learning.

The project responds to the Commission's invitations and to the challenges linked to the full integration of open science schooling in secondary schools.

Taking into consideration the limited resources of an Erasmus+ project, the partnership is nevertheless convinced that it is realistic to develop and share valuable contributions to open science schooling.
This is strongly justified by the fact that the project will exploit valuable resources produced by the ongoing Erasmus+ ScienceGirls project (granted in the UK 2016) and the Horizon initiative Science 4 U.

These initiatives do not directly address the integration of open science schooling in formal secondary education, but they make available valuable resources in the fields of re-engaging young students in science learning and in community based science activities.

The project mission can therefore be described as developing models of fully integrated open science schooling, based on Commission recommendations, leading research and 2 years of experimentative practice.

The project foresees that one size does not fit all: there is no reason to believe that there is only one model for the integration of open science schooling in secondary schools; on the contrary it is most likely that secondary schools will be more motivated to integrate open science schooling if they can work with a variety of models.

As a starting point – and based on considerable knowledge creation in connection with the ScienceGirls and Science 4 U initiatives – the project therefore foresees the development of 3 different open science schooling models, each of which can be further developed in in different directions:

GLOBAL SUBJECT BASED CURRICULA INTEGRATION

The first model aims to integrate open science schooling in science subjects and across the entire curricula, using open science schooling as an important work form in the spectrum of various work forms applied across the curricula.
Such global subject integration will need to be well managed by the school and the responsible teachers, as certain quality criteria should be applied and respected.

CROSS-SUBJECT PROJECT BASED INTEGRATION

The second model aims to integrate open science schooling in the form of the development of a number of cross-subject projects across the school year.
This means that the open science schooling projects will need to be integrated in any school year planning and link to non-science topics and challenges.
The cross-subject based engagements must play out along sufficient time periods and allow student's immersion.

OPEN SPACE COMMUNITY BASED INTEGRATION

The third model is the most radical, but at the same time the most dynamic and authentic model when it comes about creating science engagement, innovation interest and entrepreneurial mentality among the young students.
The model aims to develop infrastructures of open spaces in the curricula, in which the students is challenged with real-life and real-time science engagements in close interaction with and driven by the community.
The volume of the open spaces can be adjusted to local needs and resources, but all open spaces should ensure the appropriate engagement of the young students.
Evidently the third model can integrate elements of cross subject engagement.

All 3 models will be focused on the permanent and sustainable integration of open science schooling in the schools' normal organisation of educational activity.
The 3 models are very different, but they will all need to build on the common set of didactic principals that defines open science schooling.
The project will work with the 3 models above in the order presented above, as the 3 models represent a continuum of increasing challenges.
This fits well with the fact that the project progression is al a capacity building process, in which partners, schools, teachers and students build capacity to tackle increased complexity.

iCAP

Fostering innovation interest and building innovation capacity among secondary school students through opening up new open learning spaces for young learners

The Commission calls upon EU initiatives to carry out 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 EU innovators.

The iCAP is one of the first practice-oriented projects in EU responding to the Commission's invitation to establish experimentation with the creation of innovation interest, skills and capacity in primary and secondary school, and it also contributes to a new generation of Erasmus responding to the increasing EU interest in entrepreneurship and innovation based schooling.

Despite its ambitious mission, it is based on the realistic assumption that schools do no change fast enough to meet the changed learning needs.
But even if such changes at systemic level are not likely, it is indeed possible for schools to offer the students relevant and powerful innovation and entrepreneurial experiences, from which they can develop innovation skills and capacity.

The iCAP is missioned to design, deliver and share experimentation with learning activities and formats that create innovation interest and capacity among students, based on transnational virtual collaboration and on addressing societal challenges presented by local entrepreneurs, innovators and pioneers in the participating communities.

It will provide open spaces integrated in the learning activities for student teams in secondary to engage in missions, from research to small local NGO initiatives, in which they can follow, contribute to and co-create innovative solutions to societal problems. This represents a powerful open schooling approach establishing local partnerships with the community and offering real-life/time challenges to the students from an early age, as encouraged by the Commission and EU research.

The innovation interest and capacity will be trained in the transnational and virtual spaces in which future collaborative innovation and co-creation will take place. This will happen through the collaboration between the schools.

The students' co-creation and co-driving will not only be practiced in connection with the project content and activities, but also and innovatively in connection with the implementation.

The activities will among the participants promote non-conformist initiatives and approaches, the right to try out individual experimentation and to pursue special talents and interests.

The project will create and openly share guidelines, documentation and knowledge produced through the intensive experimentation, and with a special focus on the substantial co-driving and co-creation from the students.

The results will be produced taking the student teams (teams between 12 to 15 years old) through 4 progressive 6 months phases of innovation engagement, from an opening trying out phase to a more complex engagement:

Phase 1 – LOCAL (Community driven)
Phase 2 – SHARING (Youther-driven)
Phase 3 – COLLABORATIVE (Community-driven+)
Phase 4 MAX – CO-CREATIVE (Project-driven)

The engagement will be addressing local societal challenges and driven by the community, the students or the project as indicated.

Each phase will build on the project's innovation mechanics, taking the students through the full circle of innovation engagement from simple curiosity to co-creation.

All activities will work through real-life/time local societal challenges and in close collaboration with small eco-systems of community resources. The activities and processes will be worked, shared and discussed involving the students as they will be the center, the co-drivers and co-creators of planning, activities and results.

Key outcomes:

-iCAP resource center
-iCAP learning: building innovation interest and capacity in secondary schools
-I am an innovator – what R U? – video
-Supporting Europe's young innovators – in practice! (Policy paper)
-Special outcome - iCAP research recommendations for the Empowering EU Young Innovators Agenda

The consortium includes 2 knowledge partners with expertise in innovative didactics, including entrepreneurial and innovation oriented learning, one with capacity to set up and maintain the virtual resources, 5 practice partners (secondary schools) from different countries and a quality and exploitation partner.

Practice partners are dedicated to engage fully in the experimentation, formally endorsed by the school management and by the public authority to which the school refers.

Among its activities the 5 days Encounter mobility holds a special position.
The mobility will bring together all the participating students.
It is expected to be extremely dynamic and productive. It will be placed in month 21 to allow preparation and considerable contributions to the final outcomes.
The Encounter will be co-designed and co-driven by the students.

ENTRECOMP YOUTH

How is the Commission's Entrepreneurial Competence Framework put to work among young people in non-formal contexts – through young people's real-life entrepreneuring and resourcing?

The European Commission recently (2016) launched the extremely important *Entrepreneurial Competence Framework*, and the Commission openly invites partnerships to implement, test and elaborate on the framework.

> Sense of initiative and entrepreneurship can be broadly defined as the capacity to turn ideas into action, ideas that generate value for someone other than oneself. Sense of initiative and entrepreneurship is a transversal key competence, which every citizen needs for personal fulfilment and development, active citizenship, social inclusion and employment in the knowledge society.
>
> The framework is a flexible source of inspiration, to be used or adapted to support different contexts.
>
> Although widely endorsed, **the framework has not yet been adapted to, or tested in real settings**. A subsequent step will be to try the EntreComp Framework out in practice, by implementing and evaluating it in a specific context and, eventually, if necessary, to amend and refine it according to feedback from practitioners and end-users.
>
> EU Commission, 2016
> *EntreComp: The Entrepreneurship Competence Framework*

Working with Europe was involved in the 2 years research process resulting in the EntreComp, and this is a good justification for responding to the Commission's invitation.
However, the strongest justification is the will and dedication to respond to the Commission's invitation to test the framework in real settings.
This is precisely what EntreComp YOUTH would like to do.

The project wishes, through a practical and co-creative approach, to ask the questions:

To what extent is EntreComp relevant to the development of entrepreneurial competence and capacity among young people in non-formal learning contexts?

How can EntreComp be practiced in such settings?

What kind of innovative didactics is needed to practice EntreComp?

To what extent should EntreComp be elaborated or adjusted to be relevant to young people's entrepreneurial learning?

The acquisition of entrepreneurial competences for young people in **other than formal educational settings** is becoming still more important, as the educational systems react very slowly to 21st century challenges and in fact are falling behind as a provider of what young people need.

In short, young people cannot wait for the education systems to change; they need entrepreneurial competences now and tomorrow, not in 20 years.

This is why it is becoming urgent to establish non-formal and informal entrepreneurial learning resources openly available to all young people – in their physical communities or in their virtual communities.

As a modest Erasmus+ project cannot do everything, the project has decided to focus on such entrepreneurial learning resources in non-formal physical settings; in other words on the availability of resources in the communities in which they can develop such competences.

The ultimate mission of the project is to deliver guidance and inspiration on how this can happen in different ways and share this with interested colleagues, institutions and communities across Europe; and at the same time test the usability of the EntreComp for young people and contribute to the further development of the framework.

The project builds on a very strong and dynamic dialectic approach:

a) Young teams will take community initiatives to create entrepreneurial resources in the community (entrepreneurial action)
b) This will develop strong entrepreneurial competences among the young people (entrepreneurial competences)
c) At the same time this line of activities will ensure the authentic testing of the EntreComp for young people in non-educational settings (EntreComp testing and elaboration)

Furthermore, the project builds on three integrated methodological target group approaches, all of which foster enterpreneurial mentality among partners, collaborators and the participating young people.

The 3 integrated target group methodologies are:

<u>User-driven innovation</u>
The project will at local level involve teams of young people from various non-formal contexts – such as clubs, after-school activities and young people engaged in community initiatives – in the project activities from the very beginning and until and including the production of the project outcomes.
A European project environment is it itself a most useful playground for enterpreneurial engagement.

<u>Co-creation</u>
Along the project the young teams will be co-creating materials, solutions and initiatives alongside the project partners and community collaborators.
This co-creation – including transnational communication as well as creative media – will support the development of key enterpreneurial competences.

<u>Cross-sector resourcing</u>
The local project activities will play out as young people's initiative-taking in their local communities and this will call for considerable cross-sector resourcing: the young teams will need to act as community brokers of entrepreneurial initiatives in need of support from a wide range of community players and resources.

The community based entrepreneuring will be missioned to create sustainable entrepreneurial resources in the community, openly available to young people in non-educational settings.

This approach is expected to be the most powerful generator of entreprenruial competence.

The project does not intend to limit the involvement of the young people to discussions about "what entrepreneurial competences mean for young people in non-formal settings". On the contrary, the project will test the EntreComp through engaging the young teams directly in community entrepreneuring and resourcing, and this direct and real-life based approach is expected to be the strongest way to test, discuss and contribute to the EntreComp.

As the Commission repeatedly states: *entrepreneurial competence and capacity cannot be learned in the classroom, only through entrepreneurial action…*

We will add: "Neither can the <u>testing</u> of entrepreneurial competence frameworks…"

THE UNTEACHABLES

Strategies for taking the young generations from *unteachables* to *learnables*

The project is inspired by the WWEU production *The 10 Commandments of the 21st Century GameLearner* – attached below.

The new generations of young students are challenging the very basic axioms of what we know as "education" and "educatability".

An increasing number of young students can therefore be called "unteachable" from the point of view of the educational establishment.

The project aims to explore to what extent the new generation can be transformed from "unteachable" not to "teachable" but to "learnable" or "engagable" – without "revolutionizing" the entire education system.

The "The Unteachables" is basically a knowledge creation project.

It addresses the rapidly increasing challenge of the unteachability of the new generations, with which schools all across Europe are increasingly struggling.

Schools and teachers are not at all prepared for this "cultural revolution". They are not trained at all to create learning environments for the new generations of "unteachables".

It is incredibly important that basic and further teacher education and training includes capacity building of the new generation of teachers to manage and tackle such new "learnables" strategies and didactics, going far beyond what teacher education and training means today.

In fact, the new generations of teachers need to have considerable insight into the profiles of the young 21st century learners and how they can be taken from "unteachables" to "learnables".

This is why the project directly addresses and involves teacher education partners and teacher students.

We all know this, but we see few attempts to systematically analyse what "unteachable" means, and what taking the young people to "learnables" means.

Unteachable does not in any way mean that the young people are not able to learn. On the contrary, many of them are brilliant learners. The way they learn, however, does not fit well with what we know as "education".

Of course, this is a result of what we know as "the internet revolution" and "globalization".

The Commission calls for such initiatives, and is at the same time aware of the mountains of challenges linked to such education innovation: it will take a sea change, says the Commission.

"The Unteachables" forms part of a strategic initiative including:
→ "The Unteachables" project as a first and opening step (2017-19)
→ Several Erasmus+ higher education and school projects building on the results and resources of "The Unteachables" (2018-20/21)
→ A Knowledge Alliance project building on those projects and on similar projects (2019-22)

To the extent possible, the project will at the same time pay attention to possible Horizon Calls offering valuable research opportunities in support of this strategic initiative, similar to for example the Horizon Open Schooling Calls 2016 and 2017.

"The Unteachables" might have been designed to include practical experimentation, but adding this dimension would call for a 3 year Erasmus+ project and still the experimentation would need to be quite limited – considering the scope and magnitude of the challenge addressed.

The consortium therefore opts for a "The Unteachables" project with a clear knowledge creation profile and producing the needed resources to engage in not one but several Erasmus+ experimentations.

The missions of "The Unteachables" are therefore:

1) to create authentic and accurate profiles of the present and future "unteachables" on which the development of future "learnables" strategies can build

2) to identify the key challenges to traditional educational didactics emerging from these profiles

3) to collect evidence of "learnables" experimentation from Europe and beyond and summarize this evidence into a set of basic principles for future-oriented "learnables" strategies

4) to outline and describe a number of possible innovation strategies for applying "learnables" strategies in school education for young people between 10 and 16

5) to transform those innovation strategies into possible practical experimentation approaches for Erasmus+ projects

6) to develop and submit a number of practical experimentation Erasmus+ projects building on the developed approaches, and including teacher educations as well as secondary schools, and in particular building on the interaction between teacher educations and schools

7) to create a powerful Knowledge Alliance application to be submitted in 2019, building on a considerable number of Erasmus+ projects and conceptualized from the "The Unteachables" project

"The Unteachables" is prepared to face and tackle the "unteachability" of the new generations in its radical and future-oriented form and to address the full consequences of the increasing "unteachability" for traditional education.

WWEU KICK-OFF GUIDANCE

SIMPLE RECOMMENDATIONS FOR ERASMUS+ START-UP

The aim of the start-up phase is to create **mutual understanding** of the project among the partners and to **build capacity** to implement the project

Partners' understanding of the project <u>cannot</u> be taken for granted!

Small guides to the project missions, its methodologies, innovation and work programme should be made available to partners well before the kick-off meeting

Partners should work with the guides in their **local teams** in preparation of the kick-off and present the teamwork at the meeting

A QA **questionnaire** should be available to partners prior to the kick off to identify needs, interests and opportunities

Partner **dialogues** should be established early in the project based on simple and user-friendly online platforms, such as for example BaseCamp or similar

The kick-off meeting should focus on **creating consensus** on the project missions and work forms, on identifying partner needs and on discussing the partners' local resources and opportunities

The kick-off meeting should include a **concrete and practical** approach to the first phase(s) in the project

The kick-off should be followed up through a precise paper describing what was obtained and **learned along the kick-off**

Be aware of **language** issues to attend to and be aware to include all partners in the project from the beginning

Promote and encourage the will to **experiment**, explore and be creative from the very beginning of the project