**Partnerships project outline form (KA2)**

**Erasmus + Education & Training**

**Uw gegevens**

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| **Name Organisation\*** | Weener XL Werk & Inkomen |
| **Werktitle project\*** | MASTERMIND |
| **Duration project** | 36 months |
| **Start project** | Nov/dec 2021 |
| **Name projectcoördinator\*** | Carl De Meester |
| **E-mail\*** | c.demeester@s-hertogenbosch.nl |
| **Phone number\*** | 06-12995909 |
| **Briefly describe the organization and the experience with internationalization within the organization.** | **Organization**  Weener XL is awork and development company of the municipality of 's-Hertogenbosch. We are there for people at a distance from the labor market. Weener XL offers a total package, in which suitable work and participation are paramount. We provide (additional) income for people who call on us for this and test whether they are entitled to it  **Experience with international projects**  As coordinator/projectleader:   1. ESF project MOVE: 2017EUSF201225 2. ERASMUS project MOVE BEYOND: 2019-1-NL01-KA204-060534   Als partner:   1. Erasmus project YEI: 2018-2-ES02-KA205-011969 2. Erasmus project SMART4INCLUSION: 2019-1-UK01-KA204-062116 3. Erasmus project APPLYING ARTS FOR EDUCATION, CREATIVITY AND INNOVATIVENESS: 2019-1-LT01-KA204-060488 |

*This form has been developed to help you structure your project ideas. The National Agency Erasmus + Education & Training can give you feedback on this by e-mail, by telephone or during a consultation. We kindly request you to fill in the form prior to requesting advice on your application / project idea.*

**The project relates (impact) to: (you can tick several boxes)**

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|  | PO |  | Small-scale Partnership | |
|  | VO |  | **Cooperation Partnership** | |
|  | MBO |  |  | |
|  | HO |  |  | |
|  | **Adult Education** |  |  | |

**Briefly describe the intended project. What are you going to do and what are the benefits?**

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| The project focuses on social inclusion of vulnerable young people between the ages of 16 and 27 at a distance from the labor market and education. It is a follow-up to two projects; "Move" and "Move & beyond". This project should be the final piece of this trilogy, aimed at developing 21century skills. The framework from which we want to design the project are L**udodidactic** and **Epimistic framing.**  Designing education and learning behavior on the basis of game principles, that is ludodidactics. The principles behind Ludodidactics do not focus on technology, but on people. Traditional education is often based on the content, the material. Ludodidactics is based on learning behavior and the learning experience of people. That is why it fits well with thinking in terms of learning outcomes. The ludodidactics development program focuses on the application of new learning methods in both an online and an offline learning environment.  Epimistic framing is an effective way of guiding the behavior of young people by giving a specific role. Addressing a student as an engineer will result in the student acting as a professional engineer towards the subject matter. A certain type of profession is associated with archetypal skills, knowledge and an identity that the student will imitate.  The project result will strengthen the outputs of project "Move Beyond", but also existing processes within organizations where we focus in particular on the role of the trainer, supervisor, coach. The philosophy behind this approach is rooted in design thinking. Making a statement about the perspective from which you approach a problem and about the process you go through to go from problem to solution. Central to this is the user and in particular the user's experience (in the learning situations, both the guide and the learning user of the solution). Leading in this is **the aesthetics of this experience**. |

**Which priorities from the Program Guide does your project proposal tie in with?**

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| The project is in line with the following priorities  **Cross-sector**  **Inclusion:**  Following on from our previous projects "Move" and "Move Beyond", our focus remains on social inclusion of the vulnerable target group of young people through:  1. stimulating social participation,  2. promoting cultural / normative integration,  3. increasing opportunities for the labor market or education.  **Diversity:**  Underprivileged young people often do not meet the requirements set by society, because of psychological, medical or social problems, lack of (soft) skills or a low IQ. This includes: drop-outs, young people without a basic qualification, ex-prisoners, status holders, special secondary education and / or psychologically vulnerable young people. We want to support and stimulate this target group by developing a training that uses game mechanisms and situational simulation. With this we want to achieve an extension of the trainer's toolkit.  **Active participation**  aimed at:  • Participation in society  • Strengthening your own worth  • Social interaction with peers  **Adult education:**  **Improving the competencies of teachers, trainers and coaches in adult education.**  Because our ultimate focus is on the social inclusion of the vulnerable target group of young people, within this project we want to equip trainers, coaches and teachers with creative tools based on Ludodidactic and Epimistic framing, in order to support this vulnerable group even better, whereby the aesthetic experience plays an important rol. |

**Impact & Sustainability**

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| **Why do you want to do this project?**  In conjunction with the 2 other processes, "Move" & "Move Beyond", this project will form a complete whole in order to support and guide young people more effectively in an alternative and creative way. The ultimate goal in this project remains to discover, strengthen and develop the 21-century skills based on the realization that soft skills are increasingly becoming the new hard skills of the future.  Through this project we want to focus more on strengthening the possibilities of trainers, teachers and coaches to make their training more interesting, catchy, gripping and humorous with the help of game mechanisms in order to provoke even more effective inquisitive behavior in the participants. This from the idea of ​​playful learning..    **What changed situation should the project lead to? Who should the change take place?**  We focus primarily through Ludodiactic and Epimistic framing on facilitating and supporting professionals who consciously want to work on improving the learning situation and talent development of participants both within education and reintegration. Learning is an integral part of everything it takes to enable you to develop yourself. It is important here that young people are given a goal that they experience as worthy of pursuit and in which the learning objective is achieved without the learning objective itself being explicitly set as a goal. Ludo-tactical teaching methods, provided they are well designed, put the ball completely in front of the student. The role of trainer / teacher / coach is more focused on adjusting the process, monitoring, watching and listening and - tailored - guiding individuals or groups. Learners take responsibility for their own learning process.  **Who or what does the project have an impact on?**   * **concerning the participating partners**   a) development of personal skills and competences of trainers and project management   through information and knowledge transfer  b) providing the opportunity to work in a multidisciplinary and international environment  c) better understanding of training methodologies at EU level.   * **Concerning teachers, trainers, coaches of the participating organizations within education, culture and reintegration**   a) by making available useful tools and methodologies to motivate and stimulate vulnerable   young people through alternative methodologies such as game mechanisms in their   learning / development process  b) promote a continuous internal and external mutual knowledge process through   knowledge transfer  c) creating a more dynamic, cooperative and engaged professional environment  d) define other needs, priorities and alternative approaches   * **concerning vulnerable young adults**   a) Offering alternative training and workshops that are engaging and gripping for young   people. Trainings that last, inspire in a serious but also humorous way.  b) Make young adults aware in a 'playful way' that they own their own learning process so   that they also take further steps in this respect  c) support and encourage young people to find intrinsic motivation, self-confidence, self-  esteem, health and social networking skills. But also uncover hidden or unconscious   talents and skills  d) guiding the active inclusion of young, disenfranchised people between the ages of 16 /27   * **With regard to target groups and other relevant stakeholders**   a) Conceptual impact: contribute to the reformulation / fine-tuning of knowledge transfer  b) highlight an innovative, proven set of innovative tools and methodologies to address the   different aspects of vulnerable young adults  c) strengthening the interaction between policy, practice and research  d) share the results and impacts of an EU-funded project |
| **How do you ensure that the output is used and / or embedded (sustainable) after the project has ended? Both within the partner organizations and beyond?**   * All internet and multimedia content will also be available after the project ends. * As most project results will be integrated into the day-to-day activities of the partners, the dissemination of specificities will continue after the project has been completed. * Through the usual dissemination channels, all partners will give visibility to the main results of the project. * Who will use your results? * By the participating organizations * Educational institutions, public and private reintegration organizations, education   **How will you manage to achieve impact?**   * **Collect, measure and record:** * opportunities to expand networking and collaboration beyond the project (new common   proposals / initiatives) * type and quality of involvement of local / national / European interest * stakeholders in the implementation of the project (inclusion of organized local * events / interventions / exchanges with stakeholders / requests for more information) * number and type of external invitations (local / national / European) to the project   present outside the project framework (synergies)   * Number of participants in local and national events and training opportunities   (registration of entries)   * production and circulation of output: registration of request for access / use /downloads   (by target users, practitioners, policy makers) |

**Relevance (needs, priorities and target groups)**

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| A Partnership must be in line with the (national) and European policy agenda of the relevant sector (s) and your own objectives as an organization. In addition, there must be a demonstrable need for the project in the Netherlands and in the program countries. In other words, answer the following questions:   * **For whom is the intended change important (end target group)? What's the problem?**   We target young adults aged 16 to 27, who are at risk of dropping out of school, do not have an appropriate minimum qualification and have no prospect of employment in their area. Within the European Union, three aspects of social and cultural exclusion still play a role for young people:  1. **Inadequate social participation:** for example, insufficient participation in formal and informal social networks (including leisure activities), insufficient social support, social isolation, lack of social involvement and, for immigrants, a lack of contact with the native population.  2.**Inadequate cultural / normative integration**: for example, insufficient adherence to core values ​​and norms: low work ethic, willingness to train, abuse of social security, delinquent behavior, differing views on rights and obligations of women / men  3. **Lack of access to basic social rights:** for example education, housing, social services, debt counseling, job mediation, social security, insufficient security and liveability of the living environment.   * **What (needs) analysis is the basis for this?** * Regular education and reintegration services still too often offer demotivating activities in the field of (knowledge) transfer that do not match the perception of young people. Young people's lack of motivation is a difficult task for teachers / trainers / coaches. There is an increasing gap between the informal (learning) activities that young people undertake outside education and reintegration organizations and the (formal) activities within these institutions. All too often young people experience that insufficient attention is paid to their personal situation. * Thus, there is a need for new alternative tools and methodologies in a safe and stimulating environment, in which the young adult is called to develop his or her capacities and potentials. An important aspect within this project is the starting point that the young person is central, his or her personal experience and the meaning he or she gives to it. We put the aesthetics of the experience of both the student and the trainer / teacher first. * **Describe below your project idea in relation to national needs, European objectives**   **and your own institutional / organizational policy.**   * To be answered later * **Is there a new development and / or transfer of existing innovation?** * Ludoditactic and Epimistic framing are existing (design) methodologies that are rooted in two fields: game design and didactics. Not to be confused with gamification. It's not about points, badges and scoreboards. The principles behind Ludodidactics do not focus on technology, but on people. Traditional education, but also often reintegration activities, is often based on the content, the material. Ludodidactic is based on learning behavior and the learning experience: people. That is why it fits well with thinking in terms of learning outcomes. The Ludodidactic development program focuses on the application of new learning methods in education. Both in an online and an offline learning environment. With this project we aim to apply this method to vulnerable young people within an educational and reintegration context. * In addition, this method can work in addition to the Agora Model of René Gude and the art educational theories (The Eight Multiple Intelligences by Howard Gardner, Experiental Learning by David Kolb and the Constructivist Education Theory of George Hein), which we use as a frame of reference within the current project MOVE BEYOND. |

**Partners & Partner countries**

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| Who are your (intended) partners? | * Hoge school voor de Kunsten Utrecht (HKU) * Kunst Educatie nederland * Arcadia Musa centro de Artes (Poceirao-Portugal) * Tirantes ( ‘s-Hertogenbosch)??? * Still negotiating with a number of partners |
| * **Given the described change that you want to bring about, why are these the right partners?**   To be further elaborated by the participating partners   * **What role do they play in the project? What expertise do they contribute? Have you consulted an expert on the subject?**   To be further elaborated by the participating partners   * **Who are important players in the Netherlands and the countries of your partners that should be indirectly involved in the project?**   To be further elaborated with the participating partners | |

**Project management (**has to be worked out with the participating partners)

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| * Can you already say something about how you approach your project? * How do you organize project management? * What is the duration of the project? * How did you organize the different phases of the project: preparation, implementation, monitoring, evaluation? * How do you want to monitor quality? * What is the division of tasks between the partners? |

**Activities and outcomes**

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| **For Cooperation Partnerships:**  **• Which of the possible project activities do you want to use?**  a) Transnational Project Meetings at all participating partner countries  b) 4 to 5 Project Results  c) Learning, teaching, training activities *(to be discussed whether we provide practical   training to trainers, coaches, teachers)*  d) Multiplier Events in all participating partner countries  **• If you want to use Project Results, what will you develop? To what extent are these   innovative?**   1. Theoretical background and added value of Ludodidactic and Epimistic framing within  education and reintegration 2. Guidelines for the trainer, in particular how to apply this method 3. Practical application to the target group of this project (examples of activities, best practices, etc) 4. Toolkit as a resource for trainers, teachers   *PS: I will check whether it is possible to describe the evaluation of the project and the various   parts as a project results? I am thinking if Valentina could be involved as resecher/evaluator*  **If you are going to use Learning, teaching, training activities: How will you shape these Learning, Training, Teaching activities? Type and duration of activities? How are these recognized and safeguarded?**  To be discussed with the participating partners |

**Sharing, promoting and utilizing project results**

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| Promotion is about disseminating and sharing the project results. Use the questions below to describe how you have thought about the following:  • **How can the promotion of the project results support the intended change?**  To be discussed with the participating partners  **• Which groups do you want to reach? What resources are you going to use for this?**  To be discussed with the participating partners |

**Appendix: Priorities Partnerships Erasmus + Adult Education**

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|  | Improving the availability of high quality learning opportunities for adults |  | Developing forward-looking learning centres |
|  | Creating upskilling pathways, improving accessibility and increasing take-up of adult education |  | Promoting Erasmus+ among all citizens and generations |
|  | Improving the competences of educators and other adult education staff |  | Enhancing quality assurance in adult education |

**Cross-sectoral**

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|  | Inclusion and diversity in all fields of education, training, youth and sport |
|  | Environment and fight against climate change |
|  | Addressing digital transformation through development of digital readiness, resilience and capacity |
|  | Common values, civic engagement and participation |