

# Initial Literacy in a Social Context

Meeting in Sweden 14-15/1 2013

14/1 2013

08.30

Meeting starts at the Municipality Hall in Kungsängen

- Henrik Hedkvist greet us to Kungsängen and says that one of the main tasks currently is to take care of immigrants. In the society today it is important to be able to read and write and therefore the teachers have an important role. When people are working together it is better than working alone so he wishes us all great and interesting days together
- Yvonne says that today we meet many people without education, with other identity from countries with other conditions. climate and culture. Many of these people still have their families in their homecountries. When coming to a new country you easily lose your identity and shall in the same time both create a new life and support the family in the homecountry. Therefore it is a big challenge to work with these people in order to help them into the society.
- Short presentation from all partners.
- Presentation about the Upplands Bro Municipality
  - 52000 invånare
  - Located next to Swedens third largest lake Mälaren
  - Two mayor location - Bro and Kungsängen
  - 130 kilometres Mälarbeaches
  - 3 lakes
  - 50 islands
  - 29 % of the population has an immigrant background and come from 78 countries (corresponding to whole Sweden 20 % from 200 countries)
- Questions
  - Tomas says when unemployment increases there are more people who wanna study and then the schools need to apply for more money.
  - Inger says that in the 1800s the adult education – Folkhögskola - started Today 50% of the participants at the adult education is immigrants. The politicians want them to study so they can have grades from elementary and high School so they can gon on with their studies at university. 75 % of the students at the adult education complete their studies and are graded.
  - Tuija asks about how they work to help immigrants enter the labor market and Tomas says that it is difficult when the unemployment is high and it is evan difficult for youth to find a job. Tuija ways that there is a new law in Finland about helping youth to get a job within three month. Andreas says that they have special courses in Germany about learning

language and the cultural codes that is common on workplaces. Maria and Tomas tell that employment agency provides employment trainings for immigrants, even for illiterate and poor educated.

9.30

Coffebreak

- Karl-Erik tells about the municipality, administrations and employers.
- Yvonne tells about a dream of creating a portal were people who offer services and those who need them can find each other.
- Inger tells about Birka – the first settlement in Sweden and shows Ekhammarsgubben.

10.15

Visit and presentation of the Adult Education Center in Upplands Bro  
Mingle with teachers and students.

11.30

Lunch at Restaurangskolan

13 .00

- Inger tells about adult education history in Sweden.
- Petra tells about a scaffolding – (scaffold means support structure) the teacher shall give the scaffold – the structure - to help the students to learn a second language. As a teacher you shall help them not carry them. Learning for illiterate differs from those who have studied.
- Petra gives an example of how she uses to work with her students by giving them a word and let them tell what they think the word means – she puts a photo of a scaffolding on the whiteboard and let us tell how we work with helping our students with the language.

Maria:

Start with an experience, take a photo, give them a paper with the photo and let them write the word beside both in swedish and in their native language.

Esin:

Peerlearning, demonstration, associations

Lene

Focus on reading and writing, short termed goals, practice and repeats, writing keywords, grammar on a basic

Caecilie

Visit workplaces, take photos, use the photos in the classrooms and talk about what they have seen and learned

Agneta

Tries to find a way to meet the students, where they can share their experiences in order to get the best learning

Irma

Improvisation, imitation, actions like theater and roleplaying, focus on communication

Birgitte

Language exercises, pictures, movies and internet, no grammar from the beginning.

Gabriella

Role playing, bodylanguage, helping each other without words, imitation, start with real stories – Game Master

Andreas

Reflect on learning on all levels, ask and discuss about how they learn, how they manage? the tasks and the tests so they will be better prepared and can change methods in order to improve.

Celia

Priority oral skills, write and read about what is significant for the student, important with communication and interaction between teacher and student.

Teresa

Use the computer as soon as possible, the computer helps to develop all the basic skills, read a lot and practice.

Claudia

Try to find out what they need, individual working sheets Försöker ta reda på vad de behöver, individuell working sheets, work individual

Tuija

Use pictures that shows what to do, let them try by themselves, learning by doing, use a simple language.

Petra

Let the participants share their experiences, want to have the same group during a longer time so she knows them enough to know what they need. In learning the first step is to learn the word, then grammar and building sentences. Learning different texts that can be used in different contexts..

- Petra offers tips about Pauline Gibbons book Scaffolding language
- How talks about how to teach second language learners in the mainstream classroom and how to help students to the next level
- It takes 6 years for a person to become functionally literate in their own native language
- Carl – Fredrik talks about the test he did with students on a higher level, he wanted to do a cognitive map of how to think.

15.15

Coffebreak

15.45

### Peerlearning and conclusion

- Peter tells about peerlearning. They have a driver instructor course with 18-22 years old swedish students who teach groups of immigrants driving licence theory. It gives profit for the students and the immigrants. The students reflect on their way of teaching - it is important to be clear and understand what the immigrants understand of what they teach, as a teacher it is important on the students level and build from that.
- Conclusion

Everyone wanted to think about what they have learned until tomorrow

- Tomorrows schedule
- Gabriella shows the result of last meetings evaluation questions.
- Teresa tells about a powerpoint they have shown in her school and put in dropbox –  
**we decide to publish it on the webpage**
- Esin suggests that all partners shall do a presentation about adult education in their countries and put on the webpage –  
**We decide that everyone do the presentation during the visit in their country and then put it on the webpage.**

19.30

### Dinner at Koh Phangan

15/1 2013

8.30-9.00

Coffee

9.00

Therese presents Urkraft

9.30

Groupdiscussions - Summary from groups:

1. When is a person integrated?
  - a. Dream in second language, feel well, interact wit the community, ask for help without fear, practice rights and responsibilities, when you have respect for the society you live in, understand the language and the culture, you are an equal part of the society, you have a work when they get fully funtional as a citizen, when they are accepted by the society as a participant. when they know how to read and write, selfesteem - believe in yourself, adapting to the lifestyle
2. Who is responsible that a person are integrated in the society?

- a. Yourself, social welfare – to a certain extent/level, education system – how you welcome a person, Labour market– both the the management as well as and the employeés, everybody – politicians, the person himself, teachers, neighbours, colleagues, social workers, employment services, employers, public authorities, equal meeting
3. Which are the barriers for immigrants to get a job?
  - a. Language, communication competence, prejudices, the muslims scarves, colour of hair and skin, missing networks, cultural issues, no acception of social rules and laws, the low level of eucation, lack of simple jobs, barriers for native people, social codes
4. What is positive/negative with practice at workplaces?
  - a. Positive:  
Using the language, building networks, get enough support by supervisors, contact with labormarket, learn the social codes, selfesteem, learning how to work, integration
  - b. Negative:  
They get only a chance to practice not a real work with sellery

10.15

- Maria and Therese give a presentation about how Urkraft is working with getting immigrants closer to labormarket.
- Urkraft works with helping people outside the society to find their own way to get a job – off the main road.
- Urkraft has made a model which they are working with and will be shown in part in dropbox.
- Urkraft works specially with creating great CV and PL because the CV and PL are the entrance ticket to get to a job interview.
- Powerpoint will be sent to dropbox

11.15

- Lene presents how she works with helping immigrants to get closer to work.
- Powerpoint will be sent to dropbox

12.00

Lunch at Sportbaren, Kungsängen

14.00

Livstycket – Tensta

Halina presents the project and give us a tour of the premises.

- Livstycket is a contemporary knowledge and design centre in Tensta, Stockholm in which women from all around the world participates. Livstycket applies functional pedagogy, which combines artistic practical activities with theoretical teaching.
- Their approach:  
"We want to give women who have immigrated to Sweden the chance to learn the Swedish language and culture while enhancing their self-esteem. Even if the activities are aimed at women, men are, of course, also welcome to participate.

Our approach is functional pedagogy. Artistic activities like sewing, embroidery and textile printing are combined with theoretical education in Swedish, mathematics, social studies and IT. In this way, the words represent a function, a reality and a context. The words "scissors, thread and thank you" are merely words until they acquire and represent a real meaning."

15.45

#### Conclusion

- Livstycket  
Impressive, inspiring, useful, inspire development, gives hope for persons who haven't learned the language, interesting, good combination of language and crafts – learning by doing, wish that they should offer the same at home, want to bring the ideas back home or send the other teachers to Livstycket to get them inspired, this is a global project, this can inspire a multilateral project.

#### Conclusion

- Meeting – comments from participants:
  - Urkrafts idea and way of working was interesting. I should have wanted it more wide and also to hear about how they work with school-dropouts.
  - The group discussion wasn't so important – for the coming meeting my suggestion is that we spend more time discussing the meetings main topic.
  - Very interesting, more discussions compared to the first meeting.
  - It was difficult with the schedule therefore my suggestion is that we during the next meetings in the schedule give more time for the presentations and also for questions, discussions and reflections after the presentations.
  - It took a long time for all transports although which is understandable due to us being in a capital city.
  - I suggest that we during the future meetings set aside time for talking about what we shall do next in the project.
  - We didn't focus on individualisation that much as I expected and it was very short about peerlearning, I suggest that when we meet focus on the main topic we have decided for each meeting, discuss them and evaluate them in order to develop.
  - Scaffolding wasn't so important in my point of view, it was for those with higher education.
  - I should want to spend time talking about evaluation in several levels both for teachers and students.
  - It is important to have the answers from the evaluation questions from the last meeting in good time before the next meeting in order to improve.
  - We prepared a presentation but didn't have time to show it, and in the coming meetings it is important to send the agenda in good time before the meeting. It is also important that every partner in good time gives feedback and tells about if they shall present something and how long time it will take.
  - Over all a good meeting with lots of interesting things to think about!

**We decided that the agenda shall be sent to everyone one month before every meeting. In order to make it easier to plan the meeting it is important that everyone take responsibility to send feedback.**

19.15

Dinner at Gandhi

Hand out certificate