



I&D training for assessors

Mock application -
Small-scale partnership in youth

Erasmus+ Key Action 1

This mock application is developed for the training session on supportive assessments for Inclusion & Diversity in Erasmus+ Youth and the European Solidarity Corps (2022). It goes hand in hand with the I&D tool for assessors 'Let ID blossom' that you can find at:

WWW.SALTO-YOUTH.NET/IDTOOLASSESSORS

ANY SIMILARITY TO EXISTING PROJECTS AND ORGANISATIONS IS PURELY COINCIDENTAL.

Mock application - Small-scale partnership in youth

DANCING IS LIFE!

APPLICATION

Programme: Erasmus+
Action Type: KKA210-YOU - Small-scale partnerships in youth
Call: 2021
Round: Round 1

CONTEXT

Project Acronym: Dancing is Life
Project start- & enddate: xx/xx/xxx - xx/xx/xxx
Project total duration: 24
NA of applicant organisation: NA
Language used: ENG

APPLICANT ORGANISATION

Legal Name: Young Shakers
Country: A

PARTNER ORGANISATION

Legal Name: Tsjaka
Country: A

PARTNER ORGANISATION

Legal Name: N'Gsidja
Country: B

PRIORITIES & TOPICS

PLEASE SELECT THE MOST RELEVANT PRIORITY ACCORDING TO THE OBJECTIVES OF YOUR PROJECT.

YOUTH: Increasing quality, innovation and recognition of youth work

IF RELEVANT, PLEASE SELECT UP TO TWO ADDITIONAL PRIORITIES ACCORDING TO THE OBJECTIVES OF YOUR PROJECT.

HORIZONTAL: Addressing digital transformation through development of digital readiness, resilience and capacity

PLEASE SELECT UP TO THREE TOPICS ADDRESSED BY YOUR PROJECT.

Bridging intercultural, intergenerational and social divide

Project Description

DESCRIPTION

WHAT ARE THE CONCRETE OBJECTIVES YOU WOULD LIKE TO ACHIEVE AND OUTCOMES OR RESULTS YOU WOULD LIKE TO REALISE? HOW ARE THESE OBJECTIVES LINKED TO THE PRIORITIES YOU HAVE SELECTED?

Our objectives link to the three priorities:

1. Increasing quality, innovation and recognition of youth work
 - ✓ we want dance teachers in our field to have a real dance teaching trainings. These will also help auto-didact young people. It will help them to improve their performance and at the same time to provide some injuries. The training will also focus on basic skills that must have a trainer to hold his class.
2. Addressing digital transformation through development of digital readiness, resilience and capacity
 - ✓ we will provide digital dance education tools (videos and a digital book)
 - ✓ we will digitalize a part of our youth work through dance (management, some events)
 - ✓ we will do a musical film that will allow participants to put in practice their learning outcomes. They will participate in the teaching of the choreographies of the musical, they will learn the team working, how to translate social issues into dance, how dance can help in youth work.
3. Bridging intercultural, intergeneration and social divide

The whole project will be done through a creation of a music hall about how some dance for their life.

The musical "Dancing is Life", tells of immigrants who use dance to survive. Dance becomes their tool of communication because it is non-verbal of socialization. It allows them to create links, their tool of resiliency because it serves as liberation psychological, and their tool of manifestation. Through dancing, they survive. All these functions are illustrated by choreographies, scenic expressions, songs, poems and tales. Through this, youngsters will get transversal skills:

- help people to understand each other and promote a better cohabitation and acceptance.
- candidates to immigration will be more informed about European values, the journey of immigrants.
- inspire an international solidarity
- promote human rights and democracy
- self-realization, self-confidence;
- Participants open their abilities through non-formal learning;
- Realizing their ideas, creativeness and self-expression;
- Exploring European culture, traditions and dishes; promoting to create the common European culture;
- will develop themselves as more active European citizens .
- Get skills of efficient behaviour during their promotions, work interviews;
- Sharing their ideas and creativeness with other participants;
- Giving their messages in a big public, making a real impact on their life and life of others ;
- Communication skills with people from different countries with different backgrounds and views;
- Exchange information about the situation in different on each country that participate on the project .
- Searching information on local, national and international level
- Increase their knowledge of immigrants' issues and policies;
- How to show the problem in a positive way;
- How to build a project and manage it

PLEASE OUTLINE THE TARGET GROUPS OF YOUR PROJECT

The project aims to train young dancers to become dance teachers. They are 15 years old or more. They come from all socio-ethnic and economic backgrounds etc. including new immigrants who will share their lives. Secondly, the project targets young people of all ages who wish to participate in a major international artistic project combining all the arts.

The project is also an intergenerational one . As we will include the interactions with different generations.

PLEASE DESCRIBE THE MOTIVATION FOR YOUR PROJECT AND EXPLAIN WHY IT SHOULD BE FUNDED

The project aims to show of the quality of our artistic activities by improving the training of our trainers during dances.

Our three organizations provide dance lessons. These are given by experienced adults but also by young people who have never attended the courses. This often causes corporal accidents: injuries due to a lack of technics, knowledge of the body or quite simply gaps in the transmission of the courses, technically poorly transmitted choreographies etc.

in addition we note that the young people have an ignorance of the cultures, the histories of some styles of music or choreographies.

HOW DOES THE PROJECT ADDRESS THE NEEDS AND GOALS OF THE PARTICIPATING ORGANISATIONS AND THE IDENTIFIED NEEDS OF THEIR TARGET GROUPS?

- ✓ By working together on the learning process, creating together the learning tools.
- ✓ By creating together the film of the music hall. It will gather choreographies, stories, songs etc from each group.
- ✓ The experienced participants in such creation, will teach the others how to manage it.
- ✓ the tools will be used even after the project and in any other dance project.
- ✓ By providing trainings for trainers we decrease some accidents we had in the past. We increase the professionalization of our youngsters.
- ✓ Working on the immigration item, allows us to share all this around a topic that concerns youngsters but also the society. Youngsters wanted to express their multicultural identity. They wanted to express how their feel by not knowing where they come from. Others were asking themselves why a child would live his country, risk his life for a strange one.

WHAT WILL BE THE BENEFITS OF COOPERATING WITH TRANSNATIONAL PARTNERS TO ACHIEVE THE PROJECT OBJECTIVES ?

The three associations wish to internationalize their activities. This partnership allows us

- ✓ to exchange practices,
- ✓ develop common projects,
- ✓ to create a network of exchanges and friendships.

This project also allows our young people :

- ✓ to learn new techniques,
- ✓ but also to learn through the topic of immigration, how this is perceived in the two countries,
- ✓ to see the similarities and differences,
- ✓ to appreciate the common values, human rights, European values everywhere, the dreams, the lives of young people in a globalized world.

The internationalization of the project opens up new opportunities for young people. Our young artists can create partnerships, get the opportunity to present their talents at the international level through a known network.

Bringing our project to the international, European level, allows us to bring Europe, our European identity into our daily life, we make it our own through our activities, our stories. We remember that we have common values that transcend our differences and bring us together.

This is the opportunity to allow young people in need/crisis of identity to find a common one.

Participating organisations

APPLICANT DETAILS

Legal Name	YOUNG SHAKERS
Is the organisation a public body?	X
Is the organisation a non-profit?	V
Type of Organisation	YOUTH ORGANISATION

BACKGROUND AND EXPERIENCE

WHAT ARE THE ORGANISATION'S MAIN ACTIVITIES?

Young Shakers is a non-profit organization that is active in the city. Young Shakers works to achieve better social cohesion, a society open to all, without any distinction. Its missions aim to eradicate all exclusion, promote the emancipation, development and participation of all in our society. Young Shakers is managed by its members, mainly young people, who organise activities by and for youngsters. They are supervised and supported by professionals and external resource persons. They will work in close collaboration with the partner associations. As in all our projects, we involve the target audience as much as possible in the realization of the project. Indeed, the project responds to the demand of the public who provide the content and can decide on the container and the means of distribution. Young Shakers is concerned with its impact on others and its sustainability. Any input is welcome.

WHAT ARE THE ORGANISATION'S ACTIVITIES IN THE FIELD OF THIS APPLICATION?

Young Shakers multiplies activities and projects aimed at young people and children from 6 years old. We have a Youth Center, Shakerradio and video studios, dance lessons, educational and awareness-raising projects on social themes, intergenerational projects, development projects and empowerment of its users, including support towards employment.

In all these projects the emphasis is on informal training to develop transversal skills, acquire new skills, and learn by doing. To this end, it offers internship opportunities in various fields, taking advantage of the wide range of its activities.

WHAT PROFILES AND AGE GROUPS OF LEARNERS ARE CONCERNED BY THE ORGANISATION'S WORK?

Youngsters from 13 years old to 26 years.

HOW MANY YEARS OF EXPERIENCE DOES THE ORGANISATION HAVE WORKING IN THE FIELD OF THIS APPLICATION?

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Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Youth mobility (KA105)	2	1	0	0
Strategic Partnership for Youth	0	0	2	0



PARTNER ORGANISATIONS: TSJAKA

PARTNER ORGANISATION DETAILS

Legal Name	TSJAKA
Country	A
Is the organisation a public body?	X
Is the organisation a non-profit?	V
Type of Organisation	NON-GOVERNMENTAL ORGANISATION/ ASSOCIATION
Main sector of activity Other (specify)	OFFERING PARTICIPATION IN YOUTH- LED EVENTS AND YOUTH PARTICIPATION ACTIVITIES

BACKGROUND AND EXPERIENCE

WHAT ARE THE ORGANISATION'S MAIN ACTIVITIES?

The association Tsjaka supports the multiplicity of artistic forms, public awareness and its activities in an intercultural approach to the international.

It ensures a diversified socio-cultural action of formation and information.

Tsjaka's artistic approach consists in developing a work that is both demanding and accessible, giving way to experimentation. Dance can be combined with other disciplines, or is based on textual, pictorial, theatrical, multiple materials, but maintains a central place. The association sets up artistic exchange meetings with other artists from urban cultures and African culture.

It organizes events for meetings and artistic distribution, offers project frameworks, as well as various support for production, workshops and pedagogical courses, information relays, and has many tools for using dance as democratisation method.

WHAT ARE THE ORGANISATION'S ACTIVITIES IN THE FIELD OF THIS APPLICATION?

The association Tsjaka develops its cultural approach in the region as well as internationally, supports the multiplicity of artistic forms, and inscribes its activities in an intercultural approach.

As part of participation, training and public awareness, Tsjaka is committed to reach more audiences through its specific activities (meetings, debates, ...) and innovative cultural operations.

Born in 2011, Tsjaka is very active in the socio-cultural sector in the country. It's been ten years on the ground for:

1. discover new talents: artists, choreographers, dancers ...
2. train and support young people in their social integration process
3. Organize events such as the Urban Dance Festival, "Culture in Class" with two primary schools, Summer Hip Hop in partnership with the cultural centre of the city...

WHAT PROFILES AND AGE GROUPS OF LEARNERS ARE CONCERNED BY THE ORGANISATION'S WORK?

The group concerned is from 15 to 30 years old. It's a mixed group composed in majority by young people with fewer opportunities who likes to perform and is willing to become professional in the field.

HOW MANY YEARS OF EXPERIENCE DOES THE ORGANISATION HAVE WORKING IN THE FIELD OF THIS APPLICATION?

10

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnership for Youth	1	0	9	0



PARTNER ORGANISATIONS: N'GSIDJA

PARTNER ORGANISATION DETAILS

Legal Name	N'GSIDJA
Country	B
Is the organisation a public body?	X
Is the organisation a non-profit?	V
Type of Organisation	NON-GOVERNMENTAL ORGANISATION/ ASSOCIATION
Main sector of activity Other (specify)	ORGANISING CULTURAL ACTIVITIES AND INVOLVEMENT POSSIBILITIES WITH LOCAL COMMUNITIES

BACKGROUND AND EXPERIENCE

WHAT ARE THE ORGANISATION'S MAIN ACTIVITIES?

The N'Gsidja association aims to promote intercultural dialogue and the development of a culture of non-violence and active citizenship. It also seeks to raise public awareness of North-South relations and the role that each can play in the evolution of the world, in favour of sustainable development and a world that is worth living in for all. The association pursues these objectives mainly through artistic initiation, practice and creation, but also through all possible aspects of nonformal education, and through any framework for potential intercultural exchange. The company organizes creative workshops and dance and body awareness classes for different audiences, adults, teens, children, including vulnerable audiences (young people who have dropped out of school, newcomers, asylum seekers, women victims of domestic violence. ...). It also creates and broadcasts professional shows, on different themes, always related to intercultural dialogue.

WHAT ARE THE ORGANISATION'S ACTIVITIES IN THE FIELD OF THIS APPLICATION?

N'GSIDJA IS DEVELOPING SEVERAL PROJECTS ACCORDING TO ITS OBJECTIVES: Artistic and social: Promote: the discovery of different artistic disciplines, Allow the creative expression of everyone, make children or young people actors and responsible for a creative process, Develop between children or young people meetings and exchanges, and more particularly intercultural dialogue, Arousing individual interest within a Collective dynamic, and thus raising awareness of active citizenship.

ACTIVE CITIZENSHIP: By allowing children and young people to choose and construct for themselves the role they will play in the public performance, artistic creation enables young people to understand the role they play in society, to become aware of the consequences of their choices and their actions in the construction of the world.

INTERCULTURAL DIALOGUE: While training these children or young people in different artistic techniques, the workshops are based on collective creation and the involvement

WHAT PROFILES AND AGE GROUPS OF LEARNERS ARE CONCERNED BY THE ORGANISATION'S WORK?

These are young people between 9 and 25 years old, who are followed by specialized social and prevention centres (our partners). They are young amateur artists. The organization trains them to become professionals. The artists participating in its activities, are all from different countries, practice different artistic disciplines.

HOW MANY YEARS OF EXPERIENCE DOES THE ORGANISATION HAVE WORKING IN THE FIELD OF THIS APPLICATION?

20

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnership for Youth	0	0	1	0

COOPERATION ARRANGEMENTS

HOW WAS THE PARTNERSHIP FORMED? WHAT ARE THE STRENGTHS THAT EACH PARTNER WILL BRING TO THE PROJECT?

Tsjaka and Young Shakers non-profit organizations collaborate very regularly in various cultural activities in our country. She has known each other for 5 years. We wanted to collaborate with Tsjaka in this project because she brings us her skills and experience in the training of dance teaching and brings discipline that we do not yet have in our program: classical dance.

Tsjaka and the association N'Gsidja also cooperate. They both organize international festivals Urban Dance in different countries on which they collaborate.

Tsjaka presented N'Gsidja to us 6 months ago. since then we have been sharing a lot on the integration of our respective youth, mostly from immigrant backgrounds and disadvantaged cultural social backgrounds. We exchanged our experiences and practices. From there was born to work on a subject which touches our public and which young people often talk about. Most are in an identity crisis. They are have multiple identities: European and elsewhere. So when we brainstormed with our respective youngsters about the topic were going to work on, they decided " How does it feel to be an European with global roots.

HOW WILL YOU ENSURE SOUND MANAGEMENT OF THE PROJECT AND GOOD COOPERATION AND COMMUNICATION BETWEEN PARTNERS DURING PROJECT IMPLEMENTATION?

The cooperation and communication among partners will occur through tight collaboration between partners. It will be during each stage of the project: design, preparation, implementation, evaluation and dissemination stages.

We will use virtual collaboration for the communication among partners by using instant messaging and using audio and video conferencing (-e-mail, skype meetings, phones..)

We will be permanently in touch with our partners, sharing tasks and responsibilities and contributing to an effective result of the project.

We will organize 3 transnational project meetings :

1. Launching meeting which will gather all the participants during 2 days in Country A in March. During this meeting, the participants will get to know each other, will structure their working group.
 - They will provide useful working information's: clear description of the tasks of each group, a working timetable, useful numbers and contact persons, clear information about the organizations (organigram who's who ? who does what ? Who's where (as we worksite are in different countries). They will establish working agreement which will set out the terms of partnership. This agreement document will be established in consultation with all stakeholders. They will be signed by the partners before the following steps of the project.
2. 2nd Project meeting focused on Evaluation and writing of the scenario. It will gather "scriptwriter" youngsters who has skills in writing from each country. Each delegation will be composed by 2 persons, 1 representative of the participants from each group and their coach during 2 days, in Country A in June.
3. 3rd Project meeting focused on the organization and Evaluation of the presentation of the common

product : the FILM, it will gather all the participants and their coaches during 3 days, in country A, the last week of June.

During the project the supervisors and coaches of the 3 groups will keep in touch. They will do regular evaluation on the running of the process within their groups. They will share those evaluations and they will also make evaluation of the collaboration between the participants. We will provide:

- working material: computers, internet, conference room
- the coaches will provide working support during the working time. The coach will make sure the participants have all material, and any other support needed to assume their role and gets his informal education. He will support him in administrative tasks, he will provide information documentation. He will help the participants to find extern partners to establish partnership agreements. He will make evaluations with him and help in the final report.... The coach will also supervise the good running of the collaboration between his group and the other groups. He is somehow responsible of the survey of the group and the transnational partnership.

HAVE YOU USED OR DO YOU PLAN TO USE ERASMUS+ PLATFORMS FOR PREPARATION, IMPLEMENTATION OR FOLLOW-UP OF YOUR PROJECT? IF YES, PLEASE DESCRIBE HOW.

European platform for the publication of projects results.
We will post the results of our project.

PLEASE DESCRIBE THE TASKS AND RESPONSIBILITIES OF EACH PARTNER ORGANISATION IN THE PROJECT.

During the designing of the project the leaders have dispatched their tasks: At this stage we decided that: The Young Shakers will coordinate the project and will be in charge of the communication about the project, the management of all risks that we can face about the good working of the groups. Tsjaka and N'Gsidja organizations will be in charge about the learning outcomes. they have a huge experience in trainings.

They will make dancing trainings in videos and a virtual book. These lessons are for teachers who will provide dans lessons in local level. They will be used in the dans lessons. Young Shakers is in charge of the making of the movie and informal training about the making of a movie. Youngsters will learning by doing.

All partners, leaders will coordinate their own group, bring support to the youngsters that are going to handle the project, ensure the going of the partnership., prepare the working meeting, help the youngsters in the contact with outside partners. The participants: As this project is a youth project, they are the one to handle it. The tasks and responsibilities will be distributed after the selection of the participants. The participants will come together at a launching meeting. They will dispatch the responsibilities according to the skills and the interest of each other.

Activities

ACTIVITY TITLE	ACTIVITY DURATION	GRANT AMOUNT ALLOCATED
Digital Part	xx	xx
Dance Learning process tools	xx	xx
Dance For Life musical	xx	xx

ACTIVITY DETAILS – DIGITAL PART

Activity Title	Digital Part
Venue	Country A
Leading Organisation	Young Shakers
Participating Organisations	Tsjaka, N'Gsidja

DESCRIBE THE CONTENT OF THE PROPOSED ACTIVITY.

Young Shakers will be in charge :

- ✓ of the digitalization transformation of our youth.work :
- ✓ of the coordination of the project by using digital tools,
- ✓ of the Making of the musical film.

1. WRITE A SCENARIO IN COLLABORATION WITH THE PARTNERS. Before making a film, you have to write a script, that is to say, describe its history. Each scene (each step) is detailed: where it takes place, whether it is day or night, what dialogues the characters have.

2. FIND THE MONEY OR ALTERNATIVE S WAYS. We will invite youngsters to be very creatives. We will challenge them to realize a film with very low means. it's a way to teach them to consume less. Making a movie is expensive. Finding the money to make it happen is the role of the producer.

3. ORGANIZE CASTINGS. To choose who will play the characters, the director can send the script to actors. He can also organize castings: several people play and the most convincing are kept for the shooting.

4. PREPARE FOR THE SHOOT. Several months before filming, you have to do some scouting, that is to say, find out in which places you are going to film. We also have to recruit the technical team: the people who film, who take care of the lighting, the sound... And create the sets and the costumes.

5. SHOOT THE FILM. A shoot lasts an average of a month and a half. The director tells the people who work on the set what to do and makes sure everything goes as he imagined.

6. DO THE POST-PRODUCTION. Once you've shot all the scenes, you have to put them back in the right order: it's the editing stage, which lasts several months. The editor can reduce passages, delete scenes, add music ...

7. SHOW THE FILM. That's it, the film is ready, all that remains is to show it to the spectators! The distributor decides the number of cinemas in which it will be screened. And the operator (the director of a cinema) decides which films he shows.

DESCRIBE THE TARGET GROUP FOR THIS ACTIVITY. WHO IS GOING TO TAKE PART AND WHO IS GOING TO BENEFIT FROM THE RESULTS?

This activity targets youth and youth workers:

- Youngsters interested in communication management: online meetings, online webinars about theory, talks about dance education, online workshops
- Youngsters who are interested in digitalization transformation
- Youngsters interested in film making

Those who will benefit from the results:

- The participants. They will gain learning outcomes.
- The participants organizations and others institutions concerned by dance education.
- The outside public (those who will use the tools and watch the film)

EXPLAIN HOW IS THIS ACTIVITY GOING TO HELP TO REACH THE PROJECT OBJECTIVES.

We will digitalize the dance teaching process. Young Shakers will be in charge of the making of film, montage, promotion.

DESCRIBE THE EXPECTED RESULTS OF THE ACTIVITY.

High technical quality of the tools and the film which will increase their using by all concerned persons and institutions.

ACTIVITY DETAILS – DANCE LEARNING PROCESS TOOLS

Activity Title	Dance Learning Process Tools
Venue	Country A
Leading Organisation	Tsjaka
Participating Organisations	Young Shakers, N'Gsidja

DESCRIBE THE CONTENT OF THE PROPOSED ACTIVITY.

Tsjaka creates the learning content of the dance education tools. She will do this with N'Gsidja as their work with professionals in dance and Arts. Like the youngsters of these two organizations, those of Young Shakers will also participate as learners and figurants in the tools.

Tsjaka will coordinate this activity and ensure the evaluation of the learning process.

WHAT WILL BE IN THE TOOLS?

- ✓ Training Apprenticeship
- ✓ Dance warm-up training and learning workshops
- ✓ Learn skills in dance warm-up methods
- ✓ Know how to determine the rhythm for a dance warm-up
- ✓ Be able to designate the oral expression of a dance gesture
- ✓ Be able to perform a dance gesture based on oral expression
- ✓ Know how to perform a series of gestures, simple and isolated movements of the dance

DANCE TRAINING AND LEARNING WORKSHOPS

- ✓ Acquire skills in dance practice
- ✓ Be able to perform specific steps at a given pace
- ✓ Acquire mastery in the execution of a series of steps: jump, slide, roll, walk, imbalance, lengthen, wave, ...

CHOREOGRAPHIC ART TRAINING AND LEARNING WORKSHOPS

- ✓ Acquire the process of performing a choreography
- ✓ Know how to build a choreography based on a series of three to five steps
- ✓ Understanding the rhythm of a choreography
- ✓ Knowing how to translate the emotions of a choreography
- ✓ be able to use a choreography according to a given space
- ✓ Learn to interpret a choreography according to the context: space, physical state, situation

MASTERCLASS DIGITAL AND FACE-TO-FACE (4 TIMES IN COUNTRY A AND 4 TIMES IN COUNTRY B). A FACE-TO-FACE CLASS IN COUNTRY B WILL BE FOLLOWED BY A DIGITAL MEANS IN COUNTRY A AND VICE-VERSA.

- ✓ Practice time with students
- ✓ Evaluation of the tools

DESCRIBE THE TARGET GROUP FOR THIS ACTIVITY. WHO IS GOING TO TAKE PART AND WHO IS GOING TO BENEFIT FROM THE RESULTS?

Taking part: Young dance teachers , youth leader/ animator who would like to make a dance workshop, schools...

Benefit to: the participants learners by gaining knowledge, becoming professional.

Young dance students will benefit of high quality dance education.

Organizations that could use the tools.

EXPLAIN HOW IS THIS ACTIVITY GOING TO HELP TO REACH THE PROJECT OBJECTIVES.

The tools will help to train the futures dance teachers and they will also help in the futures classes. They could be used by anyone interested in teaching dance;

They will also be used in the building of a partnership, in the working together for a common production. All students will have the same process of learning.

DESCRIBE THE EXPECTED RESULTS OF THE ACTIVITY.

- ✓ increase our pools of qualified dance teachers that can be employed by other dance schools or institutions. They could also create their own concept for private workshops. We increase here their employability opportunities.
- ✓ that the tools will be used by other concerned persons or institutions.
- ✓ That we could create more and more tools as we learn new disciplines

ACTIVITY DETAILS – DANCE FOR LIFE MUSICAL

Activity Title	Dance For Life musical
Venue	Dance For Life musical
Leading Organisation	N'Gsidja
Participating Organisations	Young Shakers, Tsjaka

DESCRIBE THE CONTENT OF THE PROPOSED ACTIVITY.

Creation of the musical which serves to the practical aspect to the trained teachers.

It will be based on the stories that the young people of the associations will collect from the young immigrants.

This allows to include the young immigrants in the project and to give them a room to express themselves, to learn from each other. It is also an opportunity for our participants to learn from young immigrants. It's an opportunity to discover and understand each other.

In these workshops, we focus on the use of dance in social work. Through these workshops the association will promote social diversity and fight against violence, the rejection of the other, vandalism through artistic practice. He invites young people to express their experiences through the dance. Other artistic expressions support the dance.

ACTIVE CITIZENSHIP: By allowing children and young people to choose and construct for themselves the role they will play in the public performance, artistic creation enables young people to understand the role they play in society, to become aware of the consequences of their choices and their actions in the construction of the world.

INTERCULTURAL DIALOGUE: While training young people in different artistic techniques, the workshops are based on collective creation and the involvement of everyone. The final show expresses the point of view of young people on the society of which they are a part, while being nourished both by the encounter and by the confrontation of cultures and experiences of each member of the group.

The organization will film this workshop to show how dance can be used in the youth work. They will also make dance education tools of some dance style that we don't have.

Beside the workshops, the organization will coordinate the artistic part of the musical. They will organize the involvement of all participants in the designing of the musical. The story will be created by youngsters

DESCRIBE THE TARGET GROUP FOR THIS ACTIVITY. WHO IS GOING TO TAKE PART AND WHO IS GOING TO BENEFIT FROM THE RESULTS?

The participants in the project.

The students of the respective dance schools of the participants organizations (via digital room). The project is opened to adults, seniors and kids for acting.

The education tools are made for all concerned youth, youth workers or institutions.

EXPLAIN HOW IS THIS ACTIVITY GOING TO HELP TO REACH THE PROJECT OBJECTIVES.

This activity allows the practical part of the learning process.

The participants will use the formal and informal learning in the teaching of the choreography.

They will use dance as a tool to resolve social issues, youth issues, this will be those of young immigrants.

They will learn to create an artistic production on international level. How to interact on international level.

DESCRIBE THE EXPECTED RESULTS OF THE ACTIVITY.

- ✓ good results in the applications of the learning tools, a musical that highlights the quality of our work.
- ✓ good collaboration between partners and involved youngsters
- ✓ good exchanges of practices
- ✓ Many educational tools

Impact & Follow-Up

HOW WILL YOU KNOW IF THE PROJECT HAS ACHIEVED ITS OBJECTIVES? WHAT TOOLS OR METHODS WILL YOU USE?

Valuation of the learnings process and the quality of the tool.

We will measure the efficacy of the tools as we will require the evaluation, observation of the audience.

We will measure the learning of the participants. In fact at the start of the project, participants will list their skills, and what they would like to learn. And throughout the project they will keep a personal evaluation book. At each group assessment, they will have to share what they have learned.

During the project, young people will learn mainly in an informal way. However, we want young people to testify about the different skills they have been working on, so we are going to use the Youthpass. They can then add it to their curriculum vitae. We think it is important that the young people try to show what they have learned during the project. Therefore, different times will be reflected in the large group with the young people what they perceived as skills that they developed that day during the project. These skills will be listed at the end of the project. The young people will tell about the skills they have acquired or developed during the project.

HOW WILL THE PARTICIPATION IN THIS PROJECT CONTRIBUTE TO THE DEVELOPMENT OF THE INVOLVED ORGANISATIONS IN THE LONG-TERM? DO YOU HAVE PLANS TO CONTINUE USING THE RESULTS OF THE PROJECT OR CONTINUE TO IMPLEMENT SOME OF THE ACTIVITIES AFTER THE PROJECT'S END?

The participants will use their new skills acquired in the project in their respective organizations in long term.

After have integrated the learnings outcomes, they will teach their peers.

After the project ends, we will continue to train our new candidates for dance teaching. We will use the created tools. We will also propose the teaching to other dance schools or institution.

We hope we will create an International school for dance teachers.

We also use the film for the promotion of the quality of our work.

PLEASE DESCRIBE YOUR PLANS FOR SHARING AND USE OF PROJECT RESULTS. HOW WILL YOU MAKE THE RESULTS OF YOUR PROJECT KNOWN WITHIN YOUR PARTNERSHIP, IN YOUR LOCAL COMMUNITIES AND IN THE WIDER PUBLIC? WHO ARE THE MAIN TARGET GROUPS YOU WOULD LIKE TO SHARE YOUR RESULTS WITH? ARE THERE OTHER GROUPS OR ORGANISATIONS THAT WILL BENEFIT FROM YOUR PROJECT? PLEASE EXPLAIN HOW.

We will post regular short films showing the ongoing of the project (Tik Tok, Reels). We will organize official events to present the film in each country. We will post the film and the tools in social media and we will propose it to our network.

The participants themselves will promote the project.

During the project, there will be a small group in charge of the communication around the project, how it will be running and its' results.

They will post photos and short movies summarizing the project on facebook with links to the website of the organizations.

The participants will use their social network also. The youngsters will pursuit the project by a physical promotion to reach their families, friends.

The video and photos will be used in other projects within our organisations or in partnership with other organisations.

During the whole process of the project, we will promote the Erasmus+ program. Online Promotion: The logo of Erasmus+ will be put on :

- ✔ The Facebook group and page of the project, on websites of the organizations
- ✔ The welcome packs for participants The Youtube channel of the project The videos created will have the logo on their ending The pictures will have logo of Erasmus+ In Belgium, the movies will be distributed to other youth organizations.

Via our national umbrella organisation in country A, we will reach more than 100 youth organizations. In country B, the movie will be used as an educational tool in the local schools and their partners' organisations. Also via the community centres in our regions and the youth services of our municipality.

We will share our tools on the EU SALTO portal.

The videos of the dance lessons will be used by other youngsters who wants to become danse teachers. They will also propose them to the youth clubs or other organizations that wants to use danse in their animation like in after-school activities. We will also propose them to youth leaders.

Project Summary

OBJECTIVES: WHAT DO YOU WANT TO ACHIEVE BY IMPLEMENTING THE PROJECT?

Our objectives are increasing quality of dance youth work. We want dance teachers in our field to have real dance teaching trainings.

These will also help autodidact young people. It will help them to improve their performance and at the same time to prevent some injuries.

The training will also focus on basic skills that a trainer must have to hold his class.

Digital transformation in our dance activities to allow more youngsters to reach our activities and to keep the tools available.

IMPLEMENTATION: WHAT ACTIVITIES ARE YOU GOING TO IMPLEMENT?

- ✓ We will create digital dance education tools videos and a digital book
- ✓ We will organize masterclasses
- ✓ We will create a musical film that will highlight the learning outcomes of the participants

RESULTS: WHAT RESULTS DO YOU EXPECT YOUR PROJECT TO HAVE?

The three associations wish to internationalize their activities.

THIS PARTNERSHIP ALLOWS US:

- ✓ to exchange practices,
- ✓ to develop common projects,
- ✓ to create a network of exchanges and friendships.

THIS PROJECT ALSO ALLOWS OUR YOUNG PEOPLE :

- ✓ to learn new techniques,
- ✓ but also to learn through the topic of immigration, how this is perceived in the two countries, to see the similarities and differences, to appreciate the common values, human rights, European values everywhere...