BACKGROUND AND PROBLEMS ADDRESSED

COMMON PROBLEM

An estimated 7 million young Europeans between the ages of 15 and 24 are not educated and not at work (‘Not in Education, Employment nor Training’ (NEET)). Although recent efforts have reduced the number of youngsters who leave secondary school without a diploma, it remains troubling that 17.8% of young people born abroad are more than twice as likely to drop out (Education & Training monitor, 2017; European Commission, 2013; Pact 2020, 2009). In addition to their migration background, their home language and the presence of language deficiency also determine their chances of success in school (Flemish Migration & Integration Monitor, 2015).

The European Council recommends preventive measures being taken both in general education and vocational education and training, with special attention to groups of youth with an increased risk of becoming early school leavers. The position on the labour market of young people with a migrant background and without a diploma is very uncertain. The importance of preventing school dropout - and achieving a diploma - seems essential for this specific target group.

Young migrants have an increased risk in lacking connections to society, school and labour market, and this needs to be addressed in new and innovative ways as current skills and methods are not sufficient. In CONNEXT, new methods based on ‘gamification’ will create a higher level of engagement, participation and interaction for young migrants. Based on the self-determination theory, we want to achieve an increase in autonomous motivation, which leads to an increase in perseverance of study behaviour.

SWEDEN

In 2015 1.321.000 asylum seekers came to the EU and 163.000 of them came to Sweden. 88.265 of the asylum seekers in the EU were unaccompanied minors and 40% of them came to Sweden. In April 2018 the local public employment office in Karlstad had 209 newly arrived refugee women and 192 newly arrived refugee men registered. 117 of these women and 107 of the men had no educational background or had only been to elementary school. This group is constantly growing and is in a big risk of exclusion from society and the labour market. Currently they represent 3 out of 4 unemployed at the public employment office. The reasons for this are often complex, with unemployment in combination with health issues, social issues, lack of language skills, low level of education, lack of labour market experience, lack of social networks and lack of knowledge about society and the labour market. Women and young migrants and refugees are extra vulnerable.

The labour market and social service administration in Karlstad works with newly arrived refugee women and men as well as with unaccompanied minors who are far from the labour market. In April 2017 there were 179
women and 175 men in the department for newly arrived refugees and in connection with these there are also children in the age of 15-20: 33 girls and 29 boys. The department also has 19 girls and 43 boys in the age of 15-20 who are unaccompanied minors. These target groups need support to establish themselves on the labour market. Also, innovative methods for motivation, empowerment and participation need to be developed. The unemployment rate among women and men who are not born in Sweden is more than 50% higher than among women and men born in Sweden and statistics shows that it takes about 8 years for half of the newly arrived to get a job. For women and those with low educational level, it takes even longer. At the same time there is a big lack of labour force in certain branches.

The professionals working with the target groups state that they need new knowledge, tools and methods in order to support migrants and refugees to establish themselves in society and on the labour market.

**FINLAND**

In Finland, the difference in school satisfaction between immigrants and original population is largest in OECD countries (OECD). Furthermore, young people with immigrant background face higher risks for early leaving from education training, and the risk is higher for men than for women (Eurostat). The intergenerational transmission of social status of boys with a migrant background is known to be an important factor in the explanation of the high NEET numbers. The social background of these children and young people have a strong effect on their outcome, also in European welfare states like Finland.

Social and cultural resources as well as learning and habituation usually play important roles in the intergenerational transmission of social status. The parents having dropped out of school and receiving income support are key explanations of intergenerational associations of social disadvantages, which might be because of a lack of role models in terms of education, the parent’s inability to support the education, and additionally because children learn from their parents attitudes, values and future goals, which may exclude good study habits (Vauhkonen et al. 2017). Concrete means to support the aspirations, attitudes and habits of children are needed in Finland, as well as inspiring educational activities. In Finland young people with the NEET status who are aged 17 and 18 were at the greatest risk of cumulative problems, so it is important to prevent the cumulation of problems before that critical age.

**FLANDERS (BELGIUM)**

Flemish research from 2015 shows that young people who do not speak Dutch, drop out of school much more often than young people whose native language is Dutch (24% compared to 6%; Early dropouts in Flemish Secondary Education, 2017). This problem mainly occurs in the big cities (Education & Training monitor, 2017). In Ghent, for example: 43% of young people with a different nationality drop out of school, compared to 12% among Belgian youngsters (2014-2015). The figures in Brussels (45% vs. 14%) and Antwerp (41% vs. 19%) tell the same alarming story. We also see the same tendencies in the big cities in terms of home language: in Ghent 29% of youngsters with another home language than Dutch drops out (vs. 7% for those with Dutch as home language; Flemish Municipal reports, 2017). In addition to this, the numbers are not gender neutral: for boys with a migrant background, the numbers are a lot higher than with their female counterparts (Education & Training monitor, 2016). The difference in the percentage of premature school-leavers by gender is clear: 14% for boys and 8% for girls (in 2014-15, Flemish Ministry of Education and Training, 2017). In the Flemish center cities with a larger proportion of young people from a migrant background, the difference is even larger: 23% (boys) versus 15% (girls) in Ghent and 30% (boys) versus 21% (girls) in Antwerp (VLOR, 2010).

The consequences of these early dropouts are undeniable. It significantly reduces the chance for these young people to integrate on the Flemish labour market: 71% of low-skilled youngsters with a migrant background remain unemployed for longer than six months (April 2016 to March 2017; VDAB, 2017). For high-skilled young people with a migrant background, this percentage is significantly lower (34%).

Most existing initiatives are in line with what we know about 'what works' in school dropout initiatives. In fact, international research shows us that broad, preventive, integrated programs appear to be more successful. Within such a broad and integrated approach, however, differentiation must also be made to the specific target...
groups. There are significantly fewer initiatives to be found with attention to the characteristics and needs of specific target groups, such as young people with a migrant background or young people who do not speak Dutch as their home language. The distinction between boys and girls is also not often made. Finally, a top-down approach is often used within schools, in which the wider world of young people is not actively involved: friends, leisure actors, parents and other supporting institutions.

COMMON INTERESTS

Young migrants and refugees are in high risk of exclusion from society and the labour market. The unemployment and school dropout rates are high in Finland, Flanders and Sweden. These are issues that all of the partner organisations in CONNEXT want to tackle. The common interests are to prevent school dropouts, exclusion and unemployment among young migrants and refugees.

Professionals working with migrant youngsters need to strengthen their skills and they need new and innovative strategies and methods to engage, empower and motivate young migrants and refugees to be actors in their own lives. Current skills and tools for creating real opportunities for migrant youngsters to interact and participate in society, school and on the labour market, are not sufficient. In CONNEXT new methods will be developed, in a co-creative way, to increase motivation and confidence in the future for young migrants.

The methods in CONNEXT are based on ‘gamification,’ which is a concept of applying game-design thinking to non-game applications, in order to make them more ‘fun’ and engaging. Professionals will be trained in working with ‘serious urban games’ and the methods will be developed and tested with young migrants. Each country is responsible for more in-depth networking on different themes that are of concern to all.

CONNEXT stands for connecting and motivating people, both migrant and refugee youngster and professionals, to society and to the future. CONNEXT wants them to take the next step towards the labour market, building on co-creation and a high level of participation.

METHODS

In CONNEXT, the DRØME methodology will be used to design Serious Urban Games in a participatory way. The DRØME methodology was developed by Lieve Achten for [ew32] in 2010 to set up participatory processes in a structured way, using innovative tools (Engelen & Dekelver, 2010), based on the studies and publications on Information Design and Experience Design (Jacobson, 1999). Young and old learn through scenarios, storyboards, videos, photos, games and blogs to express their insights about ‘serious’ topics in an appropriate way. The DRØME approach consists of 3 different consecutive ‘Labs’ or workshops: LearningLabs, GameLabs and TestLabs:

- LearningLabs: gain insight into the theme, both for young people and the partners.
- GameLabs: co-creation of stories and game mechanics.
- TestLabs: play and evaluate the game in development.

During these processes the participants immerse and enjoy themselves: they play, create and share their experiences, insights and creations with each other. These insights are picked from reality. The players learn to share their opinions and feelings with people in similar situations.

The intergenerational aspect will be integrated in the testing of the method, involving the professionals working in guidance, young people and their parents or close ones.

The Process Communication Model (or PCM), will be used in the gamification trainings as the cooperation basis for the co-creation in the Labs. PCM takes into account the characteristics of the individuals in order to achieve successful cooperation. It provides a reliable and validated method of identifying and understanding personality differences. It teaches the skills to manage the resulting behaviour (both positive and unproductive behaviour linked to the various personality profiles).
The pedagogical theory will be based on Deci & Ryan’s ‘Self Determination Theory’. In this theory, increasing autonomous motivation is possible by increasing:

- **Autonomy**: freedom of choice, "I can choose/do it myself"
- **Relational solidarity**: "I belong", refers to a feeling of connecting with fellow pupils and teacher.
  Getting satisfaction from social relationships
- **Competence**: Refers to faith in and trust that one can achieve the desired (learning) results.
  Importance of success experiences, positive feedback

The aim is to prevent exclusion and school dropout - and unemployment - among migrant youth by increasing their autonomous motivation through an urban game that focuses on these three basic psychological needs. Applied to the ‘Self Determination Theory’, these are the goals:

- **Autonomy**: the game offers the possibility to make independent choices. It also teaches that your own choices are relevant, have an impact, and can help determine your own future.
- **Relational connection**: the game is based on PCM and strongly focuses on the communication skills of young people and their environment (parents, coaches, teachers etc). This enables them to feel more connected to each other and their environment, making them more satisfied with their social relationships. Moreover, it ensures that young people can express themselves better, and thus also make it easier communicate their problems better, before they stop their education.
- **Competence**: the aim of the game is to gain insight into their own talents. This way, they develop better self-assessment and higher self-confidence. They trust more in the fact that they can achieve the desired results, and that completing their education is useful.

By aiming at these three basic psychological needs, we want to increase the autonomous motivation of young people. This will make them show more perseverance, prevent school dropouts and facilitate labour market participation.

In CONNEXT there will be gamification trainings for professionals working with young migrants and refugees in Flanders, Finland and Sweden and the method will also be tested with migrant youngsters, and partly implemented, in each country. In addition to the trainings of trainers, there will be a focus on specific themes in each country, related to migrant youth participation and establishment on the labour market. In between trainings and meetings, a program for core trainers will be developed as well as an online support structure.

Each transnational meeting will also consist of networking, aimed at the sharing of knowledge, experiences and best practices in relation to the different themes, as well as an encounter with the target group of migrant youngsters. These encounters will allow for cross-border learning on horizontal perspectives, intercultural dialogue, gender-sensitive career counselling; labour market integration; sport as a tool for inclusion and participation; families, peer support and networks of immigrant youths. The voice of migrants will be heard as well: they will add their (positive and negative) experiences on all these topics, and their point of view on the possible solutions.

By focusing on the building of trust of boys with a migrant background in Finland, we want to reduce the risk for early school dropout and the subsequent intergenerational transmission of negative social status. We also want to use sport as a tool for passion based learning, inclusion and participation and ensure that the boys have a
hobby and a group which they feel to belong to. In addition, we are interested in enhancing the positive effect of physical activity on learning. Specifically, the trust in the school system and community has to be enhanced in order to keep them at school. Beside Metropolia, The Finnish consortium in CONNEXT shall include key players in the field: Omnia and Stadin Ammattiopilaitos, which are the two biggest secondary, vocational schools in Helsinki Metropolitan area; Sports Federation of Southern Finland ESLU; and Helsinki YMCA (in Finnish HNMKY).

In CONNEXT, the partners will also share knowledge, experience, best practices and results of previous or ongoing ESF-projects. Karlstad has experience with ESF projects for professionals, NEETs, youngsters, people with disabilities, immigrants and refugees (i.e. KLURA, Mobilisering för ungas etablering, Porten, Värmlands Framtid, Värmlands Unga, Värmlands Nya och Värmland Tillsammans). [ew32] has been involved in two ESF projects: #WORK and Business Angels. #Work is a city game in which young job searchers are guided in their search of a job. The youngsters contact several organisations which can help with the first steps on the job. Business Angels, also a city game, is about entrepreneurship and self-knowledge. The gamers learn how a company works and find out how smart investments and creative ideas can prevent bankruptcy. Artevelde University College Ghent has been involved in 19 ESF projects, of which 11 as project lead. Topics were migrant entrepreneurship, teamwork and learning in specific groups, amongst others. Metropolia has coordinated 38 ESF projects in Finland, and is currently responsible for ‘Osuna - The Inclusive Finland’ which coordinates the ‘Skills for Inclusion’ ESF projects in Finland. The recent ESF projects on immigrants and young people have a focus on empowerment, co-creation, future orientation and gender sensitive approaches.

**COMMON TRANSNATIONAL OBJECTIVES**

The common transnational objectives are linked to the European 2020 goal of the European Commission to reduce early dropout to below 10% by 2020 and reducing youth unemployment among young people with a migrant/refugee background. These are the specific objectives:

- to prevent exclusion, school dropouts and unemployment among young migrants and refugees
- to strengthen the skills of, and to develop new methods for, professionals working with young migrants and refugees, in order to engage, empower and motivate the migrants to be actors in their own lives
- to increase the knowledge and awareness of professionals about horizontal perspectives and incorporating gender mainstreaming
- share innovative strategies, good practices and results from related ESF projects in three partner countries
- to strengthen the networking and to spread the best collaboration models (and further develop functioning models) between the project partners, and the local stakeholders

The following indicators will be used to measure the objectives:

- 73 professionals have been trained in the method transnationally (Labs): 53 local trainers and 20 core trainers
- 70 migrants/refugees have been participating in testing the transnational methods on the local level
- 75% of migrants felt more motivated and empowered because of the used methods
- 85% of the trainers felt that they motivated and empowered migrants/refugees because of the used methods
- 80% of the project managers and core trainers felt that they have better awareness and knowledge about horizontal perspectives by participating in project meetings and workshops/seminars
- 3 project meetings where input was shared on other ESF projects
- 3 project meetings where input was shared on collaboration and networking

**TARGET GROUPS**

The common transnational target groups in CONNEXT are vulnerable young migrants and refugees, as well as professionals working to support them in the processes of labour market participation and establishment.
**Sweden**

The main target group in Karlstad is 15-20 year old migrant/refugee girls and boys who are especially far from the labour market and in risk of long term exclusion from society and the labour market.

The second main target group in Karlstad is 21-65 year old migrant/refugee women and men who are especially far from the labour market and in risk of long term exclusion from society and the labour market.

The secondary target group in Karlstad consists of professionals working with the primary target groups: youth workers, teachers, project staff, labour market consultants etc.

**Finland**

The main target group in Southern Finland is the professionals working in school guidance, in school health care, in study counselling, and in NGOs working with migrant youth.

The secondary target group consists of 15-29 year old migrant boys in a transition period to secondary, vocational training and in risk of exclusion. Additionally, the families of these boys will be involved in the project, in order to provide intergenerational support.

**Flanders**

The main target group for Flanders consists of 16-29 year old migrant boys and girls that are in risk of dropping out of high school in Flemish cities.

The secondary target group are parents and professionals that work with (migrant) youth, such as schools, study counseling and health guidance centers (‘CLB’s’) and youth (welfare) work organisations.

**Outputs and Products**

These are the transnational outputs and products of the project:

- A shared website for ongoing reporting, information, updates and dissemination about the project methods and results.
- An online transnational handbook on gamification and train-the-trainers methods for core trainers.
- Certificates for trainers in the project, as well as a possibility of joining a learning network of certified core trainers.
- An assessment and evaluation report about the trainings and the added value of the transnational cooperation.
- A film about the project with a tutorial of the method including both trainers and migrant youngster, and a description of the transnational cooperation.

**Added Value**

The transnational partnership is an added value to the project due to the common challenges, that are being tackled with different perspectives, experience and approaches. Sweden, Flanders and Finland are interesting countries in the consortium because of their mix in educational models, labour market activities and the specific approaches to prevent unqualified dropouts and unemployment among young people with a migration or refugee background. The roads leading to the common goal of reducing early dropout for migrant youth, are very different across Europe, partly because of the differences in contexts and countries, but also because there is also too little international learning from each other.

CONNEXT strives for a transnational partnership where exchange of experience, best practices and mutual learning are central, leading to innovative solutions. Apart from the consortium being represented by three countries, it is also represented by a range of actors and organisations that will challenge each other’s ways of thinking and enable reflection and thinking « outside of the box ». All partners will co-create and contribute to
the project with different skills, knowledge and experiences that will be shared and combined with the purpose of developing a new and innovative method with migrant youngsters.

There will also be opportunities for networking in connection to different themes in each country. The partners will learn about differences and similarities concerning challenges and practices in each country, which will inspire and lead to new local solutions. All partners play an important role in the consortium and will produce both essential input and outputs to the project.

In CONNEXT, Flanders will have the possibility to develop a transnational program for training trainers in Serious Urban Games, and Finland and Sweden will get to train trainers and develop, explore, test and implement a new method. In addition, there will be networking and sharing of experience, knowledge and best practice in connection to important and topical themes, such as gender-sensitive career counselling; labour market integration; sport as a tool for inclusion and participation; prevention of intergenerational transfer of negative social status; families, peer support and networks of immigrant youth. Throughout these themes of the transnational meetings, the international co-operation shall bring added value especially to the horizontal perspectives, as gender mainstreaming, equal opportunities and tackling exclusion.

In the transnational context there will be a possibility to test and develop the methods for new target groups, i.e. newly arrived refugees, parents and other adults.

**HORIZONTAL PERSPECTIVES AND CROSS CUTTING THEMES**

In CONNEXT, the horizontal perspectives shall be included as a vital part in the transnational execution and evaluation of the project. During the meetings, the progress of the horizontal perspectives, and their embedding in the project, will be monitored and actively discussed.

**EQUAL OPPORTUNITIES**

By providing better tools and a better exchange of practices, the professionals working with migrant youth will be able to engage, empower and motivate migrant youngsters to be actors in their own lives. The targeted actions will actively enhance equal opportunities of ethnic minorities in Europe.

**GENDER MAINSTREAMING**

Explicit attention will be given to gender related differences in tackling school dropout and unemployment. One of the core themes in the joint development, is the gender sensitive career counselling in working with multicultural youth, carrying different kinds of perceptions of gender roles. Thus CONNEXT contributes to strengthening the gender mainstreaming in three EU countries through the sharing of experience, knowledge and best practices in working with migrant youth. In each transnational meeting there will also be a workshop together with local key players and experts on the field. In Sweden this will be on ‘Schyst!’ (equal communication) and ‘A real man’ (men and gender equality). In Finland, this will be on ‘Maahanmuuttajamiestyn verkosto’, a network for NGOs working with immigrant boys and men. In Flanders, this will be on the scientific causes and possible solutions of the gender gap in early school leaving.

**TACKLING POVERTY AND SOCIAL EXCLUSION**

CONNEXT addresses reducing the overrepresentation of young people with immigrant background among the NEET’s and the unemployed. Targeted measures will help tackle poverty and social exclusion through providing possibilities for empowerment, motivation and active participation in society and on the labour market. The measures will also empower and strengthen the agency of migrant youngsters’ own lives to prevent inherited social exclusion.

**TRANSNATIONAL ACTIVITIES**

**Activity 1.**
November 2018: Project planning meeting in Finland
Participants: Project management team from all three partners

- Planning first project meeting in Belgium
- Reviewing and finalizing activity plan
- Dissemination plan
- Plan for integration of horizontal perspectives
- Communication plan
- Launching website
- Assessment and evaluation plan
- Risk-analysis

ACTIVITY 2.

March 2019: Project meeting in Flanders on labour market integration and sports as a tool for integration and participation.
Participants: Project management teams from all three partners; professionals from all three partners participating in training; migrant youngsters; local actors working with migrant youngsters in school and after-school activities.

Program:

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<th>Day 1</th>
<th>Project team</th>
<th>Trainers</th>
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<td>● Arrivals</td>
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<td>● Networking reception</td>
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<td>Day 2</td>
<td>● Gamification training: LearningLab</td>
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<td>● Evaluation</td>
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</table>
| Day 5 | ● Networking (study visits, best practice, workshops/seminars) with focus on:  
- labour market integration (Sweden & Flanders)  
- sports as a tool for participation and integration (Finland & Flanders)  
- A workshop on causes and solutions on gender related early school leaving  
- Migrant youth encounter | ● Networking (study visits, best practice, workshops/seminars) with focus on:  
- labour market integration (Sweden & Flanders)  
- sports as a tool for participation and integration (Finland & Flanders)  
- A workshop on causes and solutions on gender related early school leaving  
- Migrant youth encounter |
| Day 6 | ● Steering group meeting  
● Assessment workshop  
● Planning the next project meeting in Sweden and filming of the project | ● Departure |
| Day 7 | Departure | |

ACTIVITY 3.

Ongoing: Testing of the transnational methods on the local level (part 1)
Participants: Trainers and migrants (and their parents) from all three partners
**ACTIVITY 4.**

**Every 6 weeks:** Pedagogical online support on the gamification method  
**Participants:** Trainers from all three partners

**ACTIVITY 5.**

**Every 6 weeks:** Online project meetings  
**Participants:** Project management from all three partners

**ACTIVITY 6.**

**October 2019:** Project meeting in **Sweden** on families, peer support and networks.  
**Participants:** Project management teams from all three partners; core trainers from all three partners as well as new local trainers; professionals participating in trainings from all three partners; migrant youngsters and local actors working with migrant youngsters in school and after-school activities.

**Program:**

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<tr>
<td><strong>Day 2</strong></td>
<td>Gamification training and LearningLab</td>
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| **Day 3** | ● Steering group meeting  
            ● Assessment  
            ● Planning the next project meeting in Finland | ● Peer support workshops  
            ● Evaluation | ● Gamification training and GameLab |
| **Day 4** | ● Networking (study visits, best practice, workshops/seminars) with focus on families, peer support and networks  
            ● Seminar on Schyst! (equal communication) and “A real man” (men and gender equality)  
            ● Migrant youth encounter  
            ● Departures | ● Networking (study visits, best practice, workshops/seminars) with focus on families, peer support and networks  
            ● Seminar on Schyst! (equal communication) and “A real man” (men and gender equality)  
            ● Migrant youth encounter  
            ● Departures | ● Networking (study visits, best practice, workshops/seminars) with focus on families, peer support and networks  
            ● Seminar on Schyst! (equal communication) and “A real man” (men and gender equality)  
            ● Migrant youth encounter |
| **Day 5** | ● Last departures | ● Last departures | ● Gamification training and TestLab.  
            ● Evaluation. |

A shooting of the **project film** will take place during Activity 6 with a focus on the making of a tutorial on the new methods and transnational cooperation.

**ACTIVITY 7.**
**Ongoing**: Testing of the transnational methods on the local level (part 2)

**Participants**: Trainers and migrants (and their parents) from all three partners.

**Activity 8.**

**Every 6 weeks**: Pedagogical online support on the gamification method

**Participants**: Trainers from all three partners

**Activity 9.**

**Every 6 weeks**: Online project meetings

**Participants**: Project management from all three partners

**Activity 10.**

**May 2020**: Project meeting in Finland on gender sensitive career counselling

**Participants**: Project management teams from all three partners; core trainers from all three partners as well as new local trainers; professionals participating in trainings from all three partners; migrant youngster and local actors working with migrant youngsters in school and after-school activities.

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| Day 4 | ● Networking (study visits, best practice, workshops/seminars) with focus on gender sensitive career counselling  
● Workshop with Maahanmuuttajamiest yön verkosto (network for NGOs working with immigrant boys and men)  
● Migrant youth encounter.  
● Departures | ● Networking (study visits, best practice, workshops/seminars) with focus on gender sensitive career counselling  
● Workshop with Maahanmuuttajamiest yön verkosto (network for NGOs working with immigrant boys and men)  
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● Migrant youth encounter. |
| Day 5 | ● Last departures                                                            | ● Last departures                                                             | ● Gamification training and TestLab      |
|       |                                                                              |                                                                              | ● Evaluation                            |
ACTIVITY 11.

**Ongoing**: Testing of the transnational methods on the local level (part 3)

**Participants**: Trainers and migrants (and their parents) from all three partners

ACTIVITY 12.

**Every 6 weeks**: Pedagogical online support on the gamification method

**Participants**: Trainers from all three partners

ACTIVITY 13.

**Every 6 weeks**: Online project meetings

**Participants**: Project management from all three partners

ACTIVITY 14.

**September 2020**: Evaluation sessions with trainers and project stakeholders in each country, coordinated by Artevelde University College Ghent.

ACTIVITY 15.

**November 2020**: Finalizing project meeting in Flanders

**Participants**: Project management representatives from all three partners

**Finalizing meeting for**:

- Assessment and evaluation report of CONNEXT
- Evaluation of transnational collaboration
- Online transnational handbook on gamification and train-the-trainers methods for core trainers.
- Film with tutorial of CONNEXT
- Implementation plan
- Dissemination plan

**METHODOLOGY FOR COMMUNICATION AND SHARING OF INFORMATION**

During the project planning meeting in Finland in November 2018, a common communication plan will be developed. Most of the work of the project will be documented on the CONNEXT website, both on local and transnational level. Project managers are responsible for ongoing documentation on the website, with Finland as coordinator and support. The website will contain documentation about the processes and work in the project, news, pictures, reports, film etc. Voice over IP (VoIP) technology will also be used for pedagogical online support on the gamification method, as well as project meetings, every six weeks.

**DISSEMINATION STRATEGY**

During the project planning meeting in Finland in November 2018, a common dissemination plan will be developed. The outcomes and products from the project will be disseminated throughout local, regional, national and international networks and platforms.

On the regional level, we will disseminate the developed products on local platforms. Each country will have regional dissemination seminars. On the international level, we will disseminate by sharing our results in European networks and conferences.

During the preparation of Connext Metropolia joined the EUSBSR Policy Area Health Flagship project School 2 Work network, and the CONNEXT results will be further communicated in the Policy Area Health events and forums.
EVALUATION

In the Gamification trainings and the ‘Labs’, its evaluation is included. The users will be asked to evaluate the trainings at the end of each Lab. This evaluation will be based on the objectives the users had in mind. Different methods will be used, depending on the size and type of the group. For example, the participants will be asked to express their objective, such as: “Did this Lab help you figure out which organizations can offer assistance in looking for work?” All the youngsters either put a green flag (yes), an orange flag (partly) or a red flag (no) up in the air. Then you discuss why they chose this color. This allows the participants to think about their objectives, and why they were (not) achieved.

A anonymised transnational registration system will be set up, in order to track the progress of the indicators and allow for evaluation and assessment. In this system, the horizontal perspectives of ESF will be monitored, with special attention to gender sensitive career counselling; labour market integration; community sports as a tool for inclusion and participation; families, peer support and networks of immigrant youth.

The evaluation and assessment of the results of the total transnational project will consist of the Most Significant Stories approach (or MSC; Dart & Davies, 2005). The Most Significant Change technique is an evaluation method, used for evaluating interventions and organizational learning. The qualitative, participatory approach involves the (international) stakeholders in all aspects of the evaluation. The ‘Significant change stories’ are generated by various stakeholders involved in the project. The more significant of these stories are then selected by the stakeholders and in-depth discussions of these stories take place. These discussions bring the impact of the project interventions to the attention of the stakeholders.

The transnational collaboration itself will be evaluated continuously every steering group meeting and will end in a evaluation session on the last meeting. This session will allow for a all partners to point out the strengths and weaknesses of the collaboration, and will focus on ways to improve international project collaboration. The Most Significant Change technique will also be applied here as well on the topic of international collaboration.

ORGANISATION AND DECISION-MAKING

STEERING GROUP

CONNEXT will have a steering group with project managers from each country responsible for decision making matters in the project. The steering group will meet face-to-face during the project planning meeting in November 2018, during the project meetings in 2019 and 2020, and during the finalizing meeting in November 2020. In between these meetings there will be VoIP-meetings every six weeks.

The working language in the project will be English.

FLANDERS

The project partners from Flanders are responsible for:

- Program and arrangements for the project meetings in Belgium.
- Training of the trainers and online support on gamification for trainers.
- Making an online transnational handbook on gamification and train-the-trainers methods for core trainers.
- Assessments and evaluations including an assessment and evaluation report and evaluation sessions.

FINLAND

Finland is responsible for:

- Program and arrangements for the planning meeting and the project meeting in Finland.
- Setting up and coordination of the website for CONNEXT.
- Communication with Policy Area Education and interaction & communication to the EU strategy for Baltic Sea Region.

**SWEDEN**

Sweden is responsible for:
- Program and arrangements for project meeting in Sweden.
- Making a film with a tutorial of the project.
- Assessments and evaluations including an assessment and evaluation report.

**BUDGET**

<table>
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<tr>
<th>Partner project names</th>
<th>CONNEXT Sweden</th>
<th>CONNEXT Flanders</th>
<th>CONNEXT Finland</th>
<th>Total budget</th>
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<td>Partner-project TPIs</td>
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<td>TPI-1652</td>
<td>TPI-1454</td>
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<td>methods for core trainers</td>
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Sweden

Name of organisation: Municipality of Karlstad
Address: Karlstads kommun, Arbetsmarknads- och socialförvaltningen, 652 18 Karlstad, Sweden
Website: www.karlstad.se
Name of representative: Monica Persson
Position of representative: Social director
Telephone: 054-5404900
E-mail: monica.persson@karlstad.se
Signed by legally authorised representative:
Place and date of signature: Karlstad

Flanders (Belgium)

Name of organisation: [ew32] vzw (in collaboration with Artevelde University College Ghent)
Address: Koningin Elisabethlaan 45, 9000 Gent, Belgium
Website: www.ew32.be
Name of representative: Lieve Achten
Position of representative: Director
Telephone: +32 486514413
E-mail: lieve@ew32.be
Signed by legally authorised representative:
Place and date of signature: Gent

Finland

Name of organisation: Metropolia University of Applied Sciences
Address: Bulevardi 31, Helsinki, Finland
Website: www.metropolia.fi
Name of representative: Anna-Maria Vilkuna
Position of representative: Director, R&D
Telephone: +358 40 334 7929
E-mail: anna.maria.vilkuna@metropolia.fi
Signed by legally authorised representative:
Place and date of signature: Helsinki