THE EU COMMENIUS

LAB*learning*
project

Project guide for partners

[Please refer to the application for details]

![LAB learning logo] SUMMARY

To take full advantage of new technologies, we need to fundamentally rethink our approaches to learning and education— and our ideas of how new technologies can support them.
Mitchel Resnick, MIT Media Lab - *Rethinking Learning in the Digital Age*

The reason that motivates the project is the fact that in many member states, many young migrants and youth who need special attention are not doing well in the education system.
This poses a great and serious challenge to EU education systems, especially for primary and secondary schools as well as initial vocational training.

Most research as well as everyday evidence confirms the general impression of the existence of a general mismatch between the media culture of young people in the new generations and the classroom didactics, the traditional way of organizing education in EU throughout centuries.
Moreover, much evidence indicates that these groups of young people are, in fact, able to learn, and quite talented.
But they learn differently than the standard-students of the traditional education system.
The project aims to deliver concrete models of media based didactics to prevent drop-out, early school leaving and poor learning results.

The final aim is to offer quality inspirational material to teachers and institutions.

Key outcomes of the project will be:
1. Open multimedia based web environment www.LABlearning.eu
2. LABlearning hand-outs explaining key elements in LABlearning
3. Inspirational guide to laboratory learning for educational managers and educational staff
4. From listening to production: lessons learned from media based LABlearning for youth at risk in Europe
5. Policy paper: adaptation or innovation?
6. Voice 1: how would we like to learn?
7. Voice 2: open online discussion platform
8. LABshops: teachers, mentors and institutional managers

The project will take the learning into the media world of youth at risk, instead of asking them to leave their media world and enter the old classrooms.

Partner no	Role	Organisation Name	City	Country
P1	Applicant Organisation	ASSOCIACIO CATALANA DE FORMACIO POLIVALENT APLICADA, BAOBAB	Santa Coloma de Gramanet	Spain
P2	Partner	Ajuntament de Salt	Salt	Spain
P3	Partner	Aarhus Social and Health Care College	Aarhus	Denmark
P4	Partner	Municipality of Reggio Emilia	Reggio Emilia	Italy
P5	Partner	Training 2000	Mondavio	Italy
P6	Partner	Drenthe College	Assen	Netherlands
P7	Partner	Dipartimento Formazione e Apprendimento, Scuola Universitaria	Locarno	Switzerland
P8	Partner	Kocaeli Valiliği AB Projeler Koordinasyon Merkezi	Kocaeli	Turkey
P9	Partner	ФОНДАЦИЯ „ЕВРОПАРТНЬОРИ 2007"	Sofia	Bulgaria
P10	Third Country	Intel Computer Clubhouse Network - Museum of Science Boston US	Boston	United States

"First, the good news: in the years ahead, the declining cost of computation will make digital technologies accessible to nearly everyone in all parts of the world, from inner-city neighbourhoods ... to rural villages in developing nations. These new technologies have the potential to fundamentally transform how and what people learn throughout their lives.
Now, the bad news: while new digital technologies make a learning revolution possible, they certainly do not guarantee it. Early results are not encouraging. In most places where new technologies are being used in education today, the technologies are used simply to reinforce outmoded approaches to learning. To take full advantage of new technologies, we need to fundamentally rethink our approaches to learning and education— and our ideas of how new technologies can support them." *Mitchel Resnick* - The Media Laboratory, Massachusetts Institute of Technology - *Rethinking Learning in the Digital Age*

Also in 2009, the Council addressed the education of children with migrant backgrounds and invited Member States, inter alia, to make targeted use of the Lifelong Learning Program in order to find ways to support better the learning of this group. - *Commenius 2011-13 Call*

Education and training systems should aim to ensure that all learners — including those from disadvantaged backgrounds, those with special needs and migrants — complete their education, including, where appropriate, through second-chance education and the provision of more personalised learning.
EU Council Education & Training 2020

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. - *EU Key Competences Reference Framework*

Increased global competition means that European countries will no longer be able to compete on cost and price, but need to produce higher quality and more innovative products and services, delivered by higher skilled people. Encouraging creativity and entrepreneurship throughout the learning process is fundamental for future growth.
Digital and media literacy will be crucial both for life and work, and we should tend to the new goal of digital fluency. For an increasing number of jobs, indeed, digital fluency is strongly required.
Commission New Skills for new Jobs

Clear evidence has been brought about in recent years from many member states that many *young migrants and* youth who need special attention *are not doing well in the education system.*
This poses a great and serious challenge to European education systems, especially for basic education, primary and secondary schools as well as initial vocational training.
Many youth drop out of the educational paths or complete their educations with poor results, not allowing them to progress to a higher level.

Most research and surveys, as well as everyday evidence, testify that the general impression is that the culture of the young migrants and youth in general does not fit into the traditional European classroom didactics, the traditional way of organizing education in Europe throughout centuries.
In conclusion, evidence shows that large groups of youth in the new generations do not fit into the traditional education system either.

The truth might very well be that the young migrants and youth with special needs*, due to their cultural background, simply over-expose the imbalance between the traditional education system and the new generation of young learners. This means that innovative didactics developed for the young migrants will also be of benefit to many groups of young natives.*

On the other hand, much evidence has been presented from several sources that these groups of youth are, in fact, able to learn, and are, in fact, quite talented. But they learn differently than the standard-students of the traditional education system.
Experimental after-school environments, like the global Computer Clubhouse Network established by the MIT Media Lab in the mid 90es, have successfully provided different frameworks for the learning of young migrants and other disadvantaged young people.
It is well-documented that different didactic settings can produce a strong motivation among youth that require special attention, often leading them to a sustained interest in more formal education or better jobs in the labour market.

There is a great need to identify and better understand this target group of young people *conditions for learning.*
What are the main cultural factors conflicting with the traditional education system?
What psychological and social factors in and among the young migrants and youth who need special attention make it difficult for them to learn in the traditional classroom set-up?
How might learning be organized differently to make them learn?
How can we develop serious alternatives to traditional educational framing, still leading to the overall aims and objectives of the different educations?
How can we learn about such new didactics in interaction with these youth themselves and how can we make such didactics available and useful to the member states' education systems?

The mission of the LAB*learning* project is obviously not to change the entire educational system, but to offer and make available practical models, based on the encounter of theory and practice, on how alternative lab learning for young migrants and other "youth with special needs" can be implemented in formal education without changing the system itself.

Increasing concern in many European countries as to how to provide learning settings to motivate the learning of groups of youth resulted in a number of dialogues with local authorities, teachers and youth institutions in the partner countries participating in this project. These dialogues resulted in a long project discussion running through 2010 and in a Preparatory Meeting in Girona Spain in January 2011.

 INNOVATION

The Digital Agenda will require a sustained level of commitment at both EU and Member State levels (including at regional level). It cannot succeed without a major contribution by other stakeholders, including young "digital natives" who have much to teach us.
The digital era should be about empowerment and emancipation; background or skills should not be a barrier to accessing this potential.
Commission 2010 A Digital Agenda for Europe

There is a strong mutual understanding among European educational stakeholders, the Commission included, that Europe is not doing well with regard to educational inclusion of young migrants and youth with special needs.

Papers like *Education and Training 2020*, *New Skills for New Jobs*, *A Digital Agenda for Europe*, *The Key Competences Reference Framework* and *The Shift to Learning Outcomes* clearly demonstrate the need for new learning settings and a dramatic innovation in the way we address ICT and media in education.
These shortcomings was with great clarity expressed by the American expert Adrian Sannier in his keynote speech at the largest global e-learning conference, Online-Educa in Berlin in November 2010:
http://www.online-educa.com/audio-video-421

From integration of ICT in traditional teaching to media based laboratories, this is precisely the mission of the LABlearning project.
The most powerful innovation in this project might be the fact that the project will use ICT and media to demonstrate, how media based laboratories match the behaviour, work methods and media life of the young with special needs. *The project offers didactic innovation.*
The innovation in the LAB*learning* models is that the potentials of technology are not exploited at all. Technology allowing the young learners to control and work through the full process of knowledge creation.
The great potentials of technology lie in the availability of tools that allow the learners to take over the knowledge production traditionally managed by researchers, teachers and publishers.
The project also offers an important dimension of user-driven innovation: the voice of the young people.
In line with the *Commission's 2010 - A Digital Agenda for Europe*, LAB*learning* will include the young people special needs in all 3 major project phases:
In phase 1 (*What Happened?)* interviews with groups of project target learners about their learning experience and their own ideas about what learning should be will be valued alongside professional resources evaluating previous experiments with media based learning environments for young people.
In phase 2 (*How to do IT*) the young learners are in focus, as they will be deeply involved in the learning laboratories experiments in the partner institutions. They will also be involved in the interim time-outs reflecting on what happened in the learning laboratories.
In phase 3 (*Go use IT!)* the teams will be involved in the elaboration of the project material as well as the presentation of the outcomes.

OBJECTIVES

We must develop the right mix of skills.
Specific job related competences learnt throughout education and training must be underpinned by transversal competences, especially digital and entrepreneurial competences, in order to both encourage initiative rather than simple reproduction of received knowledge and to better adapt to learners and employers' needs.
Commission New Skills for new Jobs 2010

The project aims to deliver concrete models of media based didactics to prevent drop-out, early school leaving and poor learning results.
The project will:
- contribute to the widely acknowledged challenges of using ICT to change the basic didactics.
- take the learning into the media world of the youth, instead of asking them to leave their media world and enter the classroom.

- establish experiments within the education institutions.

The final aim is to offer quality inspirational material to teachers and institutions.
The laboratory experiments will use technology as learning tools.
Laboratories are characterized by teams of youth which will work outside the classroom:
- they will be challenged with open problems they need to learn about
- they will organize the learning in collaboration with teachers, mentors and community resources
- they will independently use technology to search, explore, combine, organize and present the knowledge produced
- the teams choose independently the state of the art technology
- teachers and mentors collaborate as counsellors
- the teamwork must include the youth learners' reflections

The project will offer well-described models and inspiration material on the basis of the monitoring, capturing and documentation of the laboratory of inclusion activities. In this respect, the activities will also serve as the project's laboratories providing raw material and resources for the development of the project's outcomes.

The LAB*learning* project will set up learning laboratories in different partner countries. The set-ups will be different, but governed by the laboratory platform, developed in the first phase of the project. This mutual platform will allow the project to compare and evaluate the results of the different set-ups.
The laboratory platform will demonstrate how modern creative technology could be used to the maximum in support of the laboratory didactics.

The laboratories will primarily address and include youth at risk between 12 and 18 years of age, first of all in formal educational settings, but also in non-formal settings.

Key outcomes of the project will be:

1. Open multimedia based web environment **www.LAB*learning*.eu**
2. **LAB*learning* hand-outs** explaining key elements in LABlearning
3. Inspirational guide to **laboratory learning** for educational managers and educational staff
4. **From listening to production**: lessons learned from media based LABlearning for youth at risk in Europe
5. Policy paper**: adaptation or innovation?**
6. Voice 1: *how would we like to learn?*
7. Voice 2: *open online discussion platform*
8. **LABshops**: teachers, mentors and institutional managers

The outcomes are detailed in the work packages.

METHODOLOGY

WHAT HAPPENED?
- Analysis, elaborations of lessons learned from experimental didactics involving youth from Europe and United States
- Collecting experience and evaluations of laboratory learning
- Youth voice 1
- Preparation of the local educations
- key players dialoguing on the project's mission

- Interacting with teams expected to be involved in the projects' learning LABs
- Producing a laboratory learning state of the art paper leading to a mutual project platform for the laboratory didactics to be implemented in the partner countries
- Offering teachers and mentors and community resources regional ReWORK training and inspiration workshops.

HOW TO DO IT?

- Establishing different alternative didactics in formal and non-formal education system: laboratories
- Planning and launching 4x2 different LAB*learning* facilities in connection with existing educational set-ups or in the form of new set-ups with local educational collaborators and small teams
- Practical media based learning activities with time-out reflection phase.
- Media based documentation in close interaction with the teams and the local educational collaborators.

GO USE IT!

- Synthesizing theoretical knowledge and practical experience into a laboratory didactics
- Producing media based documentation and evaluation in close collaboration with the teams
- Youth voice 2
- Inviting key players from phase 1 to evaluate and help valorise the project experience and outcomes.
- Final open multimedia output: www.LAB*learning*.eu, including inspirational hand-outs on key subjects addressing inclusion through laboratory didactics

Methodology keys:
- Action based
- Independent activities/flexible teams
- Small teams
- Based on the youth
- Building on ICT and media tools
- Advanced technology challenging and allowing the full unfolding talents
- Entrepreneurship /direct interaction with the community
- Digital communication and storytelling instead of formal written texts and theory
- Producing approach: the youth should be challenged with producing the relevant knowledge
- Allowing open input as to how to approach and work
- Offering problems and real life challenges; youth producing their own learning material to be shared in open collaborative web environments
- Mentoring not teaching roles

The LAB*learning* project will, as a project and taking into account the conditions of a European project, itself be based on the same laboratory methodology as is set up for the young migrants.
We name this the projects' *inclusion methodology.* This methodology is not employed only to promote a "democratic work form", but will be crucial to the quality of the project's results and outcomes.

The projects' *inclusion methodology* includes the following work strategies:
- producing knowledge in dialogue with the involved teams of young migrants (small focus groups)
- designing the laboratory experiments in close collaboration with teams of young migrants
- allowing the young migrants to use ICT and media technologies to the max to unfold and document their laboratory experience
- including the young migrants' productions in the final outputs

making visible the benefits of integrating "the young migrants' voice" in the project processes

IMPACT

The project impact strategies should be designed differently from traditional multilateral partnerships.

To be successful, the project needs to focus strongly on the development of the explorative laboratories. Putting into operation genuine didactic innovation within formal education will take many resources, and it can be foreseen that the results of the project will be depending on the quality of the in-depths activities and the allocation of many human resources.

These considerations lead to the following general principles for the project's impact strategy:
-The project's <u>direct target group</u> is the traditional learning environments at large in the partner communities, including young learners at risk of drop-out, early school leaving or at risk of exclusion, teachers and mentors, as well as institutional managements. the learners.
- The <u>indirect target group</u> in the project is local and regional educational decision-makers in the partner communities responsible for educational provision and development and families involved in the project methodology.

A wider audience will be addressed in the last phase of the project, but these dissemination efforts will be at awareness raising level only. The more systematic European exploitation activities are planned to take place in the *euroLAB^net* network, expected to be submitted to the Commenius programme early 2013.

The project partners have direct access to the learning environments, in which the laboratory experiments will be implemented. The activities are in all cases openly supported by the local authorities and the management of the education in question.
The different partners will implement the media based laboratory didactics in different educational fields.

Establishing such innovative practices in the middle of traditional formal educations is expected to require qualified preparation.
Therefore the first project phase is a 6 months phase, in which the local educational partners will be prepared and briefed extensively.
A first joint dialogue with the local authorities and the institution management will provide the needed framework for more detailed dialogues with the involved teachers and mentors.
The project will, then, involve the teams of youth at risk to the final briefings, based on the established agreements with the political and professional players.

The reaching out to a wider audience, beyond the mentioned community players, will take place in the last phase of the project. The wider dissemination of project results includes a regional and European dimension:
-<u>Regional</u> awareness raising workshops will be established in the partner regions
-These regional workshops will lead to and provide the platform for the final <u>European</u> workshop to be held in a partner city easily accessible from most member states. The project will invite key European stakeholders to participate in the European workshop.

Whereas the LAB*learning* project, due to the degree of complexity, will work <u>in depth</u> (vertically) with the laboratory experiments, the network to follow, the *euroLAB^net*, will work <u>in width</u> (horizontally) to disseminate and exploit the LAB*learning* results.

The partnership will submit an application for a network project early 2013.
The new partners will be identified in the last phase of the project.

The basic resource for the *euroLAB^net* will be *Open multimedia based web environment www.LABlearning.eu*, including all project outcomes.
The mission of the network will be:

- To ensure a wide dissemination and exploitation of the laboratories developed in the LAB*learning* project.
- To bring together institutions from different educational sectors to promote and support the establishment of innovative explorative and media based laboratories for youth at risk, suffering from the mismatch between traditional education and the new generations of "technological natives".
- To include such institutions from as many member states as possible, and will at the same time aim to include local authorities in these countries.
- To establish advocacy towards national and European decision makers, and also to influence the future Community policies as to lifelong learning strategies and funding.

The *euroLAB^net* will promote the continued development and implementation of innovative media based leaning settings for youth at risk of drop-out, early school leaving or at risk of exclusion from lifelong learning and labour market opportunities, both in formal and non-formal settings.
Contribute to the further qualification of laboratory didactics for these target groups by documenting, assessing and evaluating the impact of the new learning provisions. This part of the work will link to the common European quality and qualifications instruments, such as the EQF and the Key Competences Reference Framework.
It will also offer support for local and regional stakeholders wishing to implement such laboratory settings in their institutions. The network will offer these stakeholders expertise, counselling and useful training material for teachers and mentors.
It will offer a number of regional and European workshops to allow the different media based laboratories across the member states to share experience and work towards a mutual understanding and platform of the principles for and benefits of explorative laboratories for youth.

In case the *euroLAB^net* should not be granted, the key partners on the LAB*learning* project, including the coordinator, will establish a similar network, but at a lower and informal level.
The coordinator will, in this case, maintain the www.LABlearning.eu for a period of at least 3 years after the official ending of the project.

In both cases, the case of a formal or informal network, the key partners will put a special and strong focus on linking learning laboratories to the communities across Europe working to develop their city into a learning city.

WP 1
Management and coordination
The WP covers all management and administration activities for the coordinator and for the partners.
It covers the partners' general project participation as well, and it includes work days for the transnational activities, described in WP2.
The a project like LAB*learning* the management and cooperation should practice what it preaches: the project will be inclusive and open in its structures and actions, and all levels of the project, managers, mentors and young people, will be involved in development and production of knowledge and outcomes.
Due to the experimental profile of the project, the partner meetings and discussion will allow plenty of room for dialogues, creative contributions and reflection.

Nevertheless also this project needs a clear and transparent framework for the partners to act efficiently in the implementation of the project.
Such a framework will be provided by the coordinator early in the project and the framework will be debated at the LAB**kick** first partner meeting in Spain.
The framework consists in four measures:
- a LAB*learning***GUIDE** for partners and collaborating resources explaining the aims and objectives of the project and the methodologies applied to reach the aims, as well as the partner roles and basic cooperation principles
- a Management and Communication Guide to partners describing how the different formal and informal aspects of the project will be addressed, and especially through which channels the partners will communicate
- a communication platform, allowing partners to communicate, share experience and raise questions of mutual interest
- a Financial Guide for partners explaining how the financial issues will be addressed and how the partners will contribute to financial management and monitoring, based on the principle of simplicity

The partners will have the opportunity to debate these guidelines at the LAB**kick** first partner meeting, and shortly after the final versions of the guidelines will be available.

The coordinator will work to implement the project's inclusive partner approach: all partners are, at different levels, involved in all work packages, as a very rigid division of labour is not considered a strong work method in a project like LAB*learning*.
All work packages are based on three participation levels: lead partner, key partners, and other partners.
Different partners are appointed WP leaders and WP key partners, based on the nature of the work package and the roles, skills and competences of the partner.

The project's quality assurance platform will make sure to include the evaluation of the quality of the project management in the different quality reports and activities.
A special section in the QA framework will address the management performance on the basis of clear criteria, indicators and evaluation methods.

LAB*learning*^{GUIDE} – for partners and collaborating resources

The project guide will introduce the partners as well as non-partner collaborators to the aims and methods of the project, and it will relate the overall project elements to the practical and different reality of the partners

In other words, the overall mission of the guide is to take the application to an operational level and allow the partners to see and understand their roles and obligations along the project duration.

The guide will be available to the partners at least 2 weeks prior to the first partner meeting to allow all partners to reflect critically on issues of great concern to them.

The guide will be distributed as PDF and will be available on the open project website.

WP 2
Transnational activities

The work package embrace all transnational activities in the project linked to partners' travelling. We prefer to reserve a work package for these activities to get a clear view of the travelling activities in the project, and to avoid distributing travelling across a larger number of work packages.

The work package budget only includes travelling and accommodation, whereas the work days for these activities are placed under general project participation in the WP1.

The partner meetings are distributed among the partners who will directly experiment with the media based laboratories for young people at risk, as the project will interact with these laboratories during the partner meetings, and as local and regional LAB*learning* events are planned to take place in connection with the partner meeting. This will allow project resources to participate in and support such regional activities without putting additional pressure on the project's travelling budget.

The basic approaches to partner meetings are:
- the partner meetings will relate to the LABlearning activities in the city or region of the meeting
- local or regional community activities should be planned before or after the partner meeting days to link the project closer to the local communities
- 50% of each partner meeting will relate directly to the implementation and evaluation of practical LABlearning activities to prevent the partner meetings from turning into independent formal management events.

The project's special inspiration partner, the Computer Clubhouse Network, based at the MIT Media Lab in Boston US, will be invited to use all transnational events to organize different forms of inspirational activities for partners and local communities: learning principles, community linking of the learning, mentor competences, the role of media and technology, etc.

These activities are planned to be part of the projects' LAB^{shops} and RE^{work} workshops, offered to project mentors and to host communities.

In this way, the project wishes to establish a kind of inspirational fluency along the project duration.

The final European level event – the euroLAB^{shop} - GO USE IT workshop – will be held in the City of Salt – a community deeply involved in the LAB*learning* project at both political and practical levels, and facing numerous challenges related to the learning and employment of young people at risk.

The project prefers to invite the participants from the different member states directly into this community, instead of covering up the social realities in a nice conference centre.

The final euroLAB^{shop} is expected to attract around 100 colleagues with a great interest in the LAB*learning* experiments and from various member states. The participants will finance the participation themselves, possibly through national agency programs, but the workshop will be free of charge.

This event is expected to offer major support to the euro*LAB*^{net} to follow the LAB*learning* project.

The partner meetings have different names, as they will address thematically the challenges linked to the timing of the meeting.
In the description of the deliverables below, the number of partner participants in each partner meeting is clearly defined.

Partner meeting 1 LAB^{kick}
Partner meeting 2 LAB^{go!}
Partner mini-meeting 3 LAB^{go!}
Partner meeting 4 LAB^{reflect!}
Partner meeting 5 LAB^{final}

WP 3
What happened? What will happen? – preparatory activities
Work package number 3 is one of the most important work packages, as it will provide the bridge from the described educational mismatch to the LABlearning experiments, as well as provide a bridge between the Computer Clubhouse Network's 20 years of global experience and the laboratory design of the LABlearning activities.

The WP will qualify the partnership to undertake the laboratory tasks in WP4, by linking to historical, scientific and educational scenarios at the heart of the learning of young people at risk.
Therefore the WP will last for 6 months, and a number of flagship outcomes will result from this work.

Besides qualifying the partners to implement the media based laboratories on the basis of a mutual platform of understanding, this WP will also build another, and very important, bridge: between the participation levels of the project.
The 3 project implementation levels are: young people at risk, mentors and trainers, institutional managers. The WP will build a bridge early in the project between especially the young people at risk and the mentors and managers, thus providing the first platform for the direct inclusion of the young people and their "voice".
This bridge will be exploited all along the project, wherever the young people at risk will be included in reflections, production or mobility.

The WP 3 will at the same time establish a mutual platform for the implementing partners and between the implementing partners and the special tasks partner, such as quality assurance partners.
The project plan for the 4 implementing partners to address two different groups of young people at risk within the 10 months long laboratory phase. This means that the project will address several groups of young people at risk within the general framework of the project target group.
Therefore a mutual platform of understanding of the media based laboratories' aims and methods, as well as success criteria, is extremely important.
The mutual platform will be materialized in the design productions *Laboratory Didactics* and *Laboratory Mentoring*.

The mutual platform and its materialization is also of great importance and value to the project's quality assurance activities, as these activities will have to measure the various laboratory experiments against a commonly agreed set of aims, criteria and outcomes. This is made possible by the production of the two design papers *Laboratory Didactics* and *Laboratory Mentoring*.
These productions will, at the same time, offer high quality inspirational dissemination.

Lessons learned Part 1
A laboratory learning state of the art paper leading to a mutual project platform for the laboratory didactics – report + LABlearning**flash**.
The paper is a background study on the mismatch between the education system and the new generation of young learners; documentation from the partner countries will be included and a clear summary offered.
The background study will include a brief collecting experience and evaluations of laboratory learning in Europe.

Lessons learned Part 2
FLAGSHIP OUTCOME
From listening to production: lessons learned from experimental didactics involving young learners at risk - report + LABlearning**flash**.
A short-study on the new generations' conditions for learning, based on interviews and dialogues with selected groups or pairs of young people at risk.

Planning and launching 4 different LAB*learning* facilities
Planning and launching 4 different LAB*learning* facilities in connection with existing educational set-ups or in the form of new set-ups with local educational collaborators and small teams.
This plan will take the applications aims and objectives to an operational level and offer the laboratory partners a useful framework for the implementation of the project's 10 months action phase.

The young people's voice – first scenario
How would we like to learn? + open online discussion platform.
Reports and video interviews.
This outcome is linked to deliverable number 11, but consist in the specific texts and media outcomes of the dialogues with the groups or pairs of young people at risk, whereas the deliverable 11 covers the dialogue activities as such.
The media outcomes will go on the project website and be disseminated through the social net forums, such as YouTube.
The outcomes are separated from deliverable 11, as they must have stand-alone quality to be disseminated on different platforms.

Design paper 1: laboratory didactics
FLAGSHIP OUTCOME
Design paper 1: laboratory didactics - inspirational materials for mentors
This deliverable is a flagship outcome, as it is located at the very heart of the LAB*learning* project, offering inspiration and guidance to teachers, trainers and mentors involved in media based learning with groups of young people at risk.
The paper will explain in a simple way (inspired by the un-academic language of the Computer Clubhouse Network) the basic principle in media based learning and offer a number of practical scenarios.
This production will be the key material in the projects' LAB**shops** and RE**work** events.

Design paper 2: laboratory mentoring
FLAGSHIP OUTCOME
Design paper 2: laboratory mentoring - inspirational materials for mentors
Whereas the *Design paper 1: laboratory didactics* will address the challenges linked to the organisation of the laboratory learning environment, this flagship outcome will relate directly to the changing roles of the teachers, when shifting from traditional classroom teaching to media based learning.
The different mentoring roles will be described and practical scenarios provided.
This production will also play a key role in the projects' LAB**shops** and RE**work** events.

WP 4
HOW TO DO IT – media based laboratories
WP 4 comprises the long action phase in the project, in which the implementing partners will experiment with laboratory and media based learning for different groups of young people at risk.
Two of the implementing partners are double partnerships, each including the local authority, to allow the knowledge production of the impact of the direct involvement of local authorities in meeting the young people's needs for dramatic changes in the learning settings.
The direct involvement of the local authority is expected to offer interesting results as to exploitation and sustainability.

The 4 implementing communities will set up media based learning processes for different groups of young people at risk, based on the common platform for media based learning produced in the first project phase.

The media based laboratories will explore the effects of this learning approach in both formal and non-formal settings.
The formal settings will organize the learning processes in such a way that the activities will reach the aims of the education or course in question, not in any way trying to alter the formal aspects of the involved education and its obligations to the students or to the authorities.
In the formal educational settings the media based activities will there be linked to the specific subject-related structure of the education or course in question.

All experiments should, though, whether formal or non-formal, directly relate to and build on the young people's own interests, talents and position in the world of media.
The media experiments will be strongly supported by the lead partner and key partners along the processes, and the third country partner, the Computer Clubhouse Network, will be involved in a counselling role, based on their 20 years of experience in media based learning for young people at risk.

The process will be interrupted by a midterm reflection and evaluation activity, involving all 3 directly involved players: the young people at risk, the mentors and trainers, as well as the institutional managers.
The direct dialogues with groups or pairs of young people at risk are of great concern to the project.

The key partners in the WP will ensure a close and authentic monitoring of the experiments and then project's subcontracted QA expert will ensure the validity of the monitoring and evaluations.
The outcome of the monitoring and evaluation activities will be clear guidance as to improving the laboratories learning capacity in the second round of the experiments.

4 x 2 laboratories of media based learning
Establishing alternative didactics for young learners at risk in the formal and non-formal education system: laboratories of learning and at the same time *laboratories of inclusion*; launching 4 x 2 LABlearning facilities in connection with existing educational set-ups or in the form of new set-ups in collaboration with local educations and small teams of young learners at risk.
Implementing partners are expected to work with 2 target group each during these 10 months, in parallel or one after the other. In both cases midterm evaluations are produced.
The LABlearning project focuses on youth at risk in the very problematic transition phase from the final years of compulsory school to further training.
The 4 x 2 target groups in the 4 countries are 12-18 years old at risk of exclusion and drop-out due to poor educational performance, lack of educational traditions in the family or community, poor integration or low traditional academic skills.

Media based documentation
Media based documentation in close interaction with the teams and the local educational collaborators
In addition to the written midterm reports, the project wishes to produce visual material as an integrated part of the evaluation. Project partners are participating in the very innovative Grundtvig application VisEval, developing and promoting visual evaluation of project activities as an alternative to the traditional formal written applications.
The LAB*learning* project is therefore expected to increase its qualifications as to media based evaluation through the participation in the VisEval application and project, running in parallel from 2011-13.

WP 5
Time out! – reflections, sharing experience, what did we learn?
The Time-out! Work package elaborates on the 10 months of practical experiments in the 4 implementing countries.
The work package offers a bridge from the practical experiments to the final LAB*learning* outputs of the project to be produced in the last project phase, and organized in work package 6.
All project partners will be involved in the evaluation of the practical experiments. The evaluations and reflections will be based on the aims and criteria laid down in the projects quality assurance platform to allow a common and systematic approach to the evaluation activities.
The Swiss partner will lead this work in close collaboration with the Bulgarian partner and the project's subcontracted QA expert.

In accordance with the inclusive values of the project, many levels and collaborative partners will be involved in the evaluation and reflection activities, offering a broad and diverse evaluation basis.

The work package is organized in 4 evaluation and reflection phases, leading to clear recommendations for the production of the final LABlearning output:
- first the partners will evaluate the laboratories based on the project's QA system and success criteria
- second this first evaluation will be invested in open RE^{work} workshops including collaborative partners and selected stakeholders
- third the discussions in the RE^{work} workshops will be subject to a final evaluation round among the consortium partners
- fourth, groups of participating young people at risk will be involved in a mobility, in which the young people at risk from the different laboratories will meet and discuss their laboratory experience and to what extend the laboratories offered them interesting, relevant and motivating learning opportunities; the young people will be invited to be very critical towards the laboratory experience
- last, the work package leader and the project's QA expert will pool this rich evaluation material and from that produce clear recommendations for the production of the final output of the project.

The recommendations will be crucial to the quality of the final output expected to be disseminated across Europe and to form the basis of the euro*LAB*^{net} to follow the LAB*learning* project.

RE^{work} open evaluation workshops
The open workshops will be based on the material produced in the first evaluation round.
The open evaluation workshops will be organized in the 4 implementing partner communities, inviting local and regional collaborators and selected key stakeholders to discuss the first and open evaluation of the laboratories.

The workshops will be invited to be critical and creative in the approach to the offered evaluations, and to provide clear recommendations.

The WP lead partner and the QA expert to produce strong evidence from the open evaluation workshops, offering a clear guidance as to the organisation of priorities of the second round internal evaluation.

The project coordinator and the local implementing partners will closely monitor the open workshops, as they might offer interesting opportunities to produce video interviews with selected non-project stakeholders providing strong contributions to the discussions. Such video interviews might form a part of the final output of the project.

Mobility for groups of young people

Mobility for groups of young people at risk working in the laboratories

Groups of 4-5 young people from each implementing country will be invited to a joint mobility event in at the Drenthe College in the Netherlands to discuss their laboratory experience.

In total around 15 young people from the 4 laboratory countries will participate in this event, financed by mobility funding at national level.

One mentor from each laboratory country will participate in this event, but will assume a listening role, not a leading role in the event.

The young people will organize the event themselves and manage the financial aspects of the event as well.

The young people will be asked to offer critical reflections on the laboratory experience, based on the dialogues with groups of young people at risk in the project's first and opening phase: *how do we want to learn?*

The mobility group will be invited to produce a joint media product, for the project website and final output and for the social media used by the project, as a result of the mobility activities and discussions.

LAB^{shops} – second scenario

The second scenario regional workshop on learning laboratories for teachers, mentors and institutional managers – including beyond consortium participation – will be held in The Netherlands in month 18. It is placed in this work package according to its transitional role: it will discuss the laboratory experience, thus forming a part of the Time Out! reflections, and especially discuss the preparation of the final European euroLAB^{shop}: GO USE IT workshop in Salt in month 23, as well as how to mobilize relevant institutions, communities and key stakeholders to participate in this event.

The workshops will also address how to take the LAB*learning* project further and into the euro*LAB*^{net} expected to follow the 2 years laboratory experiments.

WP 6
GO USE IT! – production of material

The tasks and work methods in WP 6 are very different from most of the other work packages, being open, discussing and involving, as a *very focused and efficient work process* is needed to ensure the production of the project's final output.

There is a time for open debate, and another time for efficient production.

Based on the produced material from the project activities, the laboratory experiments in particular, based also on the young people at risk's contributions, and last, but not least, based on the Time Out! Recommendations, a small expert team of partners will ensure the production of the final outcomes.

This work will be coordinated by the P3 Aarhus Social and Healthcare College, as most of the final editing and production will take place at the College's professional media department, sosuMedia.

Rich material from the activities will already be available from other work packages (on the project website, through the social media, in print), but the specific

mission of WP 6 is to edit and produce the final key outcomes, expected to be major resources for the dissemination and exploitation of the LAB*learning* project.

Therefore the work package will produce a limited number of high quality materials, allowing interested institutions and communities across Europe to receive a clear view of the LAB*learning* didactics and practice and to receive clear guidance as to the establishment of such innovative didactic settings.

The work package includes theoretical paper, an inspirational guide (flagship outcome), a policy paper (flagship outcome) and the final versions of the young people at risk's voice.

All material will be freely available from the project website, and will be linked to from the social media locations.
The project will take measures to protect the production rights of the young people, if they so wish.

Synthesizing theory and practice
Synthesizing theoretical knowledge and practical experience into a media laboratory didactics
This important document represents the theoretical contribution from the project, confronting theory and practice into a synthesis of media based learning for young people at risk.
More precisely the document confronts the *expected* didactic principles, drawn from the studies undertaken early in the project, with the *de facto* practical experiments from the project's media laboratories.
The document will include a reflection on the challenges faced when taking media based learning for youth from non-formal to formal settings.
The document will conclude its considerations with proposing a *framework for media based didactic for young people at risk*.

Inspirational Guide - Laboratory didactics for young people at risk
FLAGSHIP OUTCOME
The most important output from the LAB*learning* project is the Inspirational Guide expected to be used by mentors, institutions and communities across Europe and form the solid basis of the *European Network* project to follow the LAB*learning* project.
The Guide will take the best of the rich productions in the project and develop it into a didactic guide, offering clear guidance on media based didactics, mentoring and community involvement.
The Guide will be presented in full on the project's website, including video, cartoons and texts, and parts of the Guide will be available in printed versions.
The cartoon genre will be used to explain the basic didactic principles.

Policy paper: The learning of young people at risk: adaptation or innovation
FLAGSHIP OUTCOME
The second flagship outcome in this work package is a critical policy paper, addressing policy-makers and key players in lifelong learning.
The theme of the policy paper is a critical reflexion, based on the lessons learned from the project, on the adaptive didactics applied by a vast majority of youth educations: the efforts to adapt the young people at risk to slightly adjusted versions of the old classroom.
The policy paper is foreseen to discuss the need for dramatic innovations of the learning settings for young people at risk.
The paper will discuss to what extend the LAB*learning* project has contributed to such innovations.
The consortium has at its disposal strong and wide European networks, including policy levels, and these networks will be used to disseminate the policy contribution.

The paper will be sent to a number of educational magazines and is expected to be presented at the conference mentioned in the dissemination WP below.

The young people's voice

The young people's voice – final scenarios

Along the project, and especially in the laboratory activities, groups of young people at risk will have produced a variety of media products.

Some of these media products will directly address the young people's voice on what learning means to them and how they imagine highly motivating learning settings, including media work, game based learning, problem based learning and community based learning.

All these contributions will be available on the project website and in the social media used by the project and the young people in *unedited* form.

The young people's voice – final scenarios forms part of the project's final output and will be a professionally edited video presenting the different learning related contributions from young people along the project.

Selected young people at the Aarhus College, at which the video will be edited and produced, will be invited to participate in the final editing.

The video will be available on the project website and in the social web forums.

THIRD COUNTRY PARTICIPATION

www.computerclubhouse.org

www.computerclubhouse.org/content/our-impact-around-world

Founded nearly 20 years ago in collaboration with the MIT Media Laboratory, the Intel Computer Clubhouse Network (ICCN) is an international community of 100+ Clubhouses located in 20 different countries around the world. The ICCN provides a creative and safe out-of-school learning environment where young people from under-served communities work with adult mentors to explore their own ideas, develop skills, and build self-confidence through the use of technology. ICCN supports Clubhouses around the world, providing over 25,000 youth per year with access to resources, skills, and experiences to help them succeed in their careers, contribute to their communities, and lead interesting lives.

The Clubhouse learning approach is designed to empower youth from all backgrounds to become more capable, creative, and confident learners. This approach is grounded in research from the fields of education, developmental and social psychology, cognitive science, and youth development. It builds on research on the role of affect and motivation in the learning process, the importance of social context, and the interplay between individual and community development. It leverages new technologies to support new types of learning experiences and engage young people who have been alienated by traditional educational approaches.

ICCN staff will provide insights based on research, lessons learned, and best practices from our experience, help coordinate site visits to selected CC's in EU, and offer counsel based on Clubhouse learning principles and their implementation in diverse settings.

More specifically the ICCN will contribute in the following fields:
- deliver background material on media based empowerment of young people at risk for the project's WP3 *What happened? What will happen?*, covering 20 years of global experience working with youth at risk in non-formal settings and in the most diverse contexts
- deliver evidence as to the impact of the clubhouse activities on the target groups through a number of impact reports produced by highly qualified research teams

- deliver inspirational input at all transnational events throughout the project, including at partner meetings, mentor training sessions, local and regional workshops and the final open transnational workshop (for WP2 *Transnational activities*)
- provide guidance, counselling and dialogues during the project's long laboratory phase (WP4 HOW TO DO IT) through the participation in transnational events, through contributions to the project's online forum and though focused online dialogues with the project coordinator and the project's QA expert
- offer reflections and QA input to the WP's 5, 6 and 7

The participation in the project will be managed professionally by the organisations experienced project and administrative managers.
The coordinator will draw up an administrative agreement with the ICCN for the first partner meeting.

As the Intel Computer Clubhouse Network (ICCN) can be considered the most important inspirational source for media based empowerment of youth at risk of exclusion, drop-out and poor performance in the traditional education system, the LAB*learning* consortium is proud to be allowed to exploit these decades of scientific and practical resources.
Born out of the famous, highly recognized and creative MIT Media LAB in Boston, the ICCN represents the most qualified and well-tested guidance on media based learning in the world today.
Well founded in learning theory and well founded in 20 years of global practical experience, the participation of the ICCN will contribute immensely to the successful implementation of the project at all levels.
In fact, the collaboration between the LAB*learning* project and the ICCN should be regarded a historical event, as it is *the first time in EU that the 20 years of practice in non-formal settings will be exploited to help youth at risk in the formal compulsory school system*.
Given the challenges the EU countries are facing with regard to youth at risk, as described in the main application, the contribution from the ICCN is urgently needed.
Strong added value will therefore be added in the following core fields of the LAB*learning* project:
- to the basic understanding of youth at risk and how to empower through technology
- at all transnational events, offering the partners a great and unique opportunity to qualify their media based learning competences
- to the QA of the project's outcomes, as the highly qualified ICCN participants are known to be most critical and offer challenging reflections
- to the linking of media based learning in non-formal settings to compulsory education
- a most interesting exploitation link from the partners' educational communities to Computer Clubhouses in Europe
The future beyond project perspectives of this collaboration for the EU communities can hardly be overestimated.