



Hurry up, Terry -
Educational
innovation is urgent!

WORKING WITH EUROPE
ERASMUS+ INITIATIVES
2019



On the move to detect what works for 21st century young people



SCHOOLS AS DRIVERS OF CHANGE 	3
MISSION BASED LEARNING 	6
YOUNG STUDENTS AS CRITICAL SCIENCE DETECTIVES 	9
ECO-SYSTEMS OF OPEN SCIENCE SCHOOLING 	11
YOUNG STUDENTS AS POLITICS GAME CHANGERS 	13
YOUNG EUROPEANS 	16
ENTRE@SCHOOL: ENTREPRENEURIAL EDUCATION IN ACTION! 	19
NYPD - NEW YOUNG POLITICS DETECTIVES 	22
THE SCHOOL-BUSINESS ALLIANCE FOR THE DIGITAL ECONOMY 	25
FAMILY-BASED OPEN SCIENCE SCHOOLING 	28
EUROPEAN GIRLS ON THE MOVE 	30
YOUNG PEOPLE TAKING THE SCENE 	33



Thanks to Marc Prensky for his incredible inspiration - and for believing in our young people



SCHOOLS AS DRIVERS OF CHANGE

“Students who are best prepared for the future are CHANGE AGENTS”.
OECD, “Education 2030”, 2018

“Encourage “open schooling” where schools become an AGENT OF COMMUNITY WELL-BEING...”
European Commission, Science Education for Responsible Citizenship, 2015

The European Commission, the OECD and leading learning pioneers all agree that school education should change dramatically to make students fit for learning, working and living in the 21st century.

They all agree that

- Students should become CHANGE AGENTS through new open schooling and taking action approaches
- That schools must open the doors to REAL-LIFE LEARNING
- And even that schools should become AGENTS OF WELL-BEING AND CHANGE in the community

These are dramatic challenges to traditional primary and secondary schools that fundamentally breaks away from hundreds of years' education.

The ultimate goal of these changes, they all agree, is to make the new generations of students “change agents” in the community and in the world. They should learn not only TO BECOME change agents in school, but also to LEARN THROUGH becoming change agents in school.

The SCHOOLS AS DRIVERS OF CHANGE project is based on the assumption that this can only happen to the extent that THE SCHOOL ITSELF BECOMES A CHANGE AGENT, A DRIVER OF CHANGE.

The teacher or the student cannot move alone; the school needs to move.

The project is missioned through practical experimentation in 5 schools from different countries to create guidance and best practice to secondary schools from across Europe wishing to engage in the process of becoming a “school as a driver of change”.

The education we offer the new generations are not fit to give them the competences, skills and capacity to live and learn and work in the globalised 21st century.

The world the new generations grow up in is above all characterizes by constant change, unpredictable directions and serious local and global threats.

At the same time the new generations of students are dramatically different from former generations: the young people think, live and learn in

fundamentally different ways that the older generations.

“Millennials worldwide are more similar to one another than to older generations within their nations.”
Time Magazine, 2014

As solidly demonstrated by research and by the European Commission secondary school needs fundamental change: from traditional classroom and teacher-oriented education to real-life based open schooling through which the young students acquire the capacity to act in society, to take initiatives and to manage constant change.

In short this is called capacity to agency, capacity to be “change agents” (OECD).

The capacity to such agency cannot be taught in traditional classrooms, but only acquired through deep engagement in real-life and real-time challenges in the students’ local and global communities.

Obviously, such new “didactics” fundamentally challenge what we call school education today.

The many positive attempts to create new learning opportunities for young students have brought about a long line of useful improvements of traditional classroom didactics and pedagogies.

However, they all have in common that they do not fundamentally break away from the basic axioms and discourse of traditional schooling, and therefore they have not been able to offer the young generations the learning opportunities they need.

Key partners in the partnership have experimented with fundamental didactic innovation in secondary school for many years and through many challenging and hard-working Erasmus+ projects such as iYouth, iCAP, Open Science Schooling and similar Erasmus+ initiatives.

The project will apply a double project methodology - innovation and progression methodologies - has been designed to accomplish its mission: an INNOVATION METHODOLOGY ensuring the proper implementation of the project innovation, and a PROGRESSION METHODOLOGY ensuring that the project at project level stepwise moves towards its results.

The project consortium is composed to ensure quality implementation of the project’s major missions.

The consortium includes experienced as well as new partners in European collaboration, but also a quality assurance partner with 17 years of European experience.

The consortium is balanced between knowledge partners and practice partners, and the consortium includes partners from 8 very different countries and cultures.

Key outcomes of the project are:

THE SCHOOL AS DRIVER OF CHANGE - 21ST CENTURY LEARNING FOR THE NEW YOUNG STUDENTS

- Guidelines and best practice for secondary schools, teachers and community

I’M A CHANGE AGENT - WHAT RU?

- Video documentary co-created by the secondary school student teams

Policy paper:

HOW LOCAL POLICY-MAKERS AND EDUCATIONAL AUTHORITIES CAN SUPPORT SCHOOLS AS DRIVERS OF CHANGE

RESEARCH PAPER:

WHAT SHOULD BE RESEARCHED TO PROMOTE AND QUALIFY SCHOOLS TO BE DRIVERS OF COMMUNITY CHANGE AND OFFER STUDENTS 21ST CENTURY LEARNING OPPORTUNITIES?

Coordinator:

Cardinal Stefan Wyszynski University



Poland



MISSION BASED LEARNING



“Students who are best prepared for the future are CHANGE AGENTS”.
OECD, “Education 2030”, 2018

“Encourage “open schooling” where schools become an AGENT OF COMMUNITY WELL-BEING”.
European Commission, Science Education for Responsible Citizenship, 2015

WHAT THE PROJECT WILL DELIVER

Mission Based Learning is an open schooling model, based on, but going further than, the key principles of open schooling. The new learning approach is named Mission Based Learning, and it is based on 10 years of educational innovation experimentation.

The project sets out to test the qualities of Mission Based Learning through thorough experiments in secondary schools from different countries. From this experimentation it will deliver useful and practice-based guidance to teachers and schools in the process of taking action to change traditional classroom teaching, or to integrate alternative learning activities in the normal school life. In the process the project will test the educator competences developed under the Rounder Sense of Purpose (RSP) Erasmus+ project.

WHY IS THE “MISSION BASED LEARNING” MODEL ABLE TO RESPOND TO WHAT 21ST CENTURY YOUNG STUDENTS NEED?

Learning through strong and immersive community missions includes all the challenges the student needs to develop such skills, competences and capacity. Helping students to develop these capacities requires teachers to adopt a new role; this is reflected in the RSP competence framework, hence this will underpin the project approach.

THE BACKGROUND AND NEED

As documented by leading educational research and clearly stated by the European Commission, Europe’s education systems need to change dramatically and fundamentally.

The education we offer the new generations is not fit to give them the competences, skills and capacity to live, learn and work in the globalised 21st century. The world that the new generations grow up in is above all characterised by constant change, unpredictable direction and serious local and global threats. At the same time, and even more importantly, the new generations of students are dramatically different from former generations: the young people think, live and learn in fundamentally different ways that the older generations.

THE CORE INNOVATION

The students will learn through:

- addressing real-life and real-time challenges instead of working with artificial material in the classroom
- paying attention to what needs to be changed, improved or even invented in the community
- engaging in long term missions to create change in the community
- through being entrepreneurial and through growing an innovation mind-set
- through working in teams, in complicated projects, with a wide range of societal players and resources
- developing increasing agency: avoiding contemplation and taking action, avoiding hesitation and demonstrating intention, purpose and direction - and avoiding “knowing about” and seeking “accomplishment”

All this is underpinned by teachers who can facilitate these processes, hence the need to adopt a coherent framework of educator competences.

Thus Mission Based Learning builds on two decades of educational innovation experimentation but takes innovation much further. This project allows the young students to learn from real-life engagement, from taking change action and from accomplishing important missions or projects with relevance to the students as well as the community.

PROJECT METHODOLOGY

The project methodology combines an INNOVATION METHODOLOGY (“how the innovation will be produced”) and an IMPLEMENTATION METHODOLOGY (“how the project will progress towards its results”). This powerful double methodology has been applied in several demanding E+ projects with considerable success. At the same time the project applies an authentic and uncompromised students’ co-creation approach: co-creating the project progression as well as the project outcomes

WHO ARE THE PROJECT PLAYERS?

The powerful partnership consists of 9 partners from 8 countries:

- 2 knowledge partners, one is the coordinator
- 1 knowledge/practice partner
- 5 secondary schools from different countries
- 1 quality assurance partner with European experience

The consortium includes high-level knowledge partners from the UK, Finland and Poland - plus a large group of dedicated secondary schools from all across Europe. The consortium pan-European with partners from Finland to Spain to the UK to Turkey!

THE RESULTS OF THE PROJECT

The project will produce a long line of process outcomes building up to the final outcomes, and for dissemination.

The final outcomes are:

THE SCHOOL GUIDE TO MISSION BASED LEARNING

- Engaging 21st century young students

WHAT WE NEED AND HOW WE LEARN

- Students’ video messages to educationalists

WHAT (LOCAL) POLICY-MAKERS CAN DO FOR 21ST CENTURY YOUNG STUDENTS

- Policy paper

HOW TO HELP TRANSFORM YOUNG 21ST CENTURY STUDENTS FROM “UNTEACHABLES” TO “LEARNABLES” (Working Title)

- Mission Based Learning theoretical contribution to the European open schooling agenda

Coordinator:

University of Gloucestershire



UK



YOUNG STUDENTS AS CRITICAL SCIENCE DETECTIVES

“Above all there is a need to involve citizens, young and old, as active agents at the heart of inquiry-oriented science learning - in identifying and framing the research problems and leading to the discovery of solutions and innovations which help situate science in every-day life. In this way, we involve a richer pool of talent in framing a more responsible and ethical approach to research and innovation.”

COMMISSION 2015, SCIENCE EDUCATION FOR RESPONSIBLE CITIZENSHIP

The idea to create the YOUNG STUDENTS AS CRITICAL SCIENCE DETECTIVES emerged from a number of Erasmus+ experimentations with open schooling and open science schooling.

The lessons learned from this rich experimentation revealed that it is difficult, sometimes impossible, for secondary schools in Europe to implement and experiment with the full concept and methodology of what we understand as “open science schooling”.

The challenge for many schools and science teachers are: when trying to implement the full open science schooling methodology, they experienced - not surprisingly - that the traditional school and science curricula made it almost impossible.

Faced with these conditions in the Erasmus+ projects, many schools working with open science schooling limited the experimentation to more punctual out-of-school activities such as visit to science centers - or including technology to “modernize” the science teaching.

However positive such activities might be to students with less interest in traditional science teaching, such punctual activity is very far from what is intended in the open science schooling methodology.

The open science schooling methodology is about student teams’ long and immersive and full engagement in science activities and processes in the community - and this is quite demanding.

Therefore a group of partners started creating the idea of open science schooling approaches that were more practically implementable for schools and science teachers in typical secondary schools.

In other words: open science schooling that could be INTEGRATED in the normal science education or ADDED to normal science education without the need to change the curricula fundamentally - and sufficiently flexible to be implemented in different ways according to the schools’ capacity and resources.

As a result of renewed studies of the most important Commission science

education innovation guidelines and recent critical science learning research, we recognized that one of the major components in science learning innovation was: to be attractive to 21st century students, science and science learning should recover and rediscover the links to NARRATIVE and make efforts to communicate the learning in narrative forms.

These links to narrative forms includes for example: adventure, science fiction, exploration, detective work, curiosity - and the ability to take action in such narrative worlds: narrative and epic agency.

The result was the YOUNG STUDENTS AS CRITICAL SCIENCE DETECTIVES concept, at the same time able to integrate (due to the term “critical”) important Commission science learning policies, such as “science with and for society” and “responsible science”, but also to integrate sharing the science engagement with the students’ families and with other citizens.

The ultimate mission of the project is therefore to create a model of YOUNG STUDENTS AS CRITICAL SCIENCE DETECTIVES that is attractive to schools and science teachers from across Europe and appears realistic to engage in.

The model will be co-created by the young students themselves, as this is credo for all true educational innovation in the 21st century.

The project is coordinated by Danish ABSALON UNIVERSITY COLLEGE and the partnership includes 8 partners from 7 European countries. The partnership is extremely pan-European with participation from Finland to Spain and from Greece to Denmark.

The project will produce a long line of process outcomes and the following major products:

THE CRITICAL SCIENCE DETECTIVES MODEL

A guidance collection for secondary schools and their science teachers on how to easily integrate the critical science detectives method in the science curricula

I AM A SCIENCE DETECTIVE - R U?

The student teams’ joint video movie explain how they changed their negative attitudes towards science through the critical science missions

CRITICAL SCIENCE DETECTIVES AND THE OPEN SCIENCE SCHOOLING AGENDA

A theoretical paper discussing state of the art of Open Science Schooling from the point of view of lessons learned in the Critical Science Detectives project

THE FUTURE OF SCIENCE LEARNING INNOVATION

A policy paper trying to identify the key challenges to science learning innovation, based on positive and negative experience from the Critical Science Detectives project; the policy paper wishes to identify key research and experimentation needs in the near future to make Open Science Schooling a reality

Coordinator:

Absalon University College



Denmark



ECO-SYSTEMS OF OPEN SCIENCE SCHOOLING

“Encourage “open schooling” where schools, in cooperation with other stakeholders, become an AGENT OF COMMUNITY well-being; families are encouraged to become real partners in school life and activities; professionals from enterprise, civil and wider society are actively involved in bringing real-life projects into the classroom.”

Commission 2015, Science Education for Responsible Citizenship

To make open science schooling a reality, the Commission recommends schools to have not only access to, but permanent and sustainable access to real-life and real-time science resources (locally and globally) for students and teachers to tap into - and the project will demonstrate how such permanent science collaboration should take the form of “eco-systems of open science schooling”.

ECO-SYSTEMS OF OPEN SCIENCE SCHOOLING will make available the basic resources, infrastructures and collaboration student teams need to carry through and accomplish open schooling science missions.

The project is missioned to contribute considerably to re-engaging young students in science and technology learning and in the world of science and technology - one of the top strategic priorities and innovation needs in European education.

Open science schooling has proved to be a strong and very attractive alternative to the very traditional science teaching, and to offer the young students a much more open, interesting and exciting way into what science can be for them.

The critique from the Commission of what can be called “modernisation” of science learning in secondary school is that such attempts mostly amount to punctual community activities, the use of modern technology and including discussions of societal challenges such as climate change.

The Commission clearly states that such modernizations do not fundamentally change traditional science teaching and are therefore not able to counter the increasing disengagement from science among young students.

However, schools do not have the resources to create such open science opportunities for the students from scratch - they need permanent and sustainable access to science resources in the local and global communities.

The project names these resources and the permanent access ECO-SYSTEMS OF OPEN SCIENCE SCHOOLING, using the term “eco-systems” to describe the living and constantly changing nature of such science resources and the students’ engagement with these resources, as well as the mutually benefitting interaction between a number of societal players.

The project will produce practice based guidance and good practice to schools

and science teachers on how to establish and maintain such eco-systems in different ways.

The project idea is partly based on the extremely valuable lessons learned from the 30 months Open Science Schooling Erasmus+ Schools project, coordinated by the University of Eastern Finland.

The lessons learned are unfolded along the application.

Key methodologies and work methods in the project are therefore:

- The schools must be involved as organisations, not as individual teachers
- The eco-systems should be built in interplay with the student missions to create authentic knowledge resources, based on practical experience
- Basic community science collaboration resources must be available to the students, as recommended by the European Commission, and this will happen through the project's long and student-led open science schooling practice
- The project defines "community" in the broadest sense of the word: local community, region, but also scientific community or virtual community
- Student missions must address different kinds of communities in different phases of the project to engage the students in different parts of the world of science
- The eco-systems of open science schooling must be driven by the schools in their new role as "agents of change" in the community (OECD)

The ultimate mission of ECO-SYSTEMS OF OPEN SCIENCE SCHOOLING is to provide attractive and practically useful guidance to science teachers and secondary schools from across Europe to assist them building up eco-systems of science collaboration in their communities and guide their young students in their real-life and real-time science missions.

It is a paramount principle in the project that the open science schooling guidance to schools and teachers must be based on authentic student-led science engagement, on strong collaboration with a variety of science resources and on highly qualified knowledge creation from the student teams' practice.

The project's results are therefore not based on theory or abstract assumptions, but on dynamic practical experience.

Key outcomes will be:

ECO-SYSTEMS OF OPEN SCIENCE SCHOOLING - THE GUIDANCE PACK

HOW WE LEARNED SCIENCE THROUGH THE ECO-SYSTEMS - THE STUDENT VIDEO

POLICY PAPER: WHAT (MORE) DOES IT TAKE TO MAKE OPEN SCIENCE SCHOOLING A REALITY?

RESEARCH PAPER: WHAT (MORE) NEEDS RESEARCH AND EXPERIMENTATION TO MAKE OPEN SCIENCE SCHOOLING A REALITY?

Coordinator:

Polytechnic University of Catalonia



Spain



YOUNG STUDENTS AS POLITICS GAME CHANGERS



“True youth engagement requires a fundamental shift. Young people must have an authentic voice in the design, development and day-to-day functions of activities. It is impossible to overstate the importance of this shift from adult-directed to youth-owned.”

Engaging youth in community decision-making,
Center for the Study of Social Policy, Washington DC
2007

DEVELOPING AN EASY-TO-USE MODEL FOR SECONDARY SCHOOLS TO HELP ENGAGE YOUNG STUDENTS IN POLITICS BASED ON THEIR OWN INTERESTS AND THEIR 21ST CENTURY CULTURE

MISSION

YOUNG STUDENTS AS POLITICS GAME CHANGERS will through innovative work methods address the urgent challenge of young students increasing disengagement in politics.

The project asks: how can open schooling in secondary schools contribute to engaging young people in politics, democracy and European values?

Co-driven by young students themselves, the project will create innovative open schooling guidelines to secondary schools on how to organise engagement in politics initiatives.

CHALLENGE

To tackle this challenge, the traditional understanding of politics, democracy and European values must be fundamentally questioned and deconstructed (as strongly recommended by state of the art critical research), and the young students themselves must be allowed to take the scene and co-create what politics, democracy and European values mean in their world and how schools can provide the necessary space for such youth-driven innovation.

RATIONALE

YOUNG STUDENTS AS POLITICS GAME CHANGERS will invite secondary students to co-create attractive and practically useful guidance to secondary schools on how to prevent disinterest and foster engagement in politics, democracy and European values.

The guidance will be developed through real-life and real-time open schooling and will therefore be based on practical experience, not on theoretical

assumptions.

M E T H O D O L O G I C A L

Based on intensive studies of recent critical youth participation research and based on the European Commission's innovation in education agenda it can be concluded that 3 work methods need to work together to bring about the expected innovation and results: preventing disinterest and fostering engagement in politics in early schooling.

Why these 3 methodologies and why must they work together?

Because there are 3 fundamental conditions for preventing disinterest and fostering engagement in politics in early schooling and in education in general:

1. Didactic methodology

Traditional didactics in secondary school must be changed into innovative open schooling didactics to bring about interest and engagement

2. Co-creation methodology

The principles and work forms of interest and engagement fostering politics and learning must be developed and co-created by the young students themselves, not deducted from whatever educational theory

3. Subjective engagement methodology

21st century youth is characterised by a number of subjective engagement conditions and criteria very different from earlier generations; if those engagement criteria are not met, they will not engage

W O R K P R O G R A M M E

The project's work programme is a framework that might be adjusted by the student teams along the project.

The work programme responds to the question: what activities will lead to the creation of the open schooling guidance and to the outcomes in general?

The work programme is therefore defined by the following progression:

Phase 1: CAPACITY

- building consensus and implementation capacity among partners and student teams
3 months

Phase 2: DECONSTRUCTION

- wild youth-led dialogues: questioning and deconstructing key elements in traditional political discourse
3 months

Phase 3 A: OPEN SCHOOLING / COMMUNITY

- young students as politics detectives: What does politics mean locally? What needs to be changed locally? Learning on demand...
4 months+

Phase 3 B: OPEN SCHOOLING / VIRTUAL

- young students as politics detectives: What does politics mean globally, on the internet and in the social networks? Why are young people engaging and in what? Learning on demand...
4 months+

Phase 4: CONSTRUCTION

- youth-led construction of an alternative political discourse, based on the practical community and virtual detecting;
- 4 months

Phase 5: CONSTRUCTION+

- consultancy: feedback from teachers, schools, researchers and policy-makers to the youth-led construction
- 2 months

Phase 6: PRODUCING & SHARING

- production of final outcomes
 - sharing in the project's 3 networks
- 4 months

OUTCOMES

THE GAME CHANGER

- The radical school guide to engagement of young students in politics and democracy, including virtual scenarios

HOW WE CAN CHANGE THE POLITICAL GAME

- Study of the reasons for the lack of interest in politics and democracy among the young generations

THE GAME CHANGER VIDEO

- Student teams explain their engagement in the politics detectives missions and how they along the project developed an alternative understanding of and language for politics, democracy and European values

EUROPE, WHERE ARE YOU GOING? - POLICY PAPER

- A reflexion based on project activities on why Europe and the European Project is losing its young generations

Coordinator:

Lithuanian College of Democracy



Lithuania



YOUNG EUROPEANS



“True youth engagement requires a fundamental shift. Young people must have an authentic voice in the design, development and day-to-day functions of activities. It is impossible to overstate the importance of this shift from adult-directed to youth-owned.”

Engaging youth in community decision-making,
Center for the Study of Social Policy, Washington DC
2007

MISSION

Young Europeans will through innovative work methods address the urgent challenge of young Europeans’ increasing disengagement in politics. The project asks: how can open schooling in secondary schools contribute to engaging young people in politics, democracy and European values? Co-driven by young students themselves, the project will create innovative open schooling guidelines to secondary schools on how to organise engagement in politics initiatives.

CHALLENGE

To tackle this challenge, the traditional understanding of politics, democracy and European values must be fundamentally questioned and deconstructed (as strongly recommended by state of the art critical research), and the young students themselves must be allowed to take the scene and co-create what politics, democracy and European values mean in their world and how schools can provide the necessary space for such youth-driven innovation.

RATIONALE

Young Europeans will invite secondary students to co-create attractive and practically useful guidance to secondary schools on how to prevent disinterest and foster engagement in politics, democracy and EU values. The guidance will be developed through real-life and real-time open schooling and will therefore be based on practical experience, not on theoretical assumptions.

METHODOLOGICAL

Based on intensive studies of recent critical youth participation research and based on the EU Commission’s innovation in education agenda it can be concluded that 3 work methods need to work together to bring about the expected innovation and results: preventing disinterest and fostering

engagement in politics in early schooling.

Why these 3 methodologies and why must they work together?

Because there are 3 fundamental conditions for preventing disinterest and fostering engagement in politics in early schooling and in education in general:

1. DIDACTIC METHODOLOGY

Traditional didactics in secondary school must be changed into innovative open schooling didactics to bring about interest and engagement

2. CO-CREATION METHODOLOGY

The principles and work forms of interest and engagement fostering politics and learning must be developed and co-created by the young students themselves, not deducted from whatever educational theory

3. SUBJECTIVE ENGAGEMENT METHODOLOGY

21st century youth is characterised by a number of subjective engagement conditions and criteria very different from earlier generations; if those engagement criteria are not met, they will not engage

WORK PROGRAMME

The project's work programme is a framework that might be adjusted by the student teams along the project.

The work programme responds to the question: what activities will lead to the creation of the open schooling guidance and to the outcomes in general?

The work programme is therefore defined by the following progression:

Phase 1: CAPACITY

- building consensus and implementation capacity among partners and student teams

3 months

Phase 2: DECONSTRUCTION

- wild youth-led dialogues: questioning and deconstructing key elements in traditional political discourse

3 months

Phase 3 A: OPEN SCHOOLING / COMMUNITY

- young students as politics detectives: What does politics mean locally? What needs to be changed locally? Learning on demand...

4 months+

Phase 3 B: OPEN SCHOOLING / VIRTUAL

- young students as politics detectives: What does politics mean globally, on the internet and in the social networks? Why are young people engaging and in what? Learning on demand...

4 months+

Phase 4: CONSTRUCTION

- youth-led construction of an alternative political discourse, based on the practical community and virtual detecting;

4 months

Phase 5: CONSTRUCTION+

- consultancy: feedback from teachers, schools, researchers and policy-makers to the youth-led construction

2 months

Phase 6: PRODUCING & SHARING

- production of final outcomes
 - sharing in the project's 3 networks
- 4 months

O U T C O M E S

The Ngager!

- The radical school guide to engagement of young students in politics and democracy, including virtual scenarios

Why they (should) disengage?

- Study of the reasons for the lack of interest in politics and democracy among the young generations

The Ngager! The video

- Student teams explain their engagement in the politics detectives missions and how they along the project developed an alternative understanding of and language for politics, democracy and EU values

Stiffened and cracked Europe - policy paper

- A reflexion based on project activities on why Europe and the European Project are losing its young generations.

Coordinator:

University of Gloucestershire



UK



ENTRE@SCHOOL: Entrepreneurial Education in Action!

“Support systems have a vital role to play in making progress. Schools and teacher education institutions should establish links and cooperation structures with businesses and community organisations to support their entrepreneurship curriculum.”

COMMISSION, ENTREPRENEURSHIP EDUCATION: A GUIDE FOR EDUCATORS, 2013

It is one of the highest priorities in the Commission’s “rethinking education” agenda to build entrepreneurial mindsets and capacity among young people - even from the early years of kindergarten, as the Commission says.

The Commission recommends the creation of such entrepreneurial orientation linked to an open schooling perspective, in which the school and the students collaborate in real-life settings with a variety of organisations and professionals from the world of business and entrepreneuring.

Various experimentations have been carried out in recent years to put those ideas into practice within the framework of the Erasmus+ and other programmes.

Several project partners have been involved in such experimentation, building entrepreneurial capacity but also innovation interest among young students in secondary school.

One of the most important lessons learned is:

Yes, it is indeed possible for average secondary schools to engage their teachers and students in such entrepreneurial capacity innovation, but it takes a lot of resources from the school and teachers - and also from the collaborating community - to establish the infrastructures of collaboration needed to implement such entrepreneurial didactics.

Schools participating in these experimentations clearly state that they would not have been able to implement the entrepreneurial mind-set ideas without the support from the Erasmus+ project.

It is extremely difficult for average schools and teachers to create the needed eco-systems of entrepreneurial collaboration with the community from point zero.

In fact we consider it IMPOSSIBLE for most schools.

The clear conclusion is:

Open schooling, entrepreneurial learning and the building of innovation interest

will not happen in most secondary schools if the schools need to establish the basic collaborative infrastructures from point zero.

THEREFORE SUCH INFRASTRUCTURES OF ENTREPRENEURIAL COLLABORATION MUST BE READILY AVAILABLE TO SCHOOLS - TO JOIN WHEN PLANNING TO ENGAGE THE YOUNG STUDENTS IN REAL-LIFE ENTREPRENEURIAL LEARNING.

THE CHALLENGE IS THEREFORE TO ESTABLISH (LOCALLY OR REGIONALLY) PERMANENT COLLABORATION INFRASTRUCTURES BETWEEN SCHOOL AND BUSINESS FOR SCHOOLS TO MAKE USE OF WHENEVER PLANNING TO ENGAGE YOUNG STUDENTS IN ENTREPRENEURIAL REAL-LIFE LEARNING.

The question is, of course: how to do that?

How can schools connect to the entrepreneurial business or the entrepreneurial social sector?

How can such infrastructures be established at local or regional level?

What kind of resource would be able and willing to set up and maintain such infrastructures?

How, in short, to make it possible and sustainable?

The project strategy to set up and maintain such infrastructures are based on the following logic:

- Schools do not have the needed resources to do this and they do not know their way around the business world
- The local or regional public educational departments are not known to take an interest in radical innovation and as public institutions they are not likely to have the resources for such engagement
- In the world of entrepreneurial business private companies are not likely to be willing to undertake such a demanding and permanent task
- Therefore we point to local or regional Chambers of Commerce as the appropriate organisational platform for setting up entrepreneurial infrastructures for schools and young students

Chambers of Commerce are ideal institutions for such permanent entrepreneurial collaboration, as:

- they already operate as bridge between business, society and education
- they usually have a strong focus on entrepreneurship and capacity building for entrepreneurship
- they already engage with schools and young people on a punctual basis
- most Chambers of Commerce are developing new mind-sets inviting the Chambers to be active players in the community at large, also engaging in non-business activity
- Chambers of Commerce by definition have an excellent network of business and entrepreneurial partners
- Chambers of Commerce are increasingly active on the European scene
- Chambers of Commerce promote entrepreneurial learning and mentality in society at large and in particular among young people

The mission of the ENTRE@SCHOOL: Entrepreneurial Education in Action! project is therefore to set up in practice and test permanent and dynamic Chamber of Commerce led entrepreneurial infrastructures for schools, and to produce useful guidance and demonstration cases to interested schools and Chambers of Commerce across Europe.

This is what the ENTREPRENEURIAL EDUCATION THAT WORKS! project is about!

OUTCOMES

CHAMBERS OF COMMERCE AS DRIVERS OF ENTREPRENEURIAL LEARNING IN SCHOOLS

ENTREPRENEURIAL LEARNING FOR YOUNG STUDENTS - IN PRACTICE

NOW WE CAN! 30 MINUTES VIDEO

POLICY PAPER: WHY IS PERMANENT SCHOOL-BUSINESS COLLABORATION THE ONLY WAY TO ENTREPRENEURIAL EDUCATION?

Coordinator:

TEI of Central Macedonia



Greece



NYPD - NEW YOUNG POLITICS DETECTIVES

According to Young Citizens and Political Participation in a Digital Society “Scholars and policy makers continue to struggle to comprehend the causes and implications of a general decline in traditional forms of political participation. Young people are frequently blamed for this decline and are targeted with a range of policy mechanisms to ‘remedy’ the ‘problem’” (Collin, 2015).



A NOVEL APPROACH OF ADDRESSING DISENGAGEMENT IN POLITICS

The NYPD project is creating a new and urgent dimension in the Commission’s “young people and the future of Europe” agenda.

The Commission and national governments are concerned about the increasing lack of interest and engagement in what traditionally is called “politics” among young people in Europe, threatening the basic values in the European democracies. The UK Government has been worried about declining political and civic engagement in youth, which led to commissioning the Education for Citizenship and the Teaching of Democracy in Schools. The report highlighted that policy education should be compulsory in order to tackle problems of declining political and civic participation among young people.

A number of research and practice initiatives have been launched in recent years to counter this decline. These efforts aimed to spark political involvement of disengaged young people between 18 and 30. The existing strategies are therefore directed towards the generation of young people that has already built considerable resistance towards engagement in traditional “politics”. However, a more effective approach would be to prevent the formation of resistance towards political engagement than to attempt to re-engage once the resistance has been built.

Therefore young people should be given the opportunity to create positive and exciting experiences with political engagement as early as possible, which is of particular importance for adolescents. At this stage young people build the basis for their identity and personality. Therefore offering young people exciting experiences in politics will allow them to develop identities open to political engagement, instead of building resistance towards it.

This identity-building strategy has been successfully used in initiatives helping young people build positive perceptions of science (instead of building early resistance towards it); this project aims to apply this experiential approach in the field of politics.

TARGET GROUPS

The project will involve youth workers, youth organisations, national stakeholders and young people between the ages of 12 and 16 from European countries, in exploring how positive and exciting experiences with politics can be created through an innovative and highly dynamic community engagement approach.

Youth organisations working with young people in non-formal settings have the opportunity to create exciting community interaction than using schools limited resources and inflexible curriculum. This means that engaging young people in politics, democracy and European values can be effectively carried out through the initiatives and activities in non-formal youth work.

The community engagement approach has proved effective in a series of Erasmus+ initiatives: the young people create engagement, interest and build competences, not through traditional didactic teaching, but through real-life experiences with the surrounding physical and virtual community. This interaction is highly important when learning about the engagement with politics.

The project at a glance:

MISSION

NYPD will use innovative methodologies to address and counter the urgent challenge of young Europeans' increasing disengagement in politics. The project aims to answer the question of:

How can community interaction contribute to engaging young people in politics, democracy and European values?

Co-created by young people themselves, the project will generate innovative community interaction guidelines to youth organisations on how to better engage youth in political initiatives.

CHALLENGE

The European Commission and current research agree that the increasing disinterest in politics among young Europeans is a significant challenge and a threat to a sustainable, democratic Europe.

TO TACKLE THIS CHALLENGE, THE TRADITIONAL UNDERSTANDING OF POLITICS, DEMOCRACY AND EUROPEAN VALUES MUST BE FUNDAMENTALLY QUESTIONED AND DECONSTRUCTED (AS STRONGLY RECOMMENDED BY STATE OF THE ART CRITICAL RESEARCH), AND YOUNG PEOPLE MUST BE ALLOWED TO TAKE THE CENTRE STAGE AND CO-CREATE WHAT POLITICS, DEMOCRACY AND EUROPEAN VALUES MEAN IN THEIR VIEW AND HOW YOUTH ENVIRONMENT CAN PROVIDE THE NECESSARY SPACE FOR SUCH YOUTH-DRIVEN INNOVATION.

RATIONALE

NYPD will provide opportunities for young people to co-create immersive and practically useful guidance to youth organisations on strategies to prevent disinterest and foster engagement in politics, democracy and European values. The guidance will be developed through interactive and game-inspired real-life and real-time community missions and will therefore be based on practical experiences, not on theoretical facts. The innovative quality of the project

outcomes will be the authentic experiential involvement of young people.

BY DEFINITION

NYPD will be carried out at EU level, as the core challenges in the project link directly to Europe, to feeling European and to the future of EU citizens.

Coordinator:

Aston University



UK



THE SCHOOL-BUSINESS ALLIANCE FOR THE DIGITAL ECONOMY



“Support systems have a vital role to play in making progress. Schools and teacher education institutions should establish links and cooperation structures with businesses and community organisations to support their entrepreneurship curriculum.”

COMMISSION, ENTREPRENEURSHIP EDUCATION: A GUIDE FOR EDUCATORS, 2013

“The Digital Economy 'potential is dramatically under-exploited in Europe, with 41% of enterprises being non-digital and only 2% taking full profit of the digital opportunities (embracing the four main digital technologies -mobile, social media, cloud and data analytics)”

THE FUELLING DIGITAL ENTREPRENEURSHIP IN EUROPE PAPER, EC.

It is one of the highest priorities in the Commission’s “rethinking education” agenda to build entrepreneurial mindsets and capacity among young people - even from the early years of kindergarten, as the Commission says.

The Commission recommends the creation of such entrepreneurial orientation linked to an open schooling perspective, in which the school and the students collaborate in real-life settings with a variety of organisations and professionals from the world of business and entrepreneuring.

Various experimentations have been carried out in recent years to put those ideas into practice within the framework of the Erasmus+ and other programmes.

Several project partners have been involved in such experimentation, building entrepreneurial capacity but also innovation interest among young students in secondary school.

One of the most important lessons learned is:

Yes, it is indeed possible for average secondary schools to engage their teachers and students in such entrepreneurial capacity innovation, but it takes a lot of resources from the school and teachers - and also from the collaborating community - to establish the infrastructures of collaboration needed to implement such entrepreneurial didactics.

Schools participating in these experimentations clearly state that they would not have been able to implement the entrepreneurial mind-set ideas without the support from the Erasmus+ project.

It is extremely difficult for average schools and teachers to create the needed eco-systems of entrepreneurial collaboration with the community from point

zero.

In fact we consider it IMPOSSIBLE for most schools.

The clear conclusion is:

Open schooling, entrepreneurial learning and the building of innovation interest will not happen in most secondary schools if the schools need to establish the basic collaborative infrastructures from point zero.

THEREFORE SUCH INFRASTRUCTURES OF ENTREPRENEURIAL COLLABORATION MUST BE READILY AVAILABLE TO SCHOOLS - TO JOIN WHEN PLANNING TO ENGAGE THE YOUNG STUDENTS IN REAL-LIFE ENTREPRENEURIAL LEARNING.

THE CHALLENGE IS THEREFORE TO ESTABLISH (LOCALLY OR REGIONALLY) PERMANENT COLLABORATION INFRASTRUCTURES BETWEEN SCHOOL AND BUSINESS FOR SCHOOLS TO MAKE USE OF WHENEVER PLANNING TO ENGAGE YOUNG STUDENTS IN ENTREPRENEURIAL REAL-LIFE LEARNING.

The question is, of course: how to do that?

How can schools connect to the entrepreneurial business or to the entrepreneurial social sector?

How can such infrastructures be established at local or regional level?

What kind of resources would be able and willing to set up and maintain such infrastructures?

How, in short, to make it possible and sustainable?

The project strategy to set up and maintain such infrastructures are based on the following logic:

- Schools do not have the needed resources to do this and they do not know their way around the business world
- The local or regional public educational departments are not known to take an interest in radical innovation and as public institutions they are not likely to have the resources for such engagement
- In the world of entrepreneurial business private companies are not likely to be willing to undertake such a demanding and permanent task
- Therefore we point to local or regional chambers of commerce as the appropriate organisational platform for setting up entrepreneurial infrastructures for schools and young students

Chambers of commerce are ideal institutions for such permanent entrepreneurial collaboration, as:

- they already operate as a bridge between business, society and education
- they usually have a strong focus on entrepreneurship and capacity building for entrepreneurship
- they already engage with schools and young people on a punctual basis
- most chambers of commerce are developing new mind-sets inviting the chambers to be active players in the community at large, also engaging in non-business activity
- chambers of commerce by definition have an excellent network of business and entrepreneurial partners
- chambers of commerce are increasingly active on the European scene
- chambers of commerce promote entrepreneurial learning and mentality in society at large and in particular among young people

The mission of the School-Business Alliance project is therefore to set up in practice and test permanent and dynamic chambers of commerce led entrepreneurial infrastructures for schools, and to produce useful guidance and demonstration cases to interested schools and chambers of commerce across

Europe.

This is what the School-Business Alliance project is about!

Co-created by the Aston University

Coordinator:

Aston University



UK



FAMILY-BASED OPEN SCIENCE SCHOOLING

In 2015, the international community signed the Agenda for Sustainable Development 2030 and set 17 bold goals to reach a better and equal society. The fourth goal was established to be Quality Education, aiming to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO, 2017). In our current society, in which digitalization and technologies transverse almost (if not all) dimensions of our everyday life, Science, Technology, Engineering, Arts and Maths (STEAM) abilities and digital competences become key factors for students to reach a good life. This scenario calls for a change in the school education paradigm - students need to become agents of positive transformations as digital citizens able to critically analyse problems affecting society and bring solutions to them.

For this, there is a strong need to boost the interest in and retention of students in STEAM subjects. However, a recent trend shows young students in K12 developing resistance towards science learning and science careers. Moreover, global players such as the European Commission and the OECD as well as leading research communities agree that one of the biggest challenges to 21st century education is to engage and re-engage young student along their teenage years in science learning.

One powerful way to practice to (re)engage young students in science learning connected to society demands is to include families and community in open real-life activities, engaging students and their families in science in the local and virtual communities. Families, especially parents, guardians and caregivers, have a crucial role at influencing students' engagement towards science learning.

Therefore there is a substantial need to bring in innovative educational practices in partnership of the supporting community surrounding school. Hence, this project has 3 main objectives: 1) Encouraging families to become real partners in school life and activities through participatory design; 2) Co-creating 'science everywhere' activities alongside teachers, students and families to support responsible science education; 3) Supporting the deployment of immersive Joint Science Missions involving the community as a whole so that schools become agents of community well-being.

Our Family-based Open Science Schooling project is one of the first systematic European attempts to experiment with such challenges. The project's most important mission is to develop practically useful guidance to secondary schools and science teachers on how to organize and facilitate family-based open science schooling with good quality, based on rich practical experimentation along the project and on co-creation with young students and their families. All project elements are directed towards producing such practically useful and

attractive guidance to secondary schools and science teachers through participatory design with schools and families. The success of such initiatives is totally depending on the quality of the capacity building and empowerment of science teachers, schools and the surrounding school communities.

Underpinning this basic innovation, the project's work methods add considerable novelty to the initiatives, as the project organization, experimentation and results will involve students, teachers and families as co-creators, through well documented participatory design approach. The project innovation is therefore linked to the European re-thinking science education agenda, dedicated to find brand new ways to make science and science learning attractive to young students, precisely along the years in which they strongly build their identity, personality and professional intents.

The project consortium comprehends two highly qualified knowledge partners (of which one is the project coordinator), five dedicated practice partners (secondary schools) from different countries and one quality assurance partner, covering in total eight quite different European member states, ranging from Finland to Portugal and from Poland to Turkey.

From this project, it is expected that young students engage in real-life science in open collaborating community and family teams, creating dramatically new images of what applied science is and how it can be practiced among teenagers. At the same time this open schooling environment will provide a reliable context for building responsible science mindsets towards active citizenship. The project will yield 4 product outcomes expressed through four Intellectual Outputs (IOs), and process outcomes will result from the various project phases. The main outcomes will emerge from a participatory design process in which teachers, students, family members and researchers will co-design and co-create their final versions.

Produced by University of Eastern Finland

Coordinator:

University of Eastern Finland



Finland



EUROPEAN GIRLS ON THE MOVE

“Education is transformational. It literally changes lives. That is why people work so hard to become educated, and that is why education has always been the key to the American Dream, the force that erases arbitrary divisions of race and class and culture and unlocks every person’s God-given potential.”
Condoleezza Rice, former Secretary of State, at the Boston College Commencement



MISSION

The basic idea of the EUROPEAN GIRLS ON THE MOVE project is that young female students need another and DIFFERENT KIND OF MOTIVATION AND WAYS OF ENGAGEMENTS than the young male students. In fact the girls might grow a DOUBLE RESISTANCE towards engaging in politics: first, they share the boys’ resistance as they all live in the 21st century world of globalised youth culture, a long way from the traditional old male-dominated political world; second, girls grow resistance as girls and young women, precisely because the traditional old male-dominated political world does not seem attractive to them and speak a fundamentally different language than the language of young girls and women.

CHALLENGE

This double resistance is a strong focal point in the application, as the project practice and the schools will address both forms of resistance to be successful. The project will therefore focus on developing a model for secondary schools to help the schools engage young female students based on: the girls own values, own interests, own passions and own aspirations. And even more: based on the girls’ own language, world-views and social practice.

The new language and therefore the new model for schools can only be created through the uncompromised and authentic involvement and co-creation of the girls themselves.

RATIONALE

EUROPEAN GIRLS ON THE MOVE will invite secondary female students to co-create attractive and practically useful guidance to secondary schools on how to prevent disinterest and foster engagement in politics, democracy and European values.

The guidance will be developed through real-life and real-time OPEN SCHOOLING and will therefore be based on practical experience, not on theoretical assumptions.

METHODOLOGICAL

Based on intensive studies of recent critical youth participation research and based on the European Commission's innovation in education agenda it can be concluded that 3 work methods need to work together to bring about the expected innovation and results: preventing disinterest and fostering engagement in politics in early schooling.

Why these 3 methodologies and why must they work together?

Because there are 3 fundamental conditions for preventing disinterest and fostering engagement in politics in early schooling and in education in general:

1. Didactic methodology

Traditional didactics in secondary school must be changed into innovative open schooling didactics to bring about interest and engagement of female students

2. Co-creation methodology

The principles and work forms of interest and engagement fostering politics and learning must be developed and co-created by the young female students themselves, not deducted from whatever educational theory

3. Subjective engagement methodology

21st century youth is characterised by a number of subjective engagement conditions and criteria very different from earlier generations; if those engagement criteria are not met, they will not engage

WORK PROGRAMME

The project's work programme is a framework that might be adjusted by the female student teams along the project.

The work programme responds to the question: what activities will lead to the creation of the open schooling guidance and to the outcomes in general?

The work programme is therefore defined by the following progression:

Phase 1: CAPACITY

Phase 2: DECONSTRUCTION

Phase 3 A: OPEN SCHOOLING / COMMUNITY

Phase 3 B: OPEN SCHOOLING / VIRTUAL

Phase 4: CONSTRUCTION

Phase 5: CONSTRUCTION+

Phase 6: PRODUCING & SHARING

OUTCOMES

GUIDELINES!

- The radical school guide to engagement of young female students in politics and democracy, including virtual scenarios

WHY THEY (SHOULD) DISENGAGE?

- Study of the reasons for the lack of interest in politics and democracy among the young female students

THE VIDEO

- Female student teams explain their engagement in the politics detectives missions and how they along the project developed an alternative understanding of and language for politics, democracy and European values

- A reflexion based on project **STIFFENED AND CRACKED EUROPE - POLICY PAPER**

activities on why Europe and the European Project is losing its young female generations. And also recommendation to help young female students find the political language and their own space in politics

Co-produced by Collegium Balticum

Coordinator:

Collegium Balticum



Poland



YOUNG PEOPLE TAKING THE SCENE

“True youth engagement requires a fundamental shift. Young people must have an authentic voice in the design, development and day-to-day functions of activities. It is impossible to overstate the importance of this shift from adult-directed to youth-owned.”

“Engaging youth in community decision-making”
Center for the Study of Social Policy, Washington DC
2007

C H A L L E N G E

As repeatedly stated by the European Commission and demonstrated by recent youth culture and social science research, Europe is in the process of losing the engagement in politics, society and democracy of an increasing number of young people.

The European Commission is calling for new ways of engaging young people in politics, society and democracy, using innovative approaches relevant to the young people - and ensuring that the young people can create their own agenda, languages and engagement formats.

The challenge that the YOUNG PEOPLE TAKING THE SCENE project will tackle is a result of an important and quite dramatic fact, jointly sustained by recent research:

- the traditional ways of engaging young people in politics, society and democracy, such as through elections and traditional party membership, do not work anymore; those traditional ways have lost their relevance to the young generations

Thus most young people choose to ignore global news and challenges and not to act locally.

Global and local falls apart, leaving most young people in a vacuum.

M I S S I O N

The YOUNG PEOPLE TAKING THE SCENE project will create guidance to youth organisations across Europe on how to engage young people in politics, society and democracy in brand new ways - precisely based on young people’s community practice along the project, and precisely respecting and incorporating the young people’s engagement criteria.

RATIONAL E

New and highly innovative ways of engaging or re-engaging young people in politics, society and democracy are urgently needed. Such innovative ways should build on what we call clear “engagement criteria for 21st century youth”.

These engagement criteria explain what it takes to engage young people today, what makes the engagement attractive.

The most important criteria are that the engagement must:

- be real-life and real-time engagement
- offer a strong change and accomplishment perspective, including direct action-taking
- build on a dedicated discourse of the young people, their mind-sets and their understanding of the world
- be immersive, epic and action-oriented
- be about things that are important, things that matter

METHODOLOGICAL

The project will apply a highly innovative, but Erasmus+ tested, engagement methodology called “mission based learning”, a parallel to the innovative open schooling methodology in formal education.

This methodology will offer the young people a totally different form of engagement in politics, society and democracy than traditional and outdated engagement forms.

The project will meet these engagement criteria through engaging the young teams, in 2 rounds of each 5-6 months action, in real-life and real-time critical community missions about climate change, pollution, human rights and democracy.

INNOVATION

The YOUNG PEOPLE TAKING THE SCENE project offers no less than 3 forms of genuine innovation:

- innovation of the capacity and impact of a Youth project
- innovation of the way to engage or re-engage young people in politics, society and democracy
- innovation of the project’s exploitation and sustainability capacity

OUTCOMES

Outcome 1

THE TAKING THE SCENE GUIDE

Young people taking the scene guidelines to youth organisations and youth workers

Outcome 2

THE TAKING THE SCENE VIDEO

Produced by the youth teams

Outcome 3

KNOWLEDGE PAPER - MOBILISING YOUTH FOR GLOBAL CHALLENGES

How can youth organisations create engagement through involving young people locally in urgent global challenges? Lessons learned and recommendations from the project

Outcome 4

ROLE-MODELS IN EUROPE - YOUTH MOBILISING YOUTH

Dedicated youth workers and young people as European role-models - towards the follow-up to the YOUNG PEOPLE TAKING THE SCENE project; strategic plans for European role-modelling funded by the Youth programme

C O N S O R T I U M

Non-formal youth organisations are perfect drivers and facilitators of such engagement innovation for a number of reasons:

- unlike schools increasingly limited by overloaded curricula, non-formal youth organisations have the time and freedom to engage young people in long-term community challenges
- youth organisations can reach a diversity of young people, regardless of social and cultural backgrounds and academic performance
- young people participates voluntarily and out of interest

As the project addressed a European challenge - Europe on the way to lose its young generations - the project must by definition be carried out at European level.

The partnership is extremely pan-European, involving partners and young people from Lithuania, Germany, Austria, Italy, Slovenia, Turkey, France and Spain!

Produced by Working with Europe

Coordinator:

Lithuanian College of Democracy



Lithuania