



# Erasmus+



*Examples of WWEU-led and innovative European project initiatives 2018*

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In 2015, Alzheimer's disease International estimated that there were 46.8 million people living with dementia. With one person being diagnosed every 3 seconds, this number is set to double in twenty years.

Today it is estimated that 94% of people with dementia, in low and middle income countries, are cared for in the home. As such, illnesses which come under the broad category of 'dementia' represent one of the biggest global public health and social care challenges facing society. However, whilst dementia shortens the lives of those affected, its greatest impact is upon quality of life for individuals living with dementia, for their family and informal carers." (World Alzheimer Report 2015, "The Global Impact of Dementia")

## PROBLEM

Across Europe millions of Europeans suffer from dementia. They are cared for in their homes by family members and a network of health & social care workers. Typically, however these family members and carers live isolated lives with little or no access to resources and services that might help them better understand and support people with dementia. In some countries carers have no training at all.

## SOLUTION

In an environment that is now placing a greater emphasis on self-management of care, the provision of educational resources that could promote learning and support for family members and informal carers, will assist in the better management of the care regime for people with dementia. This could also offer much needed support for family members and carers, and reduce the likelihood of a consequential impact on the health of these carers.

**The Managing Dementia project will create the first examples in Europe of such resources, based on intensive collaboration with the end-users themselves.**

## IN DETAIL

Within Europe millions of citizens are suffering from varying degrees of incurable and progressive illnesses known as ‘dementia’. As demographic changes mean that more and more older people are likely to suffer from this neurological disease. This will take place at the same time as many European countries will see a reduction in the numbers of working people. Placing a greater emphasis on informal and family care support networks.

Given that some 90% of the care that people with dementia receive, takes place in the home, it can be seen that this disease not only affects the individual patient, but those involved in the daily care of the individual. This creates opportunities for these carers to develop, burn-out, depression and social isolation.

In most European countries family members and carers receive little support. Research on material supporting family members’ and carers’ capacity to care for people with dementia reveals that very little useful material is available. Moreover, what exists tends to be academic, written in formal language and with very little content that is of practical help for families and carers in terms of understanding, managing and coping with the disease. This leads us to conclude that there is a clear lack of useful, adequate and accessible support material for families and carers across Europe.

Given the shifting demographics and the projections as to how this disease will spread amongst the mainly older population, the consequences of this lack of support may pose a significant threat to European health and social care regimes.

## RATIONALE

The rationale behind the Managing Dementia project is therefore:

**Families and carers providing care for people with dementia must have access to materials that enables and empowers them to undertake better care, whilst at the same time counter opportunities for burn-out among family members.**

The materials must be simple, readily accessible. They should be provided in a format that is totally different from traditional text-based guidance materials. In line with notions of self-management of care, these materials must provide information that empowers families and carers to not only manage the practical aspects of caring for people with dementia, but also promote a deeper understanding of the disease.

**Resources need to be of sufficient depth and detail so as to ensure that families are able to carer for the person with dementia both over time, and as the disease progresses.**

The European Commission has long since declared dementia a European health priority and a challenge that needed to be addressed at European level. This recognizes the fact that whilst dementia affects individuals and their families, the nature of the spread of this disease is a global challenge. Developing resources at a national level would be inefficient and lead to wasteful replication. Developing content and material at a European level provides for

greater opportunities for learning and sharing of good practice, cost-efficiencies and consistency of care for European citizens.

*“While dementia does shorten the lives of those affected, its GREATEST IMPACT is upon quality of life, both for individuals living with dementia, and for their family and carers.”* (World Alzheimer Report 2015, “The Global Impact of Dementia”)

## PARTNERSHIP

### COORDINATOR

University of Gloucestershire



The University of West London



Anziani e non solo societa cooperativa sociale



Buyuk ortadogu saglik ve egitim vakfi



SSW Collegium Balticum



Götene Municipality



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“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 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.

## WORK METHODS

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

21<sup>st</sup> 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 OVERVIEW

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 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 European values

### Stiffened and cracked Europe - policy paper

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

## PARTNERSHIP

### COORDINATOR

#### The Mighty Creatives



#### Platon M.E.P.E



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Ortakoy 80.yil mesleki ve teknik anadolu lisesi



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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 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!

**COORDINATOR**

**ANKESOB**



Ortakoy 80.yil mesleki ve teknik anadolu lisesi



Primorska Gospodarska Zbornica



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Regional enterprise support center



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The University of West London



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“But this method is no longer relevant, because students are no longer listening.”

*Teaching Digital Natives*

- *Partnering for Real Learning*

Marc Prensky, 2011

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 might 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, but knowledge based on practical experimentation.

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

Schools and teachers are not at all prepared for this “cultural revolution”. Teachers are not trained at all to create learning environments for the new generations of digital natives and “unteachables”.

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

**They are not expected to have ready-made solutions, but to have tools to work with the challenges.**

In fact, the new generations of teachers need to have considerable insight into the profiles and identities of the young 21<sup>st</sup> 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 “learnable” means - in practice.

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 to a great extent a result of what we know as “the internet revolution”, “digital natives” and “globalization”.

The Commission calls for such initiatives as The Unteachables, 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 consortium therefore opts for a “The Unteachables” project with a clear knowledge creation profile and producing the needed resources to engage in future not one but several Erasmus+ experimentations, including preparation a higher level Knowledge Alliance.

The missions of “The Unteachables” are therefore:

To create authentic and accurate profiles of the present and future “unteachables” on which the development of future “learnables” strategies can build

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

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

To outline and describe a number of possible practicable innovative approaches to applying “learnables” strategies in school education for young students in secondary school.

To create a powerful Knowledge Alliance application to be submitted in 2020, 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.

The project is based on extensive studies in the field of “21<sup>st</sup> century youth and learning”.

The project will develop, produce and widely share in particular among teacher educations in Europe the following resources:

## **1 THE COLLECTION**

The full “The Unteachables” Collection

## **2 FROM UNTEACHABLES TO LEARNABLES**

Innovation strategies for turning “unteachables” into “learnables in the 21<sup>st</sup> century educational scene

### 3 THE FUTURE IS HERE - THE “UNTEACHABLE” LEARNER

Profiling and analysing the new generations of “unteachables” and the challenges they present to 200 years of “education”

### 4 - “YET LEARNABLES”

Collecting and presenting evidence of successful “learnables” experimentation from Europe and beyond and summarizing this evidence into a set of basic principles for future-oriented “learnables” strategies

### 5 - AND NOW WHAT?

Politics recommendations for further research and practical experimentation with 21<sup>st</sup> century “learnables” strategies based on young people’s co-creation

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Working with Europe





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