

Folkuniversitetet 2016



Kickoff meeting 24-25th October, 2016 Ełk, Poland

Project number:

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Milestones

30'



The mission takes shape

70'



Swedish for immigrants,
Recreational courses and
amateur culture

40'



Language courses abroad

80'



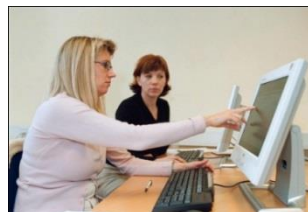
Regional expansion, contract
teaching and post secondary
education programs

50'



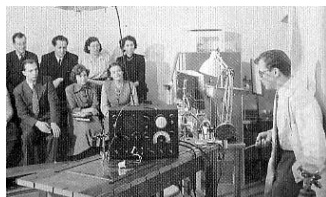
Evening gymnasium, Summer
courses and Language Centers

90'



Labour market courses,
vocational training,
specialized upper secondary
schools

60'



University Courses, Summer
Universities and Language
schools abroad

00'



ICT-based learning, College
courses and widening
participation

It started with Language training

- In the 1930s Courses in Sweden
- In 1940s Courses abroad
- Now; In about 25 different languages
- At levels from beginners to advanced
- International language examinations



A Leader in Lifelong Learning

Our mission:

Through more knowledge and better skills empower people for a better life – privately and on the work place

It is an **association of five foundations**: the extramural departments attached to the Universities of Stockholm, Uppsala, Göteborg, Lund and Umeå.

Adult education

- Study circle and evening courses
- Folk High Schools
- Vocational training
- Higher vocational education
- Post-secondary training in the liberal arts and sciences
- Specialized upper secondary education



Open to all



- Teaching individuals and businesses
- Swedish for guest students, researchers and for immigrants
- Labour market training for employability
- Chripu – senior citizen
- Konkensus - people with disabilities



Folkuniversitetet in Sweden

- **Local offices**
Folkuniversitetet has a presence at some 40 locations in Sweden
- Over 200 000 students
- Annual turnover of 100 million Euro
- 400 employees and 7000 teachers



Folkuniversitetet South, District East

- Kristianstad
- Karlskrona
- Växjö
- Kalmar



Folkuniversitetet abroad

- Participating and coordinating in several European projects.

One of our main activities is to develop new innovative methods and tools for specialized target groups: unemployed, immigrants, women, disabled, social disadvantaged and general adult education.

- Language training in several countries around the world
- Present in England, Estonia, France, Germany, Russia, Spain and various other countries





Matching Non-Formally Acquired Competences to National Qualifications Frameworks



Folkuniversitetet Kristianstad

Europeiska projekt

Besök oss på:

www.folkuniversitetet.se/Om-Folkuniversitetet/Var-profil/Internationellt/eu-projekt-kristianstad/

www.facebook.com/FUKristianstadEUProjekt

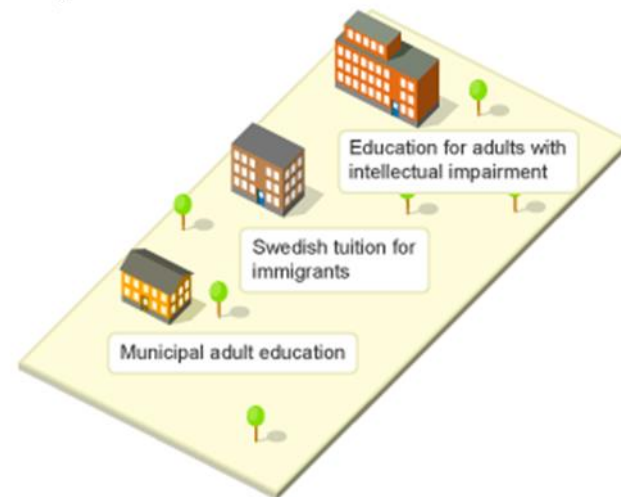
www.linkedin.com

Adult education



Adult education in Sweden is extensive and has a long tradition.

- Swedish adult education is organised in many different forms. The school system for adults covers:
- Municipal adult education at both compulsory and upper secondary school levels
- Special education for adults with functional disabilities
- Swedish tuition for immigrants
- Labour market training
- Senior education



The Swedish Adult Education Association

- **The Swedish Adult Education Association** is the interest organization of the study associations and its task is to strengthen the position of the study associations in our society through communication, cooperation, and analysis of the surrounding world.
- **Swedish non-formal adult education – Folkbildning**
Folk means people and bildning means learning. Put them together and you get the word folkbildning, the Swedish form of non-formal adult education. Folkbildning is a voluntary and decentralised form of learning which strengthens and enriches people and thereby the whole of society.
- **Sweden's ten study associations organise cultural programmes and lectures.** However, it is the study circle which is the cornerstone of folkbildning. In the circle the participants benefit from their own experiences and knowledge and that of others. **The group share their learning, building on their own interest and desire to learn.** This creates a commitment and a motivation which exceeds that of many other forms of education.
- **Folkbildning is part of civil society.** Most of the major popular movements in Sweden work in partnership with the study associations, which together have approximately 200 member organisations. This gives the study associations access to a unique network, enabling them to engage with people who few other organisations in society are able to reach.

Study circles

- Study circles are based on the idea that a number of adults together on their own initiative wish to deepen their knowledge in a given area. Participants appoint one of their members as the leader. Study circles are the most important activity of the Adult education associations. Currently, education organisers often provide a circle leader with specific knowledge in the area.
- Study circles are flexible and capable of customisation. With relatively few participants (maximum 20), participants have great influence over both content and working approaches. Most study circles are conducted in the evenings, covering a total period of 20 hours. The aim of study circles is to provide subject knowledge or skills in different areas as well as contribute to personal development and greater social competence.



What are the barriers to engaging adult learners?

There can be many different barriers to adult learning, largely relating to the individual's own circumstances, background and personality.

Physical barriers. These might include:

- lack of time due to work, family, and childcare responsibilities
- difficulties in paying course fees and fear of losing benefits
- disability, particularly lack of mobility
- ill health



Attitude barriers. These are often the hardest to overcome. They might include:

- Being nervous about going back to the classroom and concern about not being able to keep up
- Negative perceptions of schooling and about the value of learning
- Low self-esteem and lack of confidence both generally and in relation to learning
- Lack of trust in formal organisations
- Age. One in five non-learners think they are too old to learn.



What can education providers do for engaging adult learners?

- changes to the curriculum portfolio, curriculum design and delivery
- a willingness and ability to work in partnership.
- attractive to adults and relevant to their experience
- flexible, to suit adults' circumstances and schedules
- supported by outreach programmes to attract adults who otherwise might not consider learning



Another objective are to provide as many flexible study options as possible.

Such as:

- – Daytime/evenings and during weekends,
- – During summer and traditional holidays,
- – Many different options for starting courses,
- – Distance studies,
- – Flexible learning (different rates of studying, guidance).



Adult learner expectations about relationship with the teacher/educators

- **Teachers should be partners** - support in what learners do. The teacher should give some direction , advise the learner how to proceed in order to achieve their own aims and outcomes.
- **Direct relationship** - learners expect contact with the teacher, a good balance of formal and informal relationship.
- **The teacher should allow for mutual discussion.** The relationship should allow the learner to be able to speak openly with the teacher without being afraid that he/she will be judged.
- **Individual support** –the teacher should guide the learner on how to solve their problems.
- **The teacher should focus on the person** identify their the weaknesses and know how the person can improve them.



Expected features of a teacher/educator

- The teacher should sometimes be more human, and it should not be such a "Robocop ", in the sense that they should think like a human being, take into account the different circumstances. The teacher needs to be understanding.
- The teacher should be more flexible.
- The teacher should be more open to something new.
- The teacher should respond to the needs and problems of the learners and support them in achieving their objectives. The learners should initiate situations and signal their problems.
- Have knowledge about the needs of the participants/adult learners
- Have good communication skills
- Focus on individual person who need a support
- Learners expect: “more conversations with the teacher”
- Most learners prefer relationships based on mutual trust, respect and openness.

Relationships with learners

- The teacher should respect the life experiences of adult learners and their achievements
- The relationship must be based on openness and trust, confidence, understanding, open communication, respect, sincerity, freedom, positive attitude, motivation, cooperation
- It is important to create an atmosphere where learners feel positive and that they are important
- The teacher should have direct contact with learners -it is important never to judge learners
- It is important to use a straight forward language, clear and concise and without leaving unclear messages
- The teacher should be honest, giving the right to make mistakes, to be a reflective person.



Thank you for your attention! 😊