

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

The TDAR project has completed its first year - a year rich in activity. Plans for the coming year were finalised at the project group's meeting in San Sebastian last October and include a project meeting in Oxford in early June and the project's closing conference in Stockholm, 9 September 2015.

Highlights of this newsletter include further implementation of the ArbetSam approach in Sweden; dissemination in the UK and at the European level; work in Germany to develop an intercultural module; and a conference followed by the start of piloting in Basque country.

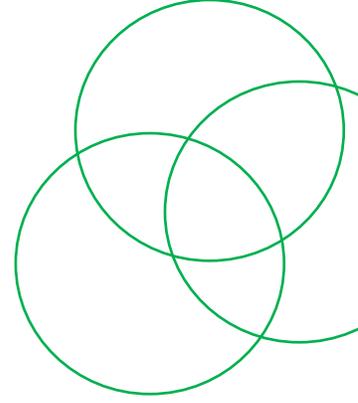
Before going any further, however, we would like to take this opportunity to thank all our many and varied readers for your interest in TDAR and the ArbetSam approach. The whole project team wishes you a Merry Christmas and a Happy New Year!

NEWS FROM STOCKHOLM – HOW DO WE MAKE WORKPLACE LEARNING SUSTAINABLE?

Work to sustain the important results of ArbetSam and its predecessor projects continues apace in Sweden. Stockholm Gerontology Research Center (SGRC), with support from the Stockholm County Board, has run two workshops on career pathways and social care for learning providers, care providers, local authorities and others. Workplace learning and language learning are essential for competence development and these activities will continue.

Learning providers, care providers and municipalities all over Sweden have invited the TDAR project leader to brief them on ArbetSam and learning Swedish as a second language both in education and at the workplace. During autumn 2014 the project leader has presented in Landskrona, Örnköldsvik, Säffle, Göteborg and at a national conference arranged by the organization Vård- och omsorgscollege. The need for good practice and efficient methods is great and the discussion generated by these presentations (and by other project activity) has given rise to many new ideas on how to use the ArbetSam resources.

Other international contacts are also interested and the TDAR and ArbetSam was presented at ALAPP (Applied Linguistics and Professional Practice) conference in Geneva last September. The event was highlighted by ECML, the Language for Work Network. Read more [here](#).



LANGUAGE ADVOCATE ROLE

A language advocate is a new, voluntary role for employees who want to champion communication and language development in their workplace. The idea was created in the Swedish project SpråkSam, and further developed in the ArbetSam project.

The language advocate works with the manager and colleagues to inspire and inform about language development at work, resolve any misunderstandings and conflicts that arise around language and culture, and design language development activities. They also support colleagues to take advantage of learning opportunities and help colleagues with anything that has to do with language and communication, from everyday communication at work, including written communication, to supporting colleagues who speak Swedish as an additional language participate in meetings.

In Project ArbetSam, care staff who volunteered to become language advocates received six days of training in second language development and second language acquisition. They received instruction and training in how to recognise and then support the opportunities that arise at work to develop language skills.

Skoga nursing home in Solna, Sweden, has three language advocates today. One of them is Yvonne Strömbäck. She has been a language advocate for two years. She became a language advocate because of her work with social documentation.

– Since we started working as language advocates we have provided different types of support to our colleagues. For example, we run a reading circle. In the beginning we worked with reading aloud to practice vocabulary and pronunciation. We have also trained writing and informed temporary staff about documents, says Yvonne Strömbäck. In the spring of 2015 they will start up groups for working with implementation plans for the care takers.

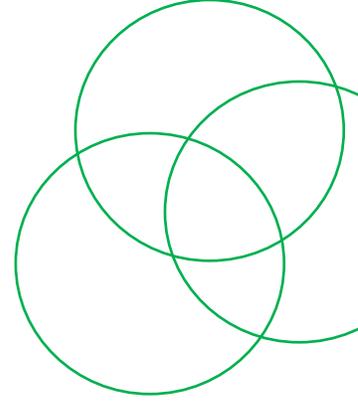
– The manager’s role is important when it comes to making demands on employees. However, everyone at the workplace has to be involved and engaged in language training. As a result of our ongoing language training, we have noticed that more employees now have the confidence to ask questions and tell you when they do not understand.

Yvonne Strömbäck also comments that when we talk about language problems too often we only focus on written communication.

– We mustn’t forget the most important thing, which is that the elderly must understand us. Misunderstandings can cause unnecessary consequences.

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](#).



SPAIN – CONFERENCE IN SAN SEBASTIAN

To coincide with the project group's autumn meeting in San Sebastian, TDAR's Basque partner, [Nazaret Zentroa](#), helped by Kutxazabal, brought some 40 interested organisations together to learn and share around the topic of "Improving service quality and workplace training in Elderly Care: innovations in workplace learning".



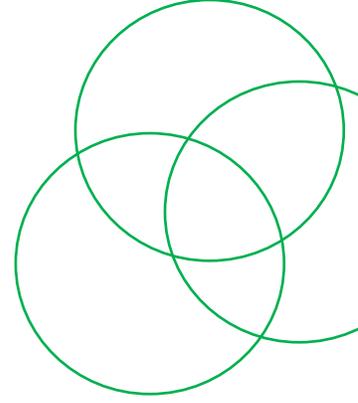
Project manager Kerstin Sjösvärd presents the TDAR project.

Participants including care workers, nurses, managers and human resource professionals exchanged ideas on how to improve the quality of service in the elderly care sector as well as how to develop workplace training. During the conference a range of perspectives on the care sector were presented by (among others) the Basque Institute for Qualification and Vocational and Educational Training, the Documentation and Research Centre SIIS, including practical issues around using Basque in the workplace. In addition, the Provincial Council of Gipuzkoa outlined the regional innovation and workplace learning strategy and associated programmes.

[Read more about the conference in San Sebastian \(pdf\)](#)

SPAIN – PILOTING AND TESTING IN VILLABONA: LANGUAGE ADVOCATES

Nazaret Zentroa and Kutxazabal continue to develop the ArbetSam products and the work packages concerning the piloting and testing. In collaboration with Santiago Residential and Banaiz Bagara Association, the TDAR framework and approaches were presented to the care team in Villabona in late October. This collaboration aims to increase the use of Basque in the workplace as well as to improve communication between care workers and resident of the centre.



PILOTING AND TESTING IN THE BASQUE COUNTRY: REFLECTIVE DISCUSSION LEADERS AND LANGUAGE ADVOCATES

Nazaret Zentroa and Kutxazabal plan to pilot and test the ArbetSam approach in the first quarter of 2015. Piloting and testing requires adaptation of the products to the Basque context and this has been undertaken with help from EMUN.

[EMUN](#) is a large language and service provider in the Basque Country with considerable expertise in the field of organizational development; expertise likely to prove valuable when it comes to the transfer and development of the innovative ArbetSam methodology and its results.

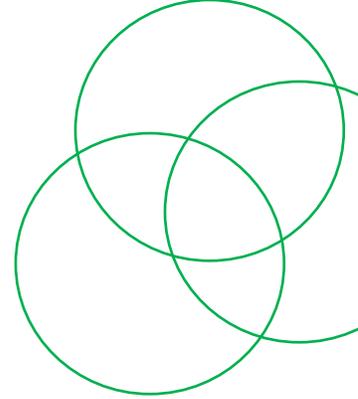
NEWS FROM UK – CONFERENCE ON THE LINGUISTIC INTEGRATION OF ADULT MIGRANTS

In June 2014, TDAR's UK partner, OSEC, participated in the Council of Europe's third intergovernmental conference on the linguistic integration of adult migrants (LIAM), organised by the Council's [LIAM Working Group](#) and attended by government representatives from 20 Council of Europe member states and other organisations working in this area. The conference theme was "Quality in the linguistic integration of adult migrants: from values to policy and practice."

Representing the [Language for Work Network](#), OSEC highlighted TDAR as an example of innovative practice, helping to raise awareness of the ArbetSam approach at the European level.

Also in June 2014, OSEC ran a workshop on TDAR at the national conference of [NATECLA](#) (National Association for Teaching English and Community Languages to Adults). This workshop allowed OSEC to consult with a range of providers of English language learning to migrants in UK. Participants felt the ArbetSam approach was fully relevant, but that the UK's funding system would not support the approach (public funding is now only available for migrants receiving unemployment benefits – those in work are not entitled to publicly-funded provision). An article on the workshop subsequently appeared in NATECLA's newsletter, further helping to raise awareness of ArbetSam in the UK.

Regarding the problematic lack of flexibility afforded to learning providers by the UK skills system, OSEC is looking for ways around this in other work related to, but outside of, TDAR. This work includes support for [the national core skills strategy](#) for adult social care in England and for a local workforce development strategy for adult social care in Oxfordshire, currently in development. Both these strategies recognise the importance of workplace learning for the development of communication and language skills. To circumvent problems around learning provider funding, OSEC is investigating the practicalities of employer-led workplace learning, linked to quality management systems – including the UK's new [Social Care Commitment](#), which offers an excellent opportunity for reflective learning – closely related to the ArbetSam approach.



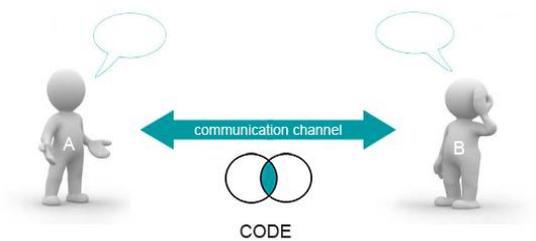
NEWS FROM GERMANY – INTERACTIVE E-LEARNING MODULE

Interculture.de is at the moment developing an interactive e-learning module on the topics of intercultural communication and intercultural competence.

The module addresses questions such as “How does communication and especially intercultural communication work?”, “How do we perceive our surroundings?” and “What is (inter-)culture?” as well as “What do we need to be (inter-) culturally competent?”

Competence is understood as the ability of the individual to act thoughtfully, as well as being individually and socially responsible in professional, social and personal situations.

The model of intercultural action competence shown below identifies four sub-competencies: professional, strategic, social and individual competence. In this context, intercultural competence is understood as the ideal interplay of the four sub-competencies under conditions that are not characterized by normality, routine and plausibility of in situations outside of one’s own cultural norms.



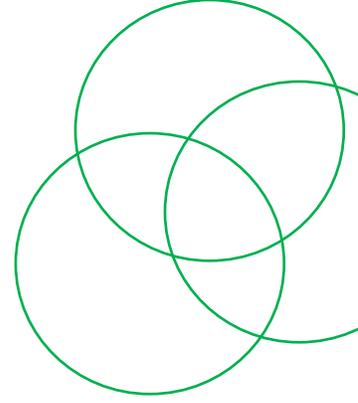
Sub-Competencies of Intercultural Competence



cf.: Bolten, Jürgen: *Interkulturelle Kompetenz*, 2012, p. 129.

TDAR

Transfer and Development of ArbetSam Results



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**.

- **CONTACT:**



Bengt Larsson
Project Director

bengt.larsson@aldrecentrum.se



Kerstin Sjösvärd
Project Leader

kerstin.sjosvard@aldrecentrum.se



Lisa Alm
Development Manager
lisa.lm@stockholm.se



Lena Slotte
Head of Department (from January 2015)
lena.slotte@stockholm.se

Germany

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

- **CONTACT:**



Franziska Kindmann
Researcher

franziska.kindmann@interculture.se

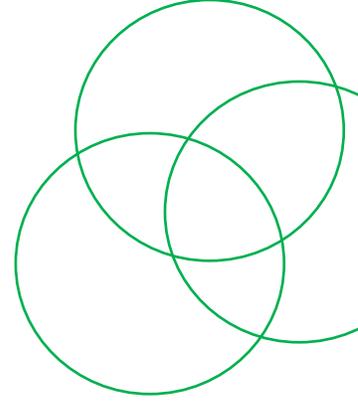


Florian Frommelt
Senior Consultant

Florian.frommelt@interculture.de

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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.

- **CONTACT:**



Alexander Braddell
Director

abraddell@gmail.com

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.

- **CONTACT:**



Egoitz Pomares
Project Manager

epomares@nazaretzentroa.com



Nereba Peña
Director of Studies

nerebap@nazaretzentroa.com

Belgium

UC Leuven-Limburg – is an institution for higher education in Flanders, Belgium.