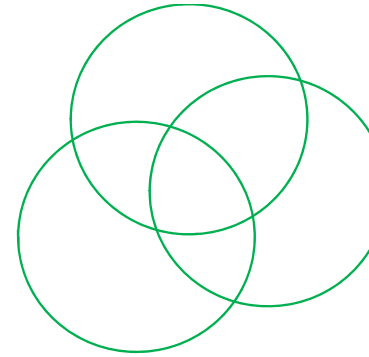


# TDAR

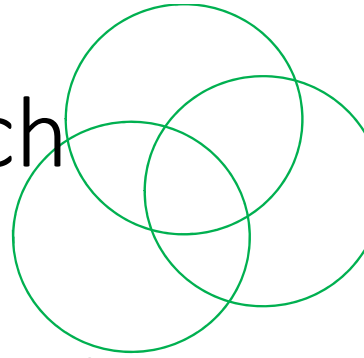
**- Spreading knowledge and awareness of new approaches in workplace learning**

## TDAR – Project Aim



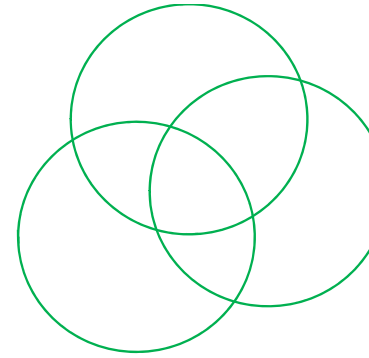
- TDAR – Transfer and Development of the ArbetSam Results
- To transfer a new conceptual framework in training with a new methodology in which not only the target group for vocational training is involved, but also **the managers** and **key personnel** in the organisation.
- ArbetSam changed the focus from academic learning to workplace development
- Links between **Education** and **Employers** established

# Stockholm Gerontology Research Centre



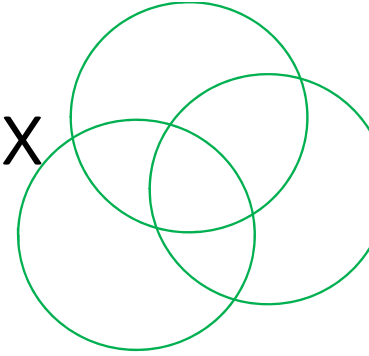
- Founded 1986 by City of Stockholm and Stockholm County Council. Mission to conduct and communicate research findings of specific relevance to elderly and their situation in society.
- Forms together with Aging Research Centre (Karolinska Institutet, Stockholm University), SNAC and Swedish Dementia Centre the House of Aging Research
- Project owner of TDAR

# Background



- **The current demographic situation - a challenge for the care sector.**
- Elderly people - a growing segment of the population and the demand for quality in elderly care is rising
- The demands on elderly care become more and more complex
- Work in elderly care changes focus from social and medical service to oral and written communication
- A majority of the employed care workers are immigrants

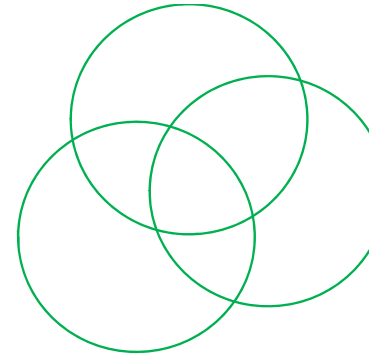
# Challenge of the project: a complex area for change.



## Just a few examples

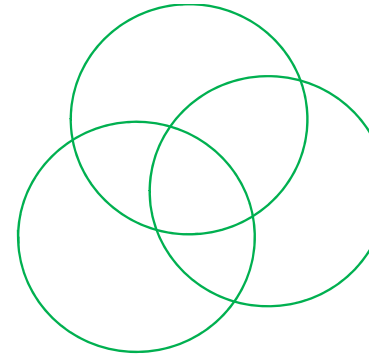
- Workplaces with very different conditions
- Communications between politicians and managers/administrators
- Cooperation between school system and care system e.g. teachers and supervisors
- Communication between care administrators and care staff
- Drain-pipe organization

# Three lines of development



- Vocational Education for assistant nurses and carers  
Teaching located to workplace
- Language Teaching and the workplace as an environment for development of language
- The workplace as a learning organization

# Work experience and educational background (SpråkSam)



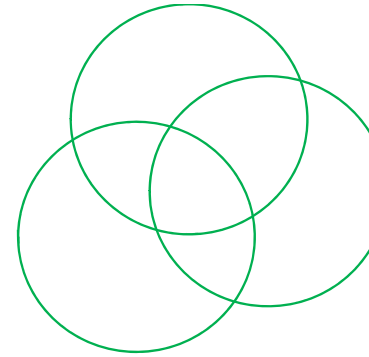
## Years in elderly care

0-6 years	21%
7-9 years	31%
More than 10 years	48%

## Years in school

0-6 years	20%
7-9 years	18%
10-12 years	38%
More than 12 years	24%

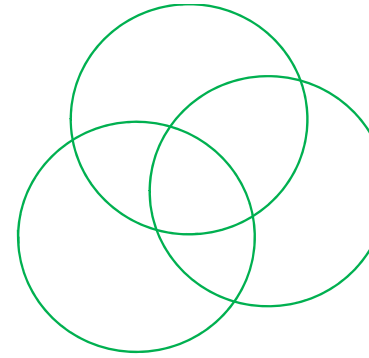
## Predecessors of TDAR



- Stockholm Competence fund (2003 -2006) – training for 1300 employed in elderly care
- APU (2006- 2008) training of 200 reflective discussion leaders, supervisors and 30 language advocates
- SpråkSam (2009 -2011) training of language advocates, workplace based language and care training for 600 immigrant care workers
- **ArbetSam** (2011-2013) training of reflective discussion leaders and language advocates, language and care training for 650 care workers



# Project Partnership

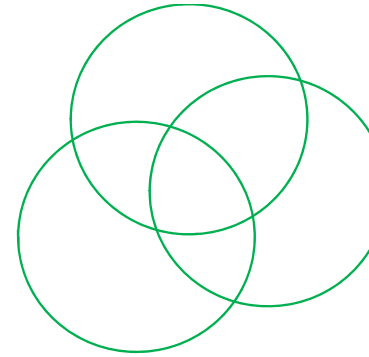


- Employers' initiative
- Adult education
- Swedish for immigrants
- University of Stockholm and Södertörn

Support and cooperation with Swedish Municipal Workers' Union,  
Stockholm County board, partners in other European countries

Funding from European Social Fund, government and employers

# Conclusions and results



- Long work experience doesn't guarantee language learning
- Engagement from managers necessary for the individual result
- The responsibility for developing migrant workers' Swedish language proficiency should be shared between the individual worker, their employer, their colleagues and the state
- Language training linked to care training makes motivation stronger
- Cooperation between education and care is necessary on a structural, organisational and individual level