

NEWS FROM TDAR

Two years pass quickly, and on 30 September the TDAR project comes to an end. Activities for the transfer and development of results from the Swedish project ArbetSam are completed, but dissemination of TDAR results will continue within and beyond the participating partners' organisations. You will find examples of how the results will be used in this last newsletter. You can also read about the partners' work and about the closing conference in Stockholm on 9 September. We thank all of you who have followed and supported our project and hope to meet you in the future in other contexts!

Kind regards from the project-team of TDAR

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.



From the left: Kerstin Sjösvärd, Nereba Peña, Florian Frommheld, Jesse Verschuren, Bengt Larsson and Alexander Braddell.

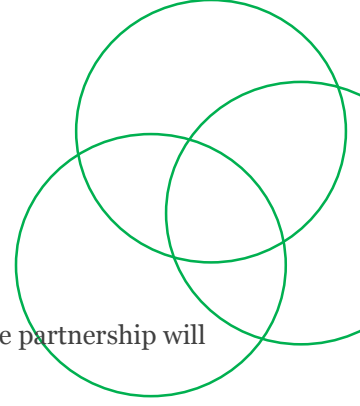
STOCKHOLM – IMPLEMENTING THE ARBETSAM APPROACH IN SWEDEN

In the previous issue of TDAR newsletter we announced that the Health and Social Care College and the Stockholm Gerontology Research Center (SGRC) in partnership were granted 1.985 million SEK (about €210 000) 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.

Work began immediately and, on 14 September, 25 care trainers and teachers in Swedish as an additional language from different regions in Sweden met in Stockholm to learn how to train new Language Advocates. This “train the trainers” programme will run during autumn 2015 and next year the newly certified Language Advocate trainers will deliver their own courses for care staff wanting to become Language Advocates. At the same time, the partnership is developing a new, blended learning training programme for Language Advocates combining face-to-face learning with web-based

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activities (including Facebook-based group discussion) and input. In this way, by the end of 2015, the partnership will create two new pathways to develop Language Advocates.

The original 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 offer voluntary workplace support and guidance in language development to colleagues. They also help to develop workplace communication generally.

- This is a good example of how the ArbetSam approach is becoming more and more established in the Swedish context. A long development process within different projects has provided models and methods that are sustainable, says Bengt Larsson, Development Manager at SGRC.
- The TDAR project has shown that this approach is useful in other countries, says Kerstin Sjösvärd, Project Manager of TDAR. The collaboration with project partners has been very fruitful and has contributed to further development of the approach.

In addition to partnership work with the Health and Social Care College on the new programme for Language Advocates, SGRC will participate in three upcoming ESF projects and will also be developing resources for the Department of Education to help smaller companies (including companies in sectors other than social care) benefit from the ArbetSam approach.

TDAR is now coming to an end. We hope to continue the international exchange of experiences through the Language for Work network, presented further down in this newsletter.

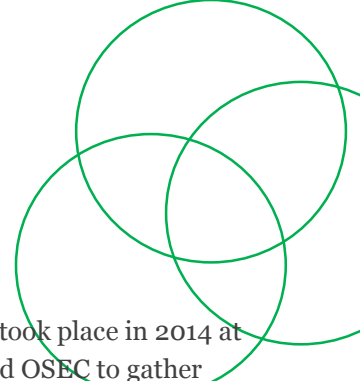
ARBETSAM

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](#).

WORK IN ENGLAND AND PROJECT EVALUATION

OSEC's role in TDAR is to co-ordinate the project's internal evaluation and to disseminate and test the ArbetSam approach in England.

Regarding dissemination, the full range of ArbetSam products is available in English; also the ArbetSam approach is now promoted in national guidance for employers on the development of core skills (see 'Two interesting ideas from Sweden' in the Skills for Care guide How to support [core skills](#)).



To test the ArbetSam approach in England, OSEC organised three consultative workshops. The first took place in 2014 at the national conference for teachers of English to adult migrants ([NATECLA](#)). This workshop allowed OSEC to gather feedback on the ArbetSam approach from English language learning providers. The second workshop took place in early 2015. Sponsored by [Skills for Care](#) (the agency responsible for skills in the adult social care workforce), this workshop collected feedback from adult social care employers, vocational learning providers and policy makers. The third and final workshop took place in the summer of 2015. It was sponsored by the local authority in [Oxfordshire](#) (responsible for commissioning adult social care in the county) and enabled further testing with adult social care employers and vocational learning providers.

ArbetSam through English eyes

Response to the ArbetSam approach was uniformly and strongly positive. Participants at all three workshops characterised ArbetSam as an imaginative, constructive and impressively comprehensive response to a set of issues relevant to adult social care in England.

With formal workplace learning already well-established in England, participants were particularly interested in ArbetSam's strategies to support non-formal and informal learning, which could be applied to current concerns in England around values, behaviours and core skills. Related to this ArbetSam's positioning of the learning provider acting as a 'consultant' to support organisational development also attracted interest.

Participants identified time and funding as the main barriers to implementing the approach in England, but [the ArbetSam film](#) provided persuasive, inspiring and accessible proof that it can work and a number of participants expressed interest in trialling elements of the approach. OSEC hopes to support this beyond the lifetime of the TDAR project.



Project evaluation

Data is now being analysed, but there is clear evidence of the transfer and development of ArbetSam results in the partner countries, as well as dissemination at the European level. ArbetSam products are now available in English, German, Spanish, Basque, Dutch, French and Polish. The approach has been extended through the new intercultural module developed by intercultural and testing by TDAR partners shows that, although it emerged in response to specific circumstances in Sweden, the ArbetSam approach can add value in countries with quite different circumstances.

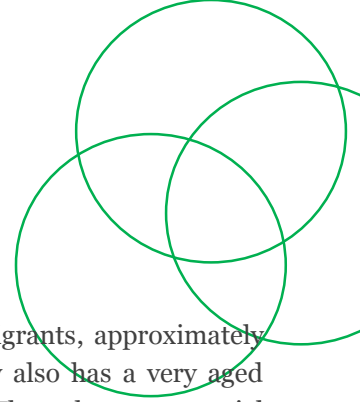
PILOTING TDAR – LANGUAGE ADVOCATES AND LANGUAGE DIVERSITY: THE CASE OF THE BASQUE COUNTRY

During the TDAR project Nazaret, in collaboration with Kutxabal, has had the opportunity to pilot the role of Language Advocates. The first challenge was to adapt it to the context where it was going to be carried out.

The Basque Country is quite a small Autonomous Community in Spain with just over 2 million inhabitants. It is prosperous, with one of the highest levels of per capita income in Spain. Migrants make up a relatively low percentage of

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the population (6,4% compared to the 10,75% of Spain) and a significant proportion of those migrants, approximately 40%, comes from South America, mainly from Spanish speaking countries. The Basque Country also has a very aged demographic structure which, with one of the lowest birth-rates in Europe, is ageing very rapidly. Thus, the urgent social need to develop quality services for the elderly.

The level of development of social services in the Basque Country is quite high, based on the DES index. The public administration has an important role to provide care for the elderly and, according to a new law, all care workers contracted by or for the Public Administration will have to be qualified at EQF level 4. On the other hand, the role of the family/community is extremely important and most of the homecare is run or organized by families and often provided by migrant carers contracted privately and therefore not subject to the qualification requirements.

Another aspect that should be mentioned is language diversity in Spain. Spanish is the official language throughout Spain, but there are three more official languages in different Autonomous communities: Basque, Catalan and Galician and around 40% of people in Spain live in bilingual communities. The Basque Government has an extensive programme to support the Basque Language and a version of the Language Advocate role has been established. These Basque language advocates typically have no training, however, and therefore the ArbetSam approach has been welcomed. Moreover, being able to offer care to the elderly in both languages becomes crucial as the care recipient often feels in a vulnerable position and is more comfortable when their “family” language is used; of course which language is their “family” language can vary from one care recipient to another.

Within this context Nazaret, in collaboration with Kutxazabal, has been carrying out the piloting for Language Advocates within the TDAR project in Santiago Egoitza, a care home in Villabona. Santiago Egoitza is committed to support language learning among their staff with the aim of offering better service. As part of their Basque Language training program they gave Banaiz Bagara (Association for the promotion of use of the Basque Language) and Nazaret Zentroa the opportunity to embed in their training program the language advocate concept which had been adapted to the Basque Language by Emun (Innovation and Basque Language services Provider).

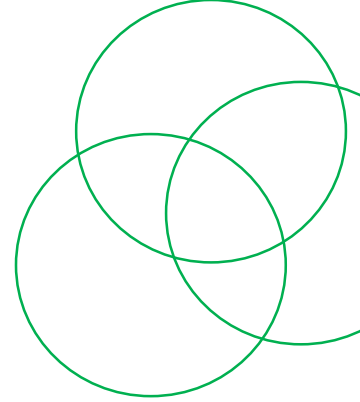
In total five sessions were carried out by Banaiz Bagara and Nazaret Zentroa and Kutxazabal. During these sessions the ArbetSam methodology was explained, the use of the two languages in the work place was analysed and goals were set for the learners and language advocates. These sessions gave to the participants the opportunity to reflect on the use of languages in the workplace, to see the workplace as an environment where learning can take place, and to understand that learning a language is everyone’s responsibility in the workplace.

The evaluation was very positive with maximum marks in nearly every item, but further than numbers it was some of the participants’ sentences that best add it all up:

Language Advocate: “Since the sessions started, the learners felt more confident to use the Basque Language at work, and you can see most of them are still improving even after their language course finished [6 months ago]”

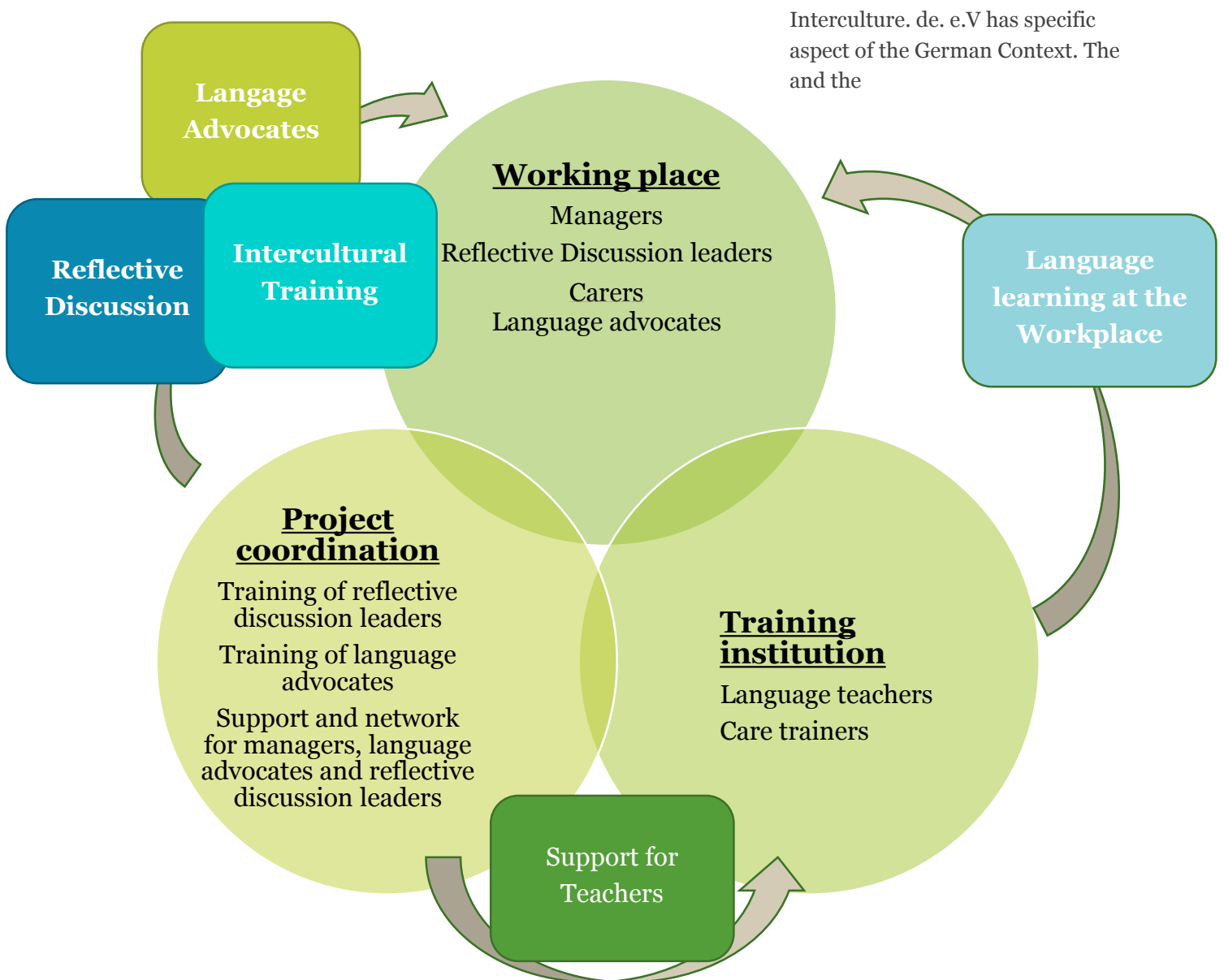
Basque Language learner: “Thanks to the atmosphere created [during the sessions] I feel better using the little I know. I still cannot have long conversations, but I can use some short sentences to start talking.....”

In conclusion, the ArbetSam approach has proved to be very powerful and versatile being able to provide excellent results in very different environments. In two words: **It works!**



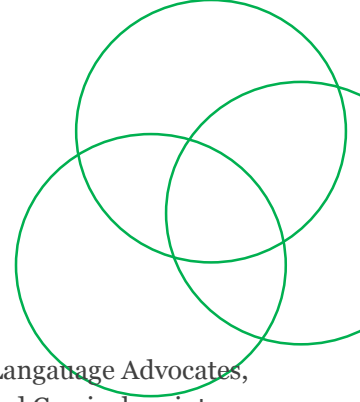
GERMANY: INTERCULTURAL TRAINING - REFLECTIVE DISCUSSIONS - LANGUAGE ADVOCATES – WHAT HAS HAPPENED?

During TDAR-Project interculture.de e.V. has focused on transferring specific aspects of the ArbetSams results into German context: The **Language Advocates** and the **Reflective Discussion Leaders**. Furthermore the concepts were complemented by intercultural awareness raising.



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So what has happened in Germany during the time of the project?

For Language Advocates interculture. de e.V has translated and analysed ArbetSam Curriculum on Language Advocates, developed new Curriculum for Germany, developed learning material to fill Curriculum and translated Curriculum into English.

For Reflective Discussion Leaders interculture. de e.V has translated and analysed ArbetSam Curriculum, developed new Curriculum for Germany (culture-sensitive approach), translated Curriculum into English and tested parts of the curriculum.

For Intercultural Training interculture. de e.V has developed a short training-programme and learning material (face-to-face), developed six e-learning modules on basics of intercultural communication, tested training-programme and translated training-program and e-learning into English.

Parts of the newly developed materials and concepts have now been transferred back to Sweden and also to other partner-countries to amend the curricula and learning material of the project.

NEWS FROM BELGIUM – IMPLEMENTING PARTS OF THE ARBETSAM APPROACH

As P4, our main task in the TDAR project was to disseminate the results of this project and to see how (parts of) the ArbetSam approach could be implemented in Belgium.

To illustrate how some of the ArbetSam principles are also being used in Belgium, the reflection tool was presented during the closing conference in Stockholm.

Reflection too

The reflection tool has been developed by the UC Leuven-Limburg, in cooperation with these partners:



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The reflection tool is based on the principles of person-centred care as described by Tom Kitwood, and on the principles of Appreciative Inquiry, with a focus on possibilities rather than problems. The tool is a simple board game, which helps participants to reflect on certain situations that occurred during their professional activities and which they found hard to deal with. It is also possible to use the reflection tool to share good practices with colleagues. Problems experienced will lead to a plan of action, experiences of success will lead to insight. The tool is very practical, leading to concrete results in a short amount of time. When using the reflection tool frequently, going through the entire reflection tool does not take longer than 20 minutes in total.

The reflection tool can be used in different settings, both in health and social care, and can also be used with students, while reflecting on their first clinical experiences during internships.

Front of the reflection tool



Back of the reflection tool



Since the reflection tool can be used in different situations and for different purposes, the tool is very useful for the reflective discussions which are an important part of the ArbetSam approach. At present the reflection tool is only available in Dutch, but we are looking for opportunities to translate the tool into English.

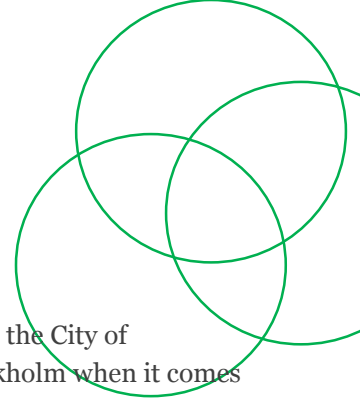
REPORT FROM THE CLOSING CONFERENCE IN STOCKHOLM – GREAT INTEREST FOR LANGUAGE LEARNING AT THE WORKPLACE

”Drawing together experiences from the projects ArbetSam and SpråkSam has been a successful way to build and share knowledge,” Karina Uddén, Head of Regional Growth Department at the County Administrative Board of Stockholm, said in her initial remarks at TDAR’s Closing conference, on 9 September in Stockholm. She also noted that the models are good for structure, integration and language learning.

The conference was attended by more than 50 people, including civil servants, employers, trade union representatives, educationalists (including from Denmark), care managers, language advocates and reflective discussion leaders. Ylva Disheden, Development Manager at the County Administrative Board of Stockholm, acted as moderator.

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Clara Lindblom, chairman of Stockholm Gerontology Research Center (SGRC) and Elderly Mayor in the City of Stockholm, inaugurated the conference. She also gave a picture of the challenges for the City of Stockholm when it comes to recruitment of staff for elderly care.

The partners in the TDAR project described their work in the project. Kerstin Sjösvärd, project manager, said that the Language Advocate training is now being implemented nationally in Sweden through a project financed by The Swedish National Agency for Education. The work is done together with the Swedish Dementia Centre and on behalf of the Health and Social Care College and was presented at the conference by Zenita Cider, head of the Health and Social Care College.



Karina Uddén (to the left) and Kerstin Sjösvärd (to the right).

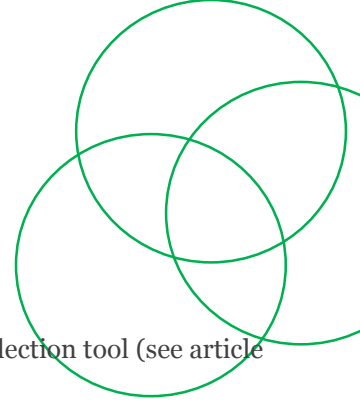


Nereba Peña (to the left), Clara Lindblom and Florian Frommheld (to the right).

Nereba Peña from Nazaret Zentroa, Spain, gave a picture of the challenges in Spain, where more than one third of the population live in regions with more than one official language. Florian Frommheld described work in Germany by interculture.de to develop six e-learning modules on intercultural communication. (See articles above.)

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Jesse Verschuren from UC Leuven Limburg in Belgium spoke about work in Belgium including a reflection tool (see article above) that fits well with the ArbetSam approach to reflection.

Karin Sandwall, head of National Centre for Swedish as a Second Language (NC), gave a presentation about the cooperation between the Swedish projects and the NC. She emphasised the importance of learning from each other.

Finally Alexander Braddell from Oxfordshire Skills Escalator Centre, United Kingdom, reported on work in England and the project's internal evaluation (see article above).

Feedback on the conference from around 50 attendees was enthusiastic. TDAR offered them inspiration and new knowledge to develop workplace learning.

Conference presentations are available at <http://www.aldrecentrum.se/Utbildning1/TDAR/Presentations-from-the-TDAR-Closing-Conference/>

LANGUAGE FOR WORK – A NETWORK FOR SHARING AND DEVELOPING PRACTICE

Language for Work (LfW) is a European learning network to support researchers, learning providers, employers, trade unions and policy-makers and other practitioners involved in work-related learning of the majority language by migrants and ethnic minorities. The network is supported by the European Centre for Modern Languages (ECML), part of the Council of Europe.

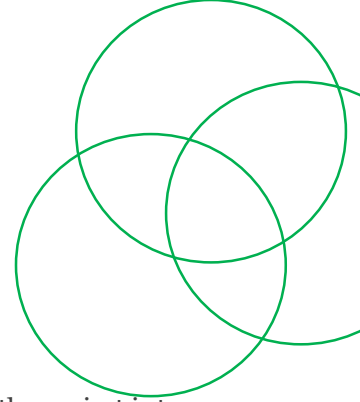
In June, TDAR was presented at a two-day LfW workshop at the ECML in Graz, in Austria. Workshop participants from 31 European countries expressed strong interest and TDAR results will certainly inspire further discussions in the network. For more info go to <http://languageforwork.ecml.at/>



The Language for Work network.

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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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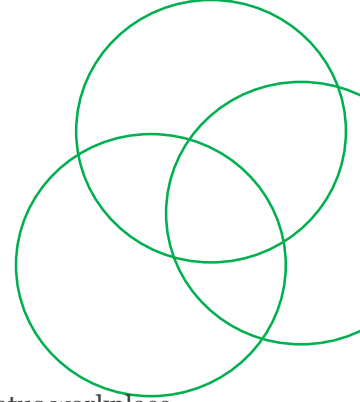


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England

Oxfordshire Skills Escalator Centre - is a social enterprise that supports 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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TDAR Website:

<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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