

# CONFERENCE ON CO-CREATING SOCIAL SUSTAINABILITY



**29 NOVEMBER 2023, BRUSSELS**



# Agenda

- ⇒ Welcome
- ⇒ **Speech: towards Co-creating social sustainability with youth | Haya Iskandar**
- ⇒ NEETs For NEETs: Goals and Outcomes
- ⇒ Skills for Co-creation: Youth and Staff reflections on the project
- ⇒ Lessons learnt and key takeaways

# Video Address from MEP David Lega

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# **Haya Iskandar**

## **“Towards co-creating social sustainability with youth”**

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# Therese Ydrén




VÄSTRA  
GÖTALANDSREGIONEN  
FOLKHÖGSKOLEFÖRVALTNINGEN

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# Once upon a time...

- ⊕ Starting in 2014... from Syria to Restad gård.... Support Group Network ...Save the Children... ReACT....
- ⊕ ...and meanwhile in Västra Götaland... refugee "crisis" ....Earlall cooperation evolves...
- ⊕ ...Region Västra Götaland  Baden-Württemberg= *True!*
- ⊕ ... why are our integration efforts not working? What are we doing wrong???

# ...the story goes on...

Study visits...political meetings...planning...2016...

**Then: SGN had the answer with the ReAct-model!**

...EC study visit 2017... European Integration Network...

... FIER project 2019/20: Region VG/ Folk high schools + Oslo Rosenhof + Earllall+ VHS Stuttgart+ SGN + many more partners...+ Borås City as observer...

....2300 refugees reached...implementation of the ReACT model in Stuttgart...

**FIER Motto: Activities WITH the refugees, not FOR the refugees**

**Refugees empower refugees, refugees empower institutions, refugees empower societies...**

....meanwhile in Västra Götaland... 2020-2022

Focus: Stop the drop out from schools!



...Region VG Folk High Schools: EU Social fund project "Vi" for NEETs...30 partners.. ...Save the Children, Borås City...Folk high schools

⇒ **Motto: Complex societal challenges must be solved together with those affected**

⇒ Vi-project: Employment of NEETs as experts on their own case



# FIER+Vi+SGN+Stuttgart+EARLALL= NEETs for NEETs



## Conclusion

- Problem
- Possible solution to the problem
- Resources
- Timing
- Partners
- Trust
- Luck
- ...flexibility



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Click



**NEETS** for  
**NEETS**  
Co-creating Social Sustainability

File

Jonas Abrahamsson  
Project manager

Region Västra Götaland – The administration of Folk High Schools



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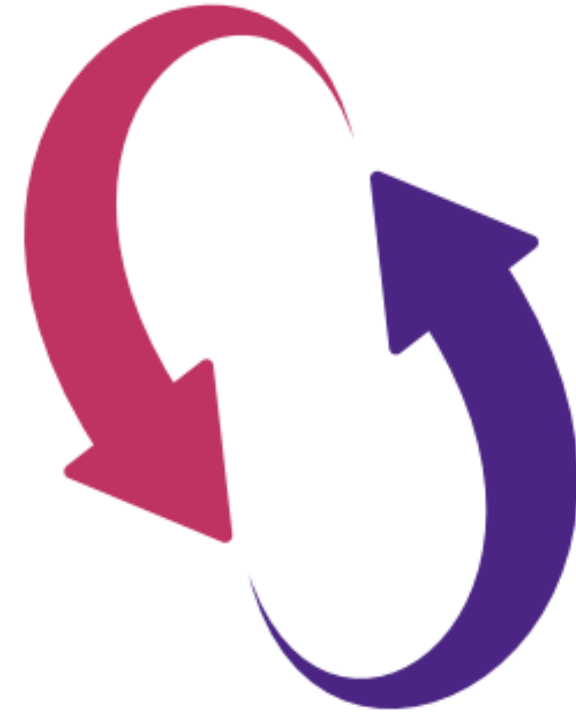
**NEET**

young people Not in Education, Employment or Training

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# NEETs for NEETs

Co-creating Social Sustainability

## Project partners:



## Save the Children

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## Project activities:

### Local pilots

Germany  
Norway  
Sweden

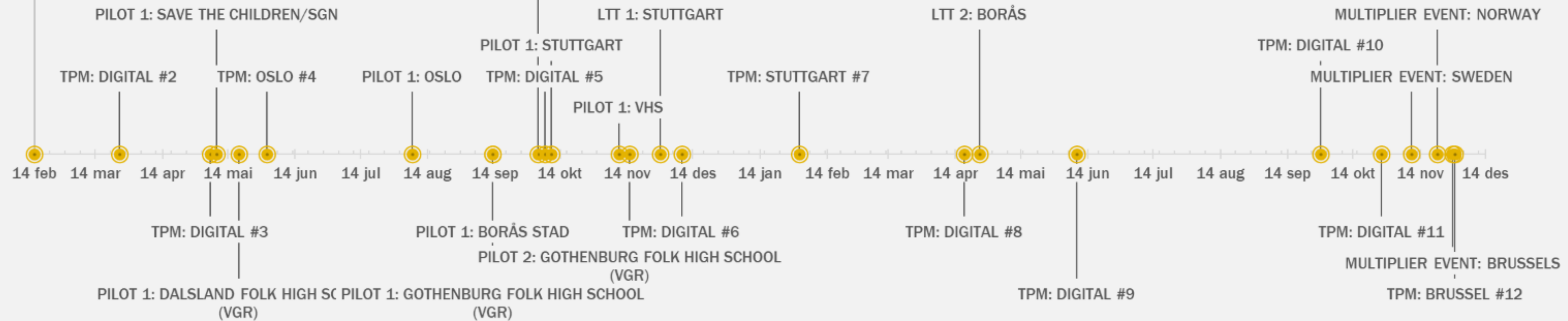
### Workshops

Germany  
Sweden



KICK-OFF DIGITAL #1

PILOT 2: NAV BJERKE



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# PROJECT RESULTS & OUTPUTS



# PROJECT OUTCOMES & IMPACT

Tables did  
turn!

Who was  
the trainer and  
who was the  
learner?

“You must  
unlearn what  
you have  
learnt”

Knowledge in  
your backpack  
rather than a  
shield in front of  
you

No more  
empty  
vessels?

Knowledge is  
created together!

# **Presentation of the handbook**

**by**  
**Siri and Mona**  
**Oslo Adult Education Rosenhof**

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# HANDBOOK

## Team Norway

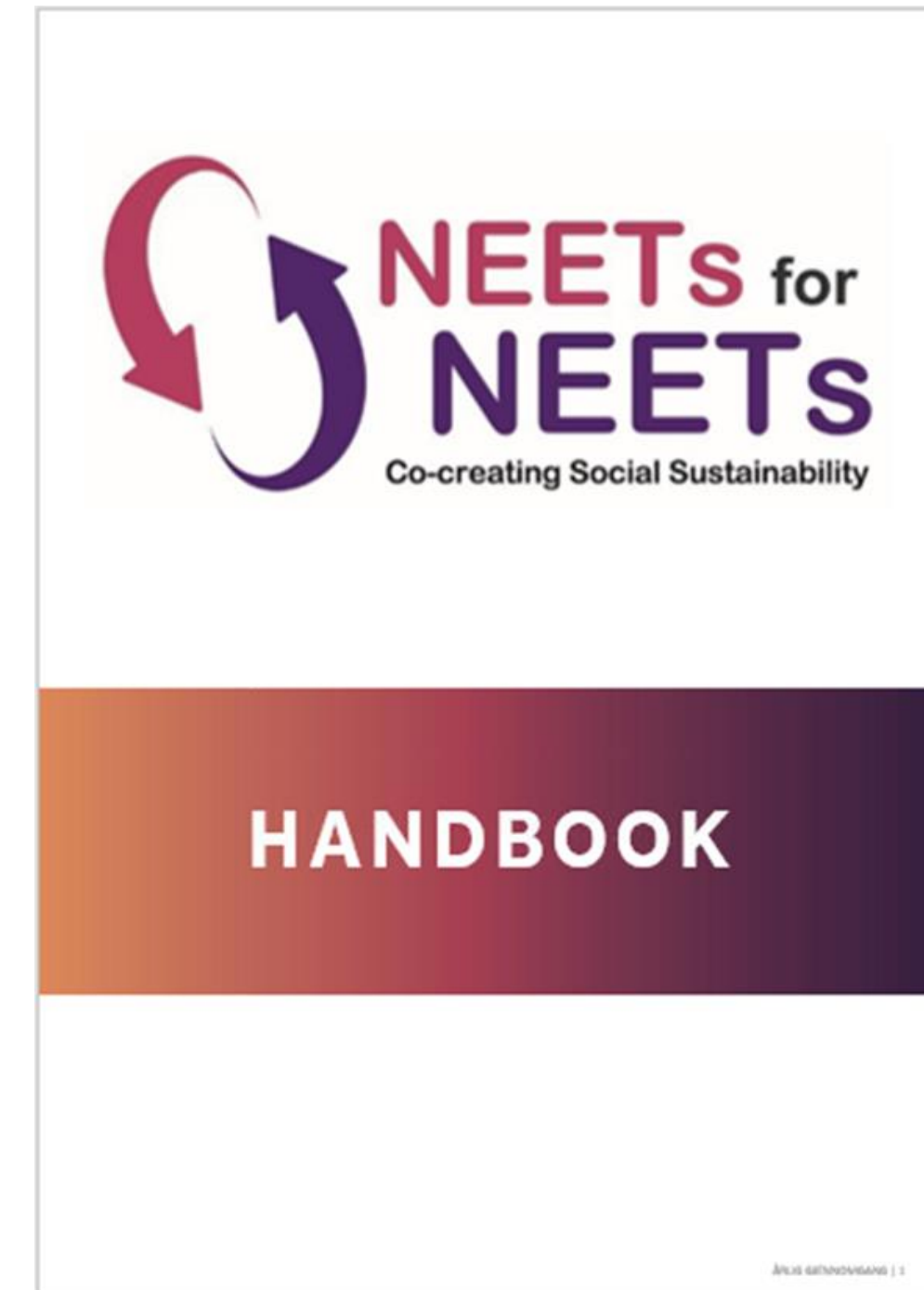
- ⇒ Norwegian Labour and Welfare Administration Bjerke and Oslo Adult Education Rosenhof have been working on summarizing and editing the handbook (Project goal 5)

## Co-creation

- ⇒ Each partner has contributed to writing the various parts that have been compiled.

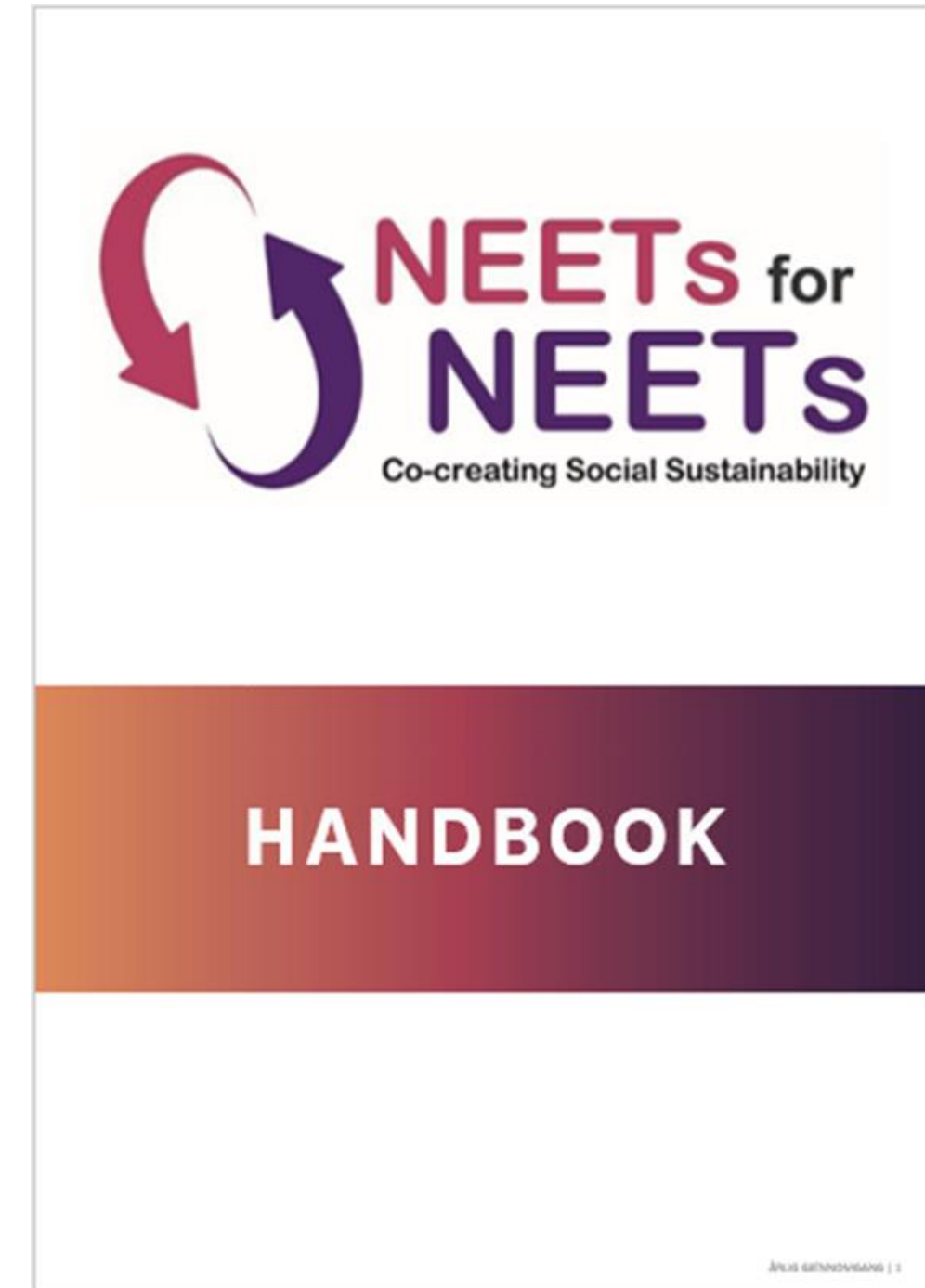
# HANDBOOK: Structure

- ⇒ The handbook is divided into two sections
- ⇒ **Part 1:** Description of the project, the method and the tools
- ⇒ **Part 2:** Description of the what has been done in the project (local pilots, LTTs and working with the NEETs. Description of partners, why they joined the project and learning outcome in the co-creation project.



# Aim and purpose

- ⇒ A collection of experiences, tools and "best practices" of the project results
- ⇒ The purpose is to provide staff working with NEETs/youth knowledge and tools about co-creation.
- ⇒ The handbook will be published at the end of December 2023.





# Who will benefit from reading the handbook?

- ⊙ Tool kit for NEETs and staff working with young adults as learners, job seekers and want to co-create.
- ⊙ Policy makers, researchers or people involved in similar projects eager to learn about about ways to co-create with youth in different manners.
- ⊙ Description of best practises and different struggles/obstacles in the process

# PART 1: Examples from the handbook

has adapted and proved that the REACTI-model can be scaled to different target groups, that youth can benefit from international cooperation and has potentially laid the groundwork for future Erasmus-projects or other local initiatives. Through the results and methodology, we hope this handbook can be a guide and inspiration for future innovations.



## Introduction to the tools and exercise

This introduction to the tools aims to provide users of the handbook with an understanding of the context in which the tools were developed and refined. Please read the introduction, as it will offer valuable insights for a meaningful utilization of the tools.

One of the primary objectives of N4N has been to develop tools specifically designed for use by and for youths within our target group. These tools are intended to foster understanding, empower, equip, and alter the mindset of both young people and staff who, in various capacities, interact with youths.

## The Art Project



Time 15 minutes

Tools

- Can be used for Co-creation.
- Performed in pairs.

Purpose

The rule of thumb is that you take what the other person is drawing or writing, and you build on it. You are not able to control how things emerges throughout this drawing session, but you can influence it.

Materials

- Pen
- Paper

Instructions

4. Two and two draw a picture together without talking. You are not allowed to ask questions or discuss strategy.
5. Every person draws one line at a time and then leaves the pen to the other person. You repeat until you feel the drawing is finished. If one of you hesitates for a long time that is a strong clue that the drawing is finished.
6. Then you name the picture by taking turns writing one letter at a time until one of you hesitates, that means the name is ready.

Reflections

What was it like to draw together without talking?  
What lessons were learned from this exercise?

# PART 2: Examples from the handbook

## National activities

### Local pilots

#### Before the pilots

#### The NEETs

The NEETs participating in the pilots were by and large connected to the partners educational systems, with a few exceptions of NEETs being recruited through other means of contacts like voluntary sector and work guidance councillors. Although a lot of the NEETs were in some form of education, they had typical NEETs attributes, and were far from being employed and/or in danger of falling out of the educational systems they were enrolled in.

#### Recruitment process

Partners utilized different strategies in recruiting NEETs for the pilots. The most common and effective way was to visit classroom and spread information through the classrooms. However, partners also used their contacts, former project participants, social media and direct phone calls in the recruitment process.

It is worth noting that several partners struggled with the recruitment, and more than one partner had NEETs not showing up for the pilot after being recruited. It is reasonable to assume that this is due to the target group being quite difficult to retain, and, in some cases, the partners' inexperience in working with the group early in the project.

#### Preparation for the Pilot

Several partners concluded that the material and flyers provided by the project was too informative and complicated to distribute to NEETs without also providing more context.

#### Reflections of the NEETs

The different partners' NEETs have different experiences from the workshops, some of the NEETs dropped out of the pilots and did not see the value, others got more engaged in the projects. Multiple partners report NEETs showing an interest in pursuing the tools in other aspects of their life and in different projects.

#### Reflections of the Staff

As with the NEETs the staff also has various experiences from the pilots. Most of the reports suggest that the staff see the benefit of the tools, but also needed to participate in the pilots to understand what the project was about. Since the staff did not fully understand the project, they found it hard to recruit NEETs and to become good ambassadors for the project. However, after participating they saw the value and in a few cases, staff have included the NEETs in other aspects of their work. Some of the tools can also illicit strong emotions, and staff reports that they should have been more prepared on how to deal with these situations.

#### Evaluation from the pilots

## International activities

In addition to local and regional achievements, the NEETs for NEETs (N4N) project had a clear focus on creating European added value. Firstly, European activities took place when the project outputs were co-created – namely by transferring the [ReAct](#) empowerment method from Sweden to other European countries and backgrounds. Secondly, international mobility and exchanges of project participants were an integral part of the project work – especially in the context of the international learning, teaching and training activities (LTTs). Thirdly – and maybe even most importantly, concepts of European mobility schemes were created. These programmes address disadvantaged people and staff working with the disadvantaged. The mobility programmes will continue after the project lifetime and ensure sustainability of the N4N project.

In the following, these three types of international activities are described in detail.

# International Exchange

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# WE WANT – AND CAN HAVE – MORE OF THIS!



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# vhs BW's motivation to join N4N

- paving the way for the **new ERASMUS+ opportunity** to support European mobilities of disadvantaged learners in adult education
- create a **concept/curriculum for international workshops which empower participants and teach „future skills“** – addressed to young European adults with disadvantaged backgrounds – **implemented also after the project ends!**
- detect and overcome **barriers and problems** that may arise when travelling and learning with disadvantaged persons

# The N4N international workshops (excerpt)

**Target group (example of Baden-Württemberg):** Young adults participating in „second chance“ classes, by the end of their training programmes

## Content:

**Welcome/Warming-up:** energizers (e. g. name games) presentation of the participants backgrounds (e. g. in the context of a session on story telling)

**Intercultural exercises:** e. g. card game, boat exercise

**Presentation of the host country/region/city:** e. g. as a "walk and talk"

**N4N tools and methods:** e. g. co-creation, strategic planning to motivate future planning, Forum Theatre etc.

**Team-building activities:** indoor and outdoor

**Cooperative mentoring:** peers mentor peers

# Messages to the ERASMUS+ programme

We need:

- **higher daily rates/lump sums for learners**, at least for the disadvantaged. They are not sufficient for (budget) accommodation and food. Young and disadvantaged persons usually don't have any financial resources to contribute.
- **Subsidies to course fees for learners** in adult education, at least for the disadvantaged!
- **Higher organisation lump sums** for (group) mobilities of (disadvantaged) learners



# LTTAs

[Video on the project](#)



→ Emaan Albohtori

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# Hear from the young people who participated!

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# GlobalSpark: Igniting Youth Entrepreneurship

Project Idea!!



# Project Description

- **Youth Empowerment and Networking.**
- **Inspiration and Perspective.**
- **Entrepreneurial Support.**
- **Comprehensive Skill Development**



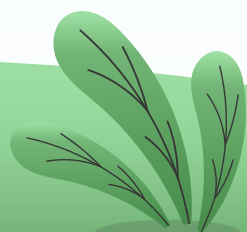


And how did I come up  
with it??





**A picture is worth a  
thousand words**



# Main Objectives!

## 1. Empowerment and Networking:

- Empower young individuals with vital entrepreneurial skills.
- Create a networking platform for connecting with like-minded peers.

## 1. Inspiration and Business Development:

- Foster inspiration and idea exchange to spark entrepreneurial enthusiasm.
- Facilitate collaboration with country-specific partner organizations for guidance and support in pursuing business ventures.





# Outcomes!

Boosted Entrepreneurial Spirit

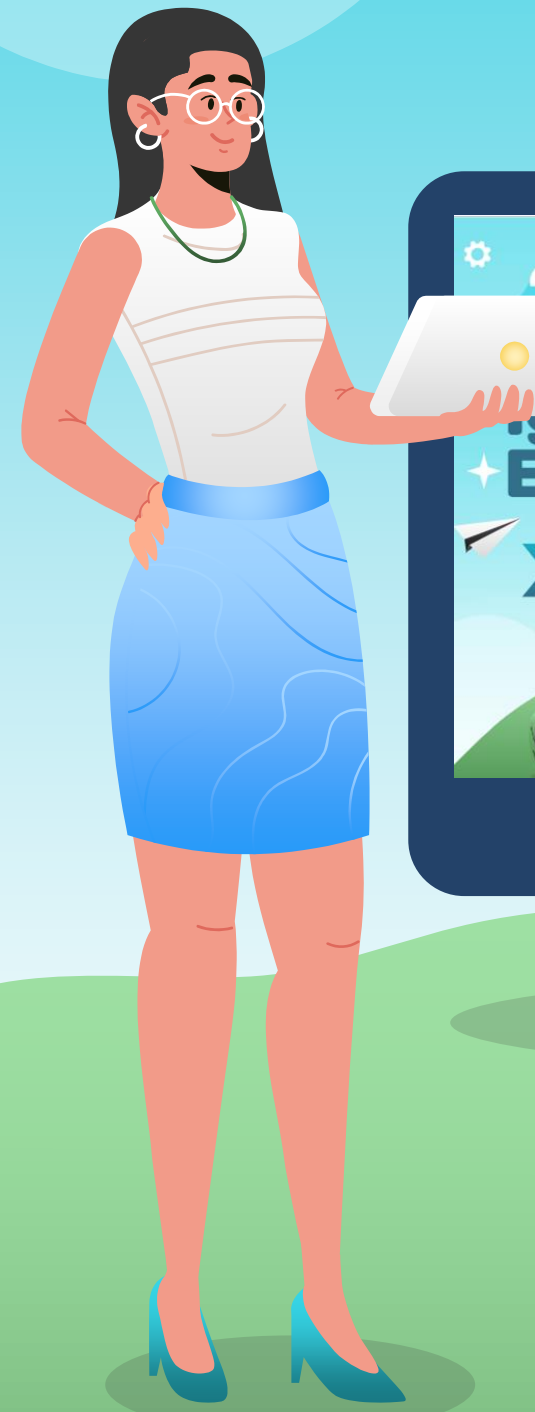
Positive Impact on Communities

Improved Job Opportunities

Learning from Each Other







Any Questions?

*Suggestions?*



Thank  
You

# **How has the project altered partners' perspectives and/or mindset of working with NEETs?**

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# How has the project altered partners' perspectives and/or mindset of working with NEETs?

- ⊖ Raza Jawad, Labor Market Administrator, Borås Stad
- ⊖ Awareness raising about what NEETs do and want to do
- ⊖ Increased accessibility for the NEETs
- ⊖ An insight over different factors that affect NEETs



# Lessons learnt and key takeaways

- ⇒ **As staff:** Continuous evaluation and critical assessments especially working with empowerment.
- ⇒ Deconstruct responsibilities and power structures.
- ⇒ Youth will find their way, identify what amplifications you need to do. Do not own the goals.
- ⇒ Cocreation needs to be nursed and updated
- ⇒ Easy tasks are necessary to perform the difficult tasks
- ⇒ Join the fun!

# For more information visit [earlall.eu/project/neets4neets](http://earlall.eu/project/neets4neets)



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## NEETs for NEETs – Co-creating Social Sustainability

Currently, I am planning a youth forum in a reception centre. This was already planned before the training, but the execution of the forum is now way clearer for me. The training was really useful in helping the planning of the forum because I got inspired and I hope that I can give the same feeling to the youth. I took the idea that the forum must be co-created equally, and I should only support this as the forum leader. We are working now on the idea of including youths in all steps of the process.

– Jasmina, staff member in Sweden





[www.earlall.eu/project/neets4neets](http://www.earlall.eu/project/neets4neets)  
#N4Neets

The number of young people that are not involved in any kind of education and training or that are unemployed (so called NEETs) have remained at high levels. In this regard the NEETs for NEETs project aims at improving inclusive methods to empower young adults, therefore improving the conditions of NEETs. To do so, project partners will involve Adult Educators to co-create and design trainings

### Info



Ongoing project

**DURATION** January 2022 - December 2023

### FUNDING



**LEADER** Region Västra Götaland

### PARTNERS



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## How were the participants of the project impacted?

**EARLALL**  
@earlallEU · Follow

We spoke with Maria from Sweden about her experience in the #N4Neets @EUErasmusPlus project

👉 The Project is all about creating #YouthPower4Change by encouraging young people to learn new tools to help themselves

➔ Read more: [earlall.eu/project/neets4...](http://earlall.eu/project/neets4...)  
[@SGN\\_Support](#) [@raddabarnen](#)



3:37 PM · Jan 30, 2023


**EARLALL**  
@earlallEU · Follow

We spoke with Jasmina from @raddabarnen about her experience in the latest #N4Neets training.

She talked about:

- Forum Theatre
- Sustaining #YouthPowerForChange

👉 The adventure of the training!  
➔ The interview [tinyurl.com/2r6bk2cc](http://tinyurl.com/2r6bk2cc)  
[@EU\\_Social](#) [@EUErasmusPlus](#) [@vhs\\_bw](#)



9:02 AM · Jan 17, 2023

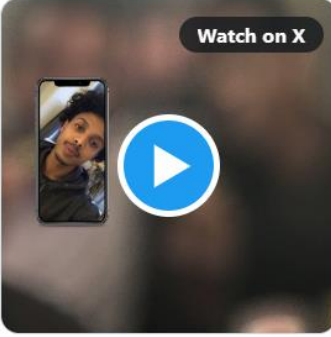
**EARLALL**  
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👉 18 young adults took part in the #N4NEETs training workshop in Stuttgart.

👉 #N4NEETs is an @EUErasmusPlus project, aiming to socially co-create #socialsustainability

👉 @raddabarnen @SGN\_Support @RegionVastraGot @vhs\_bw @EU\_Social

👉 The interview [tinyurl.com/2r6bk2cc](http://tinyurl.com/2r6bk2cc)



9:01 AM · Jan 16, 2023

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# Thank you

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