



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

# 2015 EUROPEAN PROJECT INITIATIVES

Presentation of project initiatives along 2015 created or  
co-created by [Working with Europe](#)

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Erasmus+

NAME

## Break down or break dance!

PROGRAM



Erasmus+

SUMMARY

“Unemployed young people who are not in education are the least likely to be engaged in the activities of organisations such as youth clubs or youth organisations.

...

A study for the European Youth Forum showed that the competences developed by youth work are also the ones demanded on the labour markets.

...

Engaging with young people as equal partners and having their best interests as a priority seems to be a crucial feature of the majority of successful youth work initiatives”.

Commission, The value of youth work in the EU, 2014

An increasing number of children and young people across Europe do not fit well into or do not develop well in the traditional education system.

Europe is looking for alternative and creative ways to engage or re-engage these young people through addressing them and allowing them development space linking closely to their own 21st century cultures.

However, as repeatedly stated by the Commission and its research, the children and young people mostly in need of such alternative ways are less likely to be reached.

Break dance and street dance is a valuable and underestimated artistic expression form as well as a catalyst of learning, social change and empowerment.

It has the capacity to reach out to all youth groups and to help youth building interesting and useful futures, based on the strong artistic and social cultures of street dancing.

Break down or break dance! wishes to contribute the key objectives of the Youth program and Erasmus+ by linking street dancing cultures among young people to the re-engagement of youth, including at risk youth, to

- find alternative and creative ways of developing new forms of learning interest and entrepreneurial mentality different from traditional schooling
- develop an interest in working in the community and in European engagement
- live more healthy lives and work actively and collectively with their bodies and minds in the midst of individualized virtual cultures

Break dance and other forms of street dancing are therefore regarded important and valuable social and cultural activities with great learning, inclusion and active citizenship potentials, through which in particular non-academic youth of all ages can combine advanced physical, artistic and musical activity with social and educational missions and thereby offering themselves wider benefits from their favourite form of expression.

The key players in the project are young street dancers and potential street dancers from 10 to 25 of age and their trainers.

Around 200 young street dancers will be involved in the project activities, of which at least 50 will take part in transnational training events in Verona IT, Aarhus DK and Barcelona ES.

Around 20 trainers and youth workers will take direct part in the project.

The project is expected to reach a large number of street dance cultures from across Europe.

Break down or break dance! will produce concrete results with high usability to youth cultures across Europe and to policy makers in the youth field:

VIDEO MOVIE “BREAKIN’ THROUGH”

VIRTUAL PLATFORM

VIRTUAL MOBILITY GUIDANCE

CAPACITY GUIDE TRAINERS

CAPACITY GUIDE ORGANISATIONS

KNOWLEDGE PAPER ON THE WIDER POTENTIALS OF STREET DANCE CULTURES

POLICY PAPER ON POLICY AND FUNDING FOR CREATIVE YOUTH INITIATIVES

BREAKING NEWS DISSEMINATION

Considerable local and European impact is expected from the project:

- Participating youth workers will be empowered to sustain, expand and further promote their street dance cultures and organisations in the community and beyond
- Participating children and young people will be deeply engaged in street dance cultures and benefit as to health, social behaviour and learning capacity, including being strongly inspired by entrepreneurial mindsets and Europeanness
- The participating communities and community players will build a deeper understanding of the wider benefits of street dance cultures and will be able to further support and exploit those cultures
- The project will offer local, national and European street dance cultures, other youth cultures and policy makers a resource from which further initiatives can be taken, youth cultures can be qualified and policy can recognize and exploit street dance cultures for inclusion and engagement
- A European network will be established to promote the values and wider benefits of street dance

European youth projects are in general small and with little lasting impact and sustainability.

Break down or break dance! is determined to demonstrate the possible impact and results of stronger youth projects and partnerships, generating a strong voice across Europe and with considerable impact on the participating youth cultures and communities.

Break down or break dance! wishes to contribute to a new European paradigm of high-impact creative youth initiatives, also reaching less involved youth groups and developing strong entrepreneurial mindsets among the trainers and the young dancers.

## PARTNERSHIP

### **Pere Tarres Foundation**

Spain



### **Planum Dance House**

Denmark



### **Art Movement**

Spain



**Ersiliadanza**

Italy



**Municipality of Verona**

Italy



**Gheorghe Țițeica**

Romania



**Asociația Fantom**

Romania



**UC Crew**

UK



NAME

## empowerWOMENT Successful Entrepreneurial Empowerment for Women in start-up business

PROGRAM



SUMMARY

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

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

Financial crisis and global competition makes it difficult for women, less educated women in particular, to find good jobs.

Therefore many women wish to start their own small business or enterprise, forcing them to deal with all sorts of problems and challenges. The first years of business are very difficult for these women and they need strong and systematic support measures.

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

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

Secondary target groups are:

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

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

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

Therefore the Commission calls for entrepreneurship among all groups of Europeans. Entrepreneurship and business is traditionally a men's domain, but there is a growing interest among women in most member states to learn how to establish and run their own business, especially in times of severe unemployment and social difficulties.

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

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

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

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

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

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

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

At the same time this user-driven approach, and the learning generated, will qualify the involved groups of women from the partner communities to add 4 important extra dimensions to their business, compared to more traditional empowerment approaches:

1. The women will, through the user-driven documentation approach, enhance their skills to communicate their problems, needs and strategies
2. The women will, through the user-driven documentation approach, enhance their digital fluency
3. The women will, through the user-driven documentation approach, acquire skills, experience and motivation to mentor and guide entrepreneurial women in similar situations at local but also at European level
4. Through this user-driven approach women will be in the position to escape traditional role models and to strengthen their self-consciousness in doing business

The project partnership is composed by very qualified organisations with long-standing experience in women entrepreneurship and represents all major European regions - Spain, Austria, Italy, Turkey, Romania, Portugal and France. The consortium is completed by an entrepreneurial women association from the learning city of Modi'in in Israel.

## PARTNERSHIP

### **Ministry of Family and Social Policies**

Turkey



### **ESCIBNA**

Spain



### **OSB Consulting**

Austria



**Fondazione Risorsa Donna Roma**

Italy



**Ankara Guidance Academy Association**

Turkey



**Asociatia Pentru Participare Cetateneasca**

Romania



**Working with Europe**

Spain



**IEBA**

Portugal



**M3Cube**

France



**Kidma Modi'in**

Israel



NAME

## Third Europe

PROGRAM



SUMMARY

### THIRD EUROPE

“Much of the Third Sector’s conversation appears to be focused on questions of organisational survival and resilience... There seems to be precious little overall discussion of the deeper question of what the sector is in the process of becoming... There appears to be no sustained sector-wide conversation about the potential transformation underway...”

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

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

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

### THE PROJECT IN FEW WORDS

The project creates a strategic partnership among organisations dealing with Third Sector management and leadership in the European Countries. The project duration is 30 months and the partner countries involved are from: United Kingdom, Spain, Romania, Austria, Germany and Denmark.

### A VERY POWERFUL PARTNERSHIP

- Very relevant Third Sector organisations and national federations with access to hundreds of Third Sector managers
- Involvement of a European Network which can disseminate the results all over Europe and its members/ contacts as well as access to European Commission contacts
- International organisations established in foreign countries such as USA, Japan, India, Mexico, etc and with a wider vision of Third Sector Management
- Involvement of a high level quality partner with direct dialogue with the European Commission and Commission’s European Entrepreneurial Competence Framework
- Special attention to social innovation tools for Third Sector organisations through a special partner contribution

### OBJECTIVES

The SHORT TERM objectives are:

- To create capacity building to move from management to leadership in Third Sector organisations in Europe and based on emerging challenges and opportunities for Third Sector organisations across Europe
- Create and consolidate a strategic partnership among few core organisations in the Third Sector leadership in Europe
- Create high quality, publicly accessible and useful materials for Third Sector training institutions, research professionals and policy makers

LONG TERM objectives:

- Consolidate and enlarge the core partnership by incorporating new relevant organisations and new expertise



- Develop European projects with the partnership in order to face the main Third Sector Leadership challenges in organisations from all across Europe

#### ACTIVITIES under the project:

- Design of a framework of training competences that every European Third Sector Leader should have
- Design, creation and use of a powerful and user friendly online platform with public materials
- Create a Skills Alliance initiative to follow up and empower the long term perspective of the project
- Summarize and clarify which is the situation of the Third Sector in all 25 EU countries, its challenges and its opportunities
- Create high quality, publicly accessible and useful materials for Third Sector training institutions, research professionals and policy makers (knowledge paper, policy paper, testimonies, lessons learned, etc.)
- Create didactics based on the identified training competences and develop two pilots (blended and e-learning)
- Consultancy with relevant European Stakeholders and Third Sector managers from all across Europe

#### BENEFICIARIES:

- Third Sector training institutions and VET providers
- Third Sector organisations and professionals
- Research professionals and organisations
- European policy makers

#### DISSEMINATION and EXPLOITATION

Several activities are planned to be done during the project. Some of them:

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

#### SUSTAINABILITY

The project is designed in a long term perspective:

- Materials in the VIRTUAL PLATFORM will be publicly accessible
- Knowledge and didactics will be transferred at least to project partners
- Knowledge exchange and results for the Commission's European Entrepreneurial Competence Framework and other relevant European Stakeholders
- Strong lobby with policy makers about the use of the results (policy paper and EU25 Third Sector Survey)

#### PARTNERSHIP

##### **The Pere Tarres Foundation**

Spain



##### **ACEVO**

UK



**University of Münster**

Germany



**Aspen Institute Romania**

Romania



**Working with Europe**

Spain



**Competence Centre for  
Non-profit Management and Social Entrepreneurship**

Austria



**VNB Lower Saxony**

Germany



**Social+**

Denmark



NAME

## Young Creators

Fostering early digital fluency among school children - from young consumers to young creators

PROGRAM



Erasmus+

SUMMARY

### YOUNG CREATORS

Fostering early digital fluency among primary school children - from young consumers to young creators

"Co-creation, user involvement, environmental and societal challenges increasingly drive innovation today."

OECD, New Nature of Innovation

Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences.

Commission, Entrepreneurship Education: A Guide for Educators, 2013

In the forecasting of what European needs in the future, the Commission clearly states that citizens are expected to be able to change, innovate and co-create, not just passively consuming. This scenario is strongly underpinned by recent OECD studies.

However the capacity to do so must be developed from the early days of learning, as it represents a basic shift in mentality.

The schools are at the center of such capacity building.

Nevertheless, schools are not creating such capacity.

We need to give them models through which they can start doing it.

The Commission promotes 21st century competence development across all levels of education. The focus is on entrepreneurship, digital competence and language learning.

But why focus on early digital competence? School children are already digital natives, right, and digital fluent?

In fact they are not.

The digital worlds of school children are:

- Socializing through mobile technology
- Consuming virtual games
- Learning primitive digital techniques in school meeting yesterday's employment needs

Schools are not able to grow and cultivate really important digital fluency among school kids, ripping the great learning potential from 21st century technologies.

The 21st century digital fluency that the schools are not able to foster includes

- Creative expression with a variety of digital tools and with more traditional tools to merge with digital instruments
- Journalism, reporting and story-telling with simple and advanced digital tools
- A mentality of co-creation, changing things and challenging tools and instruments
- An interest in coding and programming

Such creative digital fluency is vital to the emerging 21st century labour markets and economies, in which you are expected to work, co-create and innovate in virtual communities, to change consumption into construction and to take entrepreneurial initiative.

Moreover, creative digital fluency is and will increasingly be the primary learning to learn resource.

What the school kids possess is digital readiness, not creative digital fluency. However schools are not able to link to, exploit and cultivate the kids' digital readiness. This means that this readiness is imprisoned in the limited rooms of mobile socializing and consumption of commercial games.

The most advanced schools at special occasions allow kids to play a serious game instead of reading a book. Yet, the idea is still to play the game, not to create one.

There are 3 major obstacles preventing schools from fostering creative digital fluency:

1. Teachers: most teachers are primitive users of digital technology and do not feel able to follow the flow of digital inventions
2. Resources: schools do not have access to a) advanced creative digital tools and state of the art equipment, and b) inspiration from creative digital environments and art resources outside the school building
3. Didactics: cultivating creative digital fluency should take place in project based didactics governed by entrepreneurial mentality and community collaboration, not in traditional subject- and time-based classrooms

In some countries schools have access to technology and different forms of teacher training. However, as famous Mitch Resnick from the MIT Media Lab always says, access is not enough.

Access is an enabler not a driver of creative digital fluency.

The project will produce the following key outcomes:

- Scenario based guidance: CreativeDigitalSchools.eu
- What did they say? School network consultancy on test version
- CreativeDigitalSchools.eu final open virtual platform
- Young creators short-paper: YOUNG CREATORS guidance for teachers and schools
- Young creators -paper: Mobilizing community resources for creative digital fluency in the school
- Young creators policy-paper: how to foster creative digital fluency in school, and why we are not doing it
- Young creators s hand-outs - minimum 10 thematic 1 page hand-outs on creative digital fluency appetizing for virtual platform exploration

The project partnership includes school practice partners and creative knowledge partners from Spain, Italy, Romania, Lithuania, and is completed by a creative learning city partner from Israel, and thus presents a very broad and well-balanced European collaboration.

## PARTNERSHIP

**Gheorghe Titeica**

Romania



**University of Girona**

Spain



**Franco Rasetti**

Italy



**Escola Veinat**

Spain



**Pasvalio Levens**

Lithuania



**University of Pitesti**

Romania



**Municipality of Modi'in**

Israel



NAME

## SOCIALworker2020

Empowering social educations across Europe to meet emerging 21st century Social Third Sector challenges and opportunities

PROGRAM



Erasmus+

SUMMARY

“It requires nothing less than a sea change in the approach to education, emphasizing active learning and the provision of new experiences for students outside of the classroom.

For many education systems this represents a fundamental shift away from traditional approaches.”

Commission, Entrepreneurship Education, 2011

CHALLENGE

Rapidly and exponentially changing social and economic EU calls for dramatic changes in learning, social and community life, as continuously and clearly described through the Commission’s EU2020 resources.

Social workers are at the heart of those changes, working closely every day with children, young people, unemployed adults, seniors, old people and citizens with various disabilities - precisely the citizens that will be mostly impacted by social and economic change.

This can put additional pressure on social workers, but it can also be transformed into new challenges and opportunities for the profession. If adequate capacity is built among social workers, social workers can be important players in creating new learning, social and collaborative opportunities for a wide range of citizens, including contributing to basing such new initiatives on solid and well-established values and ethics.

Evidently, social workers are less prepared for those challenges and opportunities in most EU countries.

This means that social educations need to integrate such capacity building into the education of future social workers.

Social educations are therefore DOUBLE CHALLENGED compared to many other educations: they are expected to create entrepreneurial education as every other education, and based on the Commission’s call for entrepreneurial mentality and didactics across the entire education sector; but they also need to develop an especially strong focus on such capacity building because social workers will be at the heart of those dramatically changing social scenarios: social workers are the professionals working closest to citizens challenged with social change.

MISSION

The project aims to develop a SOCIALworker2020 Capacity Framework for social workers’ capacity to help provide 21st century non-formal learning, to engage in entrepreneurial initiative-taking and to co-drive bottom-up social innovation: the Social Education Innovation Pack.

The Social Education Innovation Pack is not about introducing new subjects into social education curricula, but about introducing such work forms (didactics) that generate capacity to help provide 21st century non-formal learning, to engage in entrepreneurial initiative-taking and to co-drive bottom-up social innovation.

The development of the SOCIALWORKER2020 Capacity Framework will take place in direct interaction with the Commission's Joint Research Center's development of a EU ENTREPRENEURSHIP COMPETENCE FRAMEWORK.

The project responds to the emerging challenges and opportunities of the Social Sector in EU.

The background to the initiative is changing EU: financial restraints, cutting public services, demographic changes and increased global competition. This has put the Social Sector under pressure, as demonstrated by recent Social Sector research.

At the same time those THREATS are also OPPORTUNITIES - or can be transformed into opportunities, for the Social Sector and indeed for social education.

Due to constant and exponentially increasing change, and due to the need for fundamentally new approaches to education, social services and new forms of community partnerships - as demonstrated in Europe 2020 and its flagship initiatives - new and unforeseen opportunities for Social Sector organisations are emerging.

#### PARTNERSHIP

The very trans-EU consortium includes a strong practice partner group of 4+2 practice partners (the "body" of the partnership), along with knowledge partners and a network expert and quality expert partner. The consortium is made up by 8 partners from 7 countries.

#### OUTCOMES

The key results of the project will be:

SOCIALWORKER2020 CAPACITY FRAMEWORK

[WWW.SOCIALWORKER2020.EU](http://WWW.SOCIALWORKER2020.EU)

SOCIALWORKER2020 VIRTUAL GUIDANCE

SOCIALWORKER2020 PUBLICATION: MOBILIZING CITIZENS FOR SOCIAL CHANGE, 21ST CENTURY LEARNING AND SUSTAINABILITY

EUROPEAN KNOWLEDGE PAPER: THE EUROPEAN ENTREPRENEURSHIP COMPETENCE FRAMEWORK AND THE SOCIALWORKER2020 CAPACITY FRAMEWORK

EDUCATIONAL REPORT: WHAT THEY DO, WHAT THEY NEED (IDENTIFYING ENTREPRENEURIAL DIDACTICS NEEDS ACROSS SOCIAL EDUCATIONS)

SPECIAL FOCUS PAPER: TOMORROWS SOCIAL WORKERS AS SOCIAL CHANGE BROKERS?

FINAL EVENT: SOCIALWORKER2020 BARCELONA

#### PERSPECTIVES

The project and its FRAMEWORK will interact with the development of the EU Entrepreneurial Competence Framework, and the projects results are expected to be a reference platform for several new EU initiatives addressing entrepreneurial capacity building in practice.

**PARTNERSHIP**

**Pere Tarrés Faculty of Social Education**  
**Ramon Lull University**  
Spain



**Karel de Grote University College**  
Belgium



**Mykolas Romeris University**  
Lithuania



**Alexandru Ioan Cuza University**  
Romania



**VIA University College**  
Denmark



**European Association of Schools of Social Work**  
Netherlands



**Working with Europe**  
Spain



**FESET**  
France





## NAME

### NEET U

Re-mobilizing experienced and resourceful seniors as NEET brokers to help young people change depressed NEET situations

## PROGRAM



Erasmus+

## SUMMARY

“Social innovations do not happen by themselves. Throughout their life cycle, they need to be supported and nurtured if they are to make an impact on society and the economy.”

Empowering people, driving change - social innovation in the European Union, European Commission, 2011

### CHALLENGE

The multiple innovation perspectives of the NEET U are linked to a number of emerging social needs and innovation debates across Europe, well described and well documented in the Commission’s 2011 paper: Empowering people, driving change - social innovation in the European Union.

This document represents and details the Commission’s 2020 social innovation policy and is the project’s key policy reference.

More precisely, the project’s innovation is a contribution to transforming such emerging needs into emerging opportunities of change:

### EMERGING SOCIAL NEEDS

- the need to re-engage seniors of all ages and backgrounds in the production of economic and social value
- the need to mobilize available and qualified resources in the communities to offer NEET youth powerful ways out of the social depression
- the need to find new solutions to existing and emerging social challenges not addressed by the open market and not sufficiently addressed by public services
- the need to engage users, clients and citizens in creating such solutions, in this case NEET youth
- the need to create social change dynamics to respond flexibly to the fast changing global and local economies and labour markets and to offer NEET youth life change competences

### EMERGING CHANGE OPPORTUNITIES

- recognizing social innovation as a driver of and contributor to economic development
  - recognizing that social entrepreneurship goes far beyond establishing a private company and embraces all sorts of initiative-taking, whether for profit or not
  - recognizing that social innovation cannot happen to but with people, and that social innovation needs top-down as well as bottom-up initiative-taking to be successful
  - recognizing that social innovation includes a wide range of challenges, from child services to greening the economy
- NEET U’s innovation is to put social innovation to work.

### PROJECT MISSION

The project is one of the first attempts in Europe to systematically put the 21st

century social innovation agenda to work: how can social change be brought about through new citizen-driven alliances in the communities, through mobilizing available resources for important needs and without putting additional pressure on public services?

Experienced and resourceful seniors: NEET youth NEED YOU!

The NEET U project combines two of the most important social and educational challenges in 21st century Europe - re-activating the overwhelming social and educational potential of the increasing number of experienced seniors in society to help counter the dramatic increase in depressed social situations among young people - with the mission to generate social and educational value from the dynamic interaction between these two “out of economy” population groups.

NEET youth situations across Europe is approaching dramatic proportions and neither public authorities nor private stakeholders seem able to mobilize the needed resources to efficiently counter this situation and to offer NEET youth the long-term capacity building they really need.

Therefore available, qualified, yet unexploited resources in the communities must be activated and mobilized to contribute to finding ways out of those depressed social situations.

NEET U is born out of this mission, prepared through several successful European initiatives identifying the unexplored potentials of bringing together experienced seniors and NEET youth.

#### PARTNERSHIP

The NEET U consortium brings together 9 partners from 7 European countries, including practice partners, knowledge partners, a special social innovation partners and an experienced quality partner.

The project is coordinated by Pistes Solidaires from France.

#### OUTCOMES

The project will produce and share the following key outcomes:

SENIORS AS NEET BROKERS - [www.NEET-U.eu](http://www.NEET-U.eu)

I AM A NEET BROKER - WHAT R U?

PORTFOLIOS OF SENIOR SOCIAL ENTREPRENEURING

POLICY PAPER - LESSONS LEARNED FROM THE SENIOR-NEET YOUTH ALLIANCES

POLICY PAPER - EUROPEAN FUNDING AND SOCIAL ENTREPRENEURING

FIRST EUROPEAN NETWORK OF THE SENIOR-NEET YOUTH ALLIANCE

THE SOCIAL NEET BROKER 10 PDF for large-scale dissemination

#### PERSPECTIVES

This flagship perspective resulting from the project is the first platform for a European network, not simply missioned to share experience but to offer capacity building for social change services driven by seniors in interested communities, and to create further European initiatives in the fields of senior NEET brokering and social innovation driven by citizens.

**PARTNERSHIP**

**Pistes-Solidaires**

France



**Association for Social and Economic Counselling and Consultancy**

Romania



**Human Resource Development Centre**

Slovenia



**Fondazione Risorsa Donna Roma**

Italy



**Association Study Center City of Foligno**

Italy



**Pere Tarres Foundation**

Spain



**University of Chester**

UK



**University of Tartu**

Estonia



**Working with Europe**

Spain



NAME

## Senior Social Entrepreneuring

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

PROGRAM



Erasmus+

SUMMARY

“Social innovations do not happen by themselves. Throughout their life cycle, they need to be supported and nurtured if they are to make an impact on society and the economy.”

Empowering people, driving change - social innovation in the European Union, European Commission, 2011

CHALLENGE

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

**EMERGING SOCIAL NEEDS**

These include such needs generated by globalised economy, the restraint of public spending and services and the well-known demographic changes in the European population.

Such needs are:

- the need to re-engage seniors of all ages and backgrounds in the production of economic and social value
- the need to find new solutions to existing and emerging social challenges not addressed by the open market and not sufficiently addressable by public services
- the need to engage users, clients and citizens in creating such solutions
- the need to create dynamic social change mechanisms to respond flexibly to the fast changing global and local economies, social infrastructures and labour markets

**EMERGING CHANGE OPPORTUNITIES**

These include such opportunities generated by increasing consensus among policy-makers, researchers and professionals on what kind of innovation is needed, possible and attractive, and what innovation means - including recent re-thinking of the terms innovation, social innovation and social economy.

These opportunities for change recognise :

- recognising that social innovation is a driver of and contributor to economic growth
- recognising that social entrepreneurship goes far beyond establishing a private company and embraces all sorts of initiative-taking, whether for profit or not
- recognising that authentic social innovation cannot happen to but with people, and that social innovation needs top-down as well as bottom-up initiative-taking to be successful
- recognising that social innovation includes a wide range of societal challenges

**PROJECT MISSION**

The project objective is to mobilise teams of seniors in participating project communities and beyond to build capacity among them to serve as SOCIAL CHANGE BROKERS in these communities, spotting social change needs, bringing together relevant stakeholders and citizens and facilitate or drive the social

change process, and to exploit the social change processes to sustain their activity through creating appropriate organisational frameworks, be it as volunteers, association members, employees, consultants or social service providers.

The project brings together 3 top priorities in Europe 2020 policy:

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

The project brings together those policy needs in a strong, systematic and sustainable, yet practical and realistic way:

- it will mobilise groups of seniors in European communities to build capacity to act as SOCIAL CHANGE BROKERS in the communities, identifying social change needs and facilitating the change process by bringing together relevant stakeholders across relevant sectors, including activating citizens as co-drivers of social change.

A senior social entrepreneur can be a CATALYST of social change.

#### PARTNERSHIP

The consortium brings together 10 partners from 6 European countries: practice partners, knowledge partners, a special social innovation partner and an experienced quality partner-

The University of Chester from UK coordinates the project.

#### OUTCOMES

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

SENIORS AS SOCIAL INNOVATORS - [www.SeniorsBringingAboutSocialChange.eu](http://www.SeniorsBringingAboutSocialChange.eu)

I AM A SOCIAL CHANGE BROKER - WHAT R U?

PORTFOLIOS OF SOCIAL ENTREPRENEURING

POLICY PAPER - LESSONS LEARNED FROM SENIOR SOCIAL ENTREPRENEURING

POLICY PAPER - EUROPEAN FUNDING AND SOCIAL ENTREPRENEURING

FIRST EUROPEAN NETWORK OF SOCIAL CHANGE BROKERS

#### PERSPECTIVES

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

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

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

**PARTNERSHIP**

**University of Chester**

UK



**Pistes-Solitaires**

France



**E-Seniors Paris**

France



**Association GENERATIONS**

Bulgaria



**Università delle LiberEtà**

Italy



**The Chamber of Commerce of Sabadell**

Spain



**National Institute of Health and Science on Ageing**

Italy



**ESADE BUSINESS & LAW SCHOOL- Universitat Ramon Llull**

Spain



**Working with Europe**

Spain



NAME

## 2morrow's Innov8ors

A technology for talented youth initiative, driven by the community - EuroTech Clubs across Europe

PROGRAM



Erasmus+

SUMMARY

“It requires nothing less than a SEA CHANGE in the approach to education, emphasizing active learning and the provision of new experiences for students outside of the classroom.

For many education systems this represents a fundamental shift away from traditional approaches.”

Commission, Entrepreneurship Education, 2011

CHALLENGE

Europe’s economic and social future depends very much on highly qualified and dedicated young innovators, as EU’s future position in the globalized economy is precisely linked to driving innovation.

The formal education system is not able, as indicated by the Commission’s SEA CHANGE metaphor, even if slowly adjusting to 21st century learning, to foster and cultivate children and young people with talents in the fields of creative technology. Mainstream education is in fact falling still more behind rapidly changing global reality.

This is why, in 21st century EU, there is an increasing focus on NON-FORMAL provisions, offering talented youth dynamic opportunities to take their talents further and develop early authentic innovation competences and experiences.

SCHOOL IS NOT ENOUGH - to drive European innovation. Unfolding your technology talents from the age of 20 in higher education is much too late. Early technology talenting is key to foster innovative mentality and experience among a broader group of talented young people.

If you have a talent for playing tennis, you will join the tennis club. If you have a talent for technology, however, where will you go?

2morrow’s innov8ors is born out of the need to offer children and young people - between 10 and 18 - open facilities in their communities in which they can follow their technology interest, take it further and work with the community in real-life projects experimenting with new technological solutions to a wide range of challenges.

Such EuroTech Clubs must be non-formal, highly qualified, ambitious and open to all talented children and young people after school hours: afternoons, evenings and to some extent even weekends.

A EUROTECH CLUB CHARTER has been developed in preparation of the project to be signed by all participating organisations to ensure the full understanding of and dedication to the nature and quality of such settings.

PROJECT MISSION

The project and the EuroTech Clubs will be designed as genuine EU missions.

The name “EuroTech Clubs” indicates that the clubs are basically working at European level, combining local technology experimentation with virtual technology experimentation dimensions in ALL the activities in the EuroTech Clubs.

There are 4 very important reasons for this:

First, the future role of EU member states in the globalized economy is determined by the role of EU in the globalized economy. Global economy is not about nations, but about regions. Therefore technology, innovation and fostering young talents are not primarily a national but a European concern.

Second, technology experimentation is not a local or a national matter, but a matter of creating cross-sector and cross-national incubator networks, working together to try out and explore creative technology in all sorts of directions.

Third, the young talents involved in the EuroTech Clubs are the most digital fluent individuals and groups in our societies.

They simply work through and learn through virtual networks - be it more traditional social networks, private networks or emerging large-scale gaming networks.

Even if the young talents sharing will also be beyond-EU, the strong collective focus in the EuroTech Clubs will be on solid European collaboration between young talents and experimentation partners from across EU, not limited to the participating project countries.

Fourth, future job or entrepreneuring opportunities of these young technology talents go by definition far beyond local communities and national borders, and therefore this should be practiced as early and widely as possible in their talenting process.

The consortium includes strong public, private and NGO partners with solid access to technology resources and hubs in their communities.

The consortium combines practice, knowledge, network and quality assurance partners from Spain, the Czech Republic, Poland, Romania, Italy, Lithuania and UK Scotland.

## OUTCOMES

The key results are:

EUROTECH CLUBS

EUROTECH CLUBS EUROPEAN NETWORK

MODELS OF CREATING NON-FORMAL FACILITIES FOR TECHNOLOGY TALENTED YOUTH

[WWW.EUROTECHCLUBS.EU](http://WWW.EUROTECHCLUBS.EU)

KNOWLEDGE PAPER: DRIVING TALENTED YOUTH, DRIVING TECHNOLOGY POLICY

DIDACTIC PAPER: 2MORROW’S INNOV8ORS - HOW TO SUPPORT?

EXPLOITATION MEASURE: EUROTECH CLUBS NETWORK GUIDANCE

## PERSPECTIVES

The EUROTECH CLUBS EU NET will be missioned to help create more clubs for technology talented children and youth across EU, and with a perspective to increasingly base the Network growth on sponsoring from private technology



companies.

**PARTNERSHIP**

**Municipality of Banyoles**

Spain



**SPS Otrokovice - The Experimentarium Park**

Czech Republic



**SSW Collegium Balticum**

Poland



**Stefan cel Mare University of Suceava**

Romania



**Association Study Center City of Foligno**

Italy



**Giresun Governorship Provincial Directorate**

Turkey



**EURO-NET**

Italy



**Kaunas Science and Technology Park**

Lithuania



**University of Glasgow**

UK



**Working with Europe**

Spain



NAME

## Real Life

Fostering early entrepreneurial mentality in schools through creating small eco-systems of intergenerational learning in the community, with a special focus on social innovation and change

PROGRAM



Erasmus+

SUMMARY

“The primary mission of education as being the preparation of individuals for life as well as for being active citizens in increasingly complex societies”  
European Parliament, Report on rethinking education, 2013

“Education should be brought to life through practical experiential learning models”  
Commission, Entrepreneurship 2020 Action plan

Traditional intergenerational learning in schools is mostly embedded in somewhat “sentimental” activities of charity towards lonely elderly or of allowing modern children contact to older generations.

Leaving aside the positive effects on those approaches, the project wishes to inaugurate a much more constructive and future-oriented approach, integrating intergenerational learning in creation of valuable learning content, communicating content in different creative media and including elderly in the creation of real educational resources.

This new approach to intergenerational learning links strongly to entrepreneurial mentality in schools, to creative expression with technology, to peer learning among school children and to re-mobilizing elderly as valuable sources and co-creators of knowledge.

The project responds to three major educational and social challenges in 21st century Europe:

1. Schools need to foster a mentality of initiative-taking, social entrepreneurship and addressing real-life scenarios among teachers and school children (rethinking education)
2. Communities of learning need to re-mobilize the increasing number of elderly in Europe, including elderly with less capacity, and to re-engage them in meaningful and valuable activities (the aging society)
3. European social cohesion is increasingly threatened by a lack of interaction and mutual understanding between generations, resulting in isolation of elderly and substantial identity crisis among young people (social coherence)

The Commission invites us all across the Europe 2020 strategies the find integrated solutions to such challenges, not ad hoc solutions, creating mind-sets of initiative-taking and small eco-systems of learning involving several types of community players and citizens.

The project is created in the spirit of new generations of initiatives with quite different missions:

- It aims to foster early entrepreneurial and social innovation interest and mentality among teachers and school children
- It aims to use intergenerational learning to create real-life resources for and problem based learning in schools, including co-creation of resources
- It aims to re-vive the important tacit resources and knowledge of elderly and

make them available to learning in the community

- It aims to foster digital fluency among school children to change consumption of media into active expression and creation with media
- It aims to deliver practical best practice for integrated learning in open communities, including cross-subject learning in real-life projects, as highly needed innovation of the traditional classroom approaches

Involving elderly, teachers and school children in such integrated and open learning processes will precisely help creating a new mentality among all players:

“Since entrepreneurship education is about developing the ability to act in an entrepreneurial manner, attitude and behaviours are perhaps more important than knowledge about how to run a business. In short, entrepreneurship education means developing a culture which is through, for and about entrepreneurship.”

Commission, Entrepreneurship Education, 2011

The key results of the project are:

- An open virtual platform offering inspirational best practice and guidance resources to schools and elderly centers and to the wider community
- Thematic high quality one-page hand-outs for PDF and print for large-scale distribution, addressing key challenges in entrepreneurial intergenerational learning in communities
- Research paper on opportunities and obstacles in 21st century intergenerational learning: what works, what doesn't and what needs to be done
- Policy paper addressing the European Commission and the wider policy-making European community offering recommendations for policy and funding in the fields of 21st century intergenerational learning and local eco-systems of learning
- Framework for kick-starting a European network on 21st century intergenerational learning, including possible business models
- Real life didactics, a small but precise guide to work on practice
- Real Life story-tellings, the different story telling results therefore represent a strong authentic dimension in the projects' material.

The partnership includes schools and elderly centers from each partner country, including a strongest knowledge partner, INRCA, with a lot of expertise and experience in the intergenerational field.

## PARTNERSHIP

### Liceo di Stato C. Rinaldini

Italy



### Escola Veinat

Spain



### AUSER

Italy



**INRCA**

Italy



**MUTUAM**

Spain



**CPV Craiova**

Romania



**Gheorghe Titeica**

Romania



**Rehabilitasyon Merkezi**

Turkey



**Mustafa Hakan**

Turkey



**BIC Ljubljana**

Slovenia



**Slovenian Third Age University**

Slovenia



NAME

## Open the Doors

New Directions in NEET prevention through teacher capacity building

PROGRAM



Erasmus+

SUMMARY

“Teachers cannot teach how to be entrepreneurial without themselves being entrepreneurial. Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences.”

Commission, Entrepreneurship Education: A Guide for Educators, 2013

NEET youth is becoming one of the most important challenges to the European societies and increasingly will be.

Drop-out and early school leaving will increase, as schools are falling more and more behind the cultures of 21st century youth.

Most NEET prevention measures are based on the unfortunate assumption that potential NEETs are not able to learn, to work intellectually or to develop educational or labour market relevant competences. This is why most of these settings are based on a practical and manual work.

Ironically this means that NEET prevention can result in learning prevention.

Potential NEET youth and NEET youth are indeed able to develop strong intellectual and learning capacity, given the proper opportunities and learning settings.

It is an important element in the open the doors to community didactics to break through this inertia of depressed mentality in NEET prevention environments - including all levels of those environments - by inviting different kinds of players from other sectors, and with different mentalities, to join and engage in the projects and activities created with and for the youth groups.

To create new capacity in NEET preventions to support the learning of 21st century competences among the young people, Open the Doors needs to address and work with the professional staff in these settings, mostly teachers, social educators and youth educators.

The educational professionals are the gatekeepers of innovative didactics, allowing potential NEETs to re-engage in learning and initiative-taking. Therefore Open the Doors is missioned to create new didactics for NEET prevention THROUGH building 21st century didactic capacity among the professionals.

IN CONCISE FORM THE PROJECT WILL BUILD 21ST CENTURY NEET PREVENTION CAPACITY AMONG NEET PREVENTION EDUCATORS THROUGH ENGAGING THEM IN CONCRETE PROJECTS WITH THE YOUNG TEAMS AND THE COMMUNITY, BASED ON THE PROJECT'S 5 FUTURE-ORIENTED METHODOLOGIES: REAL-LIFE LEARNING, LEARNING IN MIXED REALITIES, WORKING WITH COMMUNITY, ENTREPRENEURIAL INITIATIVE-TAKING AND USING CREATIVE TECHNOLOGY.

The capacity building of the educators will result from the interaction between such practical experimentation and the collective reflections systematically

included in the project.

The DOCUMENTATION of project's extensive capacity building among participating educators will generate NEW KNOWLEDGE, on which the project's final outcomes will be based - offering rich didactic guidance to a wider audience of NEET prevention educators across Europe.

In summary the objectives pursued by Open the Doors therefore are:

- To create new capacity in NEET preventions by working with the professional staff in the prevention provisions, mostly teachers, social educators and youth workers
- To innovate in the didactics of NEET prevention by applying the 21st century entrepreneurial learning, linking the youth interest with the community needs and creating practical learning processes
- To build capacity among NEET to re-engage in learning, community and work
- To link this new experience to the education institutions responsible for training the new generations of teachers and youth workers
- To upgrade the recognition of the NEET prevention institutions
- To produce experienced based documentation to share among education institutions in order to unify the criteria in NEET prevention

Open the Doors builds on and offers 3 major pillars of innovation:

- Teachers' competence development through the dialectics of practical real-life experimentation and systematic collective reflection and documentation
- Developing and producing future-oriented 21st century re-engagement didactics for potential NEET youth, reversing the traditional practical and manual learning pitfalls
- Creating open virtual guidance for wider European audiences directly based on knowledge generated by the project practice and co-created by the participating educators and youth teams

NEET prevention settings and NEET prevention educators thus need to open the doors to dramatically new and future-oriented didactics based on:

REAL-LIFE LEARNING  
21ST CENTURY LEARNING METHODS IN MIXED REALITIES  
WORKING WITH THE COMMUNITY  
ENTREPRENEURIAL MIND-SETTING AND INITIATIVE-TAKING  
CREATIVE TECHNOLOGY

The project's NEET prevention didactics innovation will materialize into the following key results:

Guidelines for 21st century NEET prevention

Are you a NEET prevention worker?

European NEET Prevention Guidance Service

What NEET prevention NEED

Funding NEET prevention facilities?

The Open the Doors hand-out collection

Are NEETs not able to learn? Why not ask them?

PARTNERSHIP

Val del Terri

Spain



Kontiki

Hungary



AEZO

Portugal



EDUCA

Czech Republic



Piatra Neamt

Romania



University of East London

UK



EURICON

The Netherlands



University of Glasgow

UK



Working with Europe

Spain



## NAME

# LACE

Entrepreneurial Adult Learning communities

## PROGRAM



Erasmus+

## SUMMARY

Empowering adult educators to create eco-systems for entrepreneurial adult education and multiply entrepreneurship mentality in adult education

"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 organizations to support their entrepreneurship curriculum."

Commission, Entrepreneurship Education: A Guide for Educators, 2013

Millions of unemployed young and older adults across Europe, resulting from the structural changes of globalized economy, do not have access to what they really need: new employment opportunities based on new empowermental learning provisions.

What they need is entrepreneurial empowerment, entrepreneurial fluency, to enable them to actively seek new ways of creating economies and living.

The Commission invites us through Erasmus+ to promote entrepreneurial mindsets and competences across the entire educational system, to do this in innovative ways in close interaction with real-life and in close collaboration with the world of business and with labour markets.

Learning through eco-systems of entrepreneurship will be even more urgent in the near and far future, as low-skilled jobs are systematically disappearing from the European labour markets.

Adult education across Europe is not delivering this. It is either based on traditional general empowerment or on the training of specific skills. It is not responding to the need for entrepreneurial learning, innovative learning settings and the interaction with real-life situations.

LACE is one of the first systematic attempts to:

- Relocate adult education from the classroom to LACE
- Offer entrepreneurial learning through real-life and real-time interaction with business, labour markets and the wider community
- Empower adult education to offer such dynamic and innovation services
- Include state of the art technology fluency as key to entrepreneurial learning

The mission of the project is not to address young or older unemployed adults directly, as this is neither possible nor sustainable, but to empower adult education and its key gatekeepers, the teachers and mentors, to create such eco-systems of learning as a new dimension in adult education.

Adult educators are challenged to include entrepreneurial learning across all forms of adult education. However and as clearly stated by the Commission, to do so they urgently need:

- Entrepreneurial support systems
- Entrepreneurial training



- Entrepreneurial resources

The mission of the project is therefore to empower adult educators to create what they need: to create LACE for adult education and learning to do so by assuming the role of the drivers of such eco-systems.

As entrepreneurial empowerment cannot be transmitted by traditional communication of knowledge or through instruction, the end mission of the project is to deliver solid guidance scenarios of entrepreneurial learning to inspire adult educators across Europe.

Key outcomes are:

- Open virtual platform [www.EntrepreneurialLearning.eu](http://www.EntrepreneurialLearning.eu)
- Scenarios of LACE in adult education
- Video interviews with eco-systems players and entrepreneurial adult educators
- Guidelines on entrepreneurial adult learning and its support systems
- 10 one-page hand-outs on key topics in entrepreneurial adult learning as appetizers for virtual platform
- Creating a European business for partners and pioneer adult educators based on the project's eco-systems service
- Policy papers: How can policy and funding measures support entrepreneurial adult learning? and Entrepreneurship in education, eco-systems... and learning communities?
- Short-paper: What are LACE and what can it do for adult learning?
- Short-paper: How to assess and validate the outcomes of adult entrepreneurial learning and link them to the European quality instruments

Along the eco-systems processes a number of specific dimensions will be in focus, further detailed in the work program, as they are vital to 21st century entrepreneurial learning:

- The role and opportunities of internet based and digital entrepreneurship (the global at hand)
- The special female approach to entrepreneurship and entrepreneurial learning, including social entrepreneurship
- The possible resources of seniors and senior entrepreneurs in LACE
- The potential resources of young trainees and volunteers in LACE

The project partnership is coordinated by University of Chester, the University has working connections with voluntary and community social infrastructure groups, older people forums and networks, chambers of commerce and entrepreneurial development activities. The project also includes a diversity of entrepreneurial stakeholders and European cultures from Spain, Portugal, Serbia, Romania, Slovenia and France.

**PARTNERSHIP**

**University of Chester**

UK



**Chamber of Commerce of Sabadell**

Spain



**Sociedade Portuguesa de Inovacao**

Portugal



**Serbian Business Angels Network**

Serbia



**A.C.Z.E.A. Craiova**

Romania



**IEBA**

Portugal



**Working with Europe**

Spain



**E-Juniors Association Paris**

France



**VEDOMA**

Slovenia



NAME

## I am a Sport Entrepreneur - what R U?

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

PROGRAM



Erasmus+

SUMMARY

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

*Commission, Entrepreneurship 2020 Action plan*

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

*Commission, Entrepreneurship 2020 Action plan*

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

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

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

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

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

- Inflexibility education system in the face of rapid change
- Ineffective recording of employability and enterprise skills
- Excessive jobs applicants
- Lack of entry level opportunities and effective work experience
- Need for enhance recruitment and employment market efficiencies

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

The lack of capacity in the formal education system to catch up with the exponentially growth in new competence needs among young people leaves a big open vacuum.

This is why non-formal education and learning, in all sorts of settings, is becoming more important to young people's capacity to face 21st century challenges.

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

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

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

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

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

Key outcomes:

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

All resulting material will be available on [www.fullspeed.eu](http://www.fullspeed.eu)

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

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

## PARTNERSHIP

**University of East London**

UK



**Pere Tarres Foundation**

Spain



**ASP Youth and Sports Club**

Turkey



**IEBA**

Portugal



**European Cultural and Technological Centre Maribor**

Slovenia



**Crosskovacsi Sport and Environmental Association**

Hungary



**Beachklub Ládví**

Czech Republic



**P. Calamandrei Roma**

Italy



**University of Thessaly - Faculty of Sport**

Greece



**Working with Europe**

Catalonia Spain



NAME

## SClgamer

Towards 21<sup>st</sup> century science learning

PROGRAM



SUMMARY

SClgamer responds to a growing concern in Europe: an increasing number of young people develop resistance towards science learning in school, show decreasing interest in science education and tend not to pursue science careers. Science in schools seems outdated.

The growing concern is the background to the European Commission's call for innovative science learning through the Horizon Research and Innovation program.

The SClgamer drivers engaged in extensive studies of science learning resistance, 21<sup>st</sup> youth life and learning preferences and the learning and motivation potentials of serious gaming, gamification and virtual story-telling.

The result was the original project concept, presented in the *SClgamer concept development* paper, finally resulting in the *SClgamer* Horizon application, presented in the *SClgamer presentation* paper.

The project aims to produce models and platforms for re-engaging 21<sup>st</sup> century science learning in secondary school - precisely at the time where resistance towards science learning is created.

This will happen through the demonstration of a real-life and real-time virtual story-telling model, based on the most promising serious gaming and gamifications principles.

The powerful approach is to extract and capture the authentic narratives of the world of science itself and use those narratives to create a new and future-oriented science learning discourse, attractive to young learners through virtual story-telling offering the young learners rich exploration, gaming and co-creator opportunities, and strongly embedded in the classic detective genre, placing the learning as detective and as the subject of learning

SClgamer thus missions itself to demonstrate dramatically different science learning for 21<sup>st</sup> century youth.

"This sound like a good idea, but how will SClgamer do that?"

The project will engage in capturing state of the art knowledge on science learning resistance, young people's 21<sup>st</sup> century life and learning preferences and the potentials of serious gaming and virtual story-telling. Using this knowledge base as a strong platform, the project and its highly qualified mosaic of partners and experts will engage in the design of the new science learning discourse and didactics, constantly dialoguing with the end-users, represented by the schools and science centers participating in the project.

The immersive science learning environments will invite young people to a personality development appreciating and integrating the idea of being interested in science and pursue science careers, being the precondition for countering science learning resistance.

The SClgamer platform will result from this and will be tested among a high number of end-users, and properly evaluated.

At the end of the 36 months project the *SClgamer* demonstration models will be openly available to European audiences, including guidance material, authentic science learning scenarios and co-creation inspiration.

*SClgamer* is very future-oriented. This means that it is an integrated element in the project to produce sustainable and attractive user-models and business models to ensure the availability and accessibility of the *SClgamer* platform after the termination of the project.

Alongside this, the project will not await the emergence of European school user audiences, but will create a European science learning innovation network, at the same time providing a solid user audience for the platform and taking the *SClgamer* creations and concepts further in the form of new European funding initiatives, building on the *SClgamer* experience.

This network was already initiated during the application process, and any organisation across Europe interested in science learning innovation can join the network.

Below you will find the partners in *SClgamer*, and you will find an illustration of the *SClgamer* project infrastructure and progression.

For further interest, we recommend studying the two *SClgamer* papers, *SClgamer concept development* and *SClgamer presentation*.

## PARTNERSHIP

### UNIVERSITY STEFAN CEL MARE

Romania

Including science learning expert Professor Jonathan Osborne, UK/US



### UNIVERSITY OF HELSINKI

Finland



### AALBORG UNIVERSITY - RECREATE

Denmark



### SERIOUS GAMES INSTITUTE COVENTRY UNIVERSITY

UK



### COOKIE BOX S.L. BARCELONA

Catalonia Spain

Including virtual story-telling expert Christian Fønnesbech, DK



### UNIVERSITY OF EAST LONDON - CIME

UK



**KU LEUVEN**

Belgium



**WORKING WITH EUROPE ASS.**

Catalonia Spain



**KAUNAS SCIENCE AND TECHNOLOGY PARK**

Lithuania



**LABORATORY OF EXPERIMENTAL SCIENCES**

Italy



**PLATON SCHOOLS**

Greece



**ISTITUTO COMPRENSIVO CITTADELLA CENTRO**

Italy



**INS PERE ALSIUS I TORRENT**

Catalonia Spain



**CRISTELO SCHOOL - AGRUPAMENTO ESCOLAS DE CRISTELO**

Portugal

