

For a second education chance

Development of work involving recruitment and outreach activities



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Importance of recruitment and outreach activities

To increase the participation in adult education by short-term learning groups, it is important to implement proactive measures such as active recruitment and outreach activities. For the municipalities, it is also a requirement for the basic levels and SFI (Swedish for immigrants).

This material is meant for those who work with basic levels within municipal adult education (komvux), special education for adults (särsvux) as well as education involving Swedish for immigrants (SFI). The material contains tips and advice on how we can develop the existing methods in work relating to recruitment and outreach activities.



National development with European link

The Swedish National Agency for Education (Skolverket) has, over the past two years, led an EU-funded development project in the area adult education. The purpose of the project has been that participating organisations should develop their work to recruit and motivate those who have previously taken part in training to take part in adult education. By sharing experiences and ideas with each other, the participants communicate tips and advice on how this development work can be done and what is important to think about when interacting with adults who need to strengthen their basic skills. Participants have been administrative heads, head teachers, development leaders, study and vocational guidance counsellors for municipal adult education and also representatives from adult education centres, associations and authorities.

The project is being carried out within the framework of the EU-Commission's initiative promoting a renewed European agenda for adult learning. In order to implement this agenda, the member states have received financial assistance from the European Commission to implement the various national and international efforts to promote adult education's development.

READ
MORE

Read more about the European agenda for adult learning:

<http://www.skolverket.se/skolformer/vuxenutbildning/internationellt/eu-agenda>

Important to think about in work involving recruitment and outreach activities for short-term learners

The following areas are covered in the material:

- Conditions to participate in adult education for second-language learners and short-term learners
- To work towards a lower rate of drop-out
- Regional and local cooperation to realise comparable education
- Validation

The conclusions presented in this material have been produced by the participants in the project and supplemented with tips on where you can read more in a selection of the support materials of the Swedish National Agency for Education, the website of the Swedish National Agency for Education and also in other sources related to the topic.

Conditions to participate in adult education for second-language learners or short-term learners

Welcoming and core values are key

Welcoming in a respectful manner is perceived as one of the most important aspects when interacting with short-term learners so that the individual gets a good start and thus experiences good further development via adult education. It is about developing the abilities of empathy, respect and competence. It is therefore important that staff receive training in welcoming in terms of a broader scope rather than simply based on the educational and teaching missions at hand.



Core values involve the sanctity of human life, the individual's freedom and integrity, equal value of all people, gender equality and solidarity between people. It is these values that should be communicated and portrayed. All staff should also promote respect for human self-worth and our common environment. Successful work with core values occurs as an integral part in the overall picture. In order to achieve this, we need to work systematically. Together, all staff plan work based on the own conditions of the organisation.

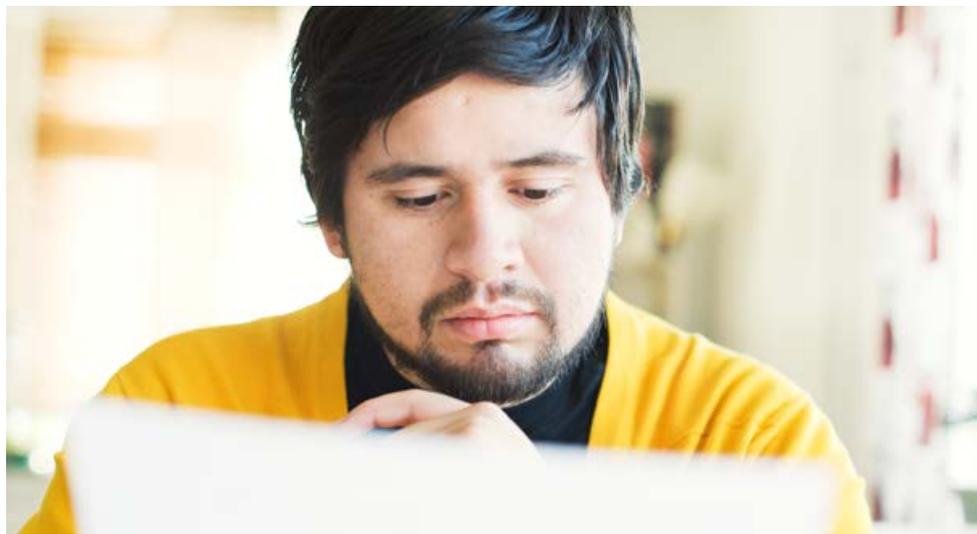
Read more on the Swedish National Agency's website:

www.skolverket.se/skolutveckling/vardegrund

Courses:

www.skolverket.se/kompetens-och-fortbildning/lorare/vardegrund

Also see the so-called portal paragraphs in the Education Act (2010:800) Chapter 1. 4–5: §§.



Early identification provides answers to needs

By mapping learner's educational and professional experiences at an early stage, work with filling the learner's study plan with relevant content is facilitated in relation to previous skills and experiences. A special mapping of reading and writing skills may be needed to see if the learner needs support in this area, which may also include support in their native language.

Nine out of ten students in municipally-administered adult education are born abroad. Support in native languages can promote the learning of Swedish, and for the student, such support can lead to it being easier to partake in studies. Open learning environments, that is to say learning environments where the teachers are available to provide support outside of scheduled teaching hours, can be an additional way to use resources effectively and meet the diverse needs of students.

Special educators can constitute a resource to identify support needs of short-term learners. In the work with mapping, they may also need to cooperate with counsellors or vocational guidance counsellors. To cooperate with healthcare can be a solution if the adult has some form of disability.

Reading and writing learning within the Swedish for immigrants (SFI) programme may occur in the learner's native language or if necessary, in another language. The Swedish Schools Inspectorate indicates, in its performance review of schools from 2010, that aid in one's native language in education, to a large extent, would be able to result in good effects on language learning and provide good opportunities to influence. Both teachers and students in various courses in the training stress, in the Swedish Schools Inspectorate's review, that support in one's native languages is significant for language development and it facilitates a sense of understanding and has positive effects on the language learning.

Read more in the support material: Education in Swedish for immigrants:
<http://www.skolverket.se/publikationer?id=3130>

Read more about mother tongue under the Mother Tongue theme on the website of the Swedish National Agency for Education:
<http://modersmal.skolverket.se/>

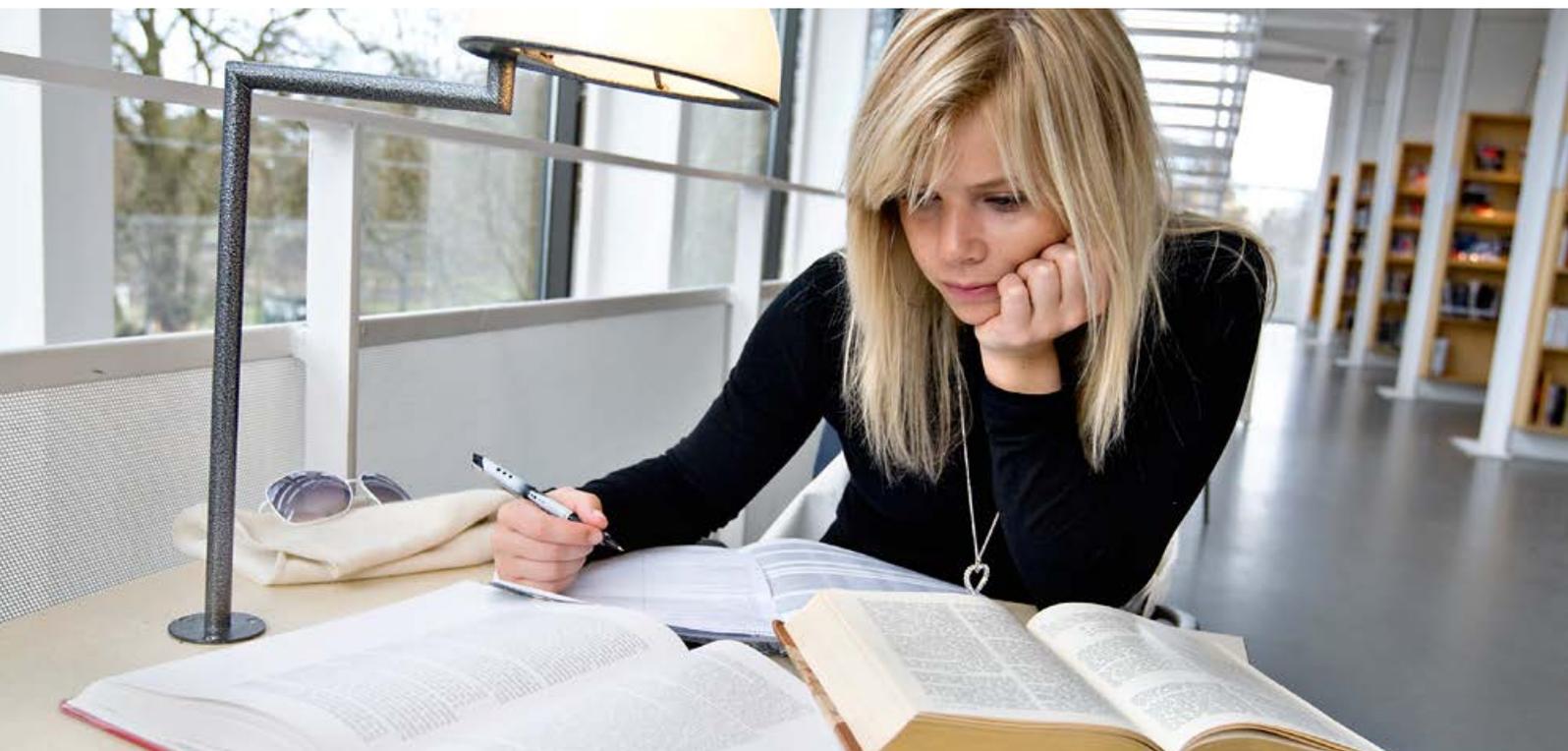
Educational investigation of reading and writing problems/dyslexia – a support material (The Swedish National Agency for Special Needs Education and Schools, SPSM in Swedish):

<http://www.spsm.se/sv/Stod-i-skolan/Funktionsnedsattningar/Las-och-skriv-svarigheter-dyslexi/Pedagogisk-utredning-av-las-och-skriv-svarigheterdyslexi/>

UPCOMING MATERIALS:

The Swedish National Agency for Education is producing materials about mapping within SFI. The material is expected to be completed during the autumn of 2014.





Target group adaptation for short-term learners

The students who have the greatest need are often those with the smallest amount of previous education. For short-term learners, it is important that efforts and activities are implemented at an early stage and that these are implemented in parallel based on the needs of the individual. To follow each student's development in the beginning of the studies and give support to those who are identified as in need of support is a way to reduce the risk of drop-outs.

By creating an organisation that offers help where the student needs it, no time is lost by the student on long journeys, which can be a factor that improves motivation. Often, a quiet learning environment in the organisation is a prerequisite for learning success, as not all students have the possibility to experience a quiet learning environment at home. For example, it can involve learning at a learning centre or library.

The solutions should be adapted to the target group, and not adapted based on the organisation's structure. A way to meet the different needs of groups can be to offer test-trainings or introductory trainings.

A way to communicate information about the opportunities that adult education offers can be to cooperate with associations for various language groups.

The organisation needs to synch with the needs of students

By trying to bring about a closer cooperation between various administrations with student needs as the foundation, this can reduce the risk of parallel and overlapping efforts which are similar. People who are given a role as "bridge builder" between the different administrations can work towards a common management with the needs of students as the foundation. It is also favourable for the student if various professional categories, for example study and vocational guidance counsellors and teachers, collaborate regarding the student's individual study plan, not only in its set-up, but also relating to any revisions.

In order to further strengthen the individual perspective, it may be worthwhile to invest in quick-learning skills training courses for teachers who are working with the basic levels in order to be able to meet the needs of the target group. In terms of language development, knowledge about work methods that promote language and knowledge development are important, but may need to be supplemented with adult education.

READ MORE

LINKS

IT in education based on research:

www.skolverket.se/skolutveckling/forskning/amnen-omraden/it-i-skolan

Read more about the welcoming and mapping of new arrivals on the Swedish National Agency for Education's website (Note! Only involves children and youth):

www.skolverket.se/skolutveckling/larande/nyanlandas-larande/mottagande-och-kartlaggning

Network for municipal learning centres, Nitus:

www.nitus.se/om-oss/

In September of 2013, the EU launched a website called Open Education Europa as a part of Opening up Education initiative. The website contains open, digital learning resources (OER) in different languages and is geared towards "learners", teachers and researchers. MOOC's (Massive Open Online Course) large-scale open online course is a free distance learning course and is available on the website.

<http://openeducationeuropa.eu/>

UPCOMING MATERIALS

The Swedish National Agency for Education is producing support material about introductory courses. The material is expected to be completed during the autumn of 2014.

Working towards a lower rate of drop-out from training

Through cooperating with e.g. the Swedish Public Employment Service, the Swedish Employment Market Authority and social services, work involving identifying young adults and adults in need of education and training is made more efficient and easier. In this work it is important that adult learning is visible and available in areas where the need is greatest. There are several different proposed solutions for how this is to occur. It can involve different types of targeted marketing activities, such as advertisements, free newspapers, municipality websites, the use of social media, trade fairs, meetings at the Swedish Public Employment Service's offices, advertisements on buses, films on televisions above queues at grocery stores or cross-border cooperation between adult education forms, cooperation with the Social Insurance Agency, social services, libraries and various organisations.

By keeping drop-out statistics with drop-out causes, the organisation can investigate and follow up on drop-out causes over time. A conversation with the student who decided to terminate studies is a way to communicate that there are opportunities to come back.

For those not used to studying, an introductory course with a focus on study techniques can be an aid to getting started with studies. Teachers also need support and guidance when interacting with students who are at risk of dropping out. A student who previously dropped out or has a history of failure when it comes to studying must feel welcome to come back to the adult training.



PROJECTS AND ORGANISATIONS

Since 2010, a job market project has been going on between popular adult education and the Swedish Public Employment Service. Via a three-month course at a folk high school in study motivation, job seekers are motivated to take up studies.

www.folkbildning.se/om-folkbildningsradet/Myndighetsuppdrag/Studiemotiverande-folkhogskolekurs/

See a webinar about folk high schools courses in study motivation:

<http://skolverket.adobeconnect.com/p5c5x5mg78f/>

New methods to get young people to come back who are considering terminating their secondary studies or who have already done it. The Swedish Association of Local Authorities and Regions (SKL) coordinates the project "Plug In" (2012–2015) in conjunction with approximately fifty municipalities in five regions in Sweden.

www.skl.se/vi_arbetar_med/arbetsmarknad-och-sysselsattning/plugin

The thematic group 'Young people in the job market' gathers and communicates know-how and experiences from ESF job market projects. The thematic group gathers and communicates know-how and experiences about working methods which projects use with good results. The thematic group 'Young people in the job market' is a joint venture between the Swedish Public Employment Service, the Swedish Agency for Youth and Civil Society, Communicare, the Social Insurance Agency, the Swedish National Agency for Education, the Social Services Board, the Swedish Association of Local Authorities and Regions (SKL).

<http://www.temaunga.se/>

Study plan clarifies the student's objectives

By involving the student in the work of setting up the individual study plan, he or she can gain a clearer picture of the objective of the studies. In the work of developing a study plan, study and financial consequences of an eventual termination in studies can be clarified for the student.

A special education unit can be helpful when it comes to identifying special needs based on students' study plans.

For each student, there should be an individual study plan and it is the rector who is responsible for seeing to it that a study plan is set up for each student. The plan should contain information about the individual's educational objectives and the planned scope of the studies.

The support material of the Swedish National Agency for Education about an individual study plan:

www.skolverket.se/publikationer?id=2957

Regional and local cooperation to realise comparable education

According to the Education Act, everyone shall have equal access to education regardless of their geographical location or social and economic situation. In addition, education and training must be comparable, regardless of where in the country it is carried out. At the same time, responsibility for education and training is at the local or regional level.

A cooperation between responsible actors at the local and regional level can be a way to increase access to education and training. It does not only involve a cooperation between educational actors, but also cooperation with the job market in order to realise quality and equivalence in the education and training. For example, learning in the workplace and collaboration with the business community may need to be developed in order to achieve a high level of quality.

Another example of cooperation is when adult education and the Swedish Public Employment Service (PES) share premises, ideally in, or in close proximity to, residential areas. Through colocation, individuals, who perhaps had the intention of visiting an office of the PES, can easily access information from both organisations. Also, staff of the PES can, via active advising, tip potential students about visiting a colleague representing adult education sitting close by, and vice versa.

Someone who has previously terminated studies or has had a bad experience from their time in school may not be aware of what adult education can offer in the form of flexible solutions, or what it means to study in adult education programmes today. He or she may not be aware of the possibilities of workplace learning or apprenticeships, or the possibility to take evening courses. Therefore, it is important to actively seek individuals in need of municipal adult education at the most basic level and also motivate them to participate.



"Adult education should strive for flexible solutions when it comes to organisation, working methods and forms of work which focus on the needs and situations of the individual. The individual student should be able to combine studies offered in several adult education forms and they should also be able to combine studies with work. Cooperation with vocational colleges, adult education centres as well as universities and colleges should be developed in order to facilitate the communication of information about further education. Adult education covered by this curriculum should be able to be combined with the mentioned training programmes. Cooperation with the job market, the Swedish Employment Agency and actors on the job market is of importance for the quality of vocational training and the continued establishment of learners on the job market."

Also see 2.2. Educational choices – work and community life.

(from: Curriculum for adult education 2012 (SKOLFS 2012:101))

<http://www.skolverket.se/publikationer?id=2945>

Learn more about learning in the workplace on the website of the Swedish National Agency for Education:

www.skolverket.se/fran-skola-till-arbetsliv/apl

LEARNING EXAMPLE

"Educational path" is a model in the Swedish city of Borås for individuals lacking secondary education and thus have the opportunity to participate in skills improvement activities which result in acquiring a secondary education diploma. The focus of the educational path is the target group of adults from Borås who lack a secondary education and are unemployed. The target group is divided into three sub-groups with different needs:

- Natives of Borås who cannot read and write
- Natives of Borås who have not completed Swedish for immigrants (SFI) and lack primary education
- Natives of Borås who lack primary education.

The actors who cooperate and supply the activity offerings are, besides Adult Education, Jobb Borås, the Swedish Employment Service, Försörjningsenheten, Fristad and Borås folk high schools as well as Substral. The focus of the educational path is the target group of unemployed adults who cannot read and write as well as unemployed adults who lack primary education.

Contacts: Johan Roos, Adult Education Head and Dzenan Ganic, Business Developer at the Job Market Association (Arbetslivsförvaltningen) in Borås.

Validation as a tool which creates motivation

Validation refers to a process which involves a structured assessment, evaluation and documentation, as well as a recognition of the knowledge and skills that a person possesses, irrespective of how they were acquired.

Short-term learners need to get their real skills mapped at an early stage. The validation process conveniently starts with a mapping. Initially, it can be sufficient to focus on educational background and professional experience. Relevant questions upon starting can be: *”What do you want to do? What do you want to be? What skills do you already possess?”* After such a mapping, work can start which sets an individual study plan.

It may not be too complicated to validate, and it is important that validation is carried out in a confirmatory manner instead for a mapping of what the student does not possess. Aptitude and talent can be a way to identify hidden skills and knowledge. If the validation does not apply to knowledge of the Swedish language and the student has a lack of Swedish language skills, language is not to be assessed. Use an interpreter if needed.

So that validation actually leads to short-term learning, routines are needed in order to document the results. The individual study plan plays a central role for the quality of the documentation. Organisations need to have access to relevant tools when working with validation, such as a common form relating to competency mapping. The authority for vocational colleges has come up with national criteria and guidelines for validation.



Adults have experiences, knowledge and skills that they have developed in different ways: via education, in the workplace, in the home and via associations to name a few. Some knowledge and skills can be documented in ratings from the education sector, while non-formal and informal learning can be documented e.g. in the form of certificates from employers. There is often a lot which is not documented. Validation involves an opportunity for the individual to see their knowledge and skills become visible, documented and recognised. Validation also provides a greater opportunity to clarify the level of knowledge to better be able to adapt any further studies to the individual's needs. In some cases, the study period can be shortened.

Read more about validation in the support material of the Swedish National Agency for Education:

www.skolverket.se/publikationer?id=3037 (also see form in the right margin)

www.skolverket.se/bedomning/validering/validering-1.200357

The Swedish National Agency for Higher Vocational Education has a mandate to coordinate and support a national structure for validation. Read more on their website:

www.valideringsinfo.se



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