



Working with Europe
Supporting the creation of
innovative projects and
partnerships across Europe

2016 EUROPEAN PROJECT INITIATIVES^{part 1}

Presentation of project initiatives along 2016 created or
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NAME



iCAP

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

PROGRAM



Erasmus+

SUMMARY

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 not 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

Results will be available on www.icap.net

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.

The project will share and collaborate with similar Erasmus+ and Horizon to create synergies.

PARTNERSHIP

University Chester

UK



University Thessaly

Greece



Furness Academy

UK



Gheorghe Țițeica

Romania



Kranj

Slovenia



Institut Vilafant

Spain



Platon

Greece



WWEU

Spain



NAME



iYouth

Empowering Europe's Young Innovators - the desire to innovate

PROGRAM



SUMMARY

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

The Commission's invitation should be seen against the background of changing Europe and a Europe transforming from traditional industry to innovation economy in the widest sense of this term.

To play a competitive role in the globalized economy, Europe is increasingly depending on a population of innovators and entrepreneurs, in particular dependent on new generations of young people with innovation interest, skills and capacity.

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

This is in the iYouth context called the *Empowering European's Young Innovators Agenda*.

The iYouth project forms part of this Agenda through its contributions to the exploration of how to, in practice, foster innovation interest, engagement and capacity in secondary school.

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

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

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

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

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

- Innovation Curiosity
- Innovation Interest
- Innovation Engagement
- Innovation Skills
- Innovation Capacity

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

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

The post-project sustainability of those local eco-systems is a major priority in the project.

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

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

The key outcomes of the project will be:

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

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

The project will collaborate virtually with a student team from a Chinese secondary school.

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

[The endorsements are documented in the iYouth Attachment Pack]

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

The mobility event will be co-designed and co-driven by the student teams.

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

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

PARTNERSHIP

USV

Romania



EGInA

Italy



Collegium Balticum

Poland



Institute Vilafant

Spain



Gheorghe Titeica

Romania



Platon

Greece



Istituto Vasto

Italy



Tanext School

Hungary



Working with Europe

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NAME



ScienceGirls

Teenage girls as co-creators of science learning engagement

PROGRAM



Erasmus+

SUMMARY

“NOTHING HAS WORKED!

Despite more than 30 years of focus on ‘enthusing, fascinating or encouraging’ girls into STEM, there has been NO CHANGE in the proportion of girls choosing physics A-level. It is clear that one-off interventions don’t work. Initiatives that seek to ‘encourage’ girls into STEM by implying that girls must change to fit into the science world are misplaced. Competitions are also a risk. Girls do not need competition to motivate them and are often more inspired by co-operative activity. And simply being a woman who works in STEM doesn’t make someone an effective role model. Some role models are ‘too perfect’ and are therefore off-putting. For a girl, enjoying, being interested or being good at a subject isn’t enough to persuade her to continue studying it - she has to be convinced that it has a value for her future and that it doesn’t limit her future options.”

“Not for people like me?” WISE, UK 2014

“Our research points to the potential value of schools and science educators engaging in activities and approaches that enable teachers and students to deconstruct popular gender discourses and stereotypes.”

“Balancing Acts”: Elementary School Girls’ Negotiations of Femininity, Achievement, and Science, 2012 (Archer et al)

Europe’s future economy and social coherence is depending on young generations with interests, skills and capacity far beyond what is offered in the traditional educational system.

Europe needs young people deeply engaged in science, research and innovation - and based on positive and engaging experiences of what science, research and innovation is at a very early age and in early schooling.

Young people are increasingly disengaged from science learning in schools and this is causing great concern in the European Commission and among other global players.

We call this the Commission’s SCIENCE LEARNING INNOVATION AGENDA, described and documented across numerous Commission documents, research papers and guidelines.

The core message is that science learning in schools needs dramatic change and fundamental re-thinking to appeal to the young generations.

The ScienceGirls project aims to contribute to the Science Learning Innovation Agenda through practical experimentation in secondary school, and guided by Commission recommendation and by guidelines from leading science learning research communities.

Recent research also evidence that girls are becoming especially disengaged from science education in school, and that this has serious consequences for their lifetime interests and for their career choices.

Synthesizing leading research, it is clear that most girls do not feel comfortable with science education and the values and personal identities linked to science and science jobs.

The problem is not a lack of intellectual capacity; the problem is at identity level.

Evaluations suggest that while many interventions aimed at encouraging more girls into science may improve girls' attitudes to science, they frequently have little effect on girls' actual subsequent choices. Gender differences can also be produced and reinforced through the education system, resulting in the "othering" of girls within science/mathematics and hindering their progression. For instance, critiques have been made of how the mainstream science curriculum tends not to represent the interests and values of girls, and hence holds less relevance for them.

"Balancing Acts": Elementary School Girls' Negotiations of Femininity, Achievement, and Science, 2012 (Archer et al)

Obviously, Europe cannot afford to lose almost half of the young generations already in early schooling. The resistance towards science learning is built up as science education becomes subjects in the curriculum, which means in secondary school and when the young students are teenagers.

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

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

The project will engage the girls' teams in 3 major challenges:

HOW WE FEEL SCIENCE

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

SCIENCE IN REAL-LIFE

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

VISIONS OF EARLY SCIENCE ENGAGEMENT

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

The project's work programme is based on and follows these 3 challenges, as the two first phases will build capacity among the girls to co-create the visions of early science learning in the last phase.

The authenticity and relevance of the results of these efforts is depending on the direct and uncompromised involvement of the girls' teams along the entire project duration. The teenage girls will be co-drivers of new visions for what science learning could be in early schooling.

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

The project will there contribute considerably to the Science Learning Innovation Agenda, as the results of the project will benefit not only teenage girls, but all young students, secondary schools and teachers dedicated to change the face of science and science learning.

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

CO-CREATION

The project, its work processes and its outcomes will include the full co-creation of the girls' teams all along the project duration, as this is regarded the precondition for contributing seriously to the Commission's Science Learning Innovation Agenda; the co-creation includes substantial feeding into the project's process and product results and the co-creation will significantly increase the authenticity and credibility of the outcomes as well as the attractiveness of the outcomes to secondary schools across Europe.

IDENTITY

Guided by decades of and recent research in the field of science education, the project will not focus on a) how to adjust traditional science learning to girls or on b) how to persuade teenage girls to pursue science careers, but on a gender-sensitive re-thinking of what science learning is and could be, based on identity formation, and in particular on teenage girls' identity formation, as this has been identified as the major challenge to engagement in science learning and careering. This includes questioning the gender-biased image of science, language and culture of science as well as role of science in society. The perspective of these efforts is the development of new and attractive science learning didactics, including a strong gender-sensitive dimension. (Please refer to the project's 10 "Girls and Science" questions).

REAL-LIFE EXPERIENCE - OPEN SCHOOLING

Based on the open schooling approach, strongly recommended by the Commission and by recent research, the project will offer the girls' teams 8 months of engagement in science, research and innovation activities in their local or regional communities. Along this experience they will identify and engage with female role-models involved in science, research and innovation. The girls teams will not only follow those local initiatives, but will also engage in the challenges addressed by the initiatives, thereby producing considerable insight into the mechanisms and cultures of real-life science, research and innovation.

MIXED REALITY COLLABORATION

The girls' teams will qualify their co-creation through working in mixed reality collaboration. Mixed reality collaboration offers the girls a strong sense of the work methods used in the globalized societies, including how professionals work together in science, research and innovation.

The mixed reality experience in ScienceGirls is provided through the combination and integration of intensive on location team work in the schools, virtual collaboration between the girls' teams from the 6 participating schools from different countries, and through the co-creation climax: the 5 days ScienceGirls Science Vision Encounter in the last phase of the project.

AUTHENTIC VISIONS FOR ATTRACTIVE GENDER-SENSITIVE SCIENCE ENGAGEMENT

From a traditional standpoint guidance for innovate science learning should be delivered by academia, as teenage girls are not expected to be able to deliver

valuable contributions. However, this is not in line with what the Commission and the OECD is calling for: not innovation FOR but WITH citizens, and end-user involvement as co-creators in the full circle of innovation, regardless of the nature of the innovation.

The girls' teams in the project are not producing the final outcomes of the project, but they are feeding into the project the raw material on which the outcomes will be based.

The girls' teams will be perfectly able to feed such visions for attractive and gender-sensitive science learning in the co-creative phase of the project, as they have built considerable capacity to do so through the two first phases in the project addressing how they feel about science and what science looks like in real life, including for women engaged in science, research and innovation. ScienceGirls is therefore a perfect example of the user-driven innovation called for by the European Commission, and one of the first European school projects taking the user-driven approach seriously.

Involvement in the ScienceGirls project will take place at 3 levels.

PRIMARY PLAYERS ARE:

The 12 girls' teams (60 teenage girls in total from 6 different countries)

The girls are 13 to 15 of age to ensure sufficient science teaching experience

The 12 support teachers in the role as co-learners and team and process facilitators

SECONDARY PLAYERS ARE:

The secondary schools at institutional level

The community and virtual resources collaborating with the girls' teams along the project, in particular in the long 2nd phase and including the female role-models

TERTIARY PLAYERS ARE:

The wider community for experience sharing including the girls' families

European resources involved in the Science Learning Innovation Agenda for consultancy in connection with the exploitation of key project outcomes

The project consortium is organized accordingly: 5 secondary schools as practice partners + 1 secondary school engaged through the Spanish knowledge partner, 3 academic institutions as knowledge partners (one as coordinator, one as media resource and the third as a role-model collaboration between research and school) and a quality assurance partner with 15 years of European experience.

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

This co-creation will form the basis of the production of the final outcomes.

The key outcomes of the project are:

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

THE SCIENCEGIRLS 30 MINUTES VIDEO

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

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

Knowledge paper: CO-CREATION AND THE SCIENCE LEARNING INNOVATION AGENDA

PARTNERSHIP

Furness Academy
UK



USV
Romania



UPC
Spain



Platon
Greece



Elazig
Turkey



Taverville School
Italy



Kranj School Centre
Slovenia



Working with Europe
Spain



NAME



CHRIS

Countering Human RADICALISATION In School

PROGRAM



Erasmus+

SUMMARY

“Prevention is key: it is crucial to invest in interventions that are aimed at removing the breeding ground for radicalisation to prevent these processes or stop them as early as possible.”

RAN Collection

Preventing Radicalisation to Terrorism and Violent Extremism
(European Commission, 2016)

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

RAN Collection

Preventing Radicalisation to Terrorism and Violent Extremism
(European Commission, 2016)

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

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

The CHRIS project is one of the first projects in Europe to take the Commission's Young People's Co-creation Agenda seriously and to implement this Agenda to create valuable contributions to radicalisation prevention in schools, based on the full, authentic and uncompromised co-creation of young students from a diversity of European countries.

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

The CHRIS project is embedded in a long-term European strategy:

The "CHRIS Schools" project will be followed and complemented by a "CHRIS Community" project submitted to the October 2016 Erasmus+ Youth Call and addressing radicalisation prevention in community contexts.

The wider perspective is a Knowledge Alliance application to be submitted in 2017 or 2018, bringing together powerful radicalisation prevention resources.

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

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

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

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

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

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

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

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

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

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

The project will engage 2 teams of 5 young students from each of the 6 participating schools along the entire project. The young teams will be supported by 2 teachers from each participating schools.
The full participation of the young students has been formally endorsed by the school managements, as documented in the Letters of Endorsement attachment.

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

The basic project approach can be described as follows:

Immersive didactics, work forms and learning approaches



Narratives, (gender) identities and life-wide missions



Robust, resilient and change-oriented personalities



Reduced need for creation of radicalisation potential

The project will produce the following key outcomes:

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

PARTNERSHIP

University College Zealand

Denmark



Collegium Balticum

Poland



University of Oradea

Romania



Elazig Anatolian High School

Turkey



Platon Schools

Greece



Istituto Comprensivo Ortona

Italy



Tanext schools

Hungary



Pasvalys Levens

Lithuania



Working with Europe

Spain





⇒ *coming up* 2016

HORIZON
Open Schooling

HORIZON
ScienceShops

ERASMUS+ YOUTH
CHRIS Community

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