To-Gather
European Multiple Choice Identity Project

Final Report          Public Part
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Executive Summary

The To-Gather Project was a programme that developed a series of eight festivals for young people (from 3 to 25) that aimed to help young people develop their own identity as an active and democratic citizens in Europe.

During the To-Gather Tour festivals were organised with 11 partners, 100 teachers and 2000 students. Each festival was an organizer and energizer for further cooperation, creation and implementation, as well as the meeting point of the partners and experts from outside the partnership (subcontractors) such as musicians, dancers, students and workshop-leaders. They were highlights of cooperative, creative and interactive learning.

The Project was developed from the materials and outcomes of the learning strategy designed under a Comenius project called *European Multiple Choice Identity (EMCI)*. This strategy consisted of creative, real life and lifelong learning with a multi-perspective, innovative and multi-disciplinary approach, targeted at young people, teachers, project-leaders and participants in youth projects, NGOs and members of international networks such as EMUNI, ETEN and CiCe. The package developed five learning routes about identity, family and friends, good work, migration and the other, including music-cds, clips, photo-collages and stories, involving five countries (Latvia, Denmark, Portugal, Slovenia and the Netherlands).

In 2009 we applied for a follow up under the KA4 programme to implement the project further in education. The number of countries was enlarged to ten, adding Belgium, England, Slovakia, Hungary and Turkey. The epic centre of To-Gather was the festival: these showed and shared the products from practice. We also developed an innovative learning tool that will allow others to design similar Festivals in the future. On our website [www.to-gather.org](http://www.to-gather.org); you will find more information, products and inspiration.

Each festival consisted of:

1. A symposium on the theoretical concept of the project (de Bono’s 6 hats, Howard Gardner’s Multiple Intelligences and ‘five minds for the future’, creative learning, aesthetics and identity development);
2. Workshops for students, teachers and other professionals about practice in education/ the classroom with poetry, music, dance, design and film;
3. Performances by the band Audiofeel or Vanderlinde, the poppin’ dancer Jeffrey Hoofs, the human beat-boxer Jarno Bent and the dancer Margarita Kamja. This celebration of ‘together’ was the conclusion of each festival, with everybody dancing.

The expertise was broad, diverse and of high quality, with the topic of each festival given to a particular theoretical theme (such as 9-11-1989, migration, remembrance of the past for the future, inclusion, identity development). This ensured a balance between theory and practice, knowledge and creativity, the self and the other, the national and European context and the project and reality. We taught what we preached.

The festivals, including the workshops for teachers, the learning routes and the material were tools to implement To-Gather in primary, secondary and higher education and to multiply it during training courses, conferences and annual meetings and workshops of international networks such as CiCe, EMUNI and ETEN and NGOs such as Amnesty and the Humanistic League. The annual conferences of CiCe were particular highlights with seven To-Gather workshops. The concept further implemented through working groups and publications of CiCe.
# Table of Contents

1. PROJECT OBJECTIVES ................................................................................................. 6
2. PROJECT APPROACH .................................................................................................. 7
3. PROJECT OUTCOMES & RESULTS .............................................................................. 8
4. PARTNERSHIPS .............................................................................................................
5. PLANS FOR THE FUTURE .............................................................................................. 9
6. CONTRIBUTION TO EU POLICIES .............................................................................. 11
7. EXTRA HEADING/SECTION .................. ERROR! BOOKMARK NOT DEFINED.
1. **Project Objectives**

The main objective is to learn young people in Europe to create a ‘multiple choice identity’ inside the framework of human rights.

**Five key-questions:**
1. Do young people know what’s going on?
2. Are young people well prepared to develop an own identity in reality?
3. May a learning style be transformed into a living style?
4. Do young people understand and respect the other?
5. Is education sufficiently focussed on the future?

**The result is the seven M’s**

1. **Multiple Society.** Young people are living in a network-society where everything is connected in linear, cyclical and chaotic ways. That's why knowledge may be fragmented, incomplete and incorrect. We want to learn young people to gather general basic knowledge about globalisation, the digital revolution, migration, nature, family and friends and the other in the multiple society. The objective is real-life learning in order to get an overview and to integrate the knowledge in the own life.

2. **Multi-disciplinary knowledge.** We want to give knowledge from different disciplines such as history, sociology, pedagogy, economy, philosophy, psychology, neurology and aesthetics in order to get a deep and broad knowledge. We are standing on the shoulders of giants such as Howard Gardner, Jeremy Rifkin, Mary Helen Immordino Yang, Peter Sloterdijk, Norman Davies, Roger Scruton, Anthony Giddins and Frank Ankersmit. The objective is sublime knowledge.

3. **Multi-perspectivistic objective.** It is very essential to gather knowledge from the perspective of Eastern and Western Europe and the Arab world. The objective is to get the complete picture of the Crusades, the Islam, the Enlightenment, the World Wars, the Cold War, the Arab spring etcetera.

4. **Multiple intellligences.** Young people may learn in different ways and the learning routes are an invitation to learn through words, objects, images, drama, dance and music (see [www.to-gather.org / learning routes](http://www.to-gather.org / learning routes)).

5. **Mind, brain and education.** To-Gather is brainproof. Inspired by the results of the research about the relation between the brain and learning, we integrate emotional knowledge and empathy as preconditions for learning.

6. **Five minds for the future.** In cooperation with Howard Gardner we activate and balance five different possibilities for learning and living. The disciplined mind is about knowledge, the synthesizing mind about network-thinking and the creative mind about problem-solving and new challenges (‘thinking out of the box’). The respectful mind is about respect and the ethical mind about values. The objective is that the learner may find his own way in the future and become an active citizen.

7. **Multiple Choice Identity.** The previous six objectives make it possible for young people to make the right choice at the right place, based on a package for lifelong learning.
2. **Project Approach**

The seven M’s’ were applied in practice and reality related to.

1. **The festivals** as the presentation of the work in practice and the sharing of the results on the theoretical level (the symposium), the didactical level (the workshops) and the aesthetical level (the performances). After the training courses were organised to work with the material and to implement it further.

2. **The learning routes with seven steps.** Each step is a step in the learning process and a step through the multiple society. The first four steps are sense opened (1), knowledge based (2), problem solving (3) and communicative (4). Furthermore, a product is created (5) and presented (6) and finally integrated in reality (7).

3. **The youth of today.** To-Gather is designed about, by and for young people. Especially during the festival and in (school) practice they are the stars. We should learn how learners are learning to learn. The result should be good work that is esthetical, excellent and engaged. The multiplier of the project is music as a sense opener, a source of knowledge, a problemsolver and a way of presentation. Music makes sense. The cross-over between the project and the young people in education are the partners themselves, the teachers and a number of experts of outside the direct partner network (as subcontractors), a group of PhD-researchers musicians and dancers that were involved in the festivals and in practice.

4. **The past, the present and the future.** All the time the project is related to the historical, the present and the future context. We are looking for a past that’s no history in events, the cultural heritage, music and landscapes. Furthermore we are looking for what’s going on in migration, pollution, the financial crisis, youth culture and the Arab spring, Howard Gardner mailed: ‘Most of the education is focussed on the past, but the project To-Gather is focussed on the future.’

5. **To-Gatherland.** By continuously cooperating, communicating, sharing and gathering, the members of the project feel like a To-Gather Family. To-Gatherland was created by the commitment of the partners, the subcontractors, the Advisory Board and the participating young people. We work together in project-groups of CiCe about citizenship and we integrate the project ‘Future of learning’ (Howard Gardner) about globalisation, the digital revolution, mind, brain and education and lifelong learning. All together we create To-Gatherland, a good place to be and to learn. Everybody is welcome.

6. **The other and the self.** Searching for the unknown (David Perkins) became an important slogan in To-Gather. In 2006 the unknown was Eastern Europe and in 2011 the Arab world. About 250 million young people in the Arab world are waiting for a better future, but also in Europe the future of young people (‘indignados’ and ‘Occupy’) is not like it was before. Education is the place to be to learn that.
3. Project Outcomes & Results

To-Gather is a creative artwork, including many products and results.
(see: www.to-gather.org)

- **International minor ‘Create your future’** is a follow-up, a source of inspiration and a good example of using the concept. The target group is students from all over Europe.

- **Book ‘It’s hard to become who you are’** (published 2012) with basic knowledge about the past, the present and the future of Europe and the Arab world for young people. Items are the youth of today, the theoretical background (‘braindrops’), the project To-Gather and the future.

- **Clips.** ‘Come to gather’ is about Europe as a young woman and her relation to the past, the present and young people. ‘A song for Europe’ is about the history of Europe and ‘Happy family’ is a mask film about a conflict in a family.

- **Videos.** The video of the festival in Den Bosch, Liverpool, Haslev, Jurmala, Istanbul, Coimbra, Torhout (KATHO) and Presov are downloaded on the website.

- **Research.** Research was and is done by Master and PhD-students from Turkey, Slovenia and Slovakia and by students from the network of CiCe and EMUNI.

- The selection of the To-Gather-Project as a **DIVA-project** by a consortium of experts of the EU was a legitimation, a recognition of the good work.

- **Innovation Award 2011** in Belgium. Students of KATHO used the learning route and material from To-Gather to redesign a playground and the toilets of children in a community school. By using social media they communicate about the project so that children became active citizens in their local community. The award was given by the Council of Entrepreneurs.

- **European Comenius Award for ‘The Trek’** as the best multi-media method in history. Designed according to the To-Gather concept.

- **Website.** A source of information and inspiration with products.

- **Music.** The cds ‘Musical History Tour’ and ‘Sound for Europe’ and the songs ‘I am a landscape’ and ‘Circle of the square’ (the Arab spring)

- **Presentations.** In August 2011 the project and the teaser of the film was presented at the seminar ‘Future of learning’ at Harvard University and at the annual conference of CiCe (symposium and workshops).

- **Training courses for teachers** to work with the material

- **Presentation** for the educational service of the Flemish Parliament, ministry of Higher Education and education in Warsaw and the Councils of religious and ethical Education, teachers in Belgium, Seville and London.

- **The toolkit** was designed as a guide for new users of the project. How can it be implemented in the own curriculum? Some partner institutes will translate the toolkit in Dutch and Danish, It will be introduced to the Sister Schools.

- **Material.** Ten 10 learning routes, flyers, the To-Gather-flag, postcard and button.
4. Partnerships

The partnerships of To-Gather are an amazing combination of talents, multi-actors from different fields, subjects, cultures and countries. We are a ‘To-Gather Family’ with a lot of communication, cooperation and inspiration. We meet, work and create and we gather in To-Gatherland. ‘It’s not on the map, but the destination of all’. For example a professor in pedagogy from Portugal cooperates with a musician from the Netherlands and a dancer from Latvia. A painter from Denmark works together with pre-primary teachers from Slovenia or a professor from Jurmala gives a workshop with a student from Istanbul. Together we give a symposium at festivals and conferences.

The multi-perspectivistic view is very essential on the theoretical as well as on the didactical level and learning strategies. The four quadrants of Europe were vitalised and this diversity created a dynamic, innovative and creative atmosphere. The members did good work by sharing knowledge and designing learning routes. For example route 1 is a co-design of the Netherlands and Slovenia, while route 4 is a mix of the Portuguese and the Latvian context.

The five partners of the preceding Comenius project *European Multiple Choice Identity* were:

1. Hanze University Groningen, the Netherlands (project leader Wim Kratsborn)
2. ESEC University in Coimbra, Portugal (coordinator Susana Goncalves)
3. Gymnasium in Jurmala, Latvia (coordinator Sandra Rone)
4. University of Ljubljana, Slovenia (coordinator Robi Kroflic)
5. Social Academy, Haslev, Denmark (coordinator Henrik Bak)

The partners added to the above involved in this KA4 project were:

6. Liverpool Hope University, England (coordinator Audrey Beaumont)
7. University of Presov, Slovakia (coordinator Iveta Kovalicikova)
8. University of Miskolc, Hungary (coordinator Kinga Toth)
9. TIA, Bodrum, Turkey (coordinator Nilufer Pembecioğlu)
10. Koning Willem I College, Den Bosch, the Netherlands (coord. Frans van Gaal)
11. KATHO, Department Teacher Training Torhout, Kortrijk, Belgium (coordinator Hugo Verkest)

The national coordinator cooperated in an active, creative and productive way with a team of colleagues to implement the project in practice and to organise a festival. They are supported by a group of young students/teachers during the festivals by giving workshops, performances and feedback. It was youth for youth.

The partnership consisted of good work from and between the four quadrants of Europe with links to the Arab world. The project may be compared with a living artwork and everybody contributes to that multiple process and multi-coloured result. The partnership is based on the energy, quality and diversity of the partners and subcontractors as specialists in a specific theme such as identity, migration, learning strategies, creative learning, five minds for the future, aesthetics, youth culture, music and art. A special group is the Advisory Board with Alistair Ross, Beata Krywosz-Rynkiewisz and Florbela Sousa. They monitor the process and the products and give feedback on the realisation of the objectives. This expertise was shared with other partners during the implementation and the seminars in the own country and with members of the networks during conferences and festivals.
5. Plans for the Future

The implementation
The focus after 1-11-2011 is on the further implementation in practice from pre-primary to higher education and on the integration of To-Gather in the curriculum. It is also essential to activate policymakers, media, networks, leaders of youth projects and NGO's (Amnesty, Greenpeace and the Humanistic League). Furthermore Intensive Programmes for students and In-Service Courses for teachers will be organised by national coordinators to spread the To-Gather concept. New festivals will be organised in Roskilde, Istanbul and Rome. For further implementation the website and toolkit are very useful. For more information about the IP, the course and the festival go to www.to-gather.org or mail to w.m.i.kratsborn@pl.hanze.nl

The networks and projects
More links will be made to other projects and to the network of CiCe and EMUNI. Especially in the working groups of CiCe the project will be developed and implemented in education with an important role for the national coordinators. Members of CiCe may use the learning routes in education. For that reason booklets and papers of CiCe are activated by using the seven steps and the five minds for the future.

Also the cooperation with the network of EMUNI will be intensified, related to the Arab world. The implementation of learning routes at schools in the Arab world will enrich To-Gather and will deepen the objectives. For example in March 2012 a training will be organised for teachers in Jordan to work with the project.

Furthermore research will be done by PhD-students from the EMUNI and CiCe-network about Multiple Choice Identity, Migration, Learning Strategy, History, Mind Brain and Education or Future Virtual Landscape. One of the topics for the coming years will be the implementation of the learning routes in remembrance education (World War 1) and Holocaust education. During the project there were several contacts with colleagues from the UK, Poland and Ukraine.

The film and the book ‘It’s hard to become who you are’

The big dream for the future is the making of the film ‘It’s hard to become who you are’ as the imagination of the project. It will be an energizer for partners and others to work with the material of To-Gather. Partners and members of the networks may follow interactively the making of the film. Also a variant of the existing learning routes will be designed to integrate the film as a sense-opener, a source of knowledge, a problem-solver, a way of communication, presentation and reflection. Research will be done about the meaning of the film in education. Next to the film the book ‘It’s hard to become who you are’ will be a source of basic knowledge for young people from 16/17 years and older, their teachers and other interested people. Co-writers are Howard Gardner and Fred Korthagen. The book starts with ‘serious tweeting’ between Europe and 10 young people. Together they start a journey through the past, the present. The final chapter is about learning for the future.
6. Contribution to EU policies

The objectives of To-Gather are close to the priorities in EU-policies.

Lifelong learning

Essential is to learn for the future by following the learning routes and by using an innovative learning and living style. That’s why we are cooperating with the project ‘Future of learning’ from Harvard University and Howard Gardner, focussing on globalisation (think globally, act locally), the digital revolution, mind brain and education (MBE with Mary Helen Immordino Yang) and lifelong learning. It makes the knowledge, the insight and the skills sustainable.

Intercultural dialogue

International communication and intercultural dialogue are at the core of the project. We call it ‘the trans-cultural multilogue’, because it’s about exchanging knowledge and communication between many partners and young people from all over Europe and the Arab world. Communication has a strong ICT component through the internet as a source of knowledge and through the social media for communication. The first chapter of the book ‘The bubble’ is about communication between 10 young people and Europe (‘serious tweeting’).

In the learning routes and in the book/film a multi-perspectivistic approach is used. For example the crusades, the French Revolution or the Cold War are different subjects in the Netherlands, Turkey, Portugal or Syria. A special dimension of the project is the relation with young people in the Arab world. The central themes in the learning routes are intercultural such as identity, family and friends, migration, good work and the other. Important subjects are for example the financial crisis, a past that’s no history, the Arab spring.

Innovation and Creativity.

The project is innovative and creative in content, concept, learning style and didactics. We use up-to-date knowledge about the four quadrants of Europe related to history, sociology, economy, philosophy and psychology.

Citizenship

The central aim is to develop an active and democratic citizen as a ‘multiple choice identity’. The focus is on the five minds for the future to create a disciplined, synthesizing, creative, respectful and ethical young person. The self can only be developed by knowing the other. ‘Knowing you, knowing me’ (Abba).

Knowledge based

One of our slogans is: ‘The bigger the island of knowledge, the longer the shore of wondering’. Basic general knowledge is necessary for young people from different perspectives. That’s why also the Eastern European perspective is important in the learning routes, in the book and the film ‘It’s hard to become who you are’.
7. Five entry points to gather

1. Follow a learning route step by step
   Choose for example the route 'Identity' and use in step 1 the song 'I am a landscape' about the relation between the person and his context. In step 2 you may read chapter 1 of the book about 'serious tweeting' by 10 young people. The dilemma in step 3 may be the relation between freedom and security (real life learning). Communication may be done in step 4.
   The next steps are designed to make a clip about the 'multiple choice identity (step 5), to present it (step 6) and to use it in the own life (step 7).

2. Listen to the music
   Listen to 'Song of Europe', look at the clip 'A story of Europe' and read the chapter 2 about the history of Europe. The song and chapter 2 are about Europe as a 'multiple choice identity'. She meets and needs young people to know who she is and who she wants to be. It is a good example of emotional knowledge and a good way to make history alive and meaningful. The product may be a timeline of the history of Europe and the Arab world, related to the learner. ‘History is part of you and you are part of history’.

3. Read the book
   Another entry point is the book. Read chapter 3 ‘Welcome to the multiple society’ and fill in the Field of View. What is going on in the present? What are the relations? What is in it for the youth of today? The aim is to gather knowledge about globalisation, migration, pollution, the financial crisis and the Arab spring. The result is system-thinking. What is the relation between the past, the present and the future as well as between ideas and reality? Specific steps in the routes may be activated as well as a clip or a song (‘Circle of the square’).

4. The clip
   Look at the clip ‘Dragon Mu visits Europe’ and relate it to identity, family and friends, migration or the other. Design an own clip.
   Look at the clip for the film ‘It’s hard to become who you are’. Read chapter 2 and focus on the identities of the 5 peergroups (10 young people). Choose one peergroup and make and present a role play of a meeting with Europe as a young woman.
   Look at the clip ‘The family’ or listen to the “Table Talk’ about a conflict in a family. Try to find a solution.

5. The module
   How may the project be integrated in a module, a project or a working group related to a theme such as ‘philosophies of life’?
   Route 5 ‘The other’ may be followed and chapter 4 “Braindrops’ of the book may be read. Listen to the song ‘Let’s do it today or maybe tomorrow’. Use the way of presentation ‘let’s go shopping’. Learners make an own mix of philosophies of life and present it in a ‘shop’. Other learners go shopping. In this way content, images, working forms, music or ways of presentation may be integrated.