

Borderless effects

WORKPLACES LEARNING THROUGH INCLUSIVE EUROPE – GUIDE 2



NEW TOOLS



NEW CONNECTIONS



NEW INSIGHTS

Learn from others experiences

The project Inclusive Europe is a Social fund project in the Stockholm region with the aim to educate and inspire organisations in the region to use the lessons learned from other countries to develop their own business. This is called transnational cooperation and has mainly occurred through 150 trips to 12 countries, mainly in the Baltic region.

The project has been operating for about three years and has organised various training courses for about 400 participants with everything from knowledge about the EU to practical knowledge of how to execute a transnational exchange, i.e. going away on a trip and plan for how the experience will then be used at home.

Transnational cooperation is fun and valuable for development of both you and your organisation!

The trainings have been done with the purpose to give inspiration to development of the workplaces and organisations that have participated in the project. We hereby show in what ways the project has contributed to change.

What lessons has the project led to – both for individuals who have travelled, their organisations and the region? The insights we want to present in this book, which follows up Borderless solutions.

Read, learn and be inspired – transnational cooperation is both fun and useful for the development of you and your business!

Anne-Marie Flood, projektledare Inclusive Europe



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Trio from the Public Employment Service with colleagues from the Italian equivalent of our Equality Ombudsman. **p. 27**



Two entrepreneurship teachers from Latvia at a meeting with upper secondary school teachers from Stockholm and Huddinge. **p. 29**



Amila Konjhodzic and Mandana Kolahdozan went to Germany. **p.31**

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To give excluded youth new opportunities in Europe are some of the benefits of transnational cooperation, says Åsa Lindh, director general of ESF Council.



4 questions to Åsa Lindh, ESF-council

1 How do you see the value of the transnational cooperation during the previous period?

Expectations of good results and long-term effects were initially high. About halfway through the program period you could however say that expectations were not fully met, and both the Commission and several member states, including Sweden, took various steps to improve the effectiveness and cooperation.

It was in some of the cases difficult to prove the actual added value of the projects transnational cooperation. Many project owners have failed to integrate the transnational cooperation in the other project operations.

At the same time many projects have contributed to a number of valuable

contacts and mutual learning. Sweden has been able to provide good examples and methods in terms of e.g. training of staff for the transitions, and not least, equal opportunities policy.

The transnational mobility projects for young people have been a mutual benefit, and here we can see more long-term results: Sweden is now participating along with several others in a network that prepares more sustainable systems to facilitate disadvantaged youth mobility within the EU.

2 Is there something you could have done to stimulate more transnational cooperation?

The work must be conducted at several levels: the project level, program level and EU level, i.e. the Commission. At a project level, there is a need to increase knowledge and awareness among project operators about the value of transnational cooperation and having the right competence. ESF Council, regionally and nationally, has to ensure that a good support structure is available.

The Commission has played a central role in supporting member states in terms of demonstrating the added value of transnational cooperation.

3 What happens to the transnational work in the next programming period?

For Sweden, the direction may be summarized as follows:

- From quantity to quality, i.e. transnational projects must be characterized by excellence and professionalism; the content of the projects is more important than the number of projects.
- Common problems need common solutions, that cooperation must be based on the identification of a number of similar problems that are best solved by the combined forces.
- Clear European and/or macro-regional added value, i.e., the projects must demonstrate how they contribute to improvements and policy development at EU and / or macro-regional level.

4 What would you like to say to interested readers of our brochure?

Future projects operators should acquire knowledge about the role of transnational cooperation within the EU in employment, social, integration and education policy. Equally important is that you have the right skills and good planning. These are the three ESF projects in the Stockholm region a good example of - Inclusive Europe, Networking Europe and Transnet.



How workplaces get tools to learn

To be able to try for yourself, the significance of influence in the workplace and that learning should be linked to the daily operations. These are important starting points for the workplace learning that has been mediated through Inclusive Europe model.

Project Inclusive Europe is a Social Fund project in the Stockholm region with the aim to educate and inspire organisations in the region to use the lessons learned from other countries to develop their own business. This is called transnational cooperation and has occurred mainly through study trips, for example, to see how Finland is working with minority issues or how Italy uses microcredit.

Direction and extent of the project

The project has been operating for about three years and has trained around 400 participants in everything from EU knowledge to practical knowledge how to do in order to execute transnational exchanges, i.e. going away on a trip and planning for how the experience then

will be utilised at home. It has been required to participate in training to be allowed to go on the trips.

The courses have varied from short half day courses to long year's courses which included actual exchange of experiences in other countries. The most comprehensive occurred in the process of certification of the participants as a result. The learning has been done in two stages: training for and through learning during the study visits.

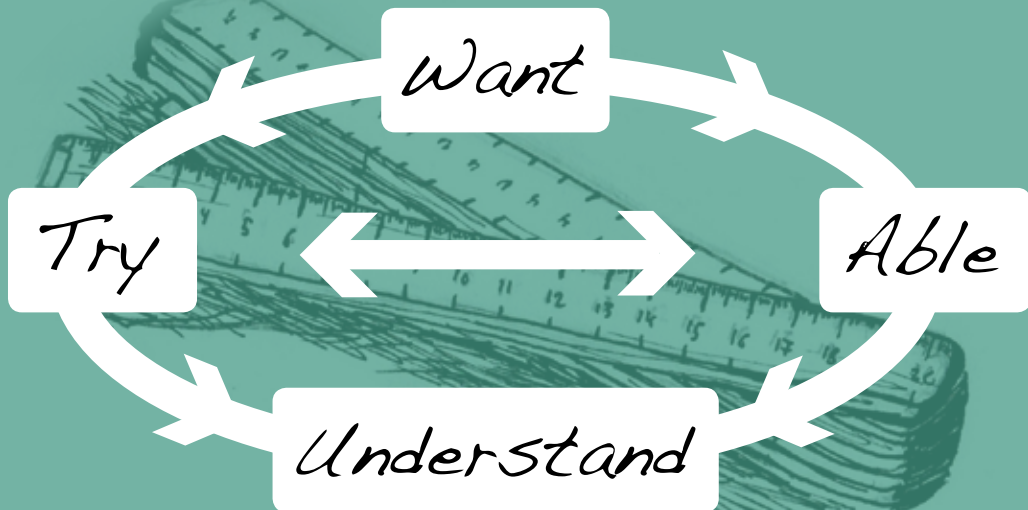
Theories behind

In particular, two theories of learning have provided theoretical basis, the learning by doing, and the development model The Fifth Element.

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Model1: Learning by doing

Roger Shanks (1999) interpretation of John Dewey's model for Learning by doing.



>> “Learning by doing” in processes

We have concluded that some form of experiential education is necessary to get lasting results. We wanted our participants to not only gain knowledge – but also create their own experience – to learn how to.

Sustainability is one of EU projects main challenges for creating lasting changes. Therefore, we chose the pedagogical model “Learning by doing” as the best way to establish a lasting and profound knowledge and ability. “Learning by doing” is an approach that combines: Wanting to learn, understanding what is needed. Trying to do it. And to be able to succeed or learn from your mistakes. This is when you experience the satisfaction when you realise that you know what you

have learnt. All these elements are included in our process training program. (See Figure 1.)

The pedagogy dates from the 1800s. This is when they became interested in experimental pedagogy and stressed the importance of building on their own experiences and to try by yourself. The learning should be linked to reality. Among the first followers of these theories were among others the famous school educator Maria Montessori.

Based on own experiences

In other words, a problem-based, adaptable pedagogy based on the integration of new knowledge together with what you already know; leaves room for your own work. The aim is that learning must become more creati-

Experiences important to many participants have been to consider how to present your own business to someone unfamiliar to our systems.

ve, through analysis and conceptualisation, i.e. by trying to find factors that are important for success.

In our case, for example, it focused on supporting those who are already familiar with transnational work to develop a transnational strategy for their own business. We have pointed to what elements and what strategy they should use. Many times they have shared their experiences in dialogue with other colleagues and from there selected the choice that felt important for their own operations. This has been the case for those who have passed our process training Transnational Cooperation Experts.

The teacher's role is to mentor and help students with problem solving by asking questions. The goal is to be able to find their own solutions.

As the philosopher Aristotle once said, "For the things we have to learn before we can do them, we learn by doing them."

Will through role models

In our courses, we have allowed our participants to have a certain theoretical basis seasoned with various examples from different organisations and projects. This is where we have created interest and motivation = Will.

For e.g., we have allowed the social enterprise Basta to model how to work with transnational development. For Basta, transnational cooperation is a part of their ongoing develop-

ment. Basta was founded in 1994 and has been inspired by Italy's San Patrignano – a social enterprise that helps drug addicts and criminals to a better life for themselves. See Borderless Solutions, page 22.

Understanding through trying

Then we have let participants prepare their own transnational exchange. By training together and building up their preparations in stages, we have increased participants understanding of what is needed for a successful exchange = Understanding.

There was a common difficulty to obtain understanding from their own organisation to the time required for the work – and many have testified that it was very important to have the course dates as "dedicated time" to be able to focus on work.

The internal "sales effort" of the potential benefits of exchanges abroad has therefore been an important dimension that many have gradually understood. Through internal sales it has also been much easier to get acceptance for the new ideas when you later come home and introduce them to your own organisation.

Other insights that many participants talked about is how important it was to reflect about how to present their own business for someone who works in other systems.

By thinking about their own presentation they have begun to investigate how other

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Some have underestimated the importance of reading in advance and therefore had to spend much time during the study visit explaining to each other.

>> countries' systems work, such as employment services in Germany and the basic understanding has proven to be very valuable and saved a lot of time once you have visited partners abroad.

Some have underestimated the importance of reading in advance and therefore had to spend much time during the study visit explaining to each other about how their own organisation works. This resulted in less time to get to the core, the exchange of experience; how do you do something and what can you learn from it?

Trying and failing

Learning and failing is part of the process – only when you try begins the actual deep learning = Trying. Preparatory work has contained elements for e.g.

- Seeking contacts in other countries, for example, to connect with an Employment Agency in Poland, or other organisations that are working to get the unemployed into work. One such example is Caritas, Poland who works with both the young unemployed, but also to rehabilitate the disabled to work.
- Establish the contact, i.e. agreeing to the terms, making clear as to what you can contribute with and what you are taught, and finally to implement real exchange meetings abroad. (For more info on where to find contacts, see our 10 tips and advice in “Borderless Solutions”. Or see our

website www.inclusiveeurope.se) For some, it has been easier, although some have had to search a long time before they have found the right organisation to visit.

Another difficulty has been to find and choose an appropriate transnational partner. Many have used each other's contacts or received advice from the trainer's network in order to build their own new networks in Europe. It's always a little easier to be able to refer to someone who for the partner is known – and it also shortens the time of the establishment of the contact.

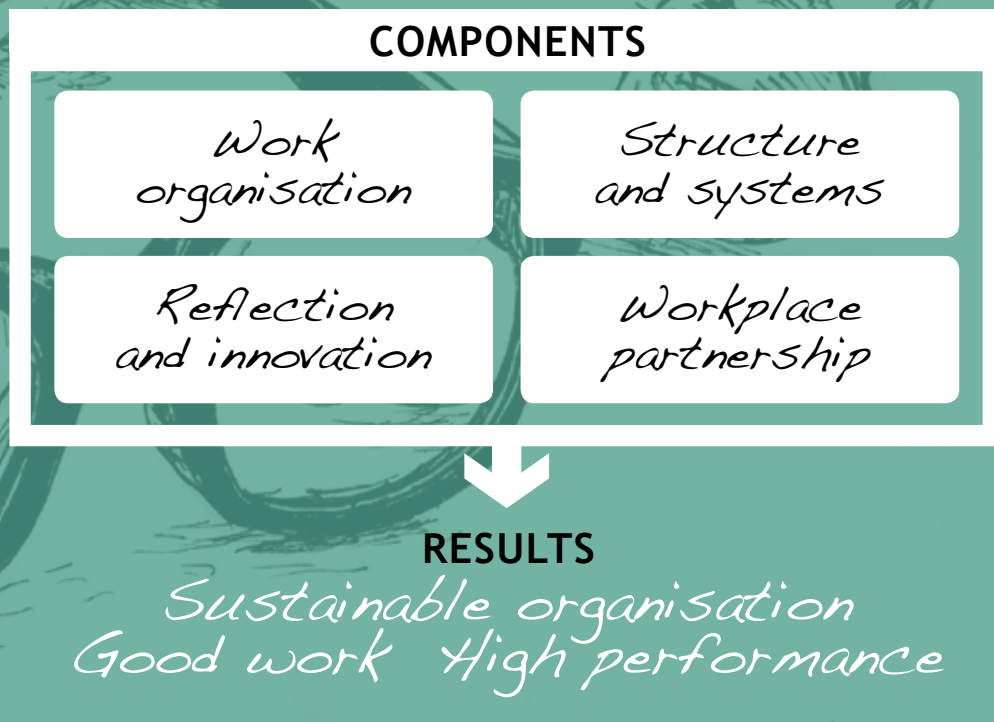
Some have been a bit too harsh when they established their first contacts and therefore had difficulty opening doors. However by changing their approach in the contact search, they have since learnt what works better. You must not only ask to learn from others – you also need to offer something that others may be interested to learn.

Seeing through showing

This has been followed by reporting your experiences, both to other participants of the course – but also to your own organisation. By sharing your experiences of the trip and especially to demonstrate to colleagues and management that there are opportunities to use others work approaches or methods, you inspire the development of your own organisation. This also gives the confidence while demonstrating to others that you can = able

Model2: The Fifth Element

Source: EUWIN and ESF's A&O.



The Fifth Element

Another starting point is the lessons learnt from the European Network EUWIN “European Workplace Innovation Network” which works to disseminate lessons about workplace learning and innovation. The Swedish partner organisation in this European network is, Linköping University – Helix Vinn Excellence Centre – a research community dedicated to promoting a greater understanding of sustainable skills development and workplace learning. Linköping University is also involved in the thematic group within ESF A&O

(Workplace Transition and learning in working life). A&O has worked to illuminate good workplace learning.

EUWIN network encourage more workplace learning and innovation and has developed a model of what brings real change and development in the workplace. They call it “The Fifth Element”. The model shows that the best results are obtained if you focus on four key components:

- Work organisation
- Structure and system
- Reflection and innovation
- Workplace partnership

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One important part of our training was to allow for our participants to exchange knowledge with people from other countries - and then pass it on to their own organization.

>> This creates the best effects and the good work that provides a sustainable organisation.

In our case it means that we have strived to as closely as possible to get "under the skin" of the organisations we have interacted with. To not only transform our participants, but also help them to try to change their workplaces - to alter their structures and systems by creating new approaches and methods.

The employee involvement

The European lessons are based on material collected from one of EU's organisations for analysis and research Eurofund and the study European Working Conditions Survey. It states that one of the key factors for the success of learning on the job is the employee's involvement in the progress of the work, something which is also Professor Per-Erik Ellström stresses.

You can state that the Nordic countries are in the front, all countries having high rates of employee engagement in the study. Denmark, Finland, Sweden and the Netherlands have an index above 6 on a 7-point scale, while the EU average is around 4.8 when it comes to employee participation in organisational matters.

Southern Europe and the former Eastern European member states are lowest on the scale. The exception is the Baltic countries that have embraced a way to work with

labour issues that are more similar to the Nordic model.

The survey also shows that there is a strong correlation between employee influence and opportunities for formal and informal learning in the workplace. Nearly 60 percent of all employees in the organisations that had a high degree of employee influence had received training of various kinds. Changing the way of work inspired by the new approaches that you get from the transnational exchange will lead to a continued workplace learning for those who have not participated in the exchange. We have a substantial potential to get to work-based learning in Sweden.

This was something we obviously wanted to build on in the project, because we not only want to provide an education for the individual but affect the entire workplace organisation.

Share with others

Other important ingredients for achieving change is in addition to learning also to share experiences and knowledge with others, shows findings from the Thematical Group A & O who studied many of the Social Fund projects that succeeded.

This was vital to the project. A large part of the point was that our participants were able to exchange knowledge with people in other countries - and then pass them on in their own organisation.

”Have a plan for how the new insights shall be used at work”

Do you want an education that will lead to the development in the job? Connect it to the operation and work tasks. This is what Per-Erik Ellström says, professor at Linköping University.



**Professor
Per-Erik
Ellström.**

Taking a course or doing study visits may be nice for the individual, however if you want to have an impact on the job you have to start with the needs there and have a plan for how the new knowledge will be utilised. This requires that management is involved. This is the conclusion of Per-Erik Ellströms research. He is a Swedish authority on education and learning in the workplace.

– The link to what you do at work is important both to motivate the individual and to get results. It is important to use what you’ve learnt; otherwise it is easy to forget the new knowledge.

Learning can be done in different ways:

- You learn yourself, i.e. you are sent to courses outside of work.
- You learn on the job, a course held in place, for example, together with Komvux or University.
- You learn from others through field trips, networking, etc.

Evaluation is crucial

Project Inclusive Europe has had a focus on the latter. With the starting point of the need in the workplace, the participants sought European partners to learn from.

– It is an excellent method. Again, it is important to have a plan for how the newfound insights be used on the job when you come back.

You should see training as part of business development, not as something that happens on the side-lines, he points out. Following up is everything.

Workplace learning will become more and more interesting, partly as a result of increased interest in apprenticeships. Workplaces and universities, training providers and others have reason to interact more than what happens today, says Per-Erik Ellström.

A culture of openness and trust is important and that employees and management have a dialogue and that there is space to reflect on experiences.

Text: Eva Berlin

We divide our learnings into the individual, organisational and regional levels. Some were expected, some unexpected, but even so valuable.

There are effects on three different levels

1. Individual - New perspectives

88 percent of the participants believe that their perspective has widened. On the whole, our evaluations show that the participants are satisfied.

We have arrived at the results below as well as through our follow-up questionnaires from travels and through our evaluator Ecorys, but also through a follow-up interview among our participants.

We have tried to classify the answers and six types of individual lessons emerged.

- New outlook
- Stronger in English
- Increased understanding of other countries
- New perspectives on Sweden
- Increased understanding of the EU
- New contacts across sectors.

New outlook

To prepare a presentation of your own business for people who are not familiar with the Swedish system has resulted in that many have had to consider how to describe it in an understandable and pedagogical way. This has meant that many participants have started to think about their work in a new way.

Once you come to another country and hear about how others are working on similar issues your perspective is broadened. You can then go back to your own organisation starting to think differently and see opportunities and >>



35 percent of our participants think that they've developed their English through the project and feel more secure with the specific terms for the labour market.

NEW OUTLOOKS: NEW FILM CONTACTS

Lotti Fred, Stockholm County Council, Cultural Department, went to several countries around the Baltic Sea to find partners in collaborative projects in film.



Lotti Fred.

"Great project! I have both been able to formalize my knowledge and expand my contacts around the Baltic Sea. The organisations I visited in Latvia and Lithuania will now take part in our new European project."

NEW OUTLOOKS: USEFUL TO REFLECT

"The most valuable was being forced to reflect on my own workplace and processes. It was particularly important with the input we received in the discussion of the practical work, as we did with other Swedish colleagues in the meeting with the Latvian."

Says Hans Almgren, Huddinge, who travelled to Latvia and Poland with five municipalities to identify opportunities for collaboration in areas such as school, youth unemployment, disabilities, environment and social innovation.

>> ideas for development thanks to having seen other ways of working and perceiving that they are also good and possible.

88 percent of participants believe that their perspective has widened.

Stronger in English

Many see English as an obstacle in the beginning – but often it is that you're not used to it. By preparing in advance for the special work-related words you have acquired a greater safety. When you then meet others who also have English as a second language (usually) you will realise that it's alright if everything is not perfect and that you'll understand each other anyway. Although, no one is perfect.

35 percent of our participants think that they've developed their English through the project and feel more secure with the specific terms for the labour market.

Increased understanding of other countries

We always advise our participants on exchange trips to research the country they are traveling to and we have also provide a lot of descriptions about the countries systems in terms of the current issues in the employment market. Many feel then that though it may look different in other countries, we all have about the same issues to deal with and work with.

85 percent of respondents say they have got a better understanding of other countries.

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INCREASED UNDERSTANDING: YOU CAN DO IT EVEN WITH LIMITED RESOURCES ...

"It is very useful to see how others work. It's not just money that determines the outcome. Much can be done if you "intend to". You can still do it, even with limited resources. The problems are similar in most countries. You can get solutions from other countries and reshape to your own reality."

Participant, municipality trip to Poland.

**INCREASED UNDERSTANDING:
INVITES CONTACTS FROM BERLIN**

Eva Sjögren van Berkel travelled both to Berlin and Prague to get ideas for new cultural initiatives.

"Immense fun to see how they do in other countries – I learn a lot from this. I will take some of the ideas I've got with me to my work at the department of culture. I have also invited my contacts in Berlin for a conference at an EU project we have in Huddinge in May 2014.

My contacts in Prague, I have invited to collaborate on our string students."



Eva Sjögren van Berkel from Huddinge has been inspired by an exhibition from Berlin.

**INCREASED UNDERSTANDING:
NEW VIEW OF OUR BUREAUCRACY**

Åsa Öberg, Lidingö Municipality went to Finland, Latvia and Germany to assess the work done for the disabled.

"In Sweden we are very bureaucratic - often want more than what we can do."

**INCREASED UNDERSTANDING: EASIER
TO LEARN WHEN YOU HAVE MET**

Vilma Mori, Nacka Municipality, travelled with the municipality trip to Latvia to find inspiration on citizen communication.

"I have learned more about the collaboration and communication with other countries. It becomes more vivid and easier to learn from each other when you have met. Communication within the EU is very important for us to grow together."

NEW PERSPECTIVES: GOOD CONDITIONS IN SWEDEN

"You realise that you are very lucky in Sweden when it comes to terms of employment, wages, etc."

Marie Stålhammar,
Järfälla Municipality



NEW PERSPECTIVES: WE ARE GOOD AT MANY THINGS

"Although Sweden's PISA results have proved bad, it is fantastic be able to see that we are still very good at many other things."

Sirpa Kögäs, Järfälla, travelled to Latvia.



Sirpa Kögäs.

UNDERSTANDING OF EU NEW INSIGHTS

"I have got new insights of the countries of Europe and am better prepared for my trip!"

Participants from city of Lidingö, Ö-gruppen.

>> New perspectives of ourselves

An important effect is that participants often realise how prosperous we are in Sweden, both regarding working conditions and in private. You realize that in other countries, you often get by with much less resources and conditions.

88 percent believe that the project has contributed to broadening perspectives on their own activities.

Increased understanding of the EU

Inclusive Europe conveys knowledge of the point of the EU, how it is controlled, etc. during our training, but it is only when the participants start talking to each other and learn about how we can work together through the various EU programs that you understand the benefits and the idea behind the EU. Collaborating provides increased competence and reduced separation from other cultures. This in turn provides the basics for the feeling of being in a community and a context that is valuable to both prosperity and peace in our part of the world. 42 percent of respondents think that the project contributed to a greater understanding of the EU.

It is only when the participants begin to talk to each other and read about how to

It is only when the participants start talking with each other and read about how we can cooperate through the different EU programs that they understand the benefits ...

collaborate through the different EU programs that they realize the added value.

New contacts across sectors

A very valuable and very important effect is that they have started to work together and got an understanding in how colleagues in other parts of the region works. This has led to expansions

of networks and also started collaborations with other participants in the training courses. Above all, they have started to cooperate across sectors, providing valuable opportunities for collaboration in regional development.

81 percent of participants believe that participation has given them increased network regionally.

NEW CONTACTS: A NETWORK CREATED

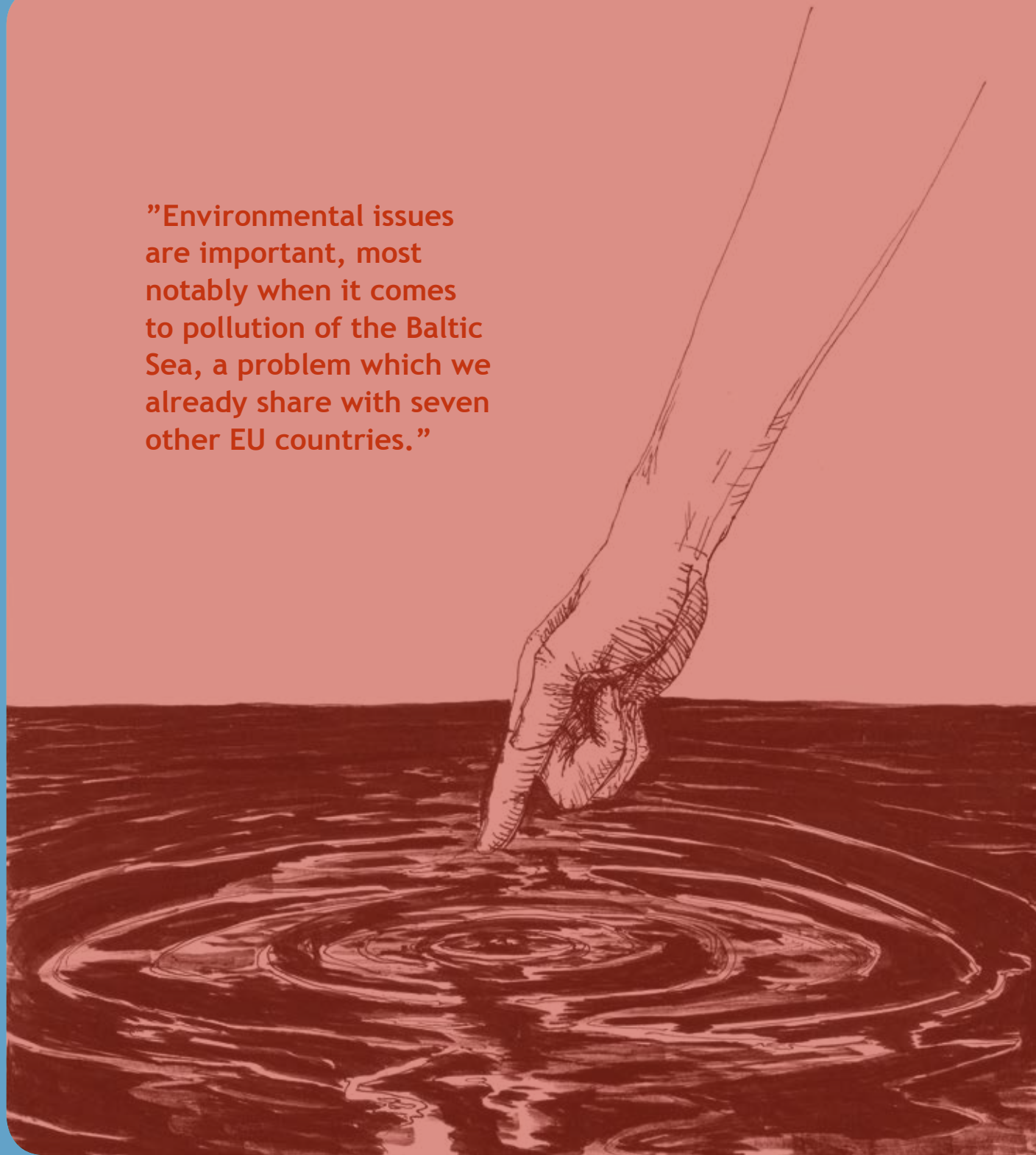
The TNC Expert program, all participants made individual exchange trips but particularly important all created a transnational strategy approach in their own organisation.

"I've been given access to an amazing network across sectors and national borders" says all participants. The group has created its own network that will continue to keep the dialogue alive.



Some of the graduate's participants from TNC Experts Program at the diploma ceremony.

"Environmental issues are important, most notably when it comes to pollution of the Baltic Sea, a problem which we already share with seven other EU countries."



2. Organisation - Training on site gives multiple effects

The benefit to the organisation itself has been the focus when Inclusive Europe invited employees to participate in a transnational exchange. 94 percent of the participants believe that they will benefit greatly from what they have learned.

The theory of workplace learning that inspired Inclusive Europe, The Fifth Element (see page 11) – is aimed at achieving a sustainable work organisation that creates progress and change. The best results are achieved if the focus is on meeting four key components:

- Work organisation
- Structure and system
- Reflection and innovation
- Workplace Partnership

We have tried to introduce these dimensions in our project as follows:

We have requested our process participants to have a strong and well-rooted motivation for why they should be part of our long courses and clarify the benefit they expect to get in their work. This has given a stronger ownership

for the management and the organisation that the efforts will lead to development and transnational collaboration.

Getting into the core of the organisations

In our customised training, we have been able to get even further into organisations. We have offered training programs at site for everyone from management to employees with training adapted to the needs of the organisation and focus issues.

We can see in our follow-ups that they have led to stronger effects and contributed to greater impact and better conditions to start development work. Inclusive Europe has presented various ideas of development inspired from other countries and linked them to the organisation's own development needs.

>>

WORKPLACE ORGANISATION: "WE ARE PLANNING AN EXCHANGE"

Åsa Öberg and Minna Sokura, Lidingö City, travelled to Riga, Latvia.

"We have received inspiration, motivation and joy to make improvements in our work method, supported employment and other support to people with disabilities. We've done a lot of reflections. We would love to visit RIGA – as it became a bit short of time there and it was very interesting to meet unemployed who found work. Before our trip we had already undergone the Supported Employment (SE) course and were in the starting blocks to begin the SE method of our business.

In autumn 2013 we have started with methodological guide in SE. We will eventually start looking at some kind of exchange between the organisations we visited."

COOPERATION: ENGAGE IN MORE COLLABORATION

Värmdö municipality has in recent years successfully participated in several EU projects.

"We are now looking at the possibility of engaging the municipality in more collaboration with others. Environmental issues are important, most notably when it comes to pollution of the Baltic Sea, a problem which we already share with seven other EU countries."

The municipality has participated in the project Inclusive Europe, the management team has had a customized development day.

"We have been able to participate in training programs and study tours. With a few other municipalities we visited Latvia and Poland. Very inspiring and educational", says Olle Lövenheim, business developer in Värmdö.



Olle Lövenheim.

COOPERATION: COOPERATION WITH MORE

Lena Holm Lundvall, the Public Employment Service, travelled together with colleague Sofia Eugenon Persbeck to Italy to study their equality work.

"We have throughout the project had increased cooperation both between our own services in HK and also within other of our units within the region."

REFLECTION: POLAND STUDY INCLUSION IN REGULAR CLASS

Nacka municipality organised a big EU day in the spring of 2013, followed by several of the so-called development antennas (employees with the specific mission to scout and provide input from the EU) have been involved in trying to find inspiration to develop their respective administrations.

To make this possible, several preparations before travels to Latvia and Poland then followed a common monitoring for many employees afterwards to spread the experience further.

The education unit has, through Eva Westin established contact with a Polish project – SMOK that will visit Nacka, with a group of teachers for a study of how the disabled are included in normal classes.

Eva Westin has been inspired through two exchange trips to Latvia and Poland. The Polish group will be staying for a week in May.

The group of teachers will participate in the training for a few days and make visits at other schools. This is likely to result in continued cooperation and exchange in the other direction too.



Eva Westin.

We know that if more people get to learn new skills, it is more likely that the new learning will take hold in the organisation.

>> **Work organisation**

One of the main goals of our project is to stimulate and identify examples of how to find new approaches, tools and methods that can improve work and the workplace. Many of our participants have brought this from their exchange trips and begun changing their own workplace.

Reflection and innovation

We have also asked everyone to report their experiences in their own organisation in order to create understanding and participation.

Structure and systems

Especially in our TNC Expert training, we have supported our students to create a transnational strategy approach in their own organisation. This means that we are able to influence that the organisations guides its operations

towards transnationality as an opportunity for development. The project has had the ambition to gain influence by building strong participants to contribute to their organisations' development.

The training has contributed to the 11 operators in the Stockholm region with transnational or international strategies; this includes the MUCF, the County Council, Basta as well as the municipalities of Södertälje, Stockholm, Nacka, Lidingö, Stockholm, Järfälla and Huddinge.

Workplace partnership

Many of our participants have been encouraged to participate together with other colleagues from their workplace. We know that if more people get to learn new skills, it is more likely that the new learning will take hold in the organisation.

STRUCTURE AND SYSTEM: MORE EU ORIENTED WORK

International coordinator Jeccika Eriksson is satisfied with the training efforts which has resulted in more people having practical knowledge of how to create a sustainable European collaboration.

"Lidingö municipality invested in several customized training sessions on various themes. In addition, a special effort for the city's management team was made. More people are motivated to work EU-oriented and we have concrete examples of organisational improvement made through the study. The initiative has also led to reflections by the city's management team of how we should carry out our continuing international work. "



Jeccika Eriksson.



3. Regional - New contacts between organisations

The main regional lessons are that participants from different types of organisations have had more contact and started to collaborate with each other through the various project initiatives.

The main regional lessons are that participants from different types of organisations have had more contact and started to collaborate with each other through the various project initiatives.

Many participants have been in touch with interesting networks both regionally and internationally, that they have joined after inspiration from the project.

Regional development requires collabo-

ration between the region's operators. Many regions have developed regional councils to facilitate interaction.

Since the Stockholm region has no such, it has been particularly important that we have been able to contribute to sectorial interaction between multiple actors in key development areas such as labour, youth unemployment, disability development or social innovation.

"The most valuable experience has been getting views and exchange experiences in discussions with other colleagues."

NEW CONTACTS: ENRICHED BY NEW NETWORKS

Kristina Blixt, Basta, travelled to Croatia to visit organisations work with different programs for people of alienation: "Really fruitful course - good group from different sectors. It has been very rewarding to meet with local authorities, employment offices and get a great new network."



Kristina Blixt.

NEW CONTACTS: NEW GOOD IDEAS

"It's always good to meet others - Swedes and the others abroad. You realize areas that are going to be valuable to you. Useful to hear how others do."

Participants from municipality trip to Poland.

NEW CONTACTS: EXCELLENT TRAINING

Monika Rosenqvist, Solna Municipality, travelled to Brussels to find cooperation partners with other satellite towns.

"We have been inspired to increase regional cooperation. The project has been incredibly well organized and flexible, European strategist training was absolutely great."



Monika Rosenqvist.

NEW CONTACTS: VALUABLE VIEWS FROM OTHERS



Hans Almgren.

"The most valuable experience has been getting views and exchange experiences in discussions with other colleagues. I have been very inspired by both Nacka and Järfälla municipal work."

Hans Almgren, Huddinge Municipality, participated in the Municipality trip to Latvia and Poland around the year end 2013.

Inclusive Europe has had a special focus on four themes: Equality, integration and preventing discrimination, Entrepreneurship and social innovations, Employment and internship as well as Rehabilitation and disabilities.

Important areas for a sustainable workplace

1. Equality, integration and preventing discrimination

Sweden tops in many ways in terms of equality. We have also come a long way in our discrimination law. In Europe there are actions going on about equality and anti-discrimination work and we still have much to learn from them.

In Sweden, women in manual occupations have worse conditions at point after point than men: less employment security, more often part-time work, little influence over their working hours and working hours that often is held in the evenings and nights, shows LO's Gender Equality Barometer for 2014.

Regarding discrimination for example, we have a lot to do when it comes to minority groups and age discrimination. Being function impaired or for example being gay is certainly not without problems in our labour market.

And even when it comes to integration, we still have far to go. The question is increasingly challenged, not only in Sweden but throughout Europe by the increasing racism and xenophobia that is spreading.

For example, both Portugal and Malta have introduced various schemes to reward/mark out the organisations that excel in equality work. This reward is published annually and provides positive side effects that affect other people's development within this area.



The trio from the Public Employment Agency together with colleagues from the Italian equivalent to our Equality ombudsman.

DIVERSITY IN ITALY

From the Public Employment Service travelled three persons; Sofia Persbeck Eugenzon, Lena Holm Lundvall and Paola Moscatelli Bergnehr went to Italy to study efforts around equality and diversity.

They visited both the Italian discrimination Authority and the Office of Human Rights. The visit has already been rendered by the Italian organisations during the year.

Then two travelled on to Finland for the same purpose. These trips have inspired them to develop their equality work at the Employment Service.

During the 2010-2012 period, the agency conducted a major anti-discrimination effort directed to employees regarding the Roma. In the next program period they wish to continue working with more attention to equality and diversity and they will also look for a separate PROGRESS project to develop this work further. In spring 2014, Inclusive Europe will organize breakfast seminars on this theme.

AGAINST HATE CRIMES IN LATVIA

Solna went to Latvia to study equality work. They visited the Apeirons, a non-profit organisation run by people with disabilities and their friends as well as the Latvian Police Academy.

Apeirons work among others with information campaigns, awards and job matching. Employees at the police academy talks about how they work to combat hate crimes against LGBT people.

They carry out in cooperation with NGOs professional development activities for police officers, lawyers and judges among other professional groups. The experience has provided many new ideas and inspiration for Solnas own development.

"How to on all levels use EU cooperation as leverage in the development work as well as the drive and commitment of everyone we met has impressed us," said Monika Rosenqvist, international coordinator and leader of the Solna group.



Eva Lipe at the Latvian State Police College tells about the work against hate crimes directed against LGBT people.



Active members of the Copenhagen innovation hub advertises that they are present.

INNOVATIONS HUB IN SÖDERTÄLJE

Södertälje Business Unit, Campus Södertälje with Eva Helen, travelled to Denmark and Germany to visit the so-called innovations hubs, or venues for the exchange of ideas.

It has provided fertile ground for ideas on something similar in Södertälje. Supported by Inclusive Europe Södertälje has been granted a feasibility study to create the conditions for such an initiative. Here, unemployed youth will become part of the municipality's growth arena. It creates a creative environment where embryos of new ideas and job creation will emerge for young unemployed in Södertälje.

2. Entrepreneurship and social

New ideas about how young people can start businesses was found in Copenhagen with its innovation hub. Maybe Södertälje could do something similar?

Getting a job is for many the only option for independent living. For some, starting their own will be the springboard to an economical supply that better fits with the situation you are in and the person you are. Stimulating entrepreneurship is therefore an important feature to have a strong labour market.

The EU believes that the stimulation of entrepreneurs is an important part of the development of Europe. They also recognized that many times it is all the small businesses that have the greatest significance for a country's growth.

New ways to entrepreneurship

Europe needs more entrepreneurs and the Commission is always looking for new ways to stimulate entrepreneurship. According to the Swedish National Agency for Education a mobile labour market imposes new demands on those who come into work today. The education system needs to adapt in order to respond to change. Entrepreneurship in school is an educational approach in the classroom as much as the knowledge of self-employment. It is about identifying and developing students' innate curiosity, initiative and self-confidence from the very early ages.

The Commission cooperates with all member countries to facilitate the exchange of experiences and create a better culture for

innovation

entrepreneurs. Every year the "European SME Week" is arranged to stimulate and improve attitudes towards entrepreneurs.

Many times it is difficult for community groups to start their own business, like for immigrants who are not familiar with the rules and systems that govern entrepreneurship. Therefore, the EU especially support those groups. Other forms of entrepreneurship as co-operatives and social enterprises can also have a crucial role to create more jobs – especially for those who are far excluded from the labour market. Social entrepreneurship enables

inclusion and creates consequently economic growth, which is why the EU also gives inputs to these types of activities.

Sweden is lagging

Social innovations can include social entrepreneurship, but can also be about finding solutions to our social problems in new ways. Sweden is lagging behind many other countries such as Italy or England.

Entrepreneurship and social innovations are all around Europe and we have much to learn and be inspired by others in this field.

TEACHING ENTREPRENEURSHIP

Huddinge and Stockholm municipalities allowed the four teachers from secondary schools - two teachers from each unit to travel to both Latvia and Denmark to get inspiration for how to put up entrepreneurship education in secondary schools. Participants have now scheduled an exchange between schools for both teachers and students.

They also have ideas for supporting their entrepreneurial students to start social enterprises and in these provide jobs for young excluded people from the labour market. Travelled did: Helen Palmheden and Susanne Langkjaer and Michael Lindqvist and Diana Bonn Persson. The exchange has laid the foundation for collaboration, and now they are waiting for a replacement in the spring of 2014.



Two entrepreneurial teachers from Latvia in meeting with Stockholm / Huddinge four teachers.

ALTERNATE THEORY AND PRACTICE

Christina Erenvidh and Sirpa Kõngäs, Järfälla, travelled summer 2013 to Hamburg, Germany to study action against youth unemployment.



Christina Erenvidh.

They met many exciting initiatives including "One-stop-shop" within Jugendberufsagentur and studied the so-called "dual education", the method used for young people who cannot / want to study full time. It combines theoretical training with regular work practice.

This has stimulated Järfälla to apply for a feasibility study to focus on measures for unemployed young people who are excluded from the labour market. The feasibility study is called Young Adults on the go.

3. Employment and job training

The German model when young people without jobs and studies may try internship abroad, get apprenticeships or partake of other methods to combine theory and practice has interested Swedish labour advisers.

The EU promotes the principle of an inclusive labour market and wants a mobile work force. EU countries, thus constitutes an open labour market. The conditions are very different across Europe. When it's tough labour market conditions in a country labour starts to move to other countries in search of work.

It is not only redundancy leading to mobility. "The other side of the matter, of course, when skilled workers seek out the countries with the most attractive terms and the highest salaries".

New ways for unemployed

There is extensive cooperation in Europe between the Public Employment Services, who meet regularly to share experiences. Through their European Employment Services EURES, EU citizens can get help in searching and finding jobs or internships across borders.

There are many other ways to establish opportunities for the unemployed to gain work experience and training abroad. Usually this is done through cooperation between different organisations that in different way's, have common denominators.

A very comprehensive youth program to get

placement abroad is Germany IDA programs – Integration durch Austausch (Integration by substitution), which seeks out and mobilize the most excluded young people in the labour market (the so-called NEET's Not in Education, Employment or Training) and offers them work practice across Europe.

The program shows very good results with a return to education or employment for young people in more than 65 – 80 percent. This program has significantly contributed to reducing the previously high youth unemployment in Germany to a level of about 7–8 per cent (2014) from earlier over 17 per cent (2005–2006).

Sweden copies Germany

Many Swedish organisations are now beginning to replicate this successful German model and send out young people for training abroad. What one gets is not only working life experiences, but also a stronger sense of self, ability to cope with the language and be able to travel and live abroad. Additionally, one breaks the often destructive social environments where the youth have previously been.

Several organisations have tried the model on youth with neurological disorders such as autism and lighter forms of Asperger. These youth demonstrate a great development after their visits abroad.

The Public Employment Service, Robert Nyholm as well as Christina Erenvidh and Sirpa Köngäs from Järfälla have studied this model; see *Borderless solutions* pp. 21 and 29.

YOUNG PEOPLE LEARN FROM THE ELDERLY

Amila Konjhodzic from the City of Stockholm and Git Åhlström from Södertälje travelled to Germany to study social action groups excluded from the labour market. Today Amila Konjhodzic, along with colleague Mandana Kolehdozan, are conducting a feasibility study that involves managing the demographic challenges we face. The study has been supported by the project and is called Succession.

The project will overlap the gaps in knowledge between generations and thus create more jobs.



Amila Konjhodzic and Mandana Kolehdozan, Jobbtorg Stockholm, would like to make a project in Generation Exchange to create new jobs.

FOCUS ON YOUNG PEOPLE WITH DISABILITIES

The National Insurance Agency has made several exchange trips through our program. They have embraced the vast difference in attitude compared to Sweden, namely that in other countries assessments are based on the target group's abilities, not limitations. The trips have contributed to a feasibility study - "Young Resource in Stockholm", that will lead to a reduced exclusion and greater inclusion in working life for young disabled.

DARES TO SELL CRAFTS

The LSS activity, Lidingö with Catarina Larsson, Anna Bourg Bergstedt and Jenny Bourke visited a corresponding activity, Das Raue Haus in Hamburg. They got the inspiration to a lot of new measures - for example, about daring to sell the crafts created in the operation at entirely commercial market prices, to start drama activities for their participants etc that they can start adapting in Lidingö. This leads to an exchange of participants with LSS support and staff that will take place during 2014.

"This is very inspiring and important to us," says Jenny Bourke.

4. Rehabilitation and Disabilities

Few countries provide the same financial security in rehabilitation as Sweden. But there is much to learn, such as in Sweden we are too intent on finding support for the barriers of individuals, but in other countries, one sees rather the abilities.

The Swedish welfare model with the insurance agency as a well-established institution for security in illness; accidents and rehabilitation requirements have created a security system that have coequal in no other countries in Europe. So it may be easy to think that we have nothing to learn from others in areas such as rehabilitation back to work.

The equivalent of the Swedish Social Insurance you may not find in other countries. Of course there are systems that capture those who are ill - though otherwise than with us. In many countries the church and charities have been instances that have taken

great responsibility. The voluntary sector in many countries still play a major role in this type of action - more so than is the case in Sweden.

There is much to learn from these organisations, which often makes very innovative efforts - often with limited resources. In Sweden we have started to become increasingly aware of this as a yet fairly untapped resource to collaborate with, when it comes to rehabilitation and job training.

The best examples from Europe show that the method supported employment combined with a Job Coach is often successful efforts.

THE PROJECT MANAGER'S LESSONS:

Successful trips but we are not a travel agency

Overall, the project Inclusive Europe has been very successful and affected three of the four organisations. However, there is a lot we could have done differently in hindsight, including greater efforts to involve management.

"This was the best I have done in years." said Maxim Bessmert, Employment Service, after a trip to the former East Germany where he met the social unit.

The meeting resulted in media attention and publicity. Maxim Bessmert have brought home ideas on how to work with apprenticeships, which the Employment Service will now implement.

This is a good example of what I as Project Manager hoped that Inclusive Europe would entail, namely new concrete ideas about how to develop organisations and workplaces.



Maxim Bessmert, to the right, at a study visit at Volvo in Halle to study actions to prevent youth unemployment.

Get contacts for the future

Another purpose of the transnationality – namely creating new European contacts for the future – which was achieved by, among others, Idah Klint, investigator at MUCF. She travelled to Germany together with her colleague Eva Thiez to examine what youth work is going on there that would be inspiring for Sweden.

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>> "I have received a large network of colleagues and I had the opportunity to reflect on my own work," she says.

150 foreign trips in 12 countries – mainly to the Baltic Sea region, as well as England, Spain, Italy and Belgium was thus the result of Inclusive Europe's activities during the two and a half years. The most common elements under study trips were exchanging experiences with European colleagues, workshops and in some cases taking part in seminars or conduct "a job shadowing".

More time to prepare is needed

We are proud that we managed to exceed targets by 50% and could offer much more exchange trips than we had originally thought. However, we should have spent more time in preparation from the start of the project and put even greater emphasis on communicating that exchange trips could not be done in isolation. Our ambition was to focus where the needs of one's own work were, that the education, travel and new insights could lead to changes at the organisational level. Some were annoyed that they could not only travel where and how they wanted and seemed to regard the project as a travel agent. Three participants dropped out of our bespoke training because of this.

We should also have put even more focus on social codes in intercultural contacts. It gets a bit wrong when you for example are welcomed in a country of costume-dressed senior officials and participants show up in casual wear....

To go abroad, participants must first attend any of the trainings we arranged as preparation or participate in our process-oriented training programs that lasted for a long time – usually six months to a year:

- Stockholm Baltic Exchange Program – for the less experienced.
- Transnational Cooperation Experts Program – for those who have more experience in transnationality.
- Tailored Baltic Exchange Program – a mini version adapted for each organisation. Lidingö Municipality went to Hamburg, for example, to look at urban planning for their own development of the district of Torsby. Our participants were predominantly satis-



Eva Thiez and Idah Klinth from MUCF at one of their study visits to study youth actions in Germany.

“We should have been more clear about that our process programs required a lot of the participants own work - and why it was an important element in the learning process.”

fied with the courses. Most of the open programs gave a rating of 3.5 - 4 after a five-point scale. Most satisfied were participants in the program for TNC Experts who rated their satisfaction with the training to 7 on a scale of 10.

We are proud that our process training content could be planned and approved by a transnational panel before the start of the course. This is something that will ensure that the programs have continued strong support among our transnational stakeholders.

However, we should have been more clear about that process programs required a lot of the participants own work - and why it was an important element in the learning process. Only two third completed our training for the less experienced - Stockholm Baltic Exchange. Many stopped because of a new job, but for the bulk of them it took more time than they had been able to dismiss.

To have the management of the organisation in the project is important and we should have put even more effort into this. We requested that the participants themselves would make it work, but it had certainly made it easier for them and for the project if we from Inclusive Europe had put in more action to this. We compensated some of this in the last year, when we offered customized training. It brought us closer to the organisations and could align our efforts directly to current needs.

Many have been inspired

We very quickly at the start got linked to Polish National Supporting Institution and they started a twin project. The relationship was very much an important success factor of the project. It led to many valuable experiences and exchanges between us during the project. They also offered us a valuable support for many of our participants who travelled to Poland.

We are delighted that we have managed to inspire so many of our participating actors to change. We have initiated work change processes to start in more than 75 percent of all our participating organisations. Or as Kerstin Sjösvärd put it after a trip to Latvia and England with colleagues where they presented a model of the project Arbetssam:

“I have become aware that you can adopt a European approach.”

"Borderless effects" gives you a deepened picture of the learnings that have occurred by the project Inclusive Europe, on individual, organisational as well as on regional level. You will learn more about the impact it has had on the participants and the changes that have emerged thanks to the project.

This document has been produced by Arbetsmiljöforum i Norden AB through the project Inclusive Europe, which is financed by the European Social Fund. It contains a summary of Inclusive Europe and provides examples of some of the measures that have been undertaken within the project. Please also see **www.inclusiveeurope.se**.

Arbetsmiljöforum, which has been responsible for running Inclusive Europe, is a media and training company. Arbetsmiljöforum is behind the Swedish publication Du&jobbet ("You and your job") and arranges seminar days on working life (for example Working-Life), training courses, networks for people involved with work environment issues, etc. Please see **www.arbetsmiljoforum.se** for more information.

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