

TDAR - PROJECT AIM

To transfer a new conceptual framework in training with a new methodology in which not only the target group for vocational training is involved, but also the managers and key personnel in the organization.

NEWS FROM TDAR

With transfer of ArbetSam results completed in the project's first phase, TDAR partners have focused on further development of the ArbetSam methods and products. In this newsletter you can read about the new language advocate training in Sweden, the dissemination of the ArbetSam approach in the UK, work in Germany to develop an intercultural module, and piloting in Basque country. A reflective discussion leader describes her role in the workplace.

These results were discussed at the project meeting in Oxford, 2-3 June and will be presented at the project's closing conference in Stockholm on 9 September 2015. For the conference programme, see enclosed document and for registration to the conference, please follow the link

<http://sem.aldreentrum.se/anmalan.aspx?semid=484>



Many stakeholders, workplaces, teachers and others have shown interest in the project's work and results.

Best wishes for the summer from the whole TDAR project team!

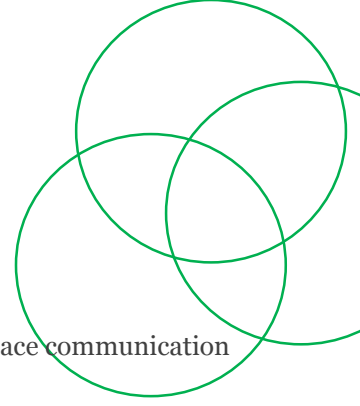
STOCKHOLM – FURTHER DEVELOPMENT OF PROGRAMME FOR LANGUAGE ADVOCATES

In consortium, the Health and Social Care College and the Stockholm Gerontology Research Center have been granted 1.985 million SEK by the Swedish National Agency for Education to further develop the training of Language Advocates and disseminate it nationally. The assignment also includes adapting the Swedish Dementia Centre's Dementia ABC programme to make it accessible to people with limited Swedish.

The Language Advocate programme was developed in collaboration with researchers from Stockholm University and Södertörn University and has been implemented by the SGRC within the framework of various projects since 2008. Language Advocates are employees in elderly care and care for people with disabilities who provide voluntary support and

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guidance in language development for colleagues in the workplace. They also help to develop workplace communication generally.

Dementia ABC is the Swedish Dementia Centre's web-based training based on the National Guidelines for dementia care. Dementia ABC is primarily addressed to the staff in the care sector. To make it more accessible for those who need language assistance, support materials will be developed.

- This project is timely. Health and Social Care College sees it as an important issue and we look forward to working closely with both the Stockholm Gerontology Research Center and Dementia Centre, says Zenita Cider, president of the Health and Social Care College.

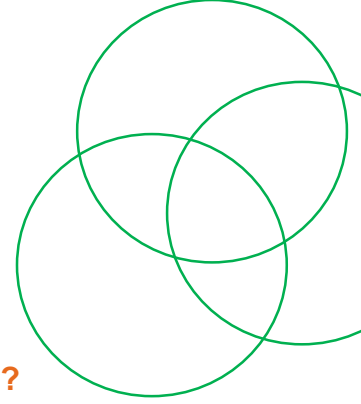
- Stockholm Gerontology Research Center is looking forward to further developing Language Advocates' programme so that it reaches more people. We realise that communication is a very important part of care for the elderly, says Bengt Larsson, Head of Development at the Foundation SGRC.

Health and Social Care College certifies interaction between work and education and consists of the Swedish Association of Local Authorities and Regions, Care Providers, Pacta Employers' Association, The Co-operative Employers' Association and the Swedish Municipal Workers' Union. The overall aim of the collaboration is to secure the future of personnel and skills in health and social care.

The Stockholm Gerontology Research Center is a research and development foundation that works to develop knowledge on healthy aging, health and social care. This is done through research, development and learning in issues related to older people's lives. Stockholm County Council and the City of Stockholm are the foundation's principals.

ARBETSAM

The ArbetSam project started in February 2011 and finished in December 2013. It aimed to upskill frontline adult social care staff in the Stockholm region of Sweden. Funded by the European Social Fund, the project worked with 75 adult social care workplaces to embed an innovative system of sustainable workplace learning. Read more [here](#).



WHAT DOES A REFLECTIVE DISCUSSION LEADER DO AT THE WORKPLACE?

The reflective discussion leader plays an important part in workplace learning in the ArbetSam model. A reflective discussion leader is a member of staff who has been trained to lead informal sessions of structured reflection in the workplace to help other colleagues address issues arising from work activity and deepen their understanding of care work.

They can lead structured discussions with colleagues in their workplace that focus on a specific issue or a topic of concern such as supporting relatives or person-centered care. Participants share experiences and ideas to arrive at a common approach or solution.

We met Birthe-Marie Dahlberg, an auxiliary nurse and reflective discussion leader at Serafen's care home for the elderly in the city of Stockholm. Serafen is an associate partner in the TDAR project. In Birthe-Marie's workday the reflection discussion is an important tool to include the whole staff in developing work and sorting out different issues regarding care of the elderly.

– We started working with reflection in 2013, when some of us auxiliary nurses were trained as reflective discussion leaders in the ArbetSam project. As Serafen is a big care home we have some reflective leaders that conduct structured meetings in the wards. But I work with my group in a more open way, we have short reflections when we have something we need to discuss. It is like reflection nowadays is incorporated in all our activities, says Birthe-Marie.

The theme for the year at Serafen is communication with relatives. In this field there are many possibilities for reflection on questions like: How do I treat relatives, what is my attitude? There is also a focus on communication – how you say things, what you say, how you communicate with colleagues and others.

– The issue of the reflection in my group is decided by us all together. Someone comes up with a question like e.g. "It didn't work for me today when I tried to help Agnes. But when you did it yesterday it worked. How come?" We reflect together and look at the problem from different angles. Often we find a solution to test and learn something from the discussion. Questions to reflect on come from all members of the group.

Reflection is part of workplace development. In team meetings reflection is a natural method for discussing the items on the agenda. But how can you find time for reflection at work?

– The truth is that you have to find time for this, it is necessary for work. The best is to have it included in report meetings, workplace meetings etc. But sometimes we plan for reflection but have to cancel it due to the workload, unfortunately.

– I have worked at Serafen for 20 years and the work has really developed enormously during all this time, all to the better I think. The work is taken seriously and we all have demands on us to perform a good work. Reflection is an important part of it and it has taught me to be more responsive, to listen more carefully to what we say to each other. The atmosphere is so much more open and people have the confidence to ask each other when they don't understand. Of course we still have problems to solve at the workplace, but compared to the old days the development is fantastic!

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PILOT EXPERIENCES WITH LANGUAGE ADVOCATES IN THE BASQUE COUNTRY

During the period from November to March Nazaret Zentroa has been involved in the piloting and testing of the adapted TDAR products. The adaptation of pedagogic materials into Basque and Spanish, has required socio-cultural contextualization. After translating the material, Nazaret Zentroa has focused on piloting it.

Population ageing is increasing demand for elderly care and workers' limited language skills are affecting the quality of care, as well as labour shortages. Ultimately the quality of elderly care, as well as workers' working-life quality, depends on the care provider/employer-organisation. Organizational competence arises from the interaction of individual skills, making the learning process (formal, informal and non-formal) a strategic key. In this sense, the workplace turns into an innovative learning space through interactions and peer-learning.

For this purpose during the period from November to March Nazaret's working team, in collaboration with Banaiz Bagara, met Santiago Egoitza, a residential care provider based in the Gipuzkoa (Basque Country, Spain), with the specific objective of transferring the ArbetSam approach of language advocates. Currently the Public Care centre provides residential services to a maximum of 32 residents. During the three testing sessions the General Management staff and four care workers were involved in a reflective discussion around the use of Basque and Spanish at work. The group dynamics objective was to test the TDAR methodology through training and get feedback for a further potential implementation at a large scale.

The feedback received during the first piloting experience confirms the enormous potential of the workplace as a learning environment, and the importance of finding new innovative ways to generate new knowledge combining the formal, informal and non-formal learning, through a better understanding of occupational competence that is based on the individual's knowledge of theory and practice.



Come on! You know how to do it! A creative picture from a workshop in Spain.



Nazaret Zentroa and Banaiz Bagara's managers Nereba Peña and Petra Elser and care workers från Santiago Egoitza.

As a part of the work package lead by Nazaret Zentroa, the Basque VET school has designed in collaboration with Emun (a local cooperative consultancy services firm) a pilot to test the reflective discussion role at Saiaz Social Services Community.

The Social Services Community is based in Bidania, Province of Gipuzkoa, a rural area where mobility and accessibility are critical. In addition to this the local public social policy fosters social inclusion promoting participation and user centered services among the habitants.

The central idea of the piloting is to train paid staff in order to enable peer learning (formal, informal and non-formal learning) focused on ways to improve the quality of working life, lifelong learning and therefore a better quality of the care service provide.

NEWS FROM TDAR'S UK PARTNER, OSEC

OSEC has continued to disseminate and consult on the ArbetSam approach both nationally in England and also locally, in Oxfordshire, where OSEC is based.

At the national level, OSEC has worked with [Skills for Care](#) (responsible for the skills of the adult social care workforce in England) to show ArbetSam's practical relevance to initiatives in the sector, including the [national core skills strategy for adult social care in England](#) and the [Social Care Commitment](#). In March, Skills for Care published an [employer guide to core skills](#) that includes this on the ArbetSam approach:

Two interesting ideas from Sweden

ArbetSam, a large workforce development project in Stockholm, developed two innovative roles to support peer learning in social care workplaces: reflective discussion leaders and language advocates. Both roles are filled by care staff on a voluntary basis.

Reflective discussion leaders lead structured discussions with colleagues in their workplace that focus on a specific issue or a topic of concern, such as supporting relatives or person-centred care. Participants share experiences and ideas to arrive at a common approach or solution.

Not unlike parts of the UK, in Stockholm a high proportion of care workers come from overseas and some have limited Swedish. To help address language issues, the project developed language advocates.

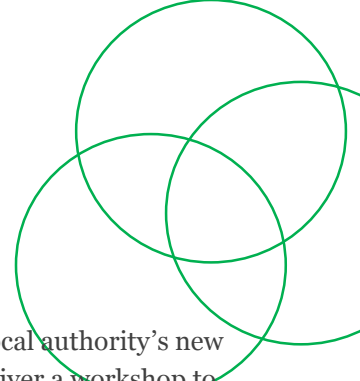
Language advocates are care staff who support language development in their workplace. This includes helping colleagues with workplace documentation and communication with people who need care and support. The advocates were also trained to raise awareness among colleagues and managers about how people learn second languages.

[Watch a short film on the Swedish approach.](#)

In February, just before publication of the guide, OSEC delivered a workshop at Skills for Care's London office to a group including employers, vocational learning providers and policy makers. The workshop (titled, *New ways to develop communication and language skills at work*) included a viewing and discussion of the ArbetSam film. Participants responded positively, making connections to their own contexts.

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At the local level, in Oxfordshire, OSEC has linked dissemination of the ArbetSam approach to the local authority's new workforce development strategy for adult social care. To help implement this strategy, OSEC will deliver a workshop to Oxfordshire care providers on *Creating workplace learning cultures*, including again a viewing of the ArbetSam film and discussion of the ArbetSam approach. This workshop will coincide with the TDAR partners' June meeting in Oxford, allowing the partners to attend the workshop.

At the European level, OSEC has ensured products produced by TDAR partners are available through the resource centre of the [Language for Work network website](#).

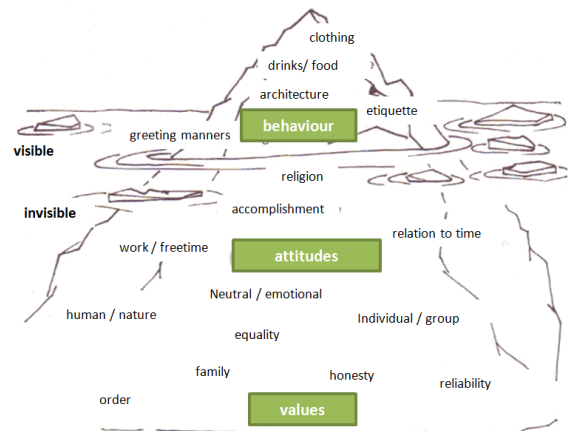
NEWS FROM GERMANY – INTERCULTURAL COMMUNICATION

We all have experienced how difficult communication gets when you don't speak the language of the country where you are. So language is an essential part of communication – that's for sure. But even when speaking the same language or communicating without words, terrible misunderstandings can happen. That is because communication goes far beyond words and intercultural communication far beyond language.

To understand people from other countries and cultures, speaking their language is a good point of departure, but you will benefit from knowing the reasons behind the words and behaviour.

To show this idea an all-time favourite in intercultural communication is the iceberg-model. About one-seventh of an iceberg is visible. That's the bit that rarely causes a problem. The submerged mass is altogether more troublesome - just think about the Titanic.

Let's transfer that idea to an intercultural example. A burkah is just a piece of cloth, which on the level of what we see shouldn't cause any trouble... but it is not only about what we see but also about what we project onto the object, what concepts are woven into that "simple" piece of cloth. Depending on our background we value the burkah differently. So our cultures do not collide because of the visible properties (perceptas) of clothing but because of invisible properties (conceptas), underlying attitudes and values. Therefore being interculturally competent implies looking beyond the surface of first impression.

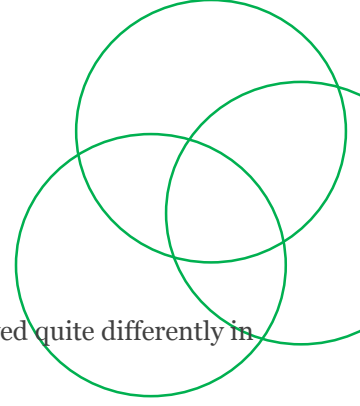


To train this ability [interculture.de](#) is developing intercultural training modules and e-learning modules. The modules start off with basic explanations of the concept 'culture' (did you know that Kroeber/Kluckhohn [1963] in the 60s gathered over 160 definitions of culture?) and 'interculture,' but also include explanations and examples of how communication and perception work and what is so special about both in intercultural contexts. Perception for example is highly dependent on your experiences and therefore on the environment or



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culture you have made your experiences in. For example putting swastikas on walls might be perceived quite differently in South-East-Asia and in Germany...

If you forget about this link between perception and culture, you might sometimes judge people too quickly, and that's when prejudices and stereotypes arise, which is another chapter in our intercultural training.

The basic training modules are complemented by case studies and a coaching-approach via analyzing and reflecting on individual cross-cultural concerns and problems of the participants. This rounds up the approach by transferring the theory into the daily practice of the participants.

PILOTING IN GERMANY

To test and pilot its work for TDAR, interculture.de has made good contact with a local charity-consortium running several elder-care facilities in Thuringia – the AWO Ajs. To create a win-win situation our piloting-activities are integrated into a project in which AWO Ajs has attracted over 30 Chinese care workers to join their workforce in several facilities all over Thuringia. Within the project each facility has integrated two Chinese care workers into their team. After some weeks/month of working together with the new colleagues interculture.de has done a combined workshop including intercultural communication issues and a special form of reflective discussion, which has its origin in ArbetSam and was adapted to the situation of the TDAR-piloting within the AWO Ajs-Project.

As time was limited for the workshops and the facilities weren't able to release personnel for a long-term training project, such as training reflective-discussion leaders, we decided to set up an externally-moderated reflective discussion (moderated by us) to convey the ideas behind reflective-discussion as a tool for development. As the piloting was linked to the AWO Ajs project, the topic of the reflective discussion was for all the groups the same: How can we integrate our foreign workers even better in the future? This topic gave staff room to reflect on their own integration-process within the project, but also to discuss the ideas proposed by TDAR and ArbetSam. During the discussion several interesting points emerged:

From the point of view of the care workers and management of the facilities, they had too little preparation and guidance for integrating their Chinese colleagues, that is why, although they tried their best, the process wasn't as structured and planned as they would have wished.

Therefore all the participants were glad to learn a structured way (reflective discussion) of reflecting on issues like that.

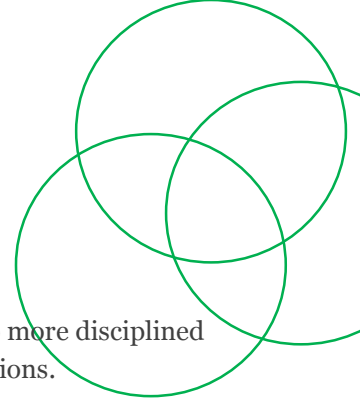
All participants were happy to have an external expert to moderate the reflective discussion, because of several reasons:

Neutral moderation of the discussion (neither the colleagues, nor the management or AWO Ajs project management) helped to uncover more topics and made it easier for participants to speak out freely and express their thoughts.

As there was no time to train reflective-discussion-leaders (as envisaged within TDAR) we got the feedback that even though some of the participants (mainly management-level) know the tools of reflective discussion, they wouldn't have felt comfortable taking the lead of a session.

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Groups with a positive approach to the reception of foreign care workers were more creative but also more disciplined during reflective discussions, while groups with negative experiences had difficulties in finding solutions.

All the participants greatly enjoyed and appreciated the reflective discussion since their concerns and problems were taken seriously to a point that they had not experienced before.

The intercultural part of the training (described at the start of this account) has also been much appreciated because:

We used a very interactive way of training with a lot of activity from the participants, which they didn't expect. We got the feedback that therefore the training was not only informative but also enjoyable.

Through the experience-based approach of several parts of the training, they not only got to know about problem in theory but could experience communication problems themselves, which in their opinion greatly improved their understanding.

It gave room and freedom to the group to speak to their new colleagues outside of the daily routines on some intercultural issues that they didn't understand before. So both parties, Chinese and German alike, could gain first-hand insight into the "culture" of the other.

Interesting points we experienced:

General cultural sensitisation has proven to be more valued than culture-specific information, as the ideas could be transferred. (Before the TDAR training and the arrival of the Chinese the German co-workers had received a Do-&-Taboo-Training for China, which they said had helped them a little in the beginning, but didn't really make them understand).

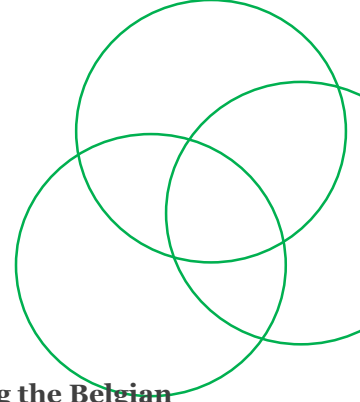
In one group, for reasons that weren't shared with us, the two Chinese colleagues weren't included in the training. This training has proved to be far less effective and appreciated than the other ones. Which once again makes clear that the best intercultural training not only teaches about interculturality but creates it or includes an intercultural group. Learning from each other is more effective than learning from the trainer.

Extremely limited time makes necessary for quite condensed training sessions with simple but deep learning.

An interactive and experiential approach helps to keep up motivation and concentration, especially when dealing with participants who are not used to a very cognitive approach to learning.

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NEWS FROM BELGIUM

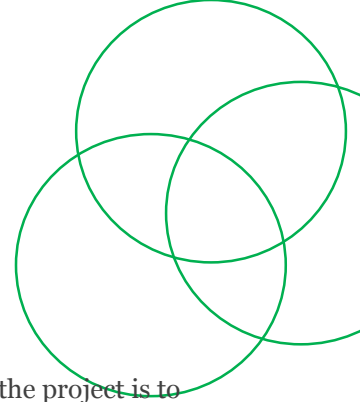
In the past months, most of our time in the TDAR project has been dedicated to writing the Belgian context analysis concerning immigrants working in the health care sector. In this newsletter, we briefly give you an idea of what is covered in this context analysis.

At this moment, there are 1.19 million foreign nationals residing in Belgium, making up to about 10% of the total population. This includes 427 000 foreign residents in Flanders; 338 000 in the Walloon region and 352 000 in Brussels. If these people want to work in the health care sector, various training programmes and courses support these migrant workers to improve their Dutch skills. Courses and training programmes are available at different levels, ranging from a level where people do not know Dutch at all, up to a level where they are already quite fluent in Dutch. Courses in Dutch as a second language are, among other places, available at the public employment service. Every region in Belgium has a public employment service. The VDAB is the public employment service of Flanders. VDAB was founded in 1989 in order to make the labour market in Flanders as transparent and dynamic as possible. In an attempt to reach that goal, the VDAB offers employment services, training and career guidance, also for immigrants. VDAB helps people to look for a job, giving them the opportunity to publish their CV on the VDAB website. VDAB also helps people to learn Dutch by providing courses and training programmes. More information on what services VDAB offers, can be found on www.vdab.be.

Another organisation, Huizen van het Nederlands (Houses of Dutch), provide information to anyone interested in learning and practising Dutch. The Houses of Dutch are an initiative of the Flemish government and were set up in 2004. There are eight Houses of Dutch: one in every province, and the cities of Antwerp, Brussels and Ghent. The House of Dutch does not organise language courses itself but cooperates with all schools in the region. An interview or a test will help to find the most suitable course for the immigrant who wants to learn Dutch. In addition, the level of Dutch, the learning rate, the desired course location and frequency and reasons for learning Dutch are also taken into account. More information on the Houses of Dutch can be found at www.huizenvanhetnederlands.be

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Sweden

Stockholm Gerontology Research Center is the TDAR project fundholder. The overall aim of the project is to spread knowledge and awareness of the special learning processes involved in workplace learning, acquiring a second language and initiating discussion concerning intercultural issues and exclusion. Associate partners are **City of Stockholm**, *Labour Market Administration and Kungsholmen district*.

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Interculture.de e.V - a non-profit organization spun off from the Institute for Intercultural Business Communication of Jena University.

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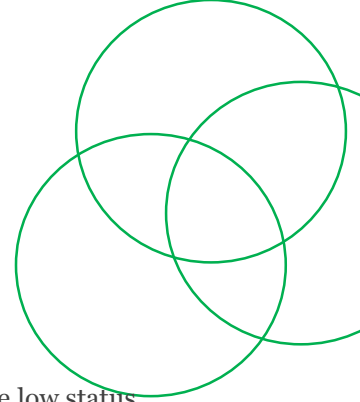


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England

Oxfordshire Skills Escalator Centre - is a social enterprise that exists to support learning in the low status workplace, particularly in relation to the crucial foundation skills of literacy, English language, ICT and numeracy.

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<http://www.aldrecentrum.se/Utbildning1/TDAR/>

Spain

Nazaret culture centre – Nazaret Zentroa is a vocational educational and training institution supported by through the social programme of a local bank – Kutxabank.

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