



NEETS TRAINING NEETS ON A EUROPEAN LEVEL

Compendium No 3



Co-funded by
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Table of contents

Introduction	3
Background information on the development and adaption of the N4N training concept.....	4
Adapting the ReAct empowerment model to become part of an international workshop concept.....	4
Context of this part of the project work.....	4
Revised and simplified model: “NEETs training NEETs on a European level”	4
Co-operation framework of European N4N partners from Oslo, Region Västra Götaland and Stuttgart.....	5
Tips and guidelines on implementing the European trainings in the framework of ERASMUS+ KA1 mobility programmes.....	5
Analysis of local backgrounds	5
Target groups.....	5
Recruitment of participants: Learners and staff.....	6
Financial background of ERASMUS+ mobilities of disadvantaged learners and staff	7
Model training concept and curriculum “NEETs training NEETs on a European level”	9
Checklist: Risks and barriers of international mobilities of disadvantaged learners ..	14

Introduction

The NEETs for NEETs (N4N) project had a clear focus on creating European added value. In addition to local and regional achievements, the project partners envisaged to develop, pilot and analyse workshop concepts that can be offered on a transnational level – not only during the project but also after the project has ended. The training concept “NEETs training NEETs on a European level” addresses European NEETs and other disadvantaged persons as well as staff working with the disadvantaged. This compendium describes how such trainings can be implemented in the framework of ERASMUS+ KA1 mobility programmes after the N4N project lifetime. Like this, this project output ensures sustainability of the N4N project.

The exemplary new international training concept aims at improving and innovating training offers for target groups with fewer opportunities in the field of adult education throughout Europe. The main innovation of the European N4N training concept is that NEETs adopt the role of trainers. In the local N4N training pilots, NEETs have become training experts. They are able to use tools and training methods that motivate workshop participants – disadvantaged persons as well as staff working with this target group – to share knowledge, experiences, personal goals, development strategies as well as dreams and motivation. Those NEETs that had the trainer role during the N4N project have experienced a sense of responsibility and self-sufficiency during the project activities and gained competences like presenting skills and moderation skills as well as methodological knowledge which are key competences for work and life in general. NEETs were equipped with the necessary capacity to run trainings on their own and to become teachers and trainers in European N4N training offers.

The target groups of this compendium are staff from adult education institutions, i. e. planning staff, teachers, trainers and other experts working with young adults. Aforementioned staff shall be enabled to organise inclusive international pedagogical concepts and integrate the learners themselves into the training process as facilitators and trainers.

The training concept “NEETs training NEETs on a European level”, as described in the following, incorporates these innovations. The new approach addresses challenges that are relevant for almost all European countries and regions as rising numbers of NEETs are widespread in the EU. Therefore, the project result has a high transferability potential as it provides solutions in an area that is a key challenge for many regions. It can also be adopted or serve as a model for similar initiatives and other target groups. Based on experiences with empowerment strategies with refugees, a significant positive impact on the quality of adult learning, the professionalization and change of perspectives of staff as well as the personal development effects of the target group of NEETs can be expected.

This compendium comprises

- **background information** on the development and adaption of the N4N training concept with view to challenges of an international learning activity
- **tips and guidelines** on implementing the European trainings in the framework of ERASMUS+ KA1 mobility programmes for adult education staff and disadvantaged groups of learners
- **a model training concept and curriculum** including learning goals and a description of hybrid training methods, learning material both traditional paper-based material and digital training tools
- an **online learning environment** that can be integrated into different types of learning management systems

Background information on the development and adaption of the N4N training concept

Adapting the ReACT empowerment model to become part of an international workshop concept

The ReACT model and the „NEETs training NEETs on local level“ concept (PR 1 – see concept above) was – as a first step - developed by the Swedish N4N project partners – together with the group of NEETs. On a local level in Sweden, first workshops took place to pilot and analyse, if the ReACT empowerment methods and workshops could be adapted to the new target group of NEETs. The concept as a draft was designed.

In a second step, local pilots were carried out in Oslo/Norway and in Stuttgart/Germany. To ensure, on the one hand, a high-quality transfer of the concept to other European countries, these local pilots in Oslo and Stuttgart were held by the Swedish N4N project team in co-operation with the local teams. On the other hand, in the context of these mutually organised trainings, the Swedish team as well as the N4N teams from Germany and Norway had the opportunity to further develop the training in a common approach. As a consequence, experiences from three different countries and the work with different groups of participants could be considered in order to improve PR1 as well as the training concept NEETs training NEETs on a European level.

Context of this part of the project work

This part of the project is not only relevant for the N4N project partners and participants, it is also a valuable best practice in the context of ERASMUS+ KA1 mobility schemes. Since 2021, the ERASMUS+ programme in the field of adult education has been offering a new opportunity: adult learners can carry out international mobilities with ERASMUS+ funding. Above all, the ERASMUS+ programme addresses adult learners with fewer opportunities. In Germany, during the years 2021 and 2022, ERASMUS+ in the field of adult education was only opened to disadvantaged learners in adult education. Since the ERASMUS+ mobilities for disadvantaged learners are a lot more challenging than mobilities for staff and other groups of learners (see below: Barriers for adult learners with fewer opportunities), the N4N concept of “NEETs training NEETs on a European level” was designed to serve as a model for transnational mobility programmes involving disadvantaged adult learners. The concept can also serve as a model for similar initiatives with other disadvantaged target groups like migrants, senior citizens etc.

Revised and simplified model: “NEETs training NEETs on a European level”

The “NEETs training NEETs on a European level” model is based on the general approach of N4N trainings as piloted during the project lifetime, i. e.

- the local pilots in which learners with fewer opportunities (NEETs) and staff that works with this group of learners follow parts of the ReACT/N4N curriculum, learn new tools/methods and are ideally prepared to act as a trainer after the pilot and
- in a second step, the participants of the local pilots had the opportunity to take part in a similar training with the same target groups but with participants from different European countries. During these trainings, the participants with fewer opportunities acted – partly – as trainers themselves.

As described above, this concept was challenging, in particular for those disadvantaged groups with mental problems but also for groups with an educational experience that is very far away from the didactical concepts of the N4N project such as learner centration, co-creation of learning pathways, revised roles of learners and teachers/staff etc. For programmes that cannot offer the support that the N4N project could offer because of the project budget available, the level of complexity of the original N4N model is too high. Therefore, in the framework of this project result No. 3, the complex model was simplified and further developed by the partners and the target group of NEETs.

Co-operation framework of European N4N partners from Oslo, Region Västra Götaland and Stuttgart

The training concept “NEETs training NEETs on a European level” is, first of all, implemented by the N4N project partners Oslo, Region Västra Götaland and Stuttgart. Well established co-operation structures, personal contacts, experiences from the N4N international LTTs as well as the qualified NEETs and staff trainers form the basis of the programme. The programme shall, first of all, attract participants from these three regions. Moreover, NEETs and staff from other European countries can participate. In addition, organisations throughout Europe, their staff and learners are invited to use the training concept as described below and adapt it to their individual needs.

Tips and guidelines on implementing the European trainings in the framework of ERASMUS+ KA1 mobility programmes

The international N4N training concept and the related compendium refer to trainings for the target group of NEETs and staff working with the NEETs from different European countries. These trainings follow the same principals as the local trainings, but they have a special approach because of barriers like language problems, intercultural differences, learning cultures of participants, social and financial disadvantages, administrative issues, etc. The following tips and guidelines shall help to address these types of barriers throughout the implementation of the European trainings.

Analysis of local backgrounds

The abbreviation “NEETs” stands for young people that are Not in Employment, Education or Training. The NEETs represent a heterogeneous group of unemployed persons up to 24 years that might or might not be actively looking for a job, an education or a training. NEETs that can be included in the framework of ERASMUS+ KA1 projects usually participate in some sort of educational programme or informal training - since mobilities in the field of adult education address “learners” (or educational staff) and not disadvantaged persons as such. Therefore, the aim of an analysis of local backgrounds is to identify NEETs educational programmes and classes that could become part of a transnational N4N network.

Target groups

Relevant target groups of the international N4N network and trainings are, in particular

- young people in specific programmes for NEETs
- persons in second chance education programmes

- migrants in initial orientation classes, language classes and bridge classes to work, education or training

It is possible to run heterogeneous trainings mixing these preferred target groups or to have more homogenous trainings, e.g. including only persons with migration background.

Recruitment of participants: Learners and staff

Transnational N4N trainings can involve

- learners and staff or
- learners only

The original idea of N4N trainings was to invite learners and staff to trainings – so that staff can learn from the NEETs and the other way round. However, if the staff involved is actually working with the NEETs that participate in the training, the NEETs might not be as open and free as necessary. Thus, it has to be considered whether staff that is not working directly with the NEETs or no staff at all should be participating. As an alternative option, trainings just with learners can be organised. In the local NEETs for NEETs pilots in Stuttgart, mixed groups turned out to be fruitful – i.e. learners and staff that is not directly working with the learners in the trainings.

Recruitment of learners and staff:

Some experiences from the recruitment of learners in the context of the local N4N pilots and the LTTs illustrate problems that might arise when recruiting, in particular learners, for N4N:

- The recruitment of NEETs for the LTT in Stuttgart was primarily done through the local pilots and vigorous recruitment through meetings, digital information and follow ups with the NEETs. Two of the partners in the project were unable to recruit NEETs for the LTT, due to NEETs dropping out. This might also be due to the international aspect of traveling for the NEETs, which some of the participants were quite unfamiliar, and comfortable with. Some local NEETs from Stuttgart faced the problem that they were part of an educational programme financed by the German national level. Quality rules connected to the funding didn't allow too many absences from classes that took part daily. Only some students from the programme got the allowance to participate in the LTT in Stuttgart. Partners recruited staff closely connected to NEETs, some previously involved in the project and some new to the project. This was done to have the NEETs train the trainers, and to secure the scaling of the project in the partner organisation.
- Based on the reports from the partners, the recruitment of NEETs was easier for the LTT2, there were more staff members and NEETs familiar with the project. Hence the recruitment of "experienced" parties was easier. The LTT2 in Borås included a larger number of both NEETs and staff, and most of the parties combined staff and NEETs attending the last LTT with newly recruited participants. The staff also utilized contacts that work with NEETs (teachers, counsellors etc) to secure participation.
- Two of the partners did not bring NEETs to LTT1 in Stuttgart, and some of the partners brought only new NEETs to Borås. All in all, it was a mix of NEETs who were new to the LTT, and some who had attended before.

Thus, criteria to select target groups and participants can be:

- **flexibility of the educational programmes for NEETs:** in the N4N pilots in Stuttgart, it turned out to be a big problem that participants from "certified" classes took part in the N4N trainings. They were not allowed to miss lessons in their training programmes

and thus couldn't participate in any international activity. Moreover, they had to pass exams and it was most difficult to find a time slot

- **travel papers:** unfortunately, a surprisingly high share of persons with migration backgrounds don't possess passports and residence papers that would allow them to travel abroad. To avoid disappointments, travel papers have to be checked at a very early stage
- **personal circumstances** (e.g. childcare for children): We also had the experience that a significantly high share of persons cannot travel because of their family etc
- **consideration of health and mental issues:** in the group of NEETs, these issues have to be considered
- **potential ability to travel internationally:** the ability to travel could be supported by the staff travelling with the participants
- **financial aspects:** when working with disadvantaged learners all costs should be covered through funding
- **motivation:** from a potential target group those people with a personal motivation should participate – from experience, there are a lot!

Specific tip for Germany: In classes that are financed through national funding (e.g. Bildungsgutscheine, linked to AZAV certified classes) the planning has to start long before the ERASMUS+ KA1 training programme starts, the mobility module is ideally part of the "certified" curriculum, it can for example be linked to classes like English or Social Sciences/Politics.

Financial background of ERASMUS+ mobilities of disadvantaged learners and staff

The current concept of "NEETs training NEETs on a European" level shall be financed through funding of the ERASMUS+ Key Action 1 in the field of adult education. As described above, the programme is now open to adult education learners and, as in the past, to staff. Unfortunately, the financial provisions for learners and staff are different. There is less funding for learners although travel costs as well as costs for the stay and the programme abroad are the same and although disadvantaged learners generally don't have own financial resources – in contrast to staff. For example, for a two-day-training with two travel days and three nights spent in an accommodation in Sweden a learner receives 755 Euro funding while a staff member gets 1155 Euro. This problem was reported back to the EU. Some small changes are on their way.

As a workaround, funding for learners and staff could be collected in a common budget, organisational funding for the participants made available to this common budget as well and costs paid from this common budget. The following example shows how ERASMUS+ KA1 funding can be summed up to a total budget:

Example of funding for a two-day training in Sweden with twelve participants from European countries travelling, four staff members and eight NEETs:

	Units	Number of participants	Unit costs	Sum
Travel by plane	1	12	275,00 €	3.300,00 €
Individual support/day learners (2 days training/2 days travel)	4	8	120,00 €	3.840,00 €
Individual support/day staff (2 days training/2 days travel)	4	4	180,00 €	2.880,00 €
Course fee staff (per training day)	2	4	80,00 €	640,00 €
Organisational support staff	1	4	100,00 €	400,00 €
Organisational support learners (individual mobility)	1	8	350,00 €	2.800,00 €
Organisational support disadvantaged learners	1	8	100,00 €	800,00 €
Total				14.660,00 €

The budget of 14.660 Euro needs to be sufficient to cover costs for flights for 12 persons, at least three nights for 12 persons in hotels or other accommodation, food, costs for venues for at least two days, organisational costs of sending and receiving partners, and to pay the trainers, NEETs trainers as well as professional trainers. It is obvious that this budget is extremely tight.

Preparation for travel and the international trainings

General preparation for travel

NEETs who function as instructors as well as NEETs attending the trainings shall be heavily prepared by the partners, not only concerning the teacher role and the training but also for a journey abroad. The organisations sending and receiving learners and staff to N4N trainings shall prepare the participants for facilitating workshops and travelling. It is also ideal when participants have the chance to get to know each other more by attending virtual meetings before the trainings take place. For the more inexperienced NEETs, accompanying persons might support the traveling and practical matters.

Preparatory work of staff

Staff supporting the European N4N trainings take care of organisational issues:

- planning of the **date of the training** together with the international partners/sending institutions
- planning of the **budget** available
- arranging/booking of **rooms and facilities**
- **catering and meals**
- planning of the **curriculum including leisure activities**
- booking of **trainers** (ideally NEETs that have been trained as trainers in the context of NEETs for NEETs, usually supported by trained staff working with NEETs)
- **acquisition of participants** in all participating European regions
- organising **travel and accommodation**

Co-creative preparatory activities of learners and staff

Sending institutions also take care of organisational issues. They might carry out an organisational day to present and co-creatively develop the project, to make the travel arrangements (organised together with the participants including search for train/flights and hotels) and to check personal circumstances (documents like passports and visa, how to organise the care of children etc.)

A training day might be organised to get to know some of the N4N/ReACT tools/methods as well as energizers and to adapt to the way of learning and working in N4N workshops. If possible, international trainers can visit these preparatory workshops (e. g. invited through ERASMUS+ KA1 as experts) so that parts of the training can already take part in English.

If necessary, an English language training could be organised before the actual N4N European trainings start. For example, two days of English training in the host country with English teachers could take place as a warm-up before the N4N workshop itself starts.

Model training concept and curriculum “NEETs training NEETs on a European level”

In the following, a model training concept and curriculum is presented. From the N4N pool of tools, a selection of themes, exercises, methods and social activities has been made. The curriculum below comprises themes and tools that seem most suitable for the European training format. More themes and tools are presented in the online learning environment of the N4N project:

1) Welcome session including energizers

Learning goal	Activity name	Description of the method/content	Material and tools	Time
Feeling at home	Presentation game	<p>Short welcome speech of hosting team, afterwards short presentation of each participant’s name, origin and personal preference – using the method of the presentation game:</p> <p>Step 1: draw crosses/crosses over the paper, name each box something: love, dream, favourite, fear, hope, etc. Vary squares according to group and goal.</p> <p>Step 2: Let everyone present their name and what they wrote in 2-4 boxes depending on time</p> <p>View the training concepts for more info, presented in the annex of this compendium.</p>	Pens and A4 paper, one per participant	30 minutes, depending on the group size
Memorising names of the other participants and the trainers, having fun together	Uncover	Two persons hold a blanket at both sides of the door so that the door is fully covered, except for a small slot at the bottom; on each side of the blanket there is one person, each representing a team – only their feet are visible. The blanket is lowered in a fast movement – the two persons see each other’s face and have to shout the other’s name. The person	A door, a blanket	30 minutes

		<p>that first shouts the correct name wins.</p> <p>View the training concepts for more info, presented in the annex of this compendium.</p>		
Getting to know the programme	Presentation of the agenda	The participants receive the written agenda before the training; discussion of the programme in an interactive questions and answers style	A4 paper	15 minutes
Getting to know each other	Fruit salad	<p>Everybody sits down, the person that doesn't get a chair stands in the middle of the circle of chairs and says something about him/herself (clothes, mood, character, family, pets, favourite food etc.). Those people who have the same characteristic/preference stand up, run and try to catch one of the other chairs. The person left stands in the middle and so on.</p> <p>View the training concepts for more info, presented in the annex of this compendium.</p>	Chairs forming a circle, one less than the number of participants,	20 minutes

2) Thematic session: Interculturality

Learning goal	Activity name	Description of the method/content	Material and tools	Time
Experiencing and coping with unknown rules, discovering and reflecting communication, discussion and leadership skills	Five tricks – Barnga	<p>Teams of up to six persons are built, Barnga rules sets are placed on each group table, the groups sit down at the tables and start to play cards according the rules on their tables, the winner of each table changes to the table to his/her right. The groups start to play the next round of cards according to the rules on the table.</p> <p>Barnga documents are available in the annex of this compendium.</p>	Barnga card sets, tables for small groups up to six persons, Barnga rules set	90 minutes

Getting to know principles of interculturality	Presentation on interculturality	Presentation of the trainer and interactive discussion of the presentation is available in the annex of this compendium.	ppt	45 minutes
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3) Thematic session: Forum theatre

Learning goal	Activity name	Description of the method/content	Material and tools	Time
Making oppressions visible that participants have experienced in the past, reflecting on the oppressions	Forum theatre: presentation and implementation	<p>Presentation of Forum Theatre is available in the annex of this compendium.</p> <p>Participants plan their own scenarios (20 minutes)</p> <p>Implementations: 30 minutes per scene</p> <p>Reflections & debriefing: 10 minutes per scene</p> <p>Feedback & questions: 10 minutes per scene</p>	Forum theatre ppt, basic theatre requisites	3 hrs
<p>A special word being said on the tool forum theatre: Forum theatre is a strong tool, working with past oppressions and maybe with hidden feelings of the participants. In groups with people that might have mental problems it has to be considered whether forum theatre or another tool would be appropriate. Forum theatre – if it's possible to play it – is however, usually highly appreciated by the participants and it brings a lot of activity and fun to the sessions.</p>				

4.) Team building activity indoor or outdoor

Activity depending on local possibilities, options and budgets, e.g. bowling, city walk or hiking etc

5.) Thematic session: Strategic planning

Learning goal	Activity name	Description of the method/content	Material and tools	Time
Planning without words and with barriers	The island	<p>Step 1: The groups distribute the following characteristics to the members, blind, clasped hands, not talkable during the entire exercise (nor the planning), not allowed to talk and last is as usual.</p> <p>Step 2: Give the instructions that the whole team should get to the island, when the whole team is on the island. If a participant</p>	2 A4 papers per person, a blanket/ Painting tape/4 pieces of Flipchart paper that form an island. 2	60 minutes

		<p>steps outside his sheet, that paper disappears.</p> <p>Step 3: The person who is not allowed to talk or be included must disappear from the room. Others get about 5 minutes to set a strategy.</p> <p>Step 4: Place the groups about 4 meters on opposite sides of the island. Pick up the absent participant and let the teams start at the same time. Make sure they only step on the papers they are allowed to move. The entire team must enter at the same time.</p> <p>Step 5: The team that got all the participants to the island first has won. Reflect together, ask how it felt to be assigned and have the different characteristics, dependency, exclusion, etc.</p> <p>Aim: As a group to complete a common task and have an understanding of everyone's importance and challenges.</p> <p>More information and alternative icebreakers:</p> <p>View the training concepts, presented in the annex of this compendium.</p>	pieces of scarfs.	
Getting to know principles of strategic planning	Presentation strategic planning	<p>Presentation of the trainer, interactive discussion, examples of strategic planning and discussion.</p> <p>The presentation is to be found in the appendix 2 of this compendium.</p>	ppt	2 hrs

6) Thematic session: The art of co-creation

Learning goal	Activity name	Description of the method/content	Material and tools	Time
Experience co-creation	Painting a picture in turns	<p>Step 1: The participants split in groups of two persons. Each group gets one A4 paper and two pens. One person starts drawing and only draws one element of a drawing, just some lines, circles, symbols etc, the other person adds an element, the first person another element and so on. In the end, a picture was created together.</p>	Chairs, tables, A4 papers, pens	60 minutes

		<p>Step 2: The two participants agree on a title for the painting.</p> <p>Step 3: Each group of two reports on the painting.</p> <p>More information and alternative exercises:</p> <p>View the training concepts, presented in appendix 4 and the annex of this compendium.</p>		
Getting to know principles of co-creation	Presentation co-creation	<p>Presentation of the trainer and interactive discussion.</p> <p>Presentation available in appendix 4 of this compendium.</p>	ppt	45 minutes

7) Wrap-up

The young adults, staff and trainers reflect on the training, e.g. using tools like flashlight rounds, interactive evaluation tools like mentimeter, wordcloud etc.

Tip: The compendium related to the training concept as such, developed as PR1, comprises more detailed descriptions of the tools and methods, that were co-created, piloted and evaluated together with the target group of NEETs.

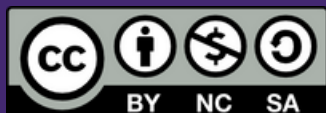
Checklist: Risks and barriers of international mobilities of disadvantaged learners

As described above, the original N4N/ReACT concept was highly challenging, in particular, the international travel and because of a certain practical, theoretical, mental and even psychological overload of some of the participants. During the pilots, it became obvious, that mobilities of persons with fewer opportunities need even more attention than expected. Unlike mobilities of University students or apprentices and of staff, the learners with fewer opportunities need specific and sometimes very time-consuming individual support to be able to arrange practical issues and to explore the chances of international learning. The following checklist shows the most important problems that NEETs and other participants with fewer opportunities usually face. The list also provides tips on how barriers can be overcome, if they can be overcome.

- **Travel restrictions:** Many participants in the N4N project had a migration background. Some of the participants didn't have passports or alternative documents, their residence permits included travel restrictions or participants were subject to visa rules. **Travel restrictions need to be checked before participants can enter the mobility programme!**
- **Financial issues:** The ERASMUS+ funding for adult learners – unfortunately - is a lot lower than the funding for staff. This mismatches with the fact that the group of learners with fewer opportunities usually does not have ANY possibility to co-finance their stay abroad with their own money. It is essential to check the financial issues before people enter the project and, ideally, to try to acquire additional funding, if possible, or to find ways to allocate as much ERASMUS+ funding to the travel of disadvantaged participants as possible (maybe including the organisational budget). **Be creative to make the travel possible!**
- **International booking of the travel and payments of costs:** Disadvantaged persons often do not possess credit cards or other means of international payment, some do not have experience with travelling with plans, ferries etc. Please develop a strategy for the booking of tickets and hotels and make sure that the participants have means to pay their bills abroad.
- **Child care:** Many of the N4N participants in Germany had children, some had a large number of children. It is absolutely necessary to **develop strategies of childcare to make it possible for mothers and fathers to participate in international mobilities.**
- **Physical, health, mental and psychological problems:** Many persons with disadvantaged backgrounds have a large load of personal problems. The travel as such and the methods used in the N4N trainings might increase some of these problems and even lead to trauma flashbacks. **There should be persons and resources that help to deal with specific personal problems before and during the travel and also during the trainings.**

Written by the NEETs for NEETs project consortium: Region Västra Götaland ; Support Group Network; Borås Stad ; City of Stuttgart; Save the children organisation (Sweden); Volkshochschulverband Baden-Württemberg; Oslo Adult Education Rosenhof; NAV Bjerke

Published by: The European Association of Regions and Local Authorities of Lifelong Learning (EARLALL)



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